

School of Education Spring Faculty Meeting Minutes

April 25, 2014

IUB School of Education Auditorium

IUPUI 3138E

IUPUC CC156H

10:00 am – 12:00 pm

****What follows is a summary of speaker contributions. ****

1. Welcome

G. Gonzalez welcomed the faculty and explained that the purpose of this constitutionally required meeting is to report on the state of the school.

2. Honoring Retiring Faculty

G. Crow spoke on behalf of Educational Leadership and Policy Studies to honor retiring faculty members Doug Priest and Don Warren.

Doug is an Associate Professor of Higher Education and Student Affairs. Indiana University has been his passion. His father had a long and successful career working in administration at IU with Herman Wells. All three of Doug's degrees are with IU. His diverse and generous administrative service has been focused on IU, both system wide and at Bloomington. Most recently he served as Advisor to the Vice President of Academic Affairs, before that he held positions as Assistant Director of Long-range Planning, Associate Vice Chancellor for Budgetary Administration and Planning, and Senior Associate Vice President for Finance for University Administration, along with several others. In addition, Doug has taught in the HESA program and mentored doctoral students. He also authored two influential books, one on privatization and one on incentive based budgeting. Doug has consulted with more than 20 universities in the U.S. Europe and Asia. He is currently working consulting at Temple University.

G. Grow read a quote about Doug from fellow faculty member D. Hossler. "He had a way of giving advice that didn't seem like it. Someone would suggest a solution and Doug would say that was good, but how about another approach. Then he would offer a resolution that was obviously much better. If he has an ego, he surely never showed it." We wish Doug well and he will surely be missed.

Don Warren served as University Dean from 1990 to 2000. Those who worked with him during that time acknowledged his leadership in bringing strong diverse scholars to the school. As an emeritus faculty of History Education in ELPS his scholarship has continued and he has developed research agenda's in new areas, including work on Native Americans. He has also worked on the history of teaching and learning that occurs outside of formal schools. This emphasis has influenced the field and enabled the history of education to speak to those who have been deprived of access to American society's formal institutions in a way that acknowledges their notable achievements. Don has also contributed through both teaching and service. His doctoral seminars have exposed students and faculty to some of the most

challenging contemporary issues. His mentoring of doctoral students provides a model for the rest of us. Students actively seek out his mentoring and he responds generously with his time and expertise. Don's commitment to service is amazing. He has taken on activities that reflect a full time appointment, even though he holds only a part-time appointment. He has never turned down a request to contribute his expertise and sensitivity to his colleagues.

R. Sherwood spoke on behalf of the P-16 Center to honor retiring faculty member Ada Simmons.

Ada Simmons is the current Director for the P-16 center. Ada came to IU in 1992 to work on a master's in student affairs and stayed to do her Ed.D in higher education and administration, then was quickly hired by the university as a research analyst. HESA then asked Ada to be the coordinator for the HESA master's program. She did a wonderful job there and was selected for the outstanding mentor award. In 1999 she was appointed as Associate Director at the Indiana Education Policy Center, where she provided leadership and managerial expertise in research projects. When the policy and evaluation centers merged in 2002 she became the Executive Associate Director for the new center. Her deep and enduring commitment to historically underserved students was demonstrated again in 2006 when she was asked to become the Associate Director for the Center for p-16 research and collaboration, and then the director for the center in 2008. She is currently involved in the new project funded by the Balfour Foundation to bring 150 underrepresented high school students to spend a week on campus this summer for a pre-college academy. She is a great example of a person who is dedicated, resourceful, and has the ability to multi-task.

R. Kunzman spoke on behalf of Teacher Education to honor retiring faculty member Jane Henson.

Jane Henson retired as Coordinator of Teacher Education Assessment in the Office of Teacher Education in December. She has been an educator in a range of capacities for more than 40 years. After graduating from IU she began teaching at a public school in Fort Wayne in 1970 and developed expertise in instructional media and library media resources. Jane ultimately earned advanced degrees in instructional systems technology and library sciences from IU. After a series of library and media positions in New England and the Midwest Jane returned to Bloomington. Between 1986 and 2003 she held positions with the Eric Clearinghouse for Social Studies and Social Scientist, as well as being Associate Director of the Center for Social Studies and International Education. Over the course of 43 years as an educator, Jane has had leadership roles on local, state and national organizations in her field. She wrote and delivered numerous monographs related to social studies, citizenship, library information services, data management, and global and international studies. Jane's service and numerous contributions over the years are much appreciated and we wish her the best.

R. Helfenbein spoke on behalf of Counseling and Counselor Education to honor retiring faculty member Keith Morran.

Keith Morran began his 33 year journey in the school of education at IUPUI in 1980. He has been an anchor in the Counseling and Counseling Education program with expertise in the areas of counseling theories, counselor cognitive skills, group counseling and individual counseling. He has shaped and positively impacted generations of students. It is estimated that Keith has touched the lives of more

than 2000 students. In recent years Dr. Morran has been associated with the national counseling, advocacy, research, and education (ICARE) project that is focused on conducting research and educational programs to aid in the training of HIV/AIDS counselors in Botswana. For his exemplary teaching, research and service work Keith has been recognized with multiple awards and honors, including Counseling Administrator of the year from the Indiana Counseling Association in 2008. We are most grateful for Keith's ongoing and extensive leadership in the School of Education. He served as the coordinator for the counseling and counselor education program for over 20 years, as well as service on the school's Faculty and Budgetary Affairs Committee and the core campus Promotion and Tenure committee. He has left an indelible mark for which we will be forever grateful.

G. Yoder spoke on behalf of Teacher Education to honor retiring faculty member Jackie Blackwell.

Jackie Blackwell is an Associate Professor of Early Childhood Education. She joined School of Education in 1979 after earning her Ph.D. in early childhood from the University of Maryland. In addition to teaching, Jackie has served as Coordinator for Early Childhood Education, overseeing kindergarten and early childhood programs. She has coordinating learning communities within University College at IUPUI and service learning courses for undergraduates. Dr. Blackwell was a pioneer in the area of technology in learning. She helped design our first collaborative learning classroom. She has also developed many new online courses. Jackie has served on the IUPUI faculty council and is the current chair of the IUPUI Faculty and Budgetary Affairs Committee. Jackie has had far reaching effects as a scholar. She has worked with colleagues across the globe, including Great Britain, France, Russia, China, Turkey, Indonesia, and Switzerland. She also traveled as a Fulbright scholar in Kenya in 2009. Jackie has earned numerous awards for her excellence as a teacher and a mentor, including the Gorman Award, University College Mentoring award, and the 2010 Patty Smith Hill Award from the Association of Childhood Education International; this association's highest honor. Jackie has demonstrated a deep commitment to children's education. She has worked tirelessly on behalf of the IUPUI School of Education and her students and will be greatly missed.

3. Announcements

G. Gonzalez announced the recent promotion and tenure of several IUB faculty members:

- Gayle Buck – Full Professor
- Amy Hackenberg – Associate Professor with tenure
- Donna Adomat – Associate Professor with tenure
- Hannah Schertz – Associate Professor with tenure
- Yonjoo Cho - Associate Professor with tenure
- Adam Maltese – Associate Professor with tenure
- Alex McCormick – Tenure
- Barbara Erwin – Long Term Contract

P. Rogan announced the recent promotion and tenure of several IUPUI faculty members:

- Monica Medina – Senior Clinical Lecturer with long-term contract

- Jomo Mutegi –Tenure
- Samantha Parades Scribner – Associate Professor with tenure
- Eric Tillema – Associate Professor with tenure
- Gina Yoder – Clinical Associate Professor with long-term contract

G. Gonzalez announced that he had a surprise presentation to make. From time to time it is the Dean's prerogative to award a service award for faculty or staff who has demonstrated exceedingly superb service to the School, either for an extremely intense effort or continuously over a long period of time. This award is not given every year, as it is reserved for particularly special occasions for those who have contributed to the school in the way previously described. This year's recipient is someone who has touched the lives of everyone in the School of Education, whether they know it or not. So many of the things that happen in the school, that we don't even notice happen, happen because of this person's incredible attention to detail, work ethic and exceedingly suburb commitment to the school and the principles on which it stands. The job of the Dean's office could not be done without this person's incredible contributions to the school. Dean Gonzalez was honored to announce that this very special award of the Dean's Service Medallion goes to Jane Kaho.

4. Dean's Report

G. Gonzalez discussed the major initiative of the direct admit program that has taken place on IUB campus, both in the School of Education and across the university. Attention was directed to the power-point slides of enrollment of first year freshman on campus by school for 2007-2013. The largest increase was in business, with a slow and steady downward trend in incoming freshman who intend to major in education.

The quality of incoming students, as measured by SAT and GPA was also highlighted. From 2006 to 2013 average SAT scores for incoming students has increased from 1132 to 1217. The Bloomington campus is becoming much more selective than just a few years ago, which is evident in looking at incoming student GPA as well, going from a median of 3.53 in 2006 to 3.72 in 2013. Much of those changes are due to the direct admit program that many academic units, including the School of Education, have initiated. Historically, students are admitted to the campus, and then they declare a major and have to apply and be admitted to the school. A few years ago some of the schools began to implement a direct admit program, with business being by far the most aggressive in recruiting students through that process. Due to strong interest on the part of the trustees and President McRobbie, the quality of students continues to increase and direct admit programs have expanded to other units. As a result of the RHB study, we were highly encouraged to focus on a particular group of students that want to come to Bloomington to be with high ability peers and so the School of Education instituted a direct admissions program which has grown rapidly.

For fall 2013, the number of direct admits for business was over 1,000 students, of the total 2,798 students enrolled. The direct admit students are top performing students who receive scholarships and other supports to come to the Bloomington campus and they begin as freshman enrolled in the school. Our own direct admit program, which is four years old, enrolled 96 out of a total of 244 students this

past fall (2013) for a total of 39% of beginning freshman being directly admitted to the program. The criteria for eligibility for direct admit vary by program and are outlined on the power-point. In addition to the other criteria, if a student intending to major in Education is admitted to the Hudson and Holland program (specifically designed to attract high ability under-represented students) they automatically are invited to apply and be admitted to the School of Education direct admit program.

Information regarding SAT scores for students directly admitted to programs, versus general enrollment students on the Bloomington campus was highlighted on the power-point. Direct admit students on average, have significantly higher SAT scores than other incoming freshmen on campus. Additionally, the numbers of direct admit students are increasing each year, boosting the overall level of student quality. Students in the School of Education were also highlighted, comparing SAT's of School of Education students to the university overall and comparing direct admit students to general School of Education students. Those being directly admitted have higher SAT scores than average students across campus and students in general enrolled in the School of Education. Student average SAT and median GPA for direct admit students to the School of Education was presented as well (see power-point).

Our goal is to increase the quality of the student body as well as the diversity. There were 18 direct admit students to the School of Education from the Hudson and Holland program last year. Our direct admission program is helping us to achieve these goals. Direct admit students now comprise nearly 40% of all incoming students to the program and soon may become the norm. These students are high ability, have high expectations and perform well. We as faculty need to make sure we are thinking about how to challenge these students and how we incorporate the kind of rigor they are used to.

The direct admit program is important not only in recruiting high quality students, but in other ways as well. The direct admit students have lots of options, they get offers from Big 10 institutions and ivy leagues due to their credentials. The direct admit program is helping IU be competitive in terms of students accepting offers to IU. The yield rate for those directly admitted to the program is 72%, even when these students are likely getting multiple offers. Comparisons of yield rates for direct and non-direct admit students can be found on the accompanying power-point. Additionally, only 20% of direct admit students change programs once on campus, compared to about 63% of students who are non-direct admits. Increasing enrollment is about increasing incoming students, but also about keeping students in our programs once they are enrolled. Students who are directly admitted into programs are much more likely to continue in that program to graduation, and also graduate at higher rates (77% vs. 55% for non-direct admits). Our campaign priority is to raise ten million dollars for the Bloomington campaign to commit to scholarships for direct admit students. Currently we provide between \$1,000 – \$2,000 per year for four years, to these students, which amounts to quite a bit of money. The estimate to sustain this program is that it will require a 5 to 8 million dollar endowment, in the meantime we have some scholarship money and other funds put together to fund students. That is what it is going to take to increase the quality of students.

G. Gonzalez continued his report by discussing rankings and trends in rankings from the U.S. News and World Report. Over the past seven years the overall ranking of IU has hovered around 19 or 20, this year it went to 25. The way the rankings work is that the U.S. News and World Report takes the best

performer in the metrics that they use and awards them a score of 100, then everyone else is relative to that score. Previously we have been in the low 70's and this year that score went to 68 overall.

There are several parts to scoring, one of which is reputation ranks based on academics. Faculty are surveyed each year to comment on the reputation of programs. This has been pretty stable, around 3.9, with this year being 3.8. Sometimes a high profile faculty retiring would affect those ratings. There is also a rating of reputation by superintendents with has hovered at 4.1-4.2 and this time is 3.9. The method has been changed for this past report to collect data for this rating. Previously, a group of superintendents would be selected randomly to be sent a survey. This year, deans of all the major institutions in a state were asked to provide a list of superintendents who could speak to the quality of programs. IU did this, but so did many other institutions across the state. That population shift may have had more to do with the change in reputation ranking than any changes superintendents may have noticed from year to year. From time to time U.S. News and World Reports changes their methods just enough to shift rankings.

When looking at quantitative measures of the report we did very well. In the verbal GRE we have been hovering around 550 and the quantitative GRE scores have been in the 640 range. The doctoral acceptance rate has gone down to 27% (which indicates a selective program), and the student to faculty ratio (doctoral level) has dropped somewhat, with lower ratios being indicators of higher quality. Total graduate education enrollment has gone from 1192 to 962, which is not directly used in the rankings. Research expenditures have gone from around 17 million to 24 million. That figure is weighted quite heavily in the report rankings. Research per faculty has increased as well. Individual program rankings are listed in the power-point and are ranked by reputation only.

U.S. News and World Reports ranking is a flawed system and needs to be taken with a grain of salt. Students, faculty, and administrators are paying attention to these things so it is one metric that needs to be watched. Closer to home however, is the use of Academic Analytics. It is a system that is used nationally, and collects data on individual faculty affiliated with degree programs. An overview of the way Academic Analytics works was outlined and highlighted on the power point. Information is aggregated into profiles for departments and can then be compared across institutions. Profiles can also be looked at by program or even individual faculty members. Although this is an increasingly attractive tool for program comparisons there are serious flaws with it. For example, it does not capture foundation funding, it only captures federal levels of grant funding from the federal database, so state funding and foundation funding is overlooked. School of Education faculty secure a tremendous amount of funding from non-governmental agencies, all of which is not reflected in the analytics program. The citation index does not include all the things in which faculty publish as well, there may be particular journals that are not included. While there are flaws, this is increasingly being used. IUB has been using the program and the IUPUI campus just signed on. It will become a tool that will increasingly be used to compare, measure, and report, so we need to be aware of it.

G. Gonzalez then shared questions that the provost has asked the deans to respond to for the budget meetings coming up at the end of the year. The relevant questions were displayed on the attached power-point. Although preliminary, the metrics that G. Gonzalez has been thinking about using, in

answering some of those questions include Academic Analytic measures. There is not a choice since the campus is using it and it is presented to the provost already to discuss with the deans. The other metrics being considered are graduate and undergraduate student quality, funded research productivity, alumni giving and endowment assets, and employment rates and alumni teacher evaluations.

The floor was opened to faculty questions. A summary of those questions and answers follow.

Faculty asked how the Dean was defining funding since the Academic Analytics software overlooks funding sources other than those from the federal government. G. Gonzalez replied that the provost has been made keenly aware of other sources of funding faculty secure that are not reflected in the analytics program and that other data will need to be provided to show those other sources of funding.

Faculty asked about any potential investment opportunities or initiatives that were on the horizon. G. Gonzalez discussed how the long-range planning committee has been thinking in terms of grand ideas. This idea is a big promise, like sustainability for the campus. The question is then who can we collaborate and partner with and what kind of resources are needed to have a major impact on those big ideas. The campus has begun to articulate what those would be. We are also investing in infrastructure with high levels of technology and innovation. Initiatives have not been well defined yet but no major surprises are anticipated from the campus.

Questions were asked about publications and impact factors of journals in looking at citations. It was felt that impact factor of a journal varied among different fields and that citations were highly correlated with the impact factor of a journal. G. Gonzalez felt this was an important area of discussion and that it would be good to know and attend to what is used to filter impact of journals. Faculty also discussed concerns of using analytic data to look at individual faculty as it does not take into accounts some journals, foundation grants, and other similar areas of concern. J. Alexander responded that was an area of concern and the topic was raised recently at a dean's meeting, which allows the conversation to be opened and to voice concerns like those just raised. Further indicators of quality need to be considered other than what is provided by the software. The analytics program is just one tool to use but should in no way be the only source used in looking at quality.

5. Budget Summary

J. Alexander provided the budgetary summary for the IUB campus. She gave a quick reminder of what was discussed in the fall faculty meeting about anticipating a surplus for the year but that next year we were anticipating a deficit. The fiscal year does not end till June 30 so the information presented was based partly on predictions of summer enrollment and anticipated fees for renovations. There will likely be about \$131,000 of surplus. The budget from the fall has realized some savings from health care for the first time of about \$500,000 so that will help quite a bit for next year to offset our anticipated budget deficit.

P. Rogan provided the budgetary summary for the IUPUI campus. On the revenue side IUPUI has increased indirect cost recovery with grants and scholarships. On the expense side compensation with salaries and wages is down about 5% due to salary savings with grant buy-outs as well as vacant

positions. Financial aid is increased above projections due to covering differences between in state and out of state tuition rates for Woodrow Wilson Teaching Fellows. Some reserves have been used but overall the reserves are holding fairly steady. The year will end with a projected surplus of \$50,000, pending the outcome of summer session.

J. Alexander gave an update on renovations on the IUB campus. Suite 1000 is going to be renovated over the summer. In collaboration with UITS a student collaborative technology lounge will be opened on the second floor where the current UITS computer lab is located (room 2011). It will be a student collaborative space with small workrooms, movable chairs and lounge type spaces. It will likely be completed by late fall. UITS wanted to pilot this type of space on campus and the School of Education was the first to volunteer so we get on of the first ones. The School of Education auditorium will also be renovated over the summer. There will be new chairs and flooring along with new technology, outlets on the end of rows, more handicapped seating, a chair lift and an assisted hearing integrative device available for those with hearing deficiencies. It should be complete by the end of July.

6. Graduate and Undergraduate Enrollment

E. Boiling presented graduate enrollment information for the IUB campus. Graduate credit hours are slightly down. In graduate studies they are trying to help the campus rationalize the way students are charged for credit hours for plans versus courses. At the moment the policy in place is that plans are charged by the code of a course. For example, if a distant program student is available and wants to take a course on campus the fee is an increase for them. E. Boiling then asked faculty to contact her if they have a story to share about a student who has run into similar types of problems.

Data for graduate admissions for the coming year was presented and is available on the power point. The numbers are not stable at this point in the year as there are decisions that are still outstanding. The three Dean's Fellowships offered were all accepted, which is improvement over last year when none were accepted. Several scholarships have been offered with the majority being accepted. There are difficulties overall in funding our graduate students, however, as always. We used to be able to tell students they will find something and they would. The economy has shifted drastically and now that statement is difficult to support. It is an area we need to be working on.

R. Kunzman presented the information on undergraduate enrollment at IUB. Enrollment has dropped in recent years; however, the data over the past couple of years suggests that enrollment may be leveling off. Spring numbers may look low now but that is typical as several programs do not admit in the spring so those numbers will increase with fall enrollments.

P. Rogan presented IUPUI graduate enrollment information. The numbers for Urban Ed. Studies were not included on the slide but fall 2014 enrollment for that program is a total of 30 Ph.D. students. The majorities of those students are individuals of color, and are really a fabulous group. Ed. Leadership is holding steady and Counselor Education has increased greatly. Enrollment in Master's degrees in elementary and secondary has dropped, which is likely due to lack of incentives for this degree for practicing teachers. A strategic planning process has been under way to look at our formats and analyze content, among other focuses.

J. Seybold presented undergraduate enrollment data for the IUPUI campus. Overall enrollment levels appear to be leveling off with elementary education slightly up and secondary education slightly down. Enrollment in the all grades program for physical education and art are down. These two programs are undergoing redesigns though so the hope is they will improve for next year. Fall admit enrollment are not very reliable at this point but numbers so far look similar to last fall. Retention rates have remained fairly stable. P. Rogan offered information on enrollment of under-represented students and pointed out enrollment and retention of students of color is up from previous years.

7. Funded Research Productivity

B. Sherwood gave some updates about grant funding for IUB. He thanked the research and development committee for the work they do on internal funding and awards. It was a good year for the various types of internal funding, including Proffit Fund, which includes a summer and academic year program. The research proposal incentive fund did not have as many applicants as hoped so faculty with external proposals were urged to have them looked at for possible summer funding. Numbers for internal funding were fairly consistent, with some increase seen in proposal dollars and award dollars. Given the tight funding at the federal level, people have done well with looking into other funding sources (like state and foundation funding), which has helped to keep us moving forward.

B. Sherwood offered information about a new internal funding category. There is a new endowment that is supporting work in issues of women's empowerment in education in Southeast Asia. At this time the endowment is not especially large but will be able to fund some travel and begin some studies or work with colleagues. This will be an annual internal funding source.

R. Helfenbein gave grant funding updates for IUPUI. Funding is on track with previous years. There has been a slight increase in proposals submitted and award dollars, with expenditure dollars about same. It was also pointed out that IUPUI houses four major journals in different fields. The editors for those journals were presented on the power point. IUPUI is excited about this and for the opportunities it will provide for graduate students to have some experience in the work of journals.

8. Recruitment update and General Discussion

T. Mason had an announcement through the Office of Vice Provost of Research, focusing on social science research. He handed out a flyer and wanted to highlight some opportunities for faculty to receive funding both internally and in support of external funding initiatives. The faculty research support program (FRSP) with a couple of changes was also pointed out. They have a program to offer faculty support for those seeking external funding for the first time, particularly for those seeking funds from federal agencies. In addition they have supports for those who have applied and not received external funding. The program helps fund revision of proposals in hopes they will be funded at a later time. They also have an endowment through the Mellon foundation for international initiatives, conducting international research, dissertation research, holding workshops on different research topics and so on. There is much more detail available on the OVPR website. They also provide great proposal development services. There is a team of proposal and grant writers who are skilled in reviewing, and critiquing proposals to help people target funding from different agencies. PIVOT is also a great online

resource that offers information about external funding opportunities. T. Mason invited faculty to contact him through email if they have any questions.

V. Borden made an announcement about the core campus faculty retreat scheduled for October 17, 2014, at Bradford Woods. It will be a time where the school will be making progress on the goals outlined by the long-range planning committee. The strategic plans for IUB and IUPUI will have been released at that time, with the possibility of a university level strategic plan.

J. Alexander offered updates on the IUB's marketing efforts for the School of Education. Opportunities to place ads have continued from the fall. One of the main goals in the marketing is to highlight the importance of the teaching profession. That goal may not directly affect our enrollment immediately, but it is still a very important message to send. This fall will be the opening of the INSPIRE living and learning center, which is a half wing in Rose Hall with 56 spots that will hopefully all be filled for the fall. The idea is that it is a place where students can get involved in community service and learning, where students who live together are all focused on the importance of education. J. Alexander shared a brief marketing video created to showcase INSPIRE, along with providing samples of a brochure featuring INSPIRE.

G. Gonzalez reminded faculty of the \$400,000 endowment in place to help support students by offsetting the additional costs for students wanting to live in INSPIRE. Faculty members are encouraged to tell students and get the word out about applications. Recruitment is underway for both freshmen and upper classmen. James Damico serves as director of the program and Judy Crow is assistant Director.

J. Alexander discussed a new recruitment initiative of Family Dinner nights which began this spring. Two have been done so far with plans to do at least that many next spring. They are for people already admitted to IU, with the hope that opportunity will help them in deciding to accept their offers. Students, alumni and faculty met with 22 potential new students across the two dinners, with 100% of those 22 students putting a deposit down before May first.

RHB has sent out a series of marketing materials we are creating, including a general information brochure. It has been used and handed out to about 350 students so far with about 15000 more of them on the way. J. Alexander offered some examples of the brochure and informed faculty that there were more available in the Dean's suite. We are currently into next year's recruitment season talking to new Juniors in high school, so many of these materials will go out to them on a monthly basis for the next several months.

J. Alexander displayed some emails that were created to communicate with potential students. The idea is that we are trying to enhance the look of our email communications to external parties. HTML images take a little longer to do but seem to resonate more with potential students than just plain text. Other efforts like texting and Facebook are also being used to communicate with potential students.

J. Alexander discussed how marketing efforts are working with various programs and faculty in how to spark up conversations of recruitment and alumni support while networking at conferences and other places. Part of those efforts includes some tangible marketing materials deemed as conversation

starters, which J. Alexander brought samples of. She also showed some ads placed in a conference held in Indianapolis highlighting graduate students in the program. There is also a “hook book” which is a little larger, than the general brochures and conversations starters. It will go out to high school juniors. The next steps are finishing up with RHB and rebranding the global gateways for teachers program. There are some great logos being considered. Finally, a greater emphasis on diversity is being put into recruiting materials.

This summer the School of Education will be identifying and connecting with high feeder schools from the state to send copies of our marketing materials along with updated information about our programs. We also plan to talk with counselors at those high schools who in turn will hopefully be talking to their students.

The Meeting adjourned at 12:05