

Phil Weiler: Friday afternoon, late in the day, but I guarantee you we're going to have fun today. This is going to be... I don't know if you've all had experience doing focus groups before, but I love doing them. It's kind of a interesting way that this group sort of forms itself as you start talking about things that you are interested in, not interested in. Oh my gosh, it's 2:30 in the morning in Saudi Arabia. Wow. So-

Person 01: Yes.

Phil Weiler: All right. Well, I'm going to have us go around. We expected we'd have five and it looks like we do, which is awesome. What I'd like to do is go around, have everybody introduce themselves in a second, but let me start off by introducing myself. My name is Phil Weiler. I'm the Vice President for Marketing and Communications here at Washington State University. Person 04 is a member of our team. She's going to be here doing note taking. I think most of you probably know Brandon from College of Education. Brandon's going to be our sort of tech support person.

So again, Person 04 will be taking notes. I'm going to be leading the conversation, but we're really going to be relying on you all to really share your opinions and the reason that we're here is, and I think you probably have an idea, is that there is an interest at the College of Education to look at their name and possibly change their name. And we're going to go into some detail about what names mean and why they're important and maybe get some suggestions from you all. But because this is a focus group, this is an opportunity for everybody to share your opinion and I'm going to look, I'm going to call you out.

You don't have to answer every question, but I do want to make sure that everyone has a chance to share their thoughts and most importantly, if four out of the five of you feel one way and you're the one person who doesn't feel that way, it's important for you to say, "You know what? I disagree." And it's your chance to... Particularly those people who might be going against the grain if there's... Oh, we've got Person 02's coming too. Awesome. All right, now we've got six. Hello. I think Person 02's connecting. I will wait a second till she gets connected. [crosstalk] It's really 2:30 in the morning in Saudi?

Person 01: Yes.

Phil Weiler: That is. That is incredible dedication. Thank you so much for-

Person 01: You're welcome [inaudible].

Phil Weiler: Bad enough to be 3:30 in the afternoon on a Friday, but 2:30 in the morning. Holy-

Person 01: And it is my birthday today. So [crosstalk].

Brandon Chapman: Happy birthday.

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Phil Weiler: Well, we will all sing you happy birthday at the end. How's that?

Person 01: Thank you.

Phil Weiler: All right, Person 02. Oh, her video does not appear to be working. All right. Is your audio working?

Person 02: Can you hear me?

Phil Weiler: I can hear you.

Person 02: Okay. Perfect.

Phil Weiler: All right and looks like Person 03's joining us as well. Wow. We're going to have a sell out crowd. This is awesome.

Person 03: Yay. Happy birthday.

Brandon Chapman: This is great.

Phil Weiler: Person 03. If you can hear us say hello, if you can join by camera.

Person 03: Yes [crosstalk].

Phil Weiler: There we go. All Right. We were just getting started. I was just introducing myself and introducing the other folks who are on the call. We are going to have a chance for you all to introduce yourselves as well. Because as I said, this is a focus group. This is a chance for you as a group of individuals with opinions to kind of form as a group and really kind of open up and talk about what your preferences are. So, as I mentioned, I'm Phil Weiler, I'm the Vice President for Marketing and Communications. Person 04, I'll let you introduce yourself second time around.

Person 04: [inaudible] unmute myself there. Hi, I'm Person 04 and I work in Phil's department and I'll be taking notes.

Phil Weiler: Yep. Brandon.

Brandon Chapman: Yeah, I'm Brandon Chapman, the Marketing Director for the College of Education. I've been tasked with exploring this potential name change, and really, really appreciate your willingness to give us your thoughts and ideas and there are no bad ideas. So thank you for bringing your unique perspectives to the table.

Phil Weiler: Absolutely. There is no right or wrong answer. Really what we're looking for is just your perception, your opinion, if you have one, particularly if something strikes you, like if you have a violent reaction to something like, "I love that" or, "I hate that." That's really good information for us to hear. So before we introduce ourselves, I'll just give you a little bit of background. This is the third focus group that we're doing. We met with faculty and staff. We also met with alumni and

members of the Advisory Council, but we really thought it was critical to have a student voice as well. After we do this work with the focus groups, we're going to share the data that are collected here and work with our colleagues at the Social & Economic Sciences Research Center. SESRC is their acronym. We love acronyms in higher ed.

Those are the market research experts here on campus. They work with agencies all over the state of Washington, all over the country doing market research and so we figured it was a good idea to tap into that local expertise. They're going to put together a survey that will then be shared with students, faculty staff, donors, alumni, really a broad cross section. But before you can really prepare that survey. You need to have this focus group kind of data to help you figure out what the questions are for the survey. So, that's where you all come in. So what I'd like to do before we dive into the questions is just have you each introduce yourself. What's your name? Where are you currently? We have one person who's connecting from quite remote. So where is home for you typically when you're not in Pullman? What program are you studying at the College of Education? And then what attracted you to that particular program in particular? I'm just going to go around my Hollywood square screen here. Person 05 here in my upper right hand corner, I'll start with you.

Person 05: Oh, hi everyone. My name is Person 05. I'm studying Kinesiology at WSU as an undergrad. I'm in Pullman right now, but I'm from Spokane and right. I was drawn towards kinesiology because I think the human body is really interesting and amazing.

Phil Weiler: Awesome. Great. Thank you. Person 06, you're next on my screen.

Person 06: All right. My name is Person 06. My kiddos call me Mr. Person 06. I'm a wannabe teacher. When I become a teacher, I would become Mr. T. I think that's awesome for you old people. Younger generation, [inaudible] that. As you can tell, I'm an old white guy, so it should be kind of fun. I'm in the MIT program, Master in Teaching program here at the Tri-City campus at WSU and the reason I chose this second career path, my first career path was in the military, both my parents were teachers. Well, my dad was a teacher. My mom was a social worker. And so when I'd come home on leave and vacation and stuff, I'd go talk to the kids when they were working at the alternative high school. And I just thought it was a cool opportunity. So here I am going through college.

Phil Weiler: Well, good on you. That's awesome. It's second chapter in your life. That's great.

Person 06: Yep.

Phil Weiler: Yeah. Sydney, you're next on my screen.

Person 07: I'm Sydney. I'm currently also in Pullman. I'm from Tri-Cities, Washington, specifically Richland and I'm in sport management. So I was originally in Kinesiology and [inaudible] switching and probably just because, I mean, I grew up playing

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sports and I wanted to continue that really good experience I had through sports for other people. So that's just kind of why I chose it.

Phil Weiler: Sounds great. So pronounce your first name, is it Hibah?

Person 01: Yes. Right.

Phil Weiler: Did I get it right?

Person 01: Yes. Perfect.

Phil Weiler: Yay for me. All right. Tell us about yourself.

Person 01: I'm Hibah Harbi, an international student from Saudi Arabia. I'm in my fourth year as a PhD student at Special Education. I don't know why I got into Special Education, but why I continued because I liked working with young children with disabilities and their parents. So yeah, just because of that and right now I'm in Saudi and it's 2:30 AM. Again.

Phil Weiler: And for those who joined us a little bit later, it's also her birthday. So I don't know. You can't beat that for dedication. So thanks [crosstalk]. Person 03.

Person 03: All right. Hi, I'm Person 03 here in Pullman [inaudible] 205 currently.

Phil Weiler: I think you're on mute, Person 03.

Person 03: My apologies. Trying to do this from a phone. I don't know where I cut off, but from the Bay Area in California, currently in Pullman right now, I am in the Masters in Athletic Training program. I got into it because I kind of like kinesiology. I'm very interested in human movement and I enjoy helping people and kind of when you add that together, you get Athletic Training. Yeah.

Phil Weiler: Terrific. Where in the Bay Area are you from?

Person 03: Sonoma County.

Phil Weiler: Okay. So up in the north, I grew up in Palo Alto.

Person 03: Okay.

Phil Weiler: But once I turned 18, I left the Bay Area. So-

Person 03: Yeah. I love California, but to be honest, when I graduate, I don't plan on going back.

Phil Weiler: Yeah, I hear you. All right, Person 02, you're next on my screen. Is it Person 02 or Person 02?

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Person 02: Person 02.

Phil Weiler: Person 02. Okay.

Person 02: So I am a Master's of Kines student, Kinesiology. I actually did my undergrad in the Kinesiology program as well and then I kind of took a two year gap, was able to teach part-time within the program and then I was offered a position essentially in the master's program. I am from Mount Vernon, Washington. So about an hour north of Seattle, but my husband and I have lived in Pullman for the last few years and so we don't really... Pullman's kind of our home now and we're just looking for where we're going to go next. And I kind of joined Kinesiology at first, similar to other people mentioned, I really enjoy sports and activity and I was originally like a physical therapy route, but I realized that I really enjoy research. So I've worked in the Exercise Physiology Lab here on campus for the last seven or eight years and that's kind of where I went ahead next.

Phil Weiler: Great. And Person 08, am I even close in pronouncing your name correctly?

Person 08: Actually, you did so well, I'll give you 9.5 of a 10.

Phil Weiler: Okay. Terrific. Thank you.

Person 08: All right. So my name is, I go by Person 08.

Phil Weiler: Person 08? Okay.

Person 08: Because [inaudible] somehow too long. So I'm from Nigeria and this is my third year in PhD program, Educational Psychology. Had my master's, 2019, in the same program. Actually, I had Finance in my bachelor's degree, but I changed just because of my little girl when I heard [Josephine], that's my first [inaudible]. Something so mysterious I... So what informed our learning, there were things that she was doing at a younger age that actually changed my thinking from Finance to wanting to know more about behavior, about what make child those particular behavior and things like that. So I looked into the program and I found like three schools, but I found Pullman to be a place where you can raise your kid and all that. So peaceful. Then I contacted some professors and when I came in here, it's been somehow peaceful. I love the environment. So I love data, I love analyzing data. One of the reasons why I love Educational Psychology and we have a lot of theories to back up whatever you are doing. So that is just me. I'm improvement and I love it. Yeah. Improvement.

Phil Weiler: Great. That's a terrific story. Thank you Person 08. I appreciate everybody sharing your thoughts. So the way this works is I have a series of questions I'm going to ask you and like I said, you don't have to answer everyone, but we're a small group and I'd love to hear from people and even if your answer is, "Eh, I don't have much to add." But it's just good for us to have a conversation and I really do want this to be very conversational. The questions will just kind of steer us. I expect that we'll probably run about an hour, maybe a little bit less, a little bit more depending on

how things go, but we should have a lot of fun and it's kind of, one of the reasons I like focus groups, particularly in this kind of work, is that you really are going to steer the direction of this project because you all get the direct input right at the very beginning.

So let's go ahead and get started. I'm going to look at my notes here. See if I've missed anything. I'd love for us to stay on a first name basis. We are recording this session, but when we transcribe the information and we start using it to develop questions for the questionnaire, for the survey, we will de-identify. So you don't have to worry about your name being associated with particular comments. We really do want this to be a place where people can share their honest opinions and as Brandon said, there are no right or wrong answers. We just really want to hear what your thoughts are and what your reactions are, because we're going to share some information and try and gauge what you think of that. So I think we are ready to roll.

All right, let me start out. So I've got this kind of a couple sections of questions. The first is going to be kind of a level set just to kind of make sure we'll understand what we're talking about. Then we're going to talk about some programmatic offerings in the college. I'm going to talk about college names and what they mean and then after that, we'll wrap up. So it could be pretty quick. So the first question I have for you is very basic. When you hear the name College of Education, what programs do you think of? Just shout out if you've got any thought.

Person 02: Teaching.

Person 03: Yeah. I [inaudible]

Phil Weiler: Teaching?

Person 03: Education.

Phil Weiler: Okay.

Person 03: So it's kind of like teaching.

Person 01: Teachers.

Person 07: After-

Person 01: Yeah.

Person 07: After being here for a year, it was teaching, Special Education and Sport Management. I didn't know Kinesiology was a part of it for a while.

Phil Weiler: Okay.

Person 08: Yeah, me too. I think [inaudible] probably comes to my mind would be teaching or

probably instructions, something like that and when I say College of Education, because I came from Nigeria, when we say College of Education, there were things like people who wants to learn is maybe a particular skill. They have somehow differentiated from the all other University where you go to do maybe Finance, Accounting and all that. So when you say College of Education, they are like, "Maybe you want to learn. You want to specialize in Mathematics education. You want to specialize in English education, History." So that's the kind of thing that would come to my mind based on my background, I would say, "Oh, they're doing mathematics. Then you can specialize in a particular program like Mathematics, English, History, all other things that are not really corporate subject."

Phil Weiler: Okay. Hibah, what about you? Anything that comes to your-

Person 01: I have the same experience. In my country we have education, College of Education, just for anything related to teaching and teachers. So same.

Phil Weiler: And Person 06 or Person 05, anything that comes to mind for the two of you?

Person 06: Yeah. In kind of piggybacking off [inaudible]. To me, when I first heard about College of Education, it was almost like a teacher prep kind of an activity where I would learn the art of teaching. Not necessarily the science of the academics of it but more of how to do it.

Phil Weiler: Oh, that's an interesting distinction. Okay. Thank you. I like that. Sort of the art versus the science or maybe.

Person 06: Yeah, exactly.

Phil Weiler: Yeah. Person 05, anything that comes to mind for you?

Person 05: So when I first learned that Kinesiology was part of the College of Education, I was kind of confused. I was like, "Well, that doesn't make much sense" because I thought what the others thought that it was just about teaching, instructing and I just think it's very broad.

Phil Weiler: Yeah. Okay. Great. Well, are there any other programs in the College of Education that we haven't brought up? We've talked about some, we've got a good cross section of folks here. Are there other programs that you think are included in College of Education here at WSU that we haven't talked about?

Person 01: I guess Cultural Studies and Social Thoughts.

Phil Weiler: Okay. Anyone else? I'm going to share a slide. If this works, tell me you can all see that slide. No? You don't see anything? Now are you seeing it? Thank you, hooray. I don't know why Zoom is still this difficult to share. I don't know if you all have to do share screen, but it feels like Zoom updates every week. This is not one thing they've updated. I don't know why, but anyway, I want to walk us through a couple slides. The one that I want to look at though right now is this is a list of the

programs that are inside the WSU College of Education and I guess my question is, do you think that the name WSU College of Education works for all these? And I'm just going to read some of them so we can see the differences.

For both undergraduate and graduate programs, we've got Athletic Training, we've talked about Kinesiology, Sport Management. On the undergraduate side, we have Teacher Education, we have the WSU ROAR program. If you're not familiar with that, that's a program for young adults with intellectual or developmental disabilities. It's a two year program, allows them to basically become [inaudible] and to study here on campus and then on the graduate level, we've got quite a few programs. We've got Counseling Psychology, Cultural Studies and Social Thought in Education, Curriculum and Instruction, Educational Leadership, Educational Psychology, Language, Literacy, and Technology, a master's in Teaching, Mathematics and Science Education and Special Education. So again, the question is, do you think that the name, College of Education, adequately represents all of these programs? Any thoughts?

- Person 03: So to be honest, as an Athletic Training student, I've focused solely on Athletic Training and Kinesiology. And so I guess to see this extended list, I'm a little bit surprised that there is so many educational majors out there. So I guess in that aspect, I feel like the name College of Education is appropriate. I guess, what doesn't make sense to me is why the Kines and the AT is connected to these educational kind of components.
- Phil Weiler: Okay. We're going to delve into that question here in a little bit. So that's a good introduction, Person 03. Thank you. Anybody else? What do you think? Does the name College of Education adequately represent the depth and breadth of the programs being offered?
- Person 01: Actually, I agree with Person 03, with what he said. I don't feel it represents all the programs and it just feels in the graduate only programs more than the others. So I don't know.
- Phil Weiler: Okay, great. Thank you. Anybody else?
- Person 02: I would agree with that point that there are a lot of graduate programs displayed here that are really focused around teaching, but then I don't know what the numbers are, what percentage are of the college is Athletic Training, Kinesiology, Sport Management and Teaching Education because typically graduate programs are smaller than undergraduates. So in my head again, like what Person 03 said, why does it make sense to name it? If it's focused more on these graduate programs rather than all the undergrads, because that's typically where the bulk of everybody is.
- Phil Weiler: Yeah. Good feedback. Anybody else?
- Person 06: Yeah. I'll jump in. I'm not sure. Sorry about that. I'm not sure how many colleges [inaudible] Washington State University. So I don't know. I mean, I'll be honest. I

don't know. I have no idea. So it almost seems to me like there's maybe three or four different umbrella terms like College of Education and these other three or four, however many there are, have specific focal points and then the rest were just kind of bunched into the College of Education. We put it into that. That's kind of what it seems like. And I'll be honest, I'm very ignorant about this. I don't know anything about it. So I apologize if I'm not correct.

Phil Weiler: Oh no, no. Hey. Like I said, there's no wrong answers. I'm just out of curiosity. Was anybody surprised by seeing this list? Are there things on this list that you didn't realize were part of the College of Education? I see, I don't have everybody on my screen. I see Person 05 nodding her head. Let me see if I can adjust my... Looks like I can't get everybody. Anyway. Anyone else surprised by the list?

Person 08: Yeah. I think I am surprised by the list, because I actually know more of these on the College of Education better. I've never seen Counseling Psychology and Master in Teaching. These are, to me, it looks like a new addition and I agree with the other people that said this is somehow no, no... Do I say inclusive of bearing that name? The first time my wife came to the College of Education and we were working, and she said she saw Athletic and Sport Management. Is that education or... Because she actually did education before we came from Nigeria. I said, "No."

It seems we have specialized education program. Then we have some that are not... I find a way of explaining that. So that means right from that time, that thinking that it is not that inclusive of the program that we are on. And one thing that actually came to my mind when I changed from Cougar Health Services, I was the data analyst there before. That was where I have my RA and I moved to Institutional Research and I have all these questions to that, when I have [inaudible], for instance, we have a lot of department and colleges on that. So how many colleges, when I'm trying to diagnose wrong data analysis-

Person 08: How many colleges, if I'm trying to diagnose wrong data analysis, I have to have a lot of colleges say, "Why do we have..." That name actually brings all the colleges together. I can say, "Oh, this is [inaudible]," but it's somehow different for a college of education.

If I'm running data, it's as if they are everywhere so I have to create another, what they call it, segment so that it can be all representative. This has been something we've been talking about too in institutional research. I think it's not inclusive of all the programs that we run in the college.

Phil Weiler: Okay, so here's a follow-up question to Person 08's comment just now. My question for you all is, how important is it to you that the college name represents the breadth of the programs? It sounds like there is some feeling that College of Education doesn't cover everything, but do you care? Is that important or is that not important?

Person 06: I...

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- Person 05: It is... Oh, go ahead.
- Person 06: No, go ahead.
- Person 05: Okay. Thank you. I think it's definitely important to me. Like I said, when I first found out KNES was a part of the College of Education, I was a little confused. Then, I learned about the other majors, undergrad majors within it, and I was still confused because obviously there's the sports management and athletic training.
- I would definitely like to see a little bit more representation for our groups. I think it is important to me that our name reflects everything about the program or everything about the College of Education, rather than just the instructing teaching part.
- Person 06: Yeah, and I was just going to say that, I mean, words are important, right? I mean, what you read and what you interpret have an impact on how you feel. So, saying something like College of Education and the mind goes to teaching and learning, prepping to become a teacher and yet you have KNES, I mean, it would seem to me... If I was a KNES student that I would be not represented by that term so it throws me off a little bit.
- Person 03: To be honest, it's like KNES and athletic training are very medical fields, right? And so, as a way to promote ourselves, or if we're trying to promote ourselves as these healthcare professionals and we come from a College of Education, not to put any negatives towards College of Education, but for other professionals who know nothing about the field and they say that you're from the College of Education, that in itself can be confusing.
- And so, as a way to promote ourselves, I feel like our foundation should be something that's a little bit more representative of where we're coming from and explains what we do a little bit better.
- Person 02: I would agree that I think it definitely matters to include, just have something that will include or tries to encompass the variety of programs. I think earlier this week, I actually saw the College of Education was selling sweatshirts. I didn't look at them in-depth so I may be completely wrong on this. It said College of Education on the front, and then it had an apple. That just signifies that teaching aspect, rather than all the other things that are within the College of Education.
- I think a common theme among kinesiology and athletic training students over here. I mean, we're all the way across campus from most of the other College of Education departments and classrooms and everything. And so, I think as a culture, not even just the name, a culture of the College of Education as a whole is just very disconnected. I think a name in my opinion is a great start, but I don't think it should end there.
- Phil Weiler: That's great.

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Brandon Chapman: Phil, do you mind if I jump in?

Phil Weiler: Please do.

Brandon Chapman: Person 02, that's a really good point. In terms of factually the sweatshirts, which I got the same email was from the student group that is pre-service teachers. It was their club actually that ended up doing that.

Person 02: Okay.

Brandon Chapman: Which is probably why it had an apple, but I think it's a really good point because those are still the images that stick with us.

Person 02: Yeah. It might have been shared, I don't know where it was shared anymore. I can't remember, but I didn't look into it. I was like, "Oh, of course, it's College of Education and there's an apple."

Brandon Chapman: Yep.

Person 01: For me, it doesn't bother me the name or I don't feel anything toward the name. Maybe because I'm in the program for a while so it might help for the future students who are interested in applying to the college just by searching, so they can find the program name or something related to their program. But for me, I'm fine with it so far.

Phil Weiler: Great.

Person 08: Yeah. I think for me, I'm not fine with it and I'll be talking from two perspectives. One, maybe because I've been in marketer and I know what it is to sell a product. If I have something that what's selling and I'm probably under covering it, I have to bring everything that I have to get what I want.

If philanthropies and I want to probably fund or give grants into other people that are... Because it seems, when you say College of Education, there are some programs that I know people already know. There are some programs that we know, but we don't know how to categorize them. It gives a little bit worry when you say, "Sport management is under College of Education," but the name is not first selling and I want to drop money. I might not really fund that kind of program because I will think maybe it's somehow under, should I see underutilized or somehow?

If a name, because name actually matter. In whatever we are selling, is what you see that you buy. For me, yeah. I said earlier on, when my wife first came into the college, she was a little bit worried. She said, "Nobody knows that sports science or whatever is under College of Education." If I have someone who wants to probably come in, other students, maybe international students, that want to come, the name is not selling.

In Nigeria, for instance, where I come from, when you want to show, maybe you're looking for a job, one of the things they want to look at, they want to look at the university you're coming from. That name actually matter. Whatever you're bringing doesn't really matter, but the name you're bringing. So, where you now put College of Education, but the program, for instance, maybe I'm a rural student or maybe I did something else, to them it would be like, maybe you went to a part-time school. You have the umbrella of that College of Education and that's the way it is in my country.

When you go to a part-time school, your name will not show at all. It's only that name of that college, whatever that will show. So, I think it really matter to have all inclusive name. It sells the product by itself, even without you talking and talking and talking, explaining to people, "We have this, we have that." It sells when we have a name that is inclusive.

Person 07: Yeah. Want to touch on what Person 03 and Person 06 said. I think that when you look at College of Education, you see the education. Today, with people with very short attention spans and just scan everything now, reading education, I think most people would say, "Oh, you're going to be a teacher. You're going to teach kids."

Being in sport management, I haven't learned anything about that, but I just think that because everything now is just so online, digital, quick, that people are going to read that. The reason I joined this is, I'm really passionate about it because I want to be a part of the change and be more inclusive with sports science and all that kind of stuff.

Phil Weiler: Well, that's maybe a good segue to our next section then. Person 05, I did see your comment in the chat. It made me smile because with Thanksgiving just a little ways away, the idea of having to be at the little kids table, it made me think of Thanksgiving. And so, hopefully that's not the way everyone feels, but who knows. Let's make a little bit of a change here and move on to our next set of questions. These are the ones that are more programmatic in nature.

Person 05, or excuse me, Person 07, you were talking about sport. And so, I guess my question is, what does the word sport represent to you? If you saw a name that said sport, to what extent do you think the use of sport in the name would represent a program like kinesiology or athletic training?

If we use the word sport in the name, would that illustrate sufficiently that something like kinesiology or athletic training would live in that college?

Person 03: I don't don't think so and the reason being, I guess, speaking from the athletic training kinesiology standpoint, sure. Athletic and kinesiology does involve sports a lot, but the field itself is so much more encompassing. You can be an athletic trainer or a kinesiologist and work in occupational therapy and physical therapy-

Phil Weiler: Yeah.

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Person 03: ... with the general population. And so, I think that in itself is almost doing the same thing that College of Education is doing. By just generalizing and not being specific to look at it in this new way that we're trying to do.

Phil Weiler: Good point.

Person 02: I think...

Phil Weiler: Yeah, go ahead. Sorry.

Person 02: Sorry. I think sport is a step in the right direction because it does at least encompass. I'm trying to think from more of a general population or just not me, because I know sport means a lot of different things within kinesiology, or sport and exercise or movement and such. I think sport would also help bridge the gap between sport management and kinesiology and athletic training. I think that's a potential common word that could describe both.

If I was thinking of just more kinesiology side, I would almost think just even just movement rather than sport. Because like Person 03 said, a lot of things we work with is not necessarily sports. It's just getting somebody's body to move in a correct way or getting it to move at all. Yeah, those are my thoughts.

Phil Weiler: Great.

Person 07: Yeah. I think again, sport is like education, I would go to teaching, I think sport and would not include kinesiology necessarily. If you think sport, I wouldn't think, "Oh, you're a kinesiology major," either. I feel like sport management is more of a business area. Then, the other two would be more of a medical science field.

Person 05: I wholeheartedly agree with what everyone else is saying. I don't think sport encompasses kinesiology and athletic training enough. I would have to agree with Person 02 that, movement sounds a lot better and is more encompassing and more accurate and less misleading.

Phil Weiler: Great.

Person 01: Yeah. I agree with Person 02.

Phil Weiler: All right. Well, let me ask another question. Person 03 brought this up, the idea that at least with regard to athletic training, kinesiology, there's a health connotation to it. So, when you hear the words, either science or health, to what extent do you think those words represent the programs in the college? The words science or health.

Person 03: I think it's a more accurate description than sport.

Person 05: I'll have to agree with Person 03. I love health, so that sounds like a really good one to me.

- Person 01: Maybe health and education, because science doesn't represent everything in the College of Education.
- Person 07: That's what I was going to say, is if you use health, it leaves out the teaching aspect of College of Education.
- Phil Weiler: All right. Let me ask another question. If somebody wants to jump in, don't hesitate. I'm going to show you a slide here in a second, and I want to see what your thoughts are on how confusing it might be if we used words like either science or health, given that those words appear in the names of other programs on our campuses across the system. Let me just bring up this slide and we can take a look at it. All right. Where is my slide? Do you see that? No, you don't see that, do you? There we go. All right.
- Here's the next slide. These are all programs at Washington State University, either programs or certificates that include the word science in their name. There's a lot here, but I'm just going to pull out a couple, just to give you a sense of how broad we use science. So, there's animal sciences, there's actuarial sciences, which is more about things like accounting. There's computer science, there's crop science, there's earth sciences, social sciences, food science, political science, soil science, speech and hearing sciences.
- Given all these different programs that include the word science, what are your thoughts? Would it be confusing if we used science in the name for the College of Education?
- Person 08: Yeah. For me, it won't be confusing. I think, I will say it's a little accurate because it's a social science. More of what we do have to do with human behavior. I think science will not be confusing because we're scientists. We study cognition. We deal with emotional, body, embodied cognition and all that.
- Person 05: I would have to say, it depends on how it's used. If the name were to be changed to College of Science and Education, I think that'd be completely misleading because people would start thinking of biology, chemistry and stuff like that. But if it could be used in a way that is a little more specific and could target the scientific aspects of each of the programs that are within the College of Education, I think that would work.
- Person 02: Yeah. I would agree. I think it could make things messier, but at the same time, it's just like, well, it's already a little messy with how many colleges have science within the name. But I think if you're looking at sport management, it's the science between, sorry Person 07, this is my interpretation. I did not know at all. Just the science between behind promoting events and communicating with teams and doing all that, I think with teaching, it's the science behind how you can teach children something in kinesiology and athletic training that, there's science within that too.

And so, I think if you think of science more as a broad term, rather than just doing experiments, I think it could encompass the majority of the programs in the College of Education.

Phil Weiler: Person 06, you look like you're deep in thought. Do you have something you want to share?

Person 06: Yeah. I just don't know how to put it into words. I think from one perspective, understanding why we're changing something is important. Right? From my perspective, I think that there's a little confusion taking place with the wording. That's why we're having these focus groups. Then, I think the perspective has to be from a person who is not... We're trying to gain students into Washington State University.

What we want to do is clarify as much as possible the naming conventions. I think you can make it too muddy. You had that one slide up that had all the sciences, I think that's way too muddy. I think if we stuck with the next generation of science standards of laying out what the science areas were, that would clean that up a little bit.

Getting back to the College of Education, again, when I started down this path, I was thinking that I was going to learn how to become a teacher and through the College of Education at Washington State University. That's what I thought I was getting into that hasn't happened yet. I mean, I'm learning about it.

I just took teaching elementary science, which I didn't really learn how to teach elementary science, but we went through that process. English as a second language, I didn't really learn how to teach a student who is an emergent bilingual. I learned all the great buzzwords that we have, but I didn't learn how to become a teacher. I still haven't learned that and that's what I want. That's what my desire is.

I think that you just have to look at it from the perspective of a person who's not a student and is looking to get into something that they're interested in. Like I said, words have meaning, so if I search WSU, I'd like to become a teacher, I want to become a teacher of College of Education, I can become a teacher and get a master's degree in teaching, it's under the assumption that I'm going to be taught how to become a teacher.

So, when we have KNES in there, we have all the other activities that are in there, I think that, for one, like what was pointed out, it throws people off. It's like, why are you going to the College of Education? Why aren't you going into the College of Medicine? I mean, to me that's more logical. I don't know how to put what I'm thinking in a eloquent-

Phil Weiler: No, that's helpful.

Person 06: ... way yet.

Phil Weiler: I think I follow you. Other thoughts?

Person 01: For me, I think, when I search for a PhD program, I just search special education programs in the US as a beginning, and then all the colleges of education pop up. I guess anyone going to search, going to search by the name of the program that they wanted, especially in grad school. It's going to be confusing for maybe undergrad. Yeah. It's going to be hard for undergrad, more than graduates, especially an international ones.

Phil Weiler: Yeah. I think, Hibah, you made the point, I think Person 06 did and some someone else did as well, the idea of, for perspective students, I think a name is going to be important so they can find what they're looking for. Then, Person 08, to your point, I think it's important for employers as well, because if they see that you have a degree from a particular college and that they may not understand that there are programs underneath that umbrella, that you actually had the training that you need in order to apply for the opening.

I'm going to ask about another word and the reason I'm asking these words, just as a side note, College of Education's been thinking about this for a while now. There has been work done thinking about different options and different names. Concepts have come up and so we want to test some of those with you.

Obviously sport and science and health are concepts. There's another one that I want to run past you and get your feedback on, and that's the term performance. To what extent does the word performance specifically represent the programs in the college? Or is that too much of a generic term? What do you think of about performance?

Person 02: I actually think it's not too much of a generic term. I think it's too specific of a term because if you are thinking performance, in my head I automatically go to, all right, how can we get this athlete or how can we get this person to perform better? I think it overlooks a lot of other things in our college.

Phil Weiler: Okay. Good point. Any other thoughts on the term performance?

Person 07: I think it makes me go straight to an athlete performing or a kid performing on tests, which is more of a one-stop shop. End all be all rather than the behind the scenes because I know like athlete training behind the scenes, sport management behind the scenes, teaching and all the counseling can be behind the scenes. I think it's more of a... I don't know how to explain it, but two of the final product of what we do. I don't know how to explain that.

Phil Weiler: No. Actually, that's a great perspective. I hadn't thought about it that way, but you're right. It is like the culmination of effort. Let me ask a slight different term. What about human performance, to what extent do you think that would work for kinesiology or athletic training or sport management? Human-

Phil Weiler: ...athletic training or sport management. So, human performance.

Person 03: So pretty early on in AT we learned that sports medicine is this umbrella term and underneath of it, there's two categories. One is the performance enhancement and one is injury care and management. It's athletic training, kinesiology and a whole bunch of other things that they fall under that, like injury care and management. And then on your other performance side, is your strength and conditioning coaches, your nutritionists, those kind of things that are going to... Their goal is to get an athlete to perform better. And so, I guess in that sense, I don't see that as this all-encompassing, but like they're saying, more of a specific thing that doesn't necessarily match up with our current goals.

Phil Weiler: Okay. Good feedback.

Person 08: Yeah. So, I think the human performance could probably maybe misleading or because you want to know in, for instance those in medicine, in medical line, they use that word human performance because they diagnose and they want to see our humans or animals. They want to know. So, they use that word human performance. They want to know animals. I think using that in this kind of environment, call it education, where we have our kids, we have all that. I think it may be somehow [accept] we want to deconstruct or probably. So, for me, I've been trying to see how does that fit in into, but I rather go, with just performance because I know we want to know how student perform well in their college. Want to know how athletes perform, so I think that what human performance is somehow... Doesn't fit into what we do in the college.

Person 01: I don't like it actually, because I don't feel it in the College of Education. It represents very far away from what is in the college. So, I agree. I don't like it that much, actually at all.

Phil Weiler: Okay, good. I like strong opinions. Good. Thank you.

Person 02: I don't think it's necessarily the best option, but I recently went through applying to other graduate programs and seeing a lot of the times these kinesiology programs are in some type of college of human performance. So, I think that's a common trend in other colleges, but again, there's not that education aspect. So, I don't think in this circumstance it would fit the best.

Phil Weiler: Great. But that's an interesting perspective. Thank you. That's good to hear what other universities are looking at. And just as a side note here, we're asking these specific questions because we're building to a crescendo. And so we'll hit that crescendo here in a moment. So, anyway, but I do appreciate people providing their feedback. Are there other terms, other words that might capture the breadth of the programs based on what you saw on that earlier slide, that are currently offered in the College of Education?

Well, one thing I will say, this illustrates why I think it's important for us to have these conversations, because this is not an easy question. I think everybody has been struggling with what is the right name? How specific or generic should we be?

So any concepts, words that come to mind for you. If not, we can move on.

Person 08: So I don't know, but just like CAHNRS, for instance, where we have College of Agriculture, Human, how we put all those names together. Maybe it could be a way, I don't know. Maybe College of Education or probably find something to capture that education. I'm just wrapping it on my head, like else teaching and science education, or probably we say College of Education, sports, and just to have inclusive name. I know CAHNRS they did that. They didn't change. They just put College of Agriculture, Human, bringing all the names together. I don't know, maybe that might be one of the ways to go about it.

Phil Weiler: I think you must have taken a look at our notes before we talk, because that's exactly with the next section we're going to be talking.

Person 08: I said I'm the RA at institutional research and I work with what they call it, activity insights. So, all my thinking is how to do branding, how to make faculty success, all those things. So, when I'm doing all this with the College of Education, for instance, I do a lot of things with those names, finding how to write the programming language. I'll bring everything together. So, I've been working on this on, done it before. So, one of the thing I suggested the last meeting I have with my supervisor is why not have a common name? Because we notice that College of Education, we have so many departments that if I'm writing programming, I want to bring all the faculties in kinesiology and everything together. I have to find a common name to do that. So, I've been doing all this, and it works with the CAHNRS departments. So, why not do the same in College of Education?

Phil Weiler: Well, that's again a great segue to this next section. So, I've got a couple questions about the length of a college name and the specificity of a college name. And Person 08 was talking about a college that goes by the acronym, CAHNRS. Some people know what that is, others don't. We'll talk more about that in just a couple minutes. But before we get there, let me ask this question. Which do you think is more important? So, what's more important that the college have a broad, all-encompassing, almost generic name? Or that it be really specific and enumerate all the programs within it? So, is it better to be all-encompassing and a little bit more generic, or be really specific and list in its name, all the different programs that it includes?

Person 05: I think I would like more specificity, even if that does mean the name gets longer and messier, because we'll always find a way to shorten it somehow. But I would prefer to see that more specific direct representation of each of the programs, even though College of Education sounds nice and concise.

Person 08: Sure. Actually agree with you. Because if you are to find a general name, it will still be somewhat confusing. Lot of explanation, lot of... You do marketing, you have to do all of that information, let people know. But if we are using specific names that we already... Like when we say sports, there are departments under sports management and all that. So if we have those common names, just bring them together. Doesn't matter if long. CAHNRS actually that is the longest we have on

campus. And I think that works because they already know they have Human Resources. They know they have Agriculture, they have all that. So, I think I would go with that.

Person 01: For me actually, I would go with general, because we can't satisfy everyone in the college or every program. So, at any point maybe in the nearest future, we're going to have new programs. So, are we going to be adding them to the name? It's going to be too much and too long.

Person 06: And so jumping off of that, so the question was best to have a general or have a specific. I think whatever it is, it has to be representative of, and almost intuitive to what college it is. So, I guess I lean more into specificity, but I'm not a fan of the College of Education and Kinesiology under whatever and this. That's just too much for me. I like simple. Simple's good.

Phil Weiler: So, Person 06, I liked that word you use. It needed to be intuitive. What do you all think about that? Do we need to find a name that is intuitive? That people see the name and really have a sense of what's included. I see some head nods. All right. Maybe I'm the only one who liked the word intuitive. But for me, I liked that. That was an interesting response. So, we talked about... Person 08 was talking about this idea of CAHNRS, and my guess is there may be somebody on the call who says, what the heck is CAHNRS. Because that would've been me not too long ago. I'm going to show you a list of the names of all the colleges at Washington State University. And my question for you is... I'm going to read them to you. And my question is, are they too long? Are they too short? Or are they just right? So let me do a quick screen share and see if I can.

All right. Whoops. There we go. So, here are the names of our current colleges. The first one is the College of Agricultural, Human, and Natural Resource Sciences. For those of you who don't know, that college has decided that that is a mouthful and they don't want to have to say College of Agricultural, Human, and Natural Resource Sciences every time they talk about themselves. So, they've created an acronym that they pronounce as CAHNRS. So, C-A-H-N-R-S. So, we've got a long name to start with. We've got the College of Arts and Sciences. The Carson College of Business. The Voiland College of Engineering and Architecture. The Elson S. Floyd College of Medicine. The College of Medicine is another one of those colleges that uses an acronym. They abbreviate themselves for as E-S-F-C-M. Oh, excuse me, E-S-F-C-O-M.

ESFCOM is how they pronounce themselves. Then we have the College of Nursing. The Edward R. Murrow College of Communication. The College of Education. The College of Pharmacy and Pharmaceutical Sciences. And the College of Veterinary Medicine. And as an aside, I will mention that the College of Pharmacy and Pharmaceutical Sciences is a relatively new name up until probably a year or two ago... Maybe it's been more than that. Maybe two years ago. It was just the College of Pharmacy. And that college made the decision that pharmacy meant people who dispense medication to patients. And they were actually doing a lot of research into how drugs function in the human body. And so they added pharmaceutical

sciences. So, here's our list of all of our college. Are these names too long? Are they too short? Are they just right? What are your thoughts?

- Person 07: I think that Voiland College of Engineering and Architecture would be probably the longest I would like. It's not horrible, but it's also not too vague. I think anything longer than would be a lot.
- Phil Weiler: And Sydney, that's a good point. I think Voiland is one of those... Most people when they say Voiland, they think engineering. But in fact, they also have a whole series of architecture programs that are connected to it. And that's not the case in every university. Engineering in particular... Excuse me, architecture as a discipline appears in different colleges at different universities. So, that was a college that felt architecture was discreet enough, unique enough, that it had to be called out.
- Person 05: I would have to disagree. I feel a longer name doesn't bother me that much. And unless you work for the department or are closely involved with it, how often really are you going to be saying the name? And if so, even then, CAHNRS as we can see they've shortened it. I feel if we could get a name that sounds good, it would be able to be shortened no matter what we do for conversation.
- Phil Weiler: Sure.
- Person 08: I actually agree with Person 05 and I think name doesn't really bother me. In my department we have changing name to [inaudible] psychology and kinesiology. So, if we have a name similar to CAHNRS and we have acronym for it, I think it works as much as it's inclusive of what we do in the college. So, I'm okay with it.
- Phil Weiler: Person 07, what about you? Any thoughts on length? Too long, too short?
- Person 07: I'm not super passionate about the length. Super long would be hard to say, but like Person 05 said, I'm not going to say it probably more than the next year after I graduate, to be honest. So, it's not a huge deal. It's just like, if I was going to say it every day, then I'd want a shorter one.
- Phil Weiler: Yeah. Maybe it's the name that must not be mentioned. How's that? No, joking. Anybody else? Any strong passions inflamed by any of these names? Yeah. Okay. Well, let me then segue. We mentioned this. We talked about CAHNRS. We talked about College of Medicine with their acronym. What do you think about acronyms? Are they a good thing? Are they a bad thing? Is it something that we should shoot for? Should we shoot for a name that can be shortened into an acronym that we can use when we talk with each other?
- Person 08: I think [crosstalk]. Sorry. Please go, please go.
- Person 07: Go Person 08. Okay. I was just going to say, I don't really care. I think that acronyms are used a lot now too. As long as acronym makes sense, and it's not just a bunch of random letters in a row, it's fine with me.

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- Person 03: Yeah. I agree.
- Person 08: I agree with you too. You see when we call the CAHNRS it's so sweet and so we can have that long one that we have acronym. We go by acronym. When you go to the college, they go by that acronym. Say CAHNRS and I think it's fine.
- Phil Weiler: Great. Person 03, you were going to say something/
- Person 03: Yeah, no. Just everyone's point. I agree. I don't think you asked us here to come up with a specific name, but just to set the people on the right path. And I think that if an attractive sounding acronym could be made that encompasses everything, that might be a little bit longer when you say the actual words, I think that would probably be ideal in my opinion.
- Phil Weiler: Great. And Person 02, I was just looking on the chat. So, it sounds like you would be in favor of an acronym if the name was too long. Is that right?
- Person 02: Yeah, I would. And I think... I would say the majority of WSU learns at some point what the CAHNRS acronym is, or at least they know who it represents. So I think that's just something that would build up. I don't think it would take very long, but it would have to make sense.
- Phil Weiler: Okay. Hibah, anything that you want to add?
- Person 01: I agree with everyone actually.
- Phil Weiler: Okay, great. All right. Well, we're getting to the grand finale here. This is the last section of just some couple wrap-up questions for you. So, we talked a lot about names. We've talked about a lot of words and concepts. How important is it for the WSU College of Education to change its name to be more inclusive of the variety of programs that are included in it? So, we've talked about this. Now that you've thought about it for the last hour, do you care? Is this important or is it not important?
- Person 05: I would love to see it. I would love to see the change. After seeing that list I kind of knew what programs were in the College of Education, at least undergrad programs, but I had no idea the breadth of the masters programs. So I would really like to see that reflected in the name.
- Phil Weiler: Okay. Anyone else?
- Person 06: I go back to... I think it should represent... Whatever the name is, it should represent exactly what's taking place within the college. There shouldn't be any availability for any craziness or anything like that. It should represent exactly what is... From a person that's not into college. So, I click on the College of Education or whatever the name is, I know what I'm going to. That intuitive, where comes back up again. I know what I'm looking for and I see it.

- Phil Weiler: Great. Person 03?
- Person 03: [Crosstalk]. Simplify it. We all work extremely hard in the path that we take and we just want to be represented, just like anybody else. And so I don't think it's to say that one person or one career deserves it more than the other. It's just equal representation, which I think is what the goal of WSU is. Everyone gets treated equally. And so the name that our college follows in that and how we... Our overall moral and ethics kind of thing.
- Phil Weiler: Great. [Crosstalk].
- Person 08: I agree with you 100%. I just wanted to say that one of the goals of WSU, Drive to 25 is inclusion. So it makes sense to me what you said, 100%. And again, when we look at it, what it is for the college itself, it helps because we are selling products. And if we don't have good name that we can use that is inclusive for people out there that are probably international students or whatever, that name actually matters to some people. Even businesses, funding organizations, names actually matters. So when we look at all that, I think it's better we have something that is inclusive that will help the program do more.
- Person 07: Yeah, I won't be mad or anything if it's not changed, but kind of what Person 05 said about being left out at the Thanksgiving table. When I walk into Cleveland or the education ad, which is called education ad where most sport management classes are. I feel a little bit out of place. I shouldn't really be there. I feel like every class is either part of rural education or something like that. So, it's a weird, but it's not end all, be all.
- Person 08: Yeah, sorry. Let me quickly say something to what... What was the name? I've forgotten. What you said just now. Two years ago, I took some classes with my colleagues that are from sport management. And we were like... You know in that we should have... There's this sense of belonging when somehow missing somebody that just came into our program. It was second year student, master students. That was my first year in my PhD program. I took that motivation class and they took motivation class with me. They form association somewhere. Educational psychology people will form. The professional ask that. Why is it that when we come in? So, they said we don't even know that we belong to the same department. So, if the name has been there it helps that new student ask the question right there in the class that day. He said, "Excuse me. Is sport management, educational psychology, are they the same?" Yeah. We're in the same college. We are brothers. So, I think it's gives us sense of belonging when we have inclusive name.
- Phil Weiler: I think that's a powerful statement that a sense of belonging. I think every student should feel like they belong inside their college. I definitely agree with that.
- Person 02: Yeah. I would just echo what most other people said. I think just having a place like Person 08 just mentioned, that you are included within that name or within that college. And I've been over in the kinesiology department since essentially 2014 at

this point. And so I would say I'm a little disgruntled at this point because I'm just... We're in the College of Education. And I think our program really just seems like an afterthought. And I don't think that the other program should feel like that either. So, I don't know. I just echo that, having something that students can feel confident, like I'm proud to be a part of the College of Education. When I tell people that I'm doing a master's of kinesiology, or I did my bachelor's of science in kinesiology, I typically just... I don't think I've ever told anybody that that came from a College of Education.

Phil Weiler: Interesting. That's a good nugget that we want to capture. Thank you, Person 02. So let me ask this now. We've talked for the last hour and 15 minutes. And so if you got to name, if you as an individual got to name the new college, or rename the college, what would it be? And I'm going to go ahead and bring up that first slide that lists the programs just as a reminder, so that we are all remembering what we're talking about here. There we go. Let me go back to... So here are the programs. So toss out some names. If you were the king or queen for the day, and you got to rename the College of Education, what would it be?

Person 03: I think simply just adding the College of Health Science and Education would be a better accurate representation.

Phil Weiler: Okay. Who else?

Person 01: I agree. And actually like sports science.

Person 01: I agree, and actually like Sports Science and Education too, if that possible.

Phil Weiler: Okay. Thank you.

Person 06: I think if I was the king for the day, I would probably have to take a look across the entire campus at all the different undergraduate and graduate programs and make sure that they are in the right spots first. And then take a look at, do we need to rename any of the colleges. I think if I was king for the day. As far as a naming convention goes, I have no idea how you would mesh this together, if you will.

Person 07: I have a question.

Phil Weiler: Sorry, Person 07. I just want to make sure I understand what you were saying. Are you saying that you would look at all the programs that are in all of the colleges and decide, are they slotted in the place that made most sense?

Person 06: I think being the deciding factor would probably be a bridge too far. I think that I would have an intense probably one year activity to look at all the programs that WSU offers and find out where they are actually fitting in their colleges. And make sure that we're still aligned with the current state of affairs in the world.

I think that sometimes just because we've done something in the past for so long that it's always been done that way, sometimes we lose why we used to do that

and it's just the way it is. So to take a hard look at where we're at with all the programs in the different colleges and make sure that we're just, again, aligned with the world. Not necessarily being a pace setter, but making sure that it's still relevant and the reasons are still relevant. And then I would probably go ahead and look at naming conventions. But I would make sure first that everything's lined up appropriately.

Phil Weiler: Great. Person 07, I cut you off you. Go ahead. What were you going to say?

Person 07: I was going to ask you, I don't know if you would know it. But why was Athletic Training, Kinesiology, and Sport Management put in Education? Was it because they were later additions to the school? Or what was the reasoning for that?

Phil Weiler: I'm going to punt to Brandon.

Brandon Chapman: I don't know all of the rationale.

But probably one of the historical roots of that had to do with the Physical Education. We had Physical Education, and then there was some other movement education. And so that's probably how a lot of that got into the College of Ed. And Sport Management is in, a lot across the country, they are in either in Education or many times a College of Business. So it's often one or the other. But I think it was born out of the PE back in the day.

Person 07: Okay.

Phil Weiler: Yeah. That makes sense. I can see that. So anyone else? Any suggested names? Because if not, we can -

Person 08: [crosstalk].

Phil Weiler: Yes.

Person 08: Yeah. So I think we have some specialized courses that group under College of Education. So I would still want College of Education to be there. So I think I'll go with College of Education Kinesiology and Sport Management.

Phil Weiler: Okay. I'm trying to remember, do we have any athletic trainer folks on the call? How do you feel about that?

Person 03: Yeah, here. I don't like that, if I'm being honest. I feel that's a little discriminatory because Athletic Training is, I don't want to like sound like I'm talking bad about Kinesiology because I respect it. But it's just so much different than what Kinesiology is. And so you can't say Kinesiology and think Athletic Training. If I'm being completely honest, I think Athletic Training needs to be in a different college. I think it's more accurate to put Athletic Training in College of Medicine, if that's a thing. But I feel like, again, it doesn't belong in College of Education.

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- Phil Weiler: Well, and Person 03, to that point, I'll I think most people probably know that our College of Medicine is actually quite young. We just graduated our first class last year. So it's only a couple years old, four years old. So we didn't have a College of Medicine when it sounds like athletic training became a program at WSU.
- So let me have one last opportunity for if someone wants to share names. And if we don't have anything, I'm going to share with you some names that other people have come up with over the time. And I'm going to want to get your feedback on those. But before I do that, anybody else have any suggestions that we should consider?
- Person 07: This is really rough, but something maybe like College of Education, Human Health and Management. Something like that. I don't know. That's really rough, but.
- Phil Weiler: Okay. And anyone else have anything they want to add? Because then we're going to get to the audience participation portion of the evening otherwise.
- Person 02: I'm not sure if you saw, but I put some in the chat. I was just brainstorming some. The first one's just meshing everything together. There's no flow there at all. But Kinesiology, Athletic Training, Sport Management and Education, or it could go by KASE. That could be something that could be easy for people to remember. But I don't know. That is a mouthful and a half. And then just the College of Education and Movement Sciences. I think if we broaden it from sport to maybe movement, that can hopefully encompass some Sport Management stuff, but also encompass the Athletic Training side.
- Phil Weiler: Person 04, are you able to see the chat? I'm afraid if I open my chat, it's going to ...
- Person 04: No worries. I've got it. Thank you.
- Phil Weiler: Okay, good. Because I could see that there were things being added, but I wasn't sure how that would interact with the share screen. So I haven't been reading it. So Person 02, those are awesome. I really like those. Those are great suggestions. Any anyone else before we get to do the, we're going to do a thumbs up thumbs down.
- Brandon Chapman: Person 02, I will make sure that Kasee Hildenbrand knows also that you try to name a college after her. So...
- Person 02: She would be thrilled.
- Person 03: We would absolutely love that.
- Phil Weiler: All right, I'm going to go. And again, if something strikes you blurt it out. But as I mentioned, this is not the first time that this conversation has been had within the College of Education. There have been con conversations for a while now. And some people have come up with suggestions.
- So I'm going to show you a list of those. I will read each of them, and I want you to

give me a thumbs up, I like it, a thumbs down, I don't like it, or I could take it or leave it. So Person 04, I'm going to hope you can see everybody's thumbs because I don't think I'm going to be able to see everybody all at the same time.

So here are some proposed names. And so I'm looking for thumbs up, thumbs down, I don't really care. And if something strikes you and you love it or you hate it, I want to have a quick conversation about it. So the first one is College of Education and Human Sciences. Thumbs up, thumbs down, or.

Person 04: And please keep those thumbs up, folks. Or down, whichever way, just because I'm going to be counting. Thanks.

Phil Weiler: Okay. So I see Person 03 with a yes, Person 07 with a not so sure. Person 02, I don't -

Person 02: I have a sideways.

Phil Weiler: Sideway for Person 02, sideways for Person 05, down for Person 08, up for Person 06, Hibah is not so sure. Okay. All right. But nobody is jumping out their chairs in love or hate of that name. All right. Let's go to the next one. College of Education and Exercise Science. All right. I'm going to go back to the top of my list. So Person 03, what do you think of that? Person 03 says no. Person 07 says no. Person 02, what are your [crosstalk].

Person 02: No.

Phil Weiler: No. Person 05 says yes. Person 08 says, no. Person 06 says no, Hibah says no. Okay. Next one is College of Education and Human Ecology. I see a no from Person 03. Person 07 is contemplating.

Person 02: No.

Phil Weiler: Person 07's not sure. Person 02 says no thank you. Person 05 says not sure. Person 08 says no. Person 06, no. And Hibah, what do you think? Not sure. Okay, great. Next one is the College of Education and Kinesiology and Sport Studies. The College of Education and Kinesiology and Sport Studies. All right. Let me go back to the top of my list and I'll call them out. So Person 03, no thank you. Person 07, not sure. Person 02?

Person 02: This one's more positive. I would say. Maybe, yeah, I would give this one a thumbs up.

Phil Weiler: Okay. So Person 02's trending up. Person 05 says yes. Person 08 says yes. Person 06, not so much. Hibah gives it two thumbs up. All right.

Person 07: I think, yeah. Like what Brandon said without two, "ands," I would really like that one.

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- Phil Weiler: Okay. Okay. Well, it's interesting. Because as I was looking at this list earlier too, I thought it was surprising that there wasn't a comma instead of a first, "and." So College of Education, Kinesiology and Sports Studies. So what about the College of Education and Sport? Person 03's contemplating. He's still contemplating. Okay. He says yes. Yes for Person 03. No for Person 07. Person 02, what do you think?
- Person 02: No.
- Phil Weiler: No for Person 02, Person 05 is a CSE. Person 08 says no, Person 06, no, Hibah no. Okay. What about, so a slight change, The College of Education and Sport Studies? Back to the top of my list. Person 03, yes. Tentative yes, I think maybe. Person 07 is not sure. Person 02?
- Person 02: I would say middle. I definitely like the College of Education, Kinesiology and Sports Studies better than this option.
- Phil Weiler: Okay. Person 05 is not sure. Person 08 says no thank you, and Person 06 says no thank you, and Hibah says okay. Any of these causing people heartburn, or you just? No. Nothing's causing you to jump up and down. All right. So another option is the College of Education, Kinesiology and Sport. Person 03 is throwing us a curve ball. He started with a no and went to a yes. Person 07 is not so sure. Person 02, what do you think?
- Person 02: I think no.
- Phil Weiler: No for Person 02. Person 05's not sure. Person 08, what do you think? He's not sure. He's trending no. Person 06 is definitely no. Hibah, what do you think?
- Person 03: If I can change mine to no, if that's possible.
- Phil Weiler: Sure. Sure.
- Person 03: Because my thoughts, if you're going to say Education and Kinesiology, why not just say Education, Kinesiology and Athletic Training?
- Phil Weiler: Well, and that was going to be the question I was going to ask you specifically, Person 03. Because I did want to see if you thought sport caught that or not. And it sounds like you think it doesn't.
- Person 03: It doesn't. I don't think so.
- Phil Weiler: Okay. What about [crosstalk]. Sorry. Go ahead.
- Person 07: I put in the chat, I think that because all these leave out athletic training each time, sports at least mentioned. But I think back to what they said before, and I don't know a whole lot about Kinesiology and stuff. But it's about movement. So if you change Kinesiology to movement or something, it would include training a little bit more.

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- Phil Weiler: Okay. And we've got one that goes in that direction here at the end. So what about the College of Human Performance? Person 03 says no. Person 07 says no. Person 02?
- Person 02: No.
- Phil Weiler: No. Person 05, no. Person 08, no. Person 06, no. Hibah, no. Nobody likes Human Performance. Okay. What about the College of Learning and Performance.
- Person 02: No.
- Phil Weiler: [crosstalk] Person 03. Person 03 says no. Person 07, no. Person 02?
- Person 02: No.
- Phil Weiler: No thank you. Person 05 says yes. Person 08 says no thank you. Person 06 and Hibah say no thank you as well. All right, we're almost to the end. What about -
- Person 05: Can I say something about that one really fast? Sorry.
- Phil Weiler: Please do, yes. Please.
- Person 05: Okay. So I did the thumbs up for the learning in the chat. One of my suggestions was College of Movement and Learning or something. So I really like that if performance could be changed to movement because that could encapsulate more. That those are just my thoughts.
- Brandon Chapman: Okay. After you're done here, I'll throw out a name that some of our faculty had discussed and see what you think about that. As our walk off.
- Phil Weiler: Good. I was hoping you would bring that up, Brandon. So the last one we have here before we get to the name that bubbled up in an earlier session is the College of Movement Sciences, Health, and Education. So back to the top of my list, Person 05 says yes. Person 03 says yes. Person 07, what do you think? Not so sure. Yeah. She'll give it a yes. Okay. Person 02, what about you?
- Person 02: I would say yes, but I think having health and education group together, my brain goes, "health education," not just education by itself. So maybe The College of Education, Movement Sciences and Health would flow better.
- Phil Weiler: Okay. Person 08's saying yes to that. Person 06, what do you think?
- Person 08: Actually [crosstalk] but I agree with what, I forgot what the last person said. We can switch things around. It will work just fine for me, what she said. College of education, Health and Movement Sciences. Probably.
- Speaker 1: Yeah, me too.

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- Person 08: Yeah.
- Person 06: I agree. I agree.
- Phil Weiler: Person 06 would agree. Okay. All right. So Brandon, share with us the name that has bubbled up.
- Brandon Chapman: Sure. And I'll just tell you that the faculty spoke quite a bit about learning as opposed to education. And one of the thoughts was that learning is something that's very active. It's not thrust upon you. The advisory board who are all administrators suggested that for recruitment purposes though, people aren't necessarily looking up the word learning. So we hit both of those.
- But here were a couple that the faculty thought of. College of Learning, and I don't know if I heard this word, and Wellness, and then College of Learning, Wellness and Transformation, and finally College of Education and Wellness. And I'm going to put that there in the chat. And so that's where we settled. That last one was most likely with our advisory board to keep that name education as a legacy, but then also add what we may truly be after as an outcome of, whether it's athletic training or kinesiology. We want a well society.
- Phil Weiler: So Brandon, do you want us to do a thumbs up and thumbs down on that?
- Brandon Chapman: Absolutely.
- Phil Weiler: Okay. So give us the first one then.
- Brandon Chapman: College of Learning and Wellness.
- Phil Weiler: Hibah [crosstalk].
- Brandon Chapman: Hibah's face when she did that.
- Phil Weiler: I was going to say, I want to play poker with you.
- Person 01: Because I love the word education. It's the foundation of everything that we're learning. So I don't like learning. I like education, so no.
- Phil Weiler: Okay.
- Person 02: I also think that wellness doesn't really encompass Sports Management, Kinesiology and Athletic Training well. I don't know. I don't really like the word wellness in the name at all.
- Person 05: Speaking for Sports Management, I don't want to speak for Person 07, but I feel like that really does not encompass Sports Management.

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- Person 07: It's really hard to, though. I mean it is, so.
- Phil Weiler: Yeah. And that's where the faculty ended up too, is that a lot of the Kinesiology faculty, they liked wellness, but Sport Management was like, "Well, that's not really us." Yeah. College of Learning, Wellness and Transformation.
- Brandon Chapman: Person 02, we've got no thumbs up that I'm seeing. What about you? We've got either not sure or down.
- Person 02: No.
- Phil Weiler: And then finally, College of Education and Wellness.
- Brandon Chapman: All right. Hibah says two thumbs up for that.
- Phil Weiler: Let me throw one else. What if it was College of Education, Wellness, and something that would fit Sport Management. At least as a possibility. College of Education, Wellness and something. Okay. It's worth exploring. That maybe in the survey tool.
- Person 06: Yeah. Again, that's a good segue. So as I said before, we want to take this feedback and use it to create the survey. And the beauty of the survey is it can go to everybody. And I will put in a plug please. When the survey comes into your inbox, take the time to fill it out and please share with your fellow students that something's going to be coming. My expectation is probably relatively early in the Spring semester you'll see something. It is really important that people take just the couple minutes it's going to require to fill it out. But I mean, I certainly came away with this realizing how challenging it is to come up with a name that's going to work.
- I think some of the things we've talked about about being intuitive and generating a sense of belonging, I think those are really important. And I think those are at the core of why the college is interested in looking at a name change. Just to give you a sense of next steps as we did discuss, we'll do the survey next semester. And ultimately the hope is that the Dean and the College of Education leadership team will be able to come up with a final decision and then share it with our Board of Regents, I think probably at their May meeting. Remind me, is that the correct timing, Brandon?
- Brandon Chapman: It's going to go from the Dean and the leadership team to the provost, and then if the provost likes it, it will be probably through the Faculty Senate to the Board of Regents.
- Phil Weiler: Yeah. And you're thinking about the May Regents meeting?
- Brandon Chapman: Correct. And it would be something we would actually implement in the Fall. So we'd have Summer to come up with some of just the marketing and the branding and that kind of thing.

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Phil Weiler: Great. Good. Well, that concludes our time. I'm sorry we went a little bit longer than I anticipated. I really appreciate you all being willing to share when you agreed and when you disagreed and your thoughts. I want to say thank you to Person 04 for taking notes, because you all made good use of the chat and that's really helpful. And it's sometimes hard as the moderato to keep up on the chat.

So that's the end of our time. Thank you. Thank you. Thank you. I really do appreciate you spending your Friday afternoon with us. And we can't leave without singing happy birthday Hibah. So I will lead us. I will kick us off and you please join me. Happy birthday [Singing].

Brandon
Chapman: It's four in the morning. [Singing].

Phil Weiler: Hooray. Yay. All right. Thanks. Thank you everybody. Have a wonderful weekend. Good luck with finals next week, for those of you who are facing those. And then have a wonderful break. And we look forward to seeing you all back in Spring semester. So thanks everyone.

Person 08: Thank you. Yeah. Bye. Bye.

Brandon
Chapman: Thank you everybody. Phil, thank you. Person 04, thank you so much.

Phil Weiler: Yes, thank you Person 04.

Brandon
Chapman: Appreciate this.

Phil Weiler: This was hugely helpful to have you.