Samford University
Orlean Beeson School of Education

Recruitment Plan

Table of Contents

Introduction 3
Recruitment Plan 4
Recruitment Plan Objective 1 4
Recruitment Plan Objective 2. 10
Recruitment Plan Objective 3 16
Appendix A 18
Marketing and Communications Plan and Metrics 19
Projected Enrollment Numbers 39
Faculty Involvement in Recruitment 49
Appendix B 53
EPP Addressing High Needs Areas 54
Appendix C 62
Recruitment Team Overview 63
Diversity Committee Plan 68
Minutes from Diversity Meetings 84
University Diversity Plan 103
Recruiting High Quality Candidates 120

3.1 Overview/Introduction to Recruitment Plan

Samford's EPP has developed a 5-year Recruitment Plan to which all initial programs adhere. Beginning with students as young as middle school age, Samford has a targeted recruitment plan to create awareness and familiarity with our school, campus, and offerings. Recruiting school wide is not executed in a haphazard manner, but rather it has become a precise and well- charted list of procedures to ensure that OBB focusses and recruits students from all cultures, backgrounds, ages, races, and ethnicities. Not only do we host students to campus during summers and within the academic semesters, but we also make efforts to reach out to the community to recruit students. Faculty and Staff EPP members play an integral role in the recruiting process at each step.

When developing the recruitment process across all initial programs, the EPP began by examining and closely tracking the needs of the state. The EPP has the goal for our students' and graduates' various certifications to mirror and meet the needs that Superintendents, Principals, ALSDE, and academic research has flagged as areas of need. In the last few academic years, there has been a lack of qualified and certified teachers in the ever-growing area of ELL. STEM subjects (like Science and Math) are also "high-need" areas. Both state and school administrators within the department of education have voiced a strong and rising need for Special Education teachers in grades k-12. With special attention paid to these trends, the EPP looks at employment opportunities and responds to those needs with graduates who can meet the needs of concern in k-12 schools.

We are open about our dependence on Technology in OBB. Technology is an integral part of our Recruitment Plan and it's utilized at every level within our recruitment plan to help us advertise and recruit. Such pivotal pieces of the recruiting plan rely heavily on targeted social media campaigns, videos that market our programs, brochures, and information found on the OBB and Samford website. Certain technological advancements actually allow us to created monitor webpage traffic and enables us to tag visitor activity on our websites, the way they view curriculum, and examine programs specifics. Knowing what potential students are most interested in and how they are most inclined to view content, helps The EPP cater to student needs and advertise accordingly.

In cooperation with the University Recruitment Team, Samford hosts k-12 students to campus early and often. Samford offers summer camps spanning a vast spectrum of interest and welcomes a variety of ages, races, and backgrounds. Whether it is Art, Music, or athletics, students are welcomed to the University as young as age 4 for soccer and cheer camps. Capitalizing on the good time they have on campus, the recruitment team utilizes positive experiences and growth in summer camps to etch Samford into their minds at a young age. These early experiences extend far beyond camps. Samford offers test-prep classes, a conference for students interested in teaching, remedial reading and math assistance and instruction, as well as STEM experiences. Again, OBB and our EPP is involved in each of these on and off campus experiences for recruiting.

For any students considering Education as a possible avenue of interest, OBB Faculty are not only inclined, but expected to meet with students for info sessions. Giving Saturdays, weekends, and extended hours towards the cause, members of the EPP meet with students at Preview Days, during campus tours, official and unofficial athlete visits, Admitted Students Day, and Bulldog days. Most students come with parents to discuss program details and professors are readily available for Informational Question and Answer Sessions. The EPP is frequently seen off-campus meeting with high school students at College Fairs, Conferences, and college information sessions in schools. The following Recruitment Plan further delves into these intricate measures taken by the EPP to ensure that our recruitment process is one of excellence and follow-through.

Samford University
Orlean Beeson School of Education

RECRUITMENT PLAN

LAST REVISED: 2/19/19

OVERALL GOAL: **TO ENHANCE THE QUANTITY AND QUALITY OF ENROLLMENT AND DIVERSITY OF ORLEAN BEESON SCHOOL OF EDUCATION CANDIDATES AND EMPLOYEES**

OBJECTIVE 1: **INCREASE VISIBILITY TO BOOST STUDENT APPLICATIONS AND ENROLLMENT**

Baseline Data: In the 2016-2017 we had 452 who applied and 304 who enrollees in OBSE. Of these, 273 applicants and 129 enrollees were in the Initial programs, 179 applicants and 175 enrollees were in the Advanced programs. (See Appendix A for aggregate and disaggregate information.)

Annual Data: In the 2017-2018, we had 337 who applied and 220 who enrollees in OBSE. Of these, 199 applicants and 85 enrollees were in the Initial programs, 138 applicants and 135 enrollees were in the Advanced programs. (See Appendix B for aggregate and disaggregate information.)

For the beginning of the 2018-2019, we had 268 who applied and 147 who enrollees in OBSE. Of these, 181 applicants and 62 enrollees were in the Initial programs, 87 applicants and 85 enrollees were in the Advanced programs. We are awaiting the spring semester data. (See Appendix C for aggregate and disaggregate information.)

		Who?		When?		Resources	Evidence of Accomplishment
	Action Step	Responsible	Involved	Start date	End Date		
1	Attend conferences annually (such as AAESA – Fall Instructional Leadership Conference; CLAS – Council for Leaders in Alabama Schools; SSA – School Superintendent Association of Alabama; MEGA – Alabama State Department of Education's MEGA conference; AAMSP – Alabama	Director of External Partnerships, Director of Graduate Student Services	EPP Faculty; Admissions Coordinator, Marketing & Communications Coordinator	July 1	June 30	Time, Financial, Slate, Personnel	Student Inquiry Forms, Slate Check-In forms, enrollment targets

	Association for Middle School Principals; ARA - Alabama Reading Association Conference; AAGC – Alabama Association for Gifted Children's Conference)						
2	Attend Schools/Districts such as Teacher In-Service Days while displaying recruitment literature (e.g., Alabaster City Schools, Morgan County, Madison County, Madison City, Huntsville City, Tuscaloosa City, Tuscaloosa County)	Director of External Partnerships, Director of Graduate Student Services	EPP Faculty; Admissions Coordinator, Marketing and Communications Coordinator	July 1	June 30	Time, Financial, Slate, Personnel,	Student Inquiry Forms, Slate Check-In forms
3	Attend Local College Fairs while displaying recruitment literature (e.g., Birmingham National College Fair, SU Preview Days, SU Major's Fair, SU Graduate Fair)	Director of Graduate Student Services	Programs Directors, Chairs, Admissions Coordinator, Marketing and Communications Coordinator	July 1	June 30	Time, Financial, Slate, Personnel	Student Inquiry Forms, Slate Check-In forms
4	Attend National College Fairs such as the Birmingham National College Fair	Department Chair	Director or Graduate Student Services, Programs Directors, Chairs, Admissions Coordinator, Marketing and Communications Coordinator	Annually		Time, Financial, Slate, Personnel	Student Inquiry Forms, Slate Check-In forms
5	Develop Annual Brochures and Program Specific Flyers for Recruitment Opportunities	Marketing & Communications Coordinator	Program Directors, Department Chairs, Dean	June 1	Aug 1	Financial, Time, Graphic Designer, Work Zone, Print Shop	Created Brochure

6	Redesign Website	Web & Digital Services Team	Marketing & Communications Coordinator, Vice President for Marketing & Communications, Executive Director of University Marketing & Communications	July 2017	August 2018	Personnel, Survey's & feedback forms, Web Design platform	Redesigned Website
7	Assess Website Content and Revise as Needed	Marketing & Communications Coordinator	All School of Education Personnel	July 1	June 30	Content Management System	Updated Website
8	Identify Distinctive's of Each Program	Department Chairs	Program Directors , Faculty; Marketing & Communications Coordinator	August 2018	November 2018	Faculty meetings	Identified Distinctive's
9	Email Quarterly Alumni Newsletter	Marketing & Communications Coordinator	Dean's Office, faculty, staff	February Mary August November	March June September December	Mail Chimp, Web & Digital Services Team	Quarterly newsletter
10	Conduct Informational Meetings and distribute literature in School Systems	Program Directors	Marketing & Communications Coordinator, Admissions Coordinator, Director of External Partnerships, Department Chairs	July 1	June 30	Email, flyer, brochures, Slate, video, power point, personnel	Student Inquiry Forms, Slate Check-In forms
11	Update the use of Slate Application to monitor effects of recruitment	Admissions Coordinator; Director of	Marketing & Communications Coordinator,	July 1	June 30	Slate, email, Cascade, Personnel	Redesigned emails, created Slate

		Graduate Student Services	Assistant Director of Operations for SU Admissions				events, email analytics
12	Monitor Website Analytics	Marketing & Communications Coordinator	Dean, SU Web & Digital Services Team	July 1	June 30	Google Analytics	Analytic Reports
13	Utilize Social Media	Marketing & Communications Coordinator	SU Social Media Manager, SU Web Specialist	July 1	June 30	Sprinklr Analytics, Social Media Platforms	Increased Social Media Engagement and Following
14	Increase Media Coverage	Marketing & Communications Coordinator	Dean, EPP Faculty	July 1	June 30	Cision, Google Alerts, Program Directors, Faculty	Number of Featured Stories Published Internally & Externally
15	Host on Campus Conferences & Programs while displaying recruitment literature (e.g., Yes, You Can Teach, Gear Up Readiness Program, Hope Institute Sessions, Collective Impact, Neuroscience of Learning, BADGE), AAGC Leadership Academy	EPP Faculty	Alumni Coordinator, Advancement Officer, Marketing & Communications Coordinator, Administrative Assistants	July 1	June 30	Financial/Grants, Personnel, University Event's Management	Registration of Attended Events
16	Identify Publications That Are Appropriate for Advertisement & have Potential for Editorial (e.g., CLAS Magazine – Council for Leaders in Alabama Schools, SEEN Magazine – Southeast Education Network), AAGC Conference App	Marketing & Communications Coordinator	Department Chairs	July 1	June 30	Financial, Graphic Design	Published Advertisement
17	Schedule intentional territory-based undergraduate recruitment efforts such as attending college fairs, high	SU Admission Counselors, EPP	SU Office of Admissions	Monthly		Financial, Staffing, Travel	List of locations attended

	school visits, and individual off-campus appointments	Faculty attend events					
18	Host campus visit programs that offer daily tours, faculty appointments, class visits, overnight experiences, information sessions, and other special arrangements	SU Office of Admissions, EPP Faculty attend events	All University Schools, Residence Life	Daily Monday - Saturday		Campus Tour Script	Number of campus tours given within a year, Slate Form
19	Host multiple on-campus Preview Day experiences throughout the fall and one Junior Preview Day experience in the Spring for prospective families to tour campus, learn more about our admission and scholarship processes, and visit with faculty/staff campus partners	SU Office of Admissions, EPP faculty attend events	All University Schools, Residence Life, Samford Dining	Up to six times a year		Brochures, Email, Slate, Outlook, Banners, Giveaway items	Dates of Preview Days
20	Host a spring on-campus Admitted Student Day designed to showcase the opportunities that await admitted students	SU Office of Admissions, EPP Faculty attend events	All University Schools, Residence Life, Samford Dining	Annually		Brochures, Email, Slate, Outlook, Banners, Giveaway items	Dates of Admitted Student Day
21	Coordinate and attend multiple High School Counselor Luncheons in key territories to provide application and campus updates to high school guidance counselors	SU Office of Admissions	Participating Schools	August	December	Brochures, Email, Slate, Outlook, Banners, Giveaway items	List of High School Counselor Luncheons attended
22	Host High School Counselor Fly-in to provide a tour, application, and campus updates to high school guidance counselors	SU Office of Admissions, EPP Faculty attend events	University Schools	Annually		Brochures, Email, Slate, Outlook, Banners, Giveaway items	List of High School Counselors who participate
23	Host multiple Prospective Student Events in key territories for prospective families to visit with current Samford students, admission staff, and faculty members to further explore Samford as a potential fit	SU Office of Admissions, EPP faculty attend events	Territories where events were held	August	December	Brochures, Email, Slate, Outlook, Banners, Giveaway items, Slate	Territories where events were held

24	Host multiple Admitted Student Receptions in key territories for admitted students to visit with current students, staff, and faculty to further explore Samford as a potential fit	SU Office of Admissions	Territories where events were held	August	December	Social media, email	List of areas where admitted student receptions were held
25	Strategic recruitment phoning plan by admission counselors	SU Admission Counselors	SU Office of Admissions	Weekly		Slate	Phone calls made
26	Strategic recruitment phoning plan by student callers	SU Student Callers	SU Office of Admissions	Weekly		Slate	Phone calls made
27	Robust communication flow plan, including email campaigns, social media campaigns, and digital ad campaigns	SU Admission Marketing and Communications Team	SU Office of Admission, Creative Services, Photography Services, Videography Services, Printing, All University Schools	July 1	June 30	Emma (email system), Carnegie Dartlet, social media platforms,	Sample of Emails Sample of Social Media Posts and campaigns, Printed pieces and mailers sent to prospective students
28	Create and recruit for the M.S.E in K-12 Collaborative Special Education Fifth year nontraditional program	Program Director, Dean	EPP Faculty	May 2018	Ongoing	University Curriculum Committee, Slate	Enrolled students

OBJECTIVE 2 INCREASE APPLICANT POOL OF DIVERSE AND HIGH ACADEMICALLY ACHIEVING CANDIDATES

Baseline Data: In the 2016-2017 we had 452 with 121 (26.7% minorities) who applied and 304 (32.2% minorities) who enrollees in OBSE. Of these, 273 applicants (13.5% minorities) and 129 enrollees (13.1% minorities) were in the Initial programs, 179 applicants (46.9% minorities) and 175 enrollees (56.2% minorities) were in the Advanced programs. (See Appendix A for aggregate and disaggregate information.)

Annual Data: In the 2017-2018, we had 337 with 96 (28.4% minorities) who applied and 220 who were enrollees (35.4% minorities) in OBSE. Of these, 199 applicants (14.0% minorities) and 85 enrollees (11.7% minorities) were in the Initial programs, 138 applicants (49.2% minorities) and 135 enrollees (48.1% minorities) were in the Advanced programs. Results are moving in the right direction. (See Appendix B for aggregate and disaggregate information.)

For the beginning of the 2018-2019, we had 268 with 57 (21.2% minorities) who applied and 147 who were enrollees (29.2% minorities) in OBSE. Of these, 181 applicants (9.3% minorities) and 62 enrollees (8.0% minorities) were in the Initial programs, 87 applicants (45.9% minorities) and 85 enrollees (44.7% minorities) were in the Advanced programs. We are awaiting the spring semester data. (See Appendix C for aggregate and disaggregate information.)

		Who?		When?		Resources	Evidence of Accomplishment
	Action Step	Responsible	Involved	Start date	End Date		
1	Host the Yes, You Can Teach Conference (a conference designed to encourage high school students to become educators)	Teacher Education Faculty	EPP Faculty, Candidates, SU Office of Admissions, SU Office of Diversity and Intercultural Initiatives	May 3	May 3	Giveaways, Brochures, Flyers, Event Management Services	Conference attendees
2	Host Gear Up Program (Designed to significantly increase the number of low income students in Birmingham City who are prepared to enter and succeed in post-secondary education)	Assistant Dean, Associate Professor and Director, M.S.E	EPP Faculty, Birmingham City Schools, SU Office of Admissions	June 4	June 14	Event Management Services, Marketing and Communications	Attended Program

		Elementary Education					
3	Host EMAT – Elementary Mathematics Academy for Teachers (Designed to strengthen Math skills of Birmingham City teachers)		EPP Faculty, Fairfield City Schools, School of Education Advancement Office	July 2017	August 2018	Marketing and Communications, Charles and Estelle Campbell Foundation, Alabama State Department	Program Attendees Completed Required Hours. Evaluation Reports
4	Host EMLAT – Elementary Mathematics Leadership Academy for Teachers (Designed to strengthen Math and Leadership skills Birmingham City teachers)		EPP Faculty, Fairfield City Schools, School of Education Advancement Office	July 017	June 2018	Marketing and Communications, Charles and Estelle Campbell Foundation, Alabama State Department	Program Attendees Completed Required Hours
5	Facilitate the Tri-City Leadership Academy (Established with the goal of building community that would develop and empower leaders within the local education systems of Bessemer, Fairfield, and Midfield)		EPP Faculty, Fairfield City Schools, Bessemer City Schools, Midfield City Schools, School of Education Advancement Office	July 2016	June 2018	Charles and Estelle Campbell Charitable Foundation , Marketing and Communications	Created Cohorts, Evaluation Reports
6	Initiate Communications with Prospective Off-Site Locations in Diverse Districts	Program Directors	EPP Faculty, Department Chairs, School Districts	July 1	June 30	Brochures, Flyers, Travel, Personnel, District	Created Off-Site Cohorts

						Meeting Locations	
7	Establish and Pursue Orlean Beeson School of Education Minority Scholarships	School of Education Advancement Officer	Dean, University Office of Advancement	July 1	June 30	Alumni Relations, Funding,	Created Scholarships
8	Support Character Development Gives Hope	EPP Faculty	Francis Marlin Mann Center for Ethics and Leadership, The Hope Institute, Orlean Beeson School of Education	July 1	June 30	Social Media, Give Campus, Hope Academy	Academy Cohorts, Program Evaluations
9	Assess Minority Representation via Photography and Videography on the Website, Materials, and Throughout the Building	Marketing and Communications Coordinator	Program Directors	July 1	June 30	Alumni Relations, Current Candidates	Diverse Representation on Website, Materials, and Throughout the Building
10	Select Diverse Learning for Life Award Recipients	Alumni Relations Coordinator	Selection Committee	July 1	June 30	Nominators, Marketing and Communications Coordinator, Alumni	Diverse Honorees
11	Select Diverse Alumni Spotlight Award Recipient (Homecoming and Monthly Spotlight)	Alumni Relations Coordinator	Selection Committee	July 1	June 30	Nominators, Marketing and Communications Coordinator, Alumni	Diverse Honorees

12	Strategically assign Candidates to Diverse Clinical Placements	Clinical Experiences Coordinator	Program Directors, Department Chairs	July 1	June 30	School Districts	Diverse Clinical Placements
13	Feature Diverse Speakers for the Tom and Marla Corts Distinguished Author Series	Alumni Relations Coordinator	School of Education Advancement Officer, Dean	Annually		Funding	Diverse Speaker Options
14	Pursue Academic Grants	EPP Faculty	University Grants Office, OBSE Advancement Officer	Annually			Academic Grant Awards
15	Hire a full time Multicultural Recruiter	SU Admissions Office		Spring 2018	On-going	Funding	Full time Multicultural Recruiter hired
16	Assure that all Admissions publications are representative and include content relevant to diversity initiatives	Office of Admissions Multicultural Recruiter	SU Office of Admission, Creative Services, Photography Services, Videography Services, Printing, All University Schools	July 1	June 30	Funding	Updated admissions publications
17	Develop a multicultural piece to communicate campus involvement opportunities	Office of Admissions Multicultural Recruiter	SU Office of Admission, Creative Services,	Fall 2017	On-going	Creative Services, Photography Services,	Continuously updated multicultural pieces communicating

			Photography Services, Videography Services, Printing, All University Schools			Videography Services, Printing, All University Schools	campus involvement opportunities
18	Conduct minority student outreach visits: local churches, activities, and offer office/university as a resource for prospective high school students	Office of Admissions Multicultural Recruiter	SU Office of Admission, Community partners	July 1	June 30	Community partners, funding	Outreach visits completed
19	Establish partnerships with Birmingham City School system and private secondary education institutions	Office of Admissions Multicultural Recruiter	SU Office of Admissions, Birmingham City Schools, Cornerstone Schools, Restoration Academy	June 2017	On-going	SU Office of Admissions, Birmingham City Schools, Cornerstone Schools, Restoration Academy	Established partnership
20	Establish summer programs aimed at recruiting minority students	Office of Admissions Multicultural Recruiter	SU Office of Admissions	Spring 2019	On-going	Brochures, Flyers, Event Management Services, community partners	Summer Programs aimed at recruiting minority students
21	Re-evaluate the designating of scholarships for underrepresented minority students to increase the yield on qualified applicants	Office of Admissions Multicultural Recruiter	SU Office of Admissions	Fall 2018	On-going	University Advancement Office	Increase of qualified minority applicants
22	Identify unique resources to promote for minority, socio-economically disadvantaged students to reduce loan burden	Office of Admissions	SU Office of Admissions	Fall 2018	On-going	Student Financial Services	Identified resources

		Multicultural Recruiter					
23	Engage the Office of Advancement in fundraising to support SU scholarship initiatives	Office of Admissions Multicultural Recruiter	SU Office of Admissions, Advancement Office	Fall 2018	On-going	Donors, advancement officers, funding	Additional scholarships for minorities
24	Subsidize travel for prospective families to attend Diversity Preview Days in conjunction with our scheduled senior Preview Days with possible overnight options for students	SU Office of Admissions	Office of Admissions Multicultural Recruiter	Fall 2016	On-going	Funding	Admitted attendees
25	Attend the University and Micah Fellows events	EPP Faculty	Office of Admissions	On-going		Brochures, Power Points	Admitted fellows
26	Participate In Governors School Program	EPP Faculty	Governor's School Committee	June 17	June 29	Brochures, Power Points	Admitted Students
27	Work with Global Engagement Office to identify potential mission minded students	EPP Faculty	Global Engagement Office	On-going		Giveaways, Brochures, Event Management Services	Admitted Students
28	Contact the Alabama Legion Auxiliary (ALA) Alabama Girls and Boy's State Program for possible recruitment opportunities	EPP Faculty	Programs Directors	On-going		Giveaways, Brochures, Power Points	Admitted Students

OBJECTIVE 3 INCREASE DIVERSITY OF FACULTY/STAFF

		Who?		When?			
	Action Step	Responsible	Involved	Start date	End Date	Resources	Evidence of Accomplishment
1	Develop & Implement New Hire Process	Senior Associate Provost	Deans, Selection Committee Chairs	May 2018	On-going		Updated Hiring Process
2	Develop White Paper via Diversity Committee Leadership	Diversity Committee Chair	Provost Office , Selection Committee Chairs	July 1	June 30		White Paper
3	Recruit Diverse Instructors at Conferences & Events	Dean	Department Chairs, Program Directors, EPP Faculty	July 1	June 30	Funding	Leads on prospective applications
4	Create and Maintain Prospective Adjunct List	Dean's Office; Department Chairs	EPP Faculty, Adjuncts	July 1	On-going	Administrative Assistants	Up-to-date adjunct prospective list
5	Post Adjunct Positions on Human Resources Website	Dean	Dean's Office	July 1	On-going	Administrative Assistants	Positions Posted
6	Include Interview Questions that Prompt Discussion Regarding Previous Experience Working in Diverse Locations	Dean, Selection Committee Chairs	Selection Committee	July 1	June 30		
7	Create a Diverse Selection Committee	Dean	EPP Faculty	July 1	June 30		A diverse committee

8	Set aside designated amount of funds in order to support Samford's goal of creating a more inclusive and diverse campus community	Office of Diversity and Intercultural Initiatives	Applicants	September 30	February 28	Funding, applicants	Grants awarded

APPENDIX A

Increase Visibility Goals/Monitoring

MARKETING AND COMMUNICATIONS PLAN AND METRICS

Samford University
Orlean Beeson School of Education

Marketing and Communication Plan 2018-19

Key Recruitment Messages

Learn to Lead | Lead to Learn

Educate • Empower • Serve

- Lead
  - The school of education seeks to equip students with the knowledge needed to become leaders in their chosen field.
  - Students are able to learn from faculty who are known throughout our state and some nationally as leaders in their field.
- Learn
  - The advantage of continuous, lifelong learning is vital to academic and spiritual growth
  - The best way to learn is to do. Students have remarkable field experience in both undergraduate and graduate programs. Students have more opportunities to work in field/internship settings than other competing programs.
- Empower
  - By equipping students with the tools, they need post-graduation, graduates are able to go into classrooms ready to empower their students through education, mentorship and support.
  - Multiple research opportunities allow students to challenge practices and beliefs in place and make changes to benefit organizations and the field of education
- Serve
  - Multiple community partnerships allow both faculty and students to serve the community. As a school, we believe service leadership and collaboration better benefit everyone, “not one of us is as smart as all of us.”
  - Across the board, all departments have a purpose of serving others through education

Other Distinctive Messages

- Online M.S.E. graduate programs ranked #70 nationally
- 11 certification programs are nationally recognized by 12 Specialized Professional Association. This makes Samford’s education school the highest number of nationally recognized programs in Alabama.
- Nearly 100% of graduates receive jobs within three months of graduation
- 100% Praxis Pass Rate for Program Graduates
- 100% hire rate

- 1000+ Hours of Field Experience
- 600+ Hours of Internship Experience
- Practical Content Application
- 12:1 Student Teacher Ratio
- Human Development and Family Life has had six students win the Outstanding Undergraduate Paper Award from the National Council on Family Relations
- School ranked #161 nationally by U.S. News & World Report (2016)
- Action research with local school systems (Ed.D. Data)

Marketing Goals 2018-`19

1. Create marketing efforts that attract and retain prospective students to the Orlean Beeson School of Education's undergraduate programs and support recruitment goals.
2. Create marketing efforts that attract and retain prospective students to Orlean Beeson School of Education's graduate programs, including upcoming programs.
3. Develop marketing efforts that strengthen school's visibility and a brand awareness among audiences on campus, in the Birmingham community and throughout the southeast through creative, cost-effective ideas.
4. Maintain the school's digital presence and revise as needed, including its website and social media accounts, in response to analytics and best practices in coordination of recruitment, advancement and reputation goals.

Marketing Goals 2017-`18

1. Support recruitment efforts and in turn increase student enrollment
2. Establish a consistent voice for the school that supports the updated mission and vision. Draw in highly qualified student candidates interested due to the reputable programs and overall reputation of the school.
3. Assist in the creation of a solid communication flow with alumni with the intention of receiving support through the means of encouragement, involvement and financial contributions.
4. Support advancement's vision of growing major donors through the impact of many – multiple small gifts make a big impact. All gifts are valued and important.
5. Community outreach is a critical part of the education school's mission. Multiple connections are already in place that strengthen the field experience and preparedness of our students. Adding visibility to the work being done will open doors to more opportunities for students and outreach opportunities for faculty.

<u>Goal 1:</u> *Focused on undergraduate programs*

Create marketing efforts that attract and retain prospective students to the Orlean Beeson School of Education's undergraduate programs and support recruitment goals.

<u>Strategy 1:</u> Support the recruitment efforts of Samford's undergraduate admission office and Orlean Beeson School of Education's student services office.

- Create a video that provides an overview of each undergraduate program and entices the viewer to go to the school's website to learn more about the individual programs.
- Order display materials for the school and individual departments that can be used at admission events like Preview Day, including tablecloths, display boards, and pull up banners etc.
- Update and order undergraduate recruitment materials including brochures and one-sheeters as needed.
- Provide content for undergraduate communication flow via Slate
- Create materials to support the Orlean Beeson School of Education faculty's work to build relationships with high school guidance counselors and students
    - Order promotional items that can be given to these counselors and/or students
        - *Brochures*
        - *Flyers*
        - *School of Education coffee mugs*
        - *School of Education pens*
        - *School of Education notepads*
        - *School of Education highlighters*
        - *White School of Education folders*

<u>Strategy 2:</u> Create marketing materials that highlight key distinctives of specific undergraduate programs that can be used on multiple platforms.

- Capture a diverse library of student testimonials, using videos, news stories and pull out quotes for the website, for each undergraduate degree

Goal 2: *Focused on Graduate Degree Programs*

Create marketing efforts that attract and retain prospective students to Orlean Beeson School of Education's graduate programs, including upcoming programs.

Strategy 1**:** Create personalized communications to our targeted audiences, utilizing different tactics as they progress from prospect to inquiry to applicant to enrolled student

- Create content and design of email communication flow to prospective graduate students via Graduate Slate, utilizing mobile-responsive templates and dynamic visual content
    - Master of K-12 Collaborative Special Education Alt. A
    - Master of Elementary Education Alt. A
    - Master of Secondary Education Alt. A
    - Master of Elementary Education
    - Master of Gifted Education
    - Master of K-12 Collaborative Special Education
    - Master of Instructional Design and Technology
    - Master of Education Leadership: Policy, Organizations and Leadership
    - Master of Instructional Leadership
    - Ed.S. of Instructional Leadership
    - Ed.D. of Educational Leadership

Strategy 2: Evaluate and refresh content on website and graduate degrees' webpages

- Update homepage to make the most frequently visited pages more accessible to visitors. Features include academics, admissions, request for more information, alumni, etc.
- Add an admissions tab to the main menu making it easier to locate the undergraduate and graduate admissions pages.
- Create a graduate admission webpage that features guidelines, deadlines, scholarship information and frequently asked questions.
- Create landing page for certification only programs
- Make all references to Tuition and Fees consistent across all graduate degree pages, providing a link to Samford's graduate financial aid webpage
- Keep pages diverse and engaging

Strategy 3: Support recruitment efforts led by Office of Admissions and Student Services and the school's individual department chairs

- Update and order recruitment materials, including one-sheeters, as needed

- Order promotional items that support efforts by recruitment staff and department faculty
    - *Pens*

    - *Mugs*
    - *Tumblers*
    - *Lanyards*
    - *Highlighters*
    - *Red tote bags*
    - *Footballs*
    - *White folders*

- Promote programs on social media accounts

<u>Strategy 4:</u> Create marketing materials that highlight key distinctives of specific graduate programs that can be used on multiple platforms.

- Capture a library of student testimonials, using videos, news stories and pull out quotes for the website

- Create materials to showcase the interprofessional work of the school's faculty and students at the graduate level

<u>Strategy 5:</u> Support new and upcoming programs in development

- M.S.E. in K-12 Collaborative Special Education Alt. A
    - Create webpage
    - Design flyer
    - Locate conferences for Office of Student Services to attend
    - Provide additional marketing support as needed

Goal 3

Develop marketing efforts that strengthen school's visibility and a brand awareness among audiences on campus, in the Birmingham community and throughout the southeast through creative, cost-effective ideas.

Strategy 1: Communicate news, achievements and contributions as it relates to the school's students, faculty, alumni and donors through multimedia platforms including web, email, social media, internal publications and external media.

Strategy 2: Position Orlean Beeson School of Education and its faculty as a contributing voice to the latest trends and topics relating to education at the local and national level

- B.A.D.G.E. Conference: Preventing School Violence
- Education as it relates to community financial stability

Strategy 3: Support the promotion of school events and programs that are open to the community.

- Ratliff Lecture Series
- Corts Lecture Series
- B.A.D.G.E. Conference
- Yes, You Can Teach Conference
- GEAR UP program
- Disability and the Church Conference
- HOPE Institute
- Diversity Speakers/Color of Fear event

Goal 4

Maintain the school's digital presence and revise as needed, including its website and social media accounts, in response to analytics and best practices in coordination of recruitment, advancement and reputation goals.

Strategy 1: Implement design update as part of the university-wide web services initiative and implement changes that enhance the user experience

- Create a community webpage that highlights all stakeholders that need access and materials from our website
- Create a Clinical Internship & Field Experience Resources webpage where the downloadable forms for cooperating teachers and supervisors will live.
- Create a student resources webpage where candidate forms will live page and information about the CMCT, scholarships and student organizations.
- Make the alumni page more user friendly and have all alumni related webpages accessible from this updated Alumni & Friends webpage: view here.
- Update academics webpage to offer a short description and clearly allow the user to select what level of degree they are interested in on the right-hand side. View here.
- Add all SPA recognitions to each program page that hold a recognition.

Strategy 2: Continually seek to improve organic search results with evaluation of SEO terms

- Update titles and descriptions as needed with current trends

Strategy 3: Continually assess social media analytics to determine best time to share content and type of content that enhances engagement. **see reports in pages to follow*

Strategy 4: Assess website analytics and share with department chairs as needed. **see reports in pages to follow*

Education Social Analytics Executive Overview

Social Networks: Facebook, Twitter, Instagram | Accounts: Samford Orlean Beeson School of Education, samfordeducation, SamfordEd

7/1/2017 - 12/31/2017

28

Outbound Summary

Brand Posts	397 ↓25.4%	Previous Period: 532
Engagements	2.9K -	Previous Period: 0
Engagements per Post	7.2 -	Previous Period: 0

Engagement Summary

Likes	2.7K -	Previous Period: 0
Comments	87 -	Previous Period: 0
Shares	98 -	Previous Period: 0

Account Summary

Account Followers	1.4K ↑197.5%	Previous Period: 482
New Account Followers	952 ↑463.3%	Previous Period: 169
Total Inbound Messages	304 ↑9.8%	Previous Period: 277

Most Engaging Brand Post

samfordeducation Aug 29, 2017

Congratulations to our very own Dr. David Finn on receiving the John H. Buchanan award! What a

103 98 5 0

Brand Post Engagement Breakdown

Engagement by Type

Post Likes And Reactions	2.7K	6.73 per post
Post Comments	87	0.22 per post
Post Shares	98	0.25 per post

Social Engagement By Channel

- **19.7% (562)** Facebook
- **9.4% (269)** Twitter
- **70.9% (2K)** Instagram

Message Scorecard

Published Date	Outbound Post	Total Engagements	Post Likes And Reactions	Post Comments	Post Shares	Post Reach	Estimated Clicks
Aug 29, 2017 11:34 AM	**samfordeducation** Congratulations to our very own Dr. David Fin... Aug 29, 2017	103	98	5	0	0	0
Oct 31, 2017 01:01 PM	**samfordeducation** Lions and tigers and bears, oh my! Happy... Oct 31, 2017	87	86	1	0	0	0
Dec 13, 2017 05:09 PM	**samfordeducation** Last night ESEC seniors had an end of the ye... Dec 13, 2017	84	84	0	0	0	0
Aug 30, 2017 10:48 AM	**Samford Orlean Beeson School of Education** On Monday, 39 teacher education students... Aug 30, 2017	82	53	14	15	4.9K	0
Dec 7, 2017 02:53 PM	**samfordeducation** Today Dean Box received a ballerina's farewell... Dec 7, 2017	76	76	0	0	0	0
Sep 5, 2017 10:52 AM	**samfordeducation** This morning, third year elementary teacher... Sep 5, 2017	75	69	6	0	0	0
Aug 29, 2017 11:36 AM	**Samford Orlean Beeson School of Education** Congratulations to our very own Dr. David Fin... Aug 29, 2017	68	61	7	0	1.5K	0
Dec 12, 2017 02:29 PM	**samfordeducation** Our Secondary Education majors enjoyed thei... Dec 12, 2017	65	62	3	0	0	0
Dec 8, 2017 09:23 AM	**samfordeducation** Reading day turned snow day?! Samford in th... Dec 8, 2017	56	56	0	0	0	0
Aug 28, 2017 08:51 AM	**samfordeducation** These education seniors are ready for a... Aug 28, 2017	56	54	2	0	0	0
Dec 1, 2017 09:54 AM	**samfordeducation** Did you know that over the course of four yea... Dec 1, 2017	53	47	6	0	0	0
Aug 30, 2017 12:10 PM	**samfordeducation** We had a blast at our Moonlight Birthday Par... Aug 30, 2017	52	52	0	0	0	0
Aug 28, 2017 09:00 AM	**samfordeducation** "We are on your team!" Teacher education... Aug 28, 2017	48	48	0	0	0	0
Nov 10, 2017 04:15 PM	**samfordeducation** Congratulations to our teacher education... Nov 10, 2017	48	48	0	0	0	0
Dec 16, 2017 08:28 AM	**samfordeducation** Today is the day! Congratulations, graduates!... Dec 16, 2017	48	44	4	0	0	0
Sep 13, 2017 04:07 PM	**samfordeducation** A big thank you to Kassidy and Mattie at Mt.... Sep 13, 2017	48	48	0	0	0	0

Message Scorecard

Published Date	Outbound Post	Total Engagements	Post Likes And Reactions	Post Comments	Post Shares	Post Reach	Estimated Clicks
Oct 12, 2017 11:12 AM	**samfordeducation** What a beautiful day for the majors... Oct 12, 2017	48	48	0	0	0	0
Oct 2, 2017 08:34 AM	**samfordeducation** We had a great time seeing all of you at #sup... Oct 2, 2017	47	47	0	0	0	0
Nov 11, 2017 01:44 PM	**samfordeducation** We loved visiting with you today! #SUHomec... Nov 11, 2017	46	46	0	0	0	0
Sep 11, 2017 10:26 AM	**samfordeducation** Thank you to everyone who donated to our... Sep 11, 2017	44	43	1	0	0	0

Brand Post And Total Engagement

Top 3 Posts

samfordeducation Aug 29, 2017
Congratulations to our very own Dr. David Finn on receiving the John H. Buchanan award! What a special

103 98 5 0

samfordeducation Oct 31, 2017
Lions and tigers and bears, oh my! Happy Halloween □□□

87 86 1 0

samfordeducation Dec 13, 2017
Last night ESEC seniors had an end of the year celebration at Dr. Hilsmier's home. They celebrated the
84 84 0 0

Follower Insights

Social Engagement By Time Of The Day

Engagement Rate | By Account

Account	Engagement Rate	% Change in Engagement Rate
Samford Orlean Beeson School of Education	1.67%	100%
SamfordEd	0.3789%	100%
samfordeducation	13.5K%	100%

Education Social Analytics Executive Overview

Social Networks: Facebook, Twitter, Instagram | Accounts: Samford Orlean Beeson School of Education, samfordeducation, SamfordEd

1/1/2018 - 6/30/2018

Outbound Summary

Brand Posts	428 ↑7.8%	Previous Period: 397
Engagements	3.2K ↑11.4%	Previous Period: 2.9K
Engagements per Post	7.44 ↑3.3%	Previous Period: 7.2

Engagement Summary

Likes	2.9K ↑7%	Previous Period: 2.7K
Comments	102 ↑17.2%	Previous Period: 87
Shares	223 ↑127.5%	Previous Period: 98

Account Summary

Account Followers	1.6K ↑8.9%	Previous Period: 1.4K
New Account Followers	127 ↓86.7%	Previous Period: 952
Total Inbound Messages	520 ↑71%	Previous Period: 304

Most Engaging Brand Post

samfordeducation Feb 24, 2018

Did you know Samford ESEC students graduate with four teaching certifications?! Students

77 72 5 0

Brand Post Engagement Breakdown

Engagement by Type

Post Likes And Reactions	2.9K	6.68 per post
Post Comments	102	0.24 per post
Post Shares	223	0.52 per post

Social Engagement By Channel

- 29.2% (931) Facebook
- 14.4% (458) Twitter
- 56.4% (1.8K) Instagram

Message Scorecard

Published Date	Outbound Post	Total Engagements	Post Likes And Reactions	Post Comments	Post Shares	Post Reach	Estimated Clicks
Feb 24, 2018 11:16 AM	samfordeducation Did you know Samford ESEC students... Feb 24, 2018	77	72	5	0	0	0
Jun 28, 2018 11:02 AM	samfordeducation Almost every year, 100% of ESEC graduates a... Jun 28, 2018	74	72	2	0	587	0
May 17, 2018 09:41 AM	samfordeducation We are proud to announce that Samford... May 17, 2018	67	66	1	0	409	0
May 8, 2018 08:55 AM	samfordeducation That's a wrap! All Google 20% projects are... May 8, 2018	66	66	0	0	508	0
May 4, 2018 05:19 PM	samfordeducation Yes, You Can Teach! 2018 was a success! We... May 4, 2018	65	65	0	0	368	0
Apr 10, 2018 11:00 AM	Samford Orlean Beeson School of Education Mountain Brook Elementary is recognized as ... Apr 10, 2018	64	50	8	6	1.1K	11
Apr 30, 2018 04:59 PM	Samford Orlean Beeson School of Education Join us live as we recognize the many... Apr 30, 2018	58	32	21	5	1.1K	0
Jun 5, 2018 12:19 PM	samfordeducation These bulldogs are looking right at home in t... Jun 5, 2018	57	57	0	0	373	0
Apr 27, 2018 07:01 PM	samfordeducation On Thursday, juniors in the ESEC program... Apr 27, 2018	57	56	1	0	357	0
Jan 23, 2018 02:18 PM	samfordeducation A big thank you to alumnus Matt Kiser for... Jan 23, 2018	56	52	4	0	0	0
Feb 23, 2018 03:30 AM	Samford Orlean Beeson School of Education Did you know Samford ESEC students... Feb 23, 2018	51	37	1	13	2.6K	0
Jan 25, 2018 04:56 PM	samfordeducation We are proud and honored to see our very ow... Jan 25, 2018	50	49	1	0	0	0
May 14, 2018 03:53 PM	Samford Orlean Beeson School of Education We are still reminiscing about graduation! Th... May 14, 2018	47	37	5	5	2K	0
Jan 24, 2018 02:31 PM	samfordeducation Orientation is complete and students have... Jan 24, 2018	47	47	0	0	0	0
May 14, 2018 03:51 PM	samfordeducation We are still reminiscing about graduation! Th... May 14, 2018	47	47	0	0	400	0
May 12, 2018 02:50 PM	samfordeducation Congratulations, graduates!! We are incredibl... May 12, 2018	47	45	2	0	295	0

Message Scorecard

Published Date	Outbound Post	Total Engagements	Post Likes And Reactions	Post Comments	Post Shares	Post Reach	Estimated Clicks
Apr 23, 2018 03:13 PM	**samfordeducation** Our HDFE Gerontology class has been involve... Apr 23, 2018	46	45	1	0	301	0
Apr 19, 2018 01:06 PM	**samfordeducation** This week, The Women's Committee of 100 fo... Apr 19, 2018	45	45	0	0	317	0
May 3, 2018 10:01 AM	**samfordeducation** Interested in coaching? Love a specific conte... May 3, 2018	45	45	0	0	454	0
May 10, 2018 10:25 AM	**samfordeducation** And just like that our HDFE seniors have... May 10, 2018	41	41	0	0	334	0

Brand Post And Total Engagement

Top 3 Posts

samfordeducation Feb 24, 2018
Did you know Samford ESEC students graduate with four teaching certifications?! Students earn
77 72 5 0

samfordeducation Jun 28, 2018
Almost every year, 100% of ESEC graduates are placed in jobs or enrolled in graduate school within
74 72 2 0

samfordeducation May 17, 2018
We are proud to announce that Samford Orlean Beeson School of Education alumna Meghan Allen
67 66 1 0

Follower Insights

Social Engagement By Time Of The Day

Engagement Rate | By Account

Account	Engagement Rate	% Change in Engagement Rate
SamfordEd	0.3798%	0.24%
Samford Orlean Beeson School of Education	0.5132%	-69.28%
samfordeducation	13.96%	-99.9%

Education Social Analytics Executive Overview

Social Networks: Facebook, Twitter, Instagram | Accounts: Samford Orlean Beeson School of Education, samfordeducation, SamfordEd

7/1/2018 - 12/31/2018

32

Outbound Summary

Brand Posts	402 ↓6.1%	Previous Period: 428
Engagements	2.9K ↓8.3%	Previous Period: 3.2K
Engagements per Post	7.27 ↓2.3%	Previous Period: 7.44

Engagement Summary

Likes	2.6K ↓7.5%	Previous Period: 2.9K
Comments	92 ↓9.8%	Previous Period: 102
Shares	183 ↓17.9%	Previous Period: 223

Account Summary

Account Followers	1.8K ↑12.6%	Previous Period: 1.6K
New Account Followers	197 ↑52.7%	Previous Period: 129
Total Inbound Messages	459 ↓11.7%	Previous Period: 520

Most Engaging Brand Post

samfordeducation Nov 03, 2018

We loved visiting with our Samford family at the 2018 School of Education Homecoming BBQ! Now,

80 80 0 0

Brand Post Engagement Breakdown

Engagement by Type

Post Likes And Reactions	2.6K	6.58 per post
Post Comments	92	0.23 per post
Post Shares	183	0.46 per post

Social Engagement By Channel

- 19.9% (580) Facebook
- 18.3% (534) Twitter
- 61.9% (1.8K) Instagram

Message Scorecard

Published Date	Outbound Post	Total Engagements	Post Likes And Reactions	Post Comments	Post Shares	Post Reach	Estimated Clicks
Nov 3, 2018 04:10 PM	samfordeducation We loved visiting with our Samford family at... Nov 3, 2018	80	80	0	0	387	0
Jul 11, 2018 12:19 PM	samfordeducation We are very excited to share an update on our... Jul 11, 2018	73	71	2	0	343	0
Oct 1, 2018 10:29 AM	samfordeducation On Wednesday, we kicked off our ESEC junior-... Oct 1, 2018	70	69	1	0	347	0
Aug 28, 2018 09:50 AM	samfordeducation Is it just us, or does campus become more... Aug 28, 2018	68	68	0	0	330	0
Dec 15, 2018 08:30 AM	samfordeducation It's time to turn some Bulldogs into #Samford... Dec 15, 2018	66	65	1	0	375	0
Oct 18, 2018 02:43 PM	Samford Orlean Beeson School of Education Women Entrepreneurship Week is celebrated... Oct 18, 2018	63	46	11	6	1.2K	0
Aug 21, 2018 10:01 PM	samfordeducation Thank you to all who joined us in celebrating... Aug 21, 2018	63	62	1	0	331	0
Aug 8, 2018 09:19 AM	samfordeducation Meet our August alumni spotlight, Meghan... Aug 8, 2018	62	59	3	0	347	0
Sep 14, 2018 09:06 AM	samfordeducation We are excited to be entering another year of... Sep 14, 2018	60	59	1	0	374	0
Sep 25, 2018 10:50 AM	samfordeducation Is teaching a teachable skill or a divine callin... Sep 25, 2018	60	59	1	0	428	0
Sep 12, 2018 10:45 AM	samfordeducation Teachers are responsible for imparting some ... Sep 12, 2018	59	58	1	0	365	0
Dec 11, 2018 07:29 PM	samfordeducation Two more days until Winter Break, Bulldogs.... Dec 11, 2018	57	57	0	0	344	0
Dec 12, 2018 09:00 AM	Samford Orlean Beeson School of Education Meet December alumni spotlight Jennifer... Dec 12, 2018	57	33	20	4	741	0
Aug 27, 2018 10:29 AM	samfordeducation Welcome back students! Thank you Dr. Dann... Aug 27, 2018	55	54	1	0	340	0
Dec 14, 2018 02:00 PM	samfordeducation Graduation here we come! Tag your study... Dec 14, 2018	55	53	2	0	357	0
Oct 12, 2018 02:21 PM	samfordeducation We are getting ready to host our Terra Nova... Oct 12, 2018	54	54	0	0	330	0

Message Scorecard

Published Date	Outbound Post	Total Engagements	Post Likes And Reactions	Post Comments	Post Shares	Post Reach	Estimated Clicks
Oct 30, 2018 04:26 PM	**samfordeducation** Sweater weather = class on the quad . . . #... Oct 30, 2018	53	53	0	0	338	0
Jul 11, 2018 12:13 PM	**Samford Orlean Beeson School of Education** We are very excited to share that within just... Jul 11, 2018	52	39	2	11	2.3K	2.2K
Jul 23, 2018 02:32 PM	**samfordeducation** #SamfordEd professors and Samford #GEAR... Jul 23, 2018	52	52	0	0	348	0
Jul 11, 2018 12:13 PM	**SamfordEd** We are very excited to share that within just... Jul 11, 2018	52	37	0	15	17.9K	81

Brand Post And Total Engagement

Top 3 Posts

samfordeducation Nov 03, 2018
We loved visiting with our Samford family at the 2018 School of Education Homecoming BBQ! Now,
80 80 0 0

samfordeducation Jul 11, 2018
We are very excited to share an update on our ESEC placement rate! Within just seven weeks of
73 71 2 0

samfordeducation Oct 01, 2018
On Wednesday, we kicked off our ESEC junior-senior mentoring program with a yummy ice cream
70 69 1 0

Follower Insights

Social Engagement By Time Of The Day

Engagement Rate | By Account

Account	Engagement Rate	% Change in Engagement Rate
Samford Orlean Beeson School of Education	1.09%	113.36%
SamfordEd	0.2466%	-35.09%
samfordeducation	8.11%	-41.89%

Followers - This is a Sprinklr common metric to total all of the various types of "followers" across social networks.

Date - The calendar Date on which the activity occurred.

Day Of Week - The name of the day of the week on which the activity occurred.

Post Likes And Reactions - This is a Sprinklr common metric that totals "likes" across various social networks. It includes Facebook Post Stream Likes, G+ Post +1s, Twitter Post likes, YouTube video likes, Slideshare post Favorites, RenRen post likes, Foursquare Tip Likes, Jive Discussion Likes, VK Group likes, Weibo Post Favorites, Lithium Kudos, Linkedin Company & Group Post likes, Instagram Post Likes & Pinterest Pin Likes.

Post Shares - This is a Sprinklr common metric that totals the various types of "shares" across social networks. It includes: Twitter Post Retweets, Facebook Post Stream Shares, G+ Post Shares, Tumblr notes, Tencent Weibo reposts, VK Group repost, Weibo post reposts, YouTube video shares, Linkedin Company Post shares & Pinterest Pin Repins.

Published Date - The exact date on which the post was published. This dimension should be used on tables next to the dimension Outbound Post. The "date" dimension should be reserved for graphs that require a date along an axis or for plotting trend metrics.

Post Comments - The is a Sprinklr common metric that totals the various types of "comments" across social networks. These include: Facebook Post Stream Comments, Twitter reply, G+ Post Comments, Youtube video comment, Slideshare Post Comments, Renren post comments, Tencent Weibo Comments, Weibo Post Comments, VK Group comments, Linkedin company page comments, Instagram post comments, and Pinterest Pin Comments, Lithium Comments, Jive Discussion Replies & Flickr Photo Comments.

Estimated Clicks - This metric provides an estimated number of clicks. Many actions can result in a click on a message, such as a person clicking the link in the post, a known search engine or bot crawling the social network to index content, a widget loading a photo from a link on Twitter etc. Sprinklr's estimated clicks metric shows you all of these clicks except for those that are from a known bot. Previously this was called Filtered clicks or Real Clicks.

Month Of Year - The name of the Calendar Month on which the activity occurred.

Social Network - The name of the social network. This dimension can be used to segment a common metric across multiple social network (e.g.: Total Engagements) or can be used as a filter to limit a widget to display only one type of social network. For Case Reporting, this will list the social network of the first message associated to the case.

Message Count - The number of inbound messages to an Account, including Timeline mentions, as well as Volume of Published Messages (which corresponds to Outbound Count).

Post Reach - Reach is a common metric that totals a number of metric across social networks to estimate the number of people you might have reached with your messages. This includes YouTube video unique views, Twitter Post Reach, Flickr Photo views, Linkedin Company Post Impressions, and Facebook Post Reach (also called Facebook Impressions_Unique). It does not include data for Instagram, Linkedin groups, Slideshare, Tencent Weibo, Tumblr, Wordpress, Renren, Google+, Foursquare, VK, or Sina Weibo.

Total Engagements - Total Engagement is a common metric that combines likes + comments + shares.

Time Of Day - The hour of the day on which the activity occurred. This is generally displayed according to the 24 hour clock and should display based upon the timezone of the Sprinklr user.

Outbound Post - Displays the text and media of an Outbound Message sent from an Account.

Media Type - Sprinklr automatically interprets the contents of your message according to the following types PHOTO, VIDEO, LINK, ALBUM, PDF, DOCUMENT, PRESENTATION, MIXED, AUDIO, GRAFFITI, OFFER, EVENT, TEXT.

Engagement Rate - Total Engagements divided by Reach.

Volume of Published Messages - The number of outbound messages that have been published.

Client - The name of the Sprinklr Client containing an Account, Account Group, User, Custom Property, etc.

Account - The name of the social network Account. If you do not like how this name displays in Reporting, you can edit this in the Administration> Accounts area. When using this dimension in association with case, this will display the name of the Brand account through which the first message associated to the case, not necessarily the date and time the messages were created.

Pages

All Users
+0.00% Pageviews

Jul 1, 2017 - Jun 30, 2018
Compare to: Jul 1, 2016 - Jun 30, 2017

Explorer

Jul 1, 2017 - Jun 30, 2018: Pageviews
Jul 1, 2016 - Jun 30, 2017: Pageviews

Page	Pageviews	Unique Pageviews	Avg. Time on Page	Entrances	Bounce Rate	% Exit	Page Value
	6.65% ↓ 85,945 vs 92,065	4.28% ↓ 67,212 vs 70,219	13.56% ↑ 00:02:08 vs 00:01:52	4.73% ↑ 40,452 vs 38,625	0.62% ↑ 46.85% vs 46.56%	12.19% ↑ 47.07% vs 41.95%	137.21% ↑ $23.68 vs $9.98
1. /education/							
Jul 1, 2017 - Jun 30, 2018	**10,561** (12.29%)	7,962 (11.85%)	00:01:20	6,845 (16.92%)	29.01%	32.72%	$17.58 (74.27%)
Jul 1, 2016 - Jun 30, 2017	**11,926** (12.95%)	8,939 (12.73%)	00:01:43	7,787 (20.16%)	32.07%	36.16%	$4.84 (48.49%)
% Change	**-11.45%**	**-10.93%**	**-22.15%**	**-12.10%**	**-9.54%**	**-9.49%**	**263.29%**
2. /education/edd-educational-leadership							
Jul 1, 2017 - Jun 30, 2018	**7,098** (8.26%)	4,580 (6.81%)	00:02:21	3,605 (8.91%)	26.22%	45.73%	$66.17 (279.47%)
Jul 1, 2016 - Jun 30, 2017	**6,866** (7.46%)	4,314 (6.14%)	00:01:51	3,187 (8.25%)	30.55%	41.17%	$21.59 (216.30%)
% Change	**3.38%**	**6.17%**	**27.27%**	**13.12%**	**-14.17%**	**11.07%**	**206.48%**
3. /education/directory/							
Jul 1, 2017 - Jun 30, 2018	**6,532** (7.60%)	3,844 (5.72%)	00:01:43	1,587 (3.92%)	61.13%	39.42%	$2.78 (11.73%)
Jul 1, 2016 - Jun 30, 2017	**6,276** (6.82%)	3,552 (5.06%)	00:01:40	1,112 (2.88%)	62.35%	35.42%	$0.93 (9.35%)
% Change	**4.08%**	**8.22%**	**2.98%**	**42.72%**	**-1.97%**	**11.29%**	**197.56%**
4. /education/ms-collaborative-special-education							
Jul 1, 2017 - Jun 30, 2018	**4,478** (5.21%)	3,980 (5.92%)	00:02:46	3,640 (9.00%)	83.96%	80.86%	$6.55 (27.68%)
Jul 1, 2016 - Jun 30, 2017	**742** (0.81%)	580 (0.83%)	00:01:18	242 (0.63%)	32.79%	29.38%	$9.84 (98.64%)
% Change	**503.50%**	**586.21%**	**111.99%**	**1,404.13%**	**156.06%**	**175.23%**	**-33.44%**
5. /education/human-development-and-family-science							
Jul 1, 2017 - Jun 30, 2018	**4,473** (5.20%)	3,394 (5.05%)	00:04:49	2,931 (7.25%)	35.01%	62.75%	$3.65 (15.40%)
Jul 1, 2016 - Jun 30, 2017	**4,814** (5.23%)	3,634 (5.18%)	00:03:48	3,164 (8.19%)	44.56%	61.59%	$0.16 (1.60%)
% Change	**-7.08%**	**-6.60%**	**26.40%**	**-7.36%**	**-21.44%**	**1.89%**	**2,184.50%**
6. /education/graduate-programs							
Jul 1, 2017 - Jun 30, 2018	**2,920**	1,987	00:00:35	817	17.10%	14.25%	$37.91

Jul 1, 2017 - Jun 30, 2018	(3.40%)	(2.96%)	00:00:35	(2.02%)	17.10%	14.35%	(160.14%)
Jul 1, 2016 - Jun 30, 2017	**4,093** (4.45%)	2,736 (3.90%)	00:00:39	1,281 (3.32%)	19.95%	15.12%	$18.22 (182.57%)
% Change	**-28.66%**	**-27.38%**	**-11.75%**	**-36.22%**	**-14.31%**	**-5.12%**	**108.07%**
7. /education/eds-instructional-leadership							
Jul 1, 2017 - Jun 30, 2018	**2,803** (3.26%)	1,852 (2.76%)	00:01:33	682 (1.69%)	25.95%	31.15%	$51.35 (216.89%)
Jul 1, 2016 - Jun 30, 2017	**3,006** (3.27%)	1,961 (2.79%)	00:01:16	704 (1.82%)	31.07%	29.74%	$18.15 (181.89%)
% Change	**-6.75%**	**-5.56%**	**22.41%**	**-3.12%**	**-16.50%**	**4.72%**	**182.86%**
8. /education/early-special-and-elementary-education							
Jul 1, 2017 - Jun 30, 2018	**2,405** (2.80%)	2,076 (3.09%)	00:03:47	1,284 (3.17%)	36.93%	59.25%	$10.19 (43.02%)
Jul 1, 2016 - Jun 30, 2017	**1,550** (1.68%)	1,291 (1.84%)	00:04:05	763 (1.98%)	35.71%	58.00%	$0.58 (5.78%)
% Change	**55.16%**	**60.81%**	**-7.37%**	**68.28%**	**3.41%**	**2.16%**	**1,665.02%**
9. /education/ms-instructional-leadership							
Jul 1, 2017 - Jun 30, 2018	**2,117** (2.46%)	1,574 (2.34%)	00:02:37	786 (1.94%)	27.42%	43.03%	$51.03 (215.54%)
Jul 1, 2016 - Jun 30, 2017	**3,216** (3.49%)	2,159 (3.07%)	00:01:45	1,150 (2.98%)	36.29%	38.65%	$25.70 (257.49%)
% Change	**-34.17%**	**-27.10%**	**48.86%**	**-31.65%**	**-24.45%**	**11.34%**	**98.56%**
10. /education/graduate-apply							
Jul 1, 2017 - Jun 30, 2018	**2,047** (2.38%)	1,811 (2.69%)	00:04:21	548 (1.35%)	27.34%	61.06%	$156.60 (661.47%)
Jul 1, 2016 - Jun 30, 2017	**3,075** (3.34%)	2,608 (3.71%)	00:03:36	546 (1.41%)	57.17%	53.95%	$27.39 (274.45%)
% Change	**-33.43%**	**-30.56%**	**21.02%**	**0.37%**	**-52.18%**	**13.19%**	**471.70%**

Rows 1 - 10 of 374

© 2019 Google

Pages

All Users
+0.00% Pageviews

Jul 1, 2018 - Jan 31, 2019
Compare to: Jul 1, 2017 - Jan 31, 2018

Explorer

Jul 1, 2018 - Jan 31, 2019: Pageviews
Jul 1, 2017 - Jan 31, 2018: Pageviews

Page	Pageviews	Unique Pageviews	Avg. Time on Page	Entrances	Bounce Rate	% Exit	Page Value
	4.14% ↓ 45,828 vs 47,806	0.65% ↓ 36,658 vs 36,897	15.08% ↑ 00:02:19 vs 00:02:01	3.33% ↑ 21,627 vs 20,931	2.57% ↑ 44.02% vs 42.91%	7.78% ↑ 47.19% vs 43.78%	25.46% ↓ $18.59 vs $24.94
1. /education/							
Jul 1, 2018 - Jan 31, 2019	**6,284** (13.71%)	4,878 (13.31%)	00:01:19	4,344 (20.09%)	26.04%	30.00%	$18.67 (100.42%)
Jul 1, 2017 - Jan 31, 2018	**6,120** (12.80%)	4,646 (12.59%)	00:01:24	3,988 (19.05%)	29.76%	33.66%	$14.22 (57.03%)
% Change	**2.68%**	**4.99%**	**-5.28%**	**8.93%**	**-12.49%**	**-10.88%**	**31.27%**
2. /education/edd-educational-leadership							
Jul 1, 2018 - Jan 31, 2019	**3,398** (7.41%)	2,704 (7.38%)	00:04:12	2,037 (9.42%)	20.05%	59.59%	$40.46 (217.58%)
Jul 1, 2017 - Jan 31, 2018	**4,090** (8.56%)	2,650 (7.18%)	00:02:17	2,097 (10.02%)	28.10%	46.38%	$71.25 (285.64%)
% Change	**-16.92%**	**2.04%**	**83.91%**	**-2.86%**	**-28.65%**	**28.49%**	**-43.22%**
3. /education/directory/							
Jul 1, 2018 - Jan 31, 2019	**3,218** (7.02%)	2,077 (5.67%)	00:01:54	814 (3.76%)	61.84%	44.31%	$1.88 (10.09%)
Jul 1, 2017 - Jan 31, 2018	**3,820** (7.99%)	2,170 (5.88%)	00:01:40	845 (4.04%)	60.66%	38.09%	$3.39 (13.60%)
% Change	**-15.76%**	**-4.29%**	**13.69%**	**-3.67%**	**1.95%**	**16.34%**	**-44.71%**
4. /education/human-development-and-family-science							
Jul 1, 2018 - Jan 31, 2019	**2,467** (5.38%)	1,922 (5.24%)	00:04:42	1,684 (7.79%)	37.28%	64.05%	$5.64 (30.35%)
Jul 1, 2017 - Jan 31, 2018	**2,630** (5.50%)	2,010 (5.45%)	00:04:40	1,739 (8.31%)	35.71%	63.16%	$4.06 (16.29%)
% Change	**-6.20%**	**-4.38%**	**0.96%**	**-3.16%**	**4.38%**	**1.41%**	**38.90%**
5. /education/graduate-programs							
Jul 1, 2018 - Jan 31, 2019	**2,008** (4.38%)	1,257 (3.43%)	00:00:39	332 (1.54%)	16.97%	13.05%	$26.32 (141.56%)
Jul 1, 2017 - Jan 31, 2018	**1,717** (3.59%)	1,160 (3.14%)	00:00:30	505 (2.41%)	16.73%	13.34%	$38.92 (156.04%)
% Change	**16.95%**	**8.36%**	**32.75%**	**-34.26%**	**1.41%**	**-2.17%**	**-32.38%**
6. /education/early-special-and-elementary-education							

Jul 1, 2018 - Jan 31, 2019	**1,534** (3.35%)	1,290 (3.52%)	00:03:49	798 (3.69%)	43.35%	61.67%	$14.40 (77.46%)
Jul 1, 2017 - Jan 31, 2018	**1,495** (3.13%)	1,281 (3.47%)	00:03:20	793 (3.79%)	39.53%	58.86%	$11.85 (47.52%)
% Change	**2.61%**	**0.70%**	**14.29%**	**0.63%**	**9.67%**	**4.77%**	**21.50%**
7. /education/undergraduate-programs							
Jul 1, 2018 - Jan 31, 2019	**1,423** (3.11%)	1,008 (2.75%)	00:00:48	56 (0.26%)	38.60%	17.50%	$14.88 (80.01%)
Jul 1, 2017 - Jan 31, 2018	**757** (1.58%)	559 (1.52%)	00:00:33	51 (0.24%)	16.33%	11.10%	$8.43 (33.78%)
% Change	**87.98%**	**80.32%**	**44.62%**	**9.80%**	**136.40%**	**57.69%**	**76.55%**
8. /education/mse-fifth-year-secondary-nontraditional							
Jul 1, 2018 - Jan 31, 2019	**1,236** (2.70%)	1,012 (2.76%)	00:05:41	655 (3.03%)	26.76%	60.19%	$45.72 (245.87%)
Jul 1, 2017 - Jan 31, 2018	**146** (0.31%)	124 (0.34%)	00:07:27	61 (0.29%)	29.23%	61.64%	$30.73 (123.18%)
% Change	**746.58%**	**716.13%**	**-23.83%**	**973.77%**	**-8.47%**	**-2.35%**	**48.79%**
9. /education/eds-instructional-leadership							
Jul 1, 2018 - Jan 31, 2019	**1,177** (2.57%)	1,019 (2.78%)	00:02:35	390 (1.80%)	34.43%	45.03%	$33.38 (179.50%)
Jul 1, 2017 - Jan 31, 2018	**1,488** (3.11%)	993 (2.69%)	00:01:20	341 (1.63%)	25.95%	29.64%	$41.84 (167.73%)
% Change	**-20.90%**	**2.62%**	**94.37%**	**14.37%**	**32.69%**	**51.94%**	**-20.23%**
10. /education/ms-instructional-leadership							
Jul 1, 2018 - Jan 31, 2019	**1,034** (2.26%)	852 (2.32%)	00:04:20	491 (2.27%)	24.56%	55.32%	$42.82 (230.28%)
Jul 1, 2017 - Jan 31, 2018	**1,339** (2.80%)	924 (2.50%)	00:02:07	459 (2.19%)	27.10%	38.54%	$58.96 (236.38%)
% Change	**-22.78%**	**-7.79%**	**104.59%**	**6.97%**	**-9.34%**	**43.55%**	**-27.38%**

Rows 1 - 10 of 394

© 2019 Google

Samford University
Orlean Beeson School of Education

PROJECTED ENROLLMENT NUMBERS

Enrollment Metrics
Spring 2019 and Spring 2018
Final

Degrees Sought

The table below counts degrees sought (including joint degrees) by school and level. Students with joint degrees are counted twice.

Degrees Sought (Students with Joint Degrees are Counted in both Colleges)*				
College	Level	Spring 2019 FINAL	Spring 2018 FINAL	Difference between Spring 2019 FINAL and Spring 2018 FINAL
Beeson Divinity School	D	8	11	-3
	V	115	120	-5
Beeson Divinty School Total		123	131	-8
Brock School of Business	GN	152	138	14
	U	642	600	42
Brock School of Business Total		794	738	56
School of Public Health	G	111	93	18
	U	100	80	20
School of Public Health Total		211	173	38
Cumberland School of Law	L	412	411	1
	G	41	28	13
	UE	0	11	-11
Cumberland School of Law Total		453	450	3
General University	G	1	0	1
	GN	0	0	0
	U	7	4	3
General University Total		8	4	4
School of Health Professions	G	151	138	13
	U	447	382	65
School of Health Professions Total		598	520	78
Howard College: Arts/Sciences	GN	8	8	0
	U	962	864	98
Howard College: Arts/Sciences Total		970	872	98
Ida Moffett School of Nursing	N	299	318	-19
	NA	75	75	0
	U	476	459	17
	UN	0	0	0
Ida Moffett School of Nursing Total		850	852	-2
McWhorter School of Pharmacy	P	463	463	0
	U	0	87	-87
McWhorter School of Pharmacy Total		463	550	-87
OBB School of Education	G	240	281	-41
	U	267	295	-28
	UE	45	55	-10
OBB School of Education Total		552	631	-79
School of the Arts	G	11	14	-3
	U	272	266	6
School of the Arts Total		283	280	3
Undeclared	U	179	91	88
Undeclared Total		179	91	88
Grand Total		**5484**	**5292**	**192**

The table below counts degrees sought, by level. Students with joint degrees are counted twice.

Degrees Sought (Students with Joint Degrees are Counted Twice)*		
Level	Spring 2019 FINAL	Spring 2018 FINAL
D	8	11
G	555	554
GN	160	146
L	412	411
N	299	318
NA	75	75
P	463	463
U	3352	3128
UE	45	66
UN	0	0
V	115	120
	5484	**5292**

LEVEL KEY	
D	Divinity - Doctoral (DMN)
E	ESL Program
G	Graduate (CRH, DPT,EDD,EDS,MATR, MM,MME,MPH,MS,MSE, MSW)
GN	Graduate - Evening (MAC,MBA,MEM)
L	Law
N	Graduate Nursing (DNP,MSN)
NA	Nurse Anesthesia (MSN)
P	Pharmacy
U	Undergraduate (Includes U2)
UE	Dept=EVEN (Education)
	Dept=PARA (Law)
UN	Accelerated BSN (Undergrad Nursing)
V	Divinity - Masters (CRD, MDV,MAT)

Student Counts

The table below indicates student counts by school and level, primary major only.

Student Counts (Unduplicated, Primary Major) by College and Level				
College	Level	Spring 2019 (Final)	Spring 2018 FINAL	Difference between Spring 2019 FINAL and Spring 2018 FINAL
Beeson Divinty School	D	8	11	-3
	V	115	120	-5
Beeson Divinty School Total		123	131	-8
Brock School of Business	GN	91	87	4
	U	637	595	42
Brock School of Business Total		728	682	46
School of Public Health	G	69	70	-1
	U	100	80	20
School of Public Health Total		169	150	19
Cumberland School of Law	L	412	411	1
	G	37	26	11
	UE	0	11	-11
Cumberland School of Law Total		449	448	1
General University	G	1	0	1
	GN	0	0	0
	U	7	4	3
General University Total		8	4	4
School of Health Professions	G	151	138	13
	U	445	382	63
School of Health Professions Total		596	520	76
Howard College: Arts/Sciences	GN	8	8	0
	U	947	857	90
Howard College: Arts/Sciences Total		955	865	90
Ida Moffett School of Nursing	N	299	318	-19
	NA	75	75	0
	U	474	458	16
	UN	0	0	0
Ida Moffett School of Nursing Total		848	851	-3
McWhorter School of Pharmacy	P	463	463	0
McWhorter School of Pharmacy Total		463	463	0
Evening College	UE	0	0	0
Evening College Total		0	0	0
OBB School of Education	G	240	280	-40
	U	263	293	-30
	UE	45	55	-10
OBB School of Education Total		548	628	-80
School of the Arts	G	11	14	-3
	U	271	266	5
School of the Arts Total		282	280	2
Undeclared	U	179	178	1
Undeclared Total		179	178	1
Total		**5348**	**5200**	**148**

The table below gives unduplicated student counts by level, primary major only.

Student Counts (Unduplicated, Primary Major)		
Level	Spring 2019 (Final)	Spring 2018 FINAL
D	8	11
G	509	528
GN	99	95
L	412	411
N	299	318
NA	75	75
P	463	463
U	3323	3113
UE	45	66
UN	0	0
V	115	120
	5348	**5200**

LEVEL KEY	
D	Divinity - Doctoral (DMN)
E	ESL Program
G	Graduate (CRH, DPT,EDD,EDS,MATR, MM,MME,MPH,MS,MSE, MSW)
GN	Graduate - Evening (MAC,MBA,MEM)
L	Law
N	Graduate Nursing (DNP,MSN)
NA	Nurse Anesthesia (MSN)
P	Pharmacy
U	Undergraduate
UE	Dept=EVEN (Education)
	Dept=PARA (Law)
UN	Accelerated BSN (Undergrad Nursing)
V	Divinity - Masters (CRD, MDV,MAT)

Retention and Credit Hours

The table below indicates retention rates for EFR's and undergraduates by class.

	Fall 2018	Spring 2019	Rate	Rate Previous Year
Traditional EFR Retention Rate (no exclusions)				
EFR	958	921	96.1%	96.7%
Class Level Retention Rates (Non-eligible & graduated excluded)				
FR	1098	1048	95.4%	96.3%
SO	867	833	96.1%	96.7%
JR	778	764	98.2%	98.7%
SR	652	629	96.5%	94.7%

The table below indicates undergraduate student counts and credit hours by FT/PT status, primary major only.

All Undergraduates (By Primary Major)				
Student Count				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-time	2822	2988	3059	3260
Part-time	155	158	120	108
	2977	3146	3179	3368
Credit Hours				
	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Full-time	43839	46396	47680	50542
Part-time	1099	1185	873	765
	44938	47581	48553	51307

Definitions

Joint Degree - Two graduate programs share academic credits in pursuit of two degrees. A student must complete requirements for both degrees before the degrees are awarded.

Credit Hour - A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award

Retention or Retention Rate - A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall

Student counts - The number of individuals for whom instruction is provided in an educational program under the jurisdiction of a school or educational institution.

Number	Catalog	Website	CAEP	Class	Name of Program/specialty area	Enrollment in current fall cycle 2018	Enrollment in last fall cycle 2017	Degree level	Certificate or licensure level	Method of Delivery	State(s) in which program is approved	Date of state approval(s)	Notes
			Y	B	BME Music Education Instrumental			BME				Approval date 05/09/13; Revised 10/02/17	
			Y	B	BME Music Education Vocal/Choral			MSE	Music Education (K-12)			Approval date 05/09/13; Revised 10/02/17	not our website, Music website; not our section of the catalog, Music catalog
0			Y	B	Class B (initial baccalaureate): Secondary Education: Biology (6-12) (NEW)			BSE	Biology (6-12)	Ground	Alabama	Approved with Conditions through 2020	Approved conditionally by ALSDE through 2020
0			Y	B	Class B (initial baccalaureate): Secondary Education: General Science (6-12)			BSE	General Science (6-12)	Ground	Alabama		Decision? Apply for CIEP?
1	ESEC Major	Early Childhood, Special Education, Elementary, Elementary Collaborative (ESEC)	Y	B	Early Childhood, Special Education, Elementary, Elementary Collaborative (ESEC)	96	109	BSE	Early Childhood Education (P-3), Elementary Education (K-6), Special Education (P-3), Special Education (6-12)	Ground	Alabama	Approved: 5/9/2013; Revised: 2/17/2017	
2	Elementary Education Major with a Concentration in Christain Education and Missions	Elementary Education with Christian Education and Missions Concentration	Y	B	Elementary Education with Christian Education & Missions Concentration	22	12	BSE	Elementary Education (K-6)	Ground	Alabama	Approved: 3/24/2014 Revised: 6/17/2018	
3	Secondary Education Major	Secondary Education (BSE): English/Language Arts	Y	B	Secondary Education: English Language Arts	6	6	BSE	English Language Arts (6-12)	Ground	Alabama	Approved: 5/9/2013 Revised: 12/17/2018	
6	Secondary Education Major		Y	B	Secondary Education: French	0	0	BSE	French (6-12)	Ground	Alabama	Approved: 5/9/2013 Revised: 2/3/2017	
9	Secondary Education Major		Y	B	Secondary Education: General Social Studies	0	0						Jeanelle and Erin MUST submit a CIEP; History is pending CIEP
7	Secondary Education Major		Y	B	Secondary Education: German	0	0	BSE	German (6-12)	Ground	Alabama	Approved: 5/9/2013 Revised: 2/3/2017	
4	Secondary Education Major	Secondary Education (BSE): History	Y	B	Secondary Education: History	0	0	BSE	History (6-12)	Ground	Alabama	Approved: 5/9/2013 Revised: 2/3/2017	
			Y	B	Secondary Education: History/General Social Science	9	8	BSE	History/General Social Science (6-12)	Ground	Alabama	Approved: 5/9/2013 Revised: 2/3/2017	Jeanelle and Erin MUST submit a CIEP; History is pending CIEP
5	Secondary Education Major	Secondary Education (BSE): Math	Y	B	Secondary Education: Mathematics	4	2	BSE	Mathematics (6-12)	Ground	Alabama	Approved: 5/9/2013 Revised: 2/3/2017	
8	Secondary Education Major	Secondary Education (BSE):	Y	B	Secondary Education: Spanish	2	0	BA to BSE	Spanish (6-12)	Ground	Alabama	Approved: 5/9/2013 Revised: 12/17/2018	
0	K-12 Collaborative Special Education. Fifth-year Non-Traditional	MSE in K-12 Collaborative Special Education Fifth-year Nontraditional	Y	ALT A	Class Alternative A (initial post-baccalaureate): Collaborative Special Education (NEW)	5		MSE	Special Education (K-6)	Ground	Alabama	N/A	
			Y	ALT A	MSE in Music Education Instrumental (K-12)			MME	Music Education (K-12)			Approval date 05/09/13; Revised 11/03/16	
	Elementary Edcation, Fifth-Yr Non-Traditional	MSE in Elementary Education Fifth-year Nontraditional	Y	ALT A	MSE in Elementary Education (formerly Fifth Year Non-Traditional)	11	18	MSE	Elementary Education (K-6)	Ground	Alabama	Approval date 05/09/13; Revised 11/03/16	CEC SPA not approved; CEC CIEP not yet submitted.
			Y	ALT A	MSE in Music Education: Choral			MME	Music Education (K-12)			Approved: 5/9/2013 Revised: 12/17/2018	

	Master of Science in Education - Teaching Field: English/Languate Arts	MSE in Secondary Eeucation Fifth-year Nontraditional: English/Language Arts	Y	ALT A	MSE in Secondary Education: English Language Arts (formerly Fifth Year Non-Traditional)	8	5	MSE	English Language Arts (6-12)	Ground	Alabama	Approved 05/19/13; Revision 07/07/17	
	Master of Science in Education - Teaching Field: General Science	MSE in Secondary Eeucation Fifth-year Nontraditional: General Science	Y	ALT A	MSE in Secondary Education: General Science (formerly Fifth Year Non-Traditional)	5	3	MSE	General Science (6-12)	Ground	Alabama	Approved: 5/9/2013 Revised: 11/3/2016	
	Master of Science in Education - Teaching Field: History	MSE in Secondary Eeucation Fifth-year Nontraditional: History	Y	ALT A	MSE in Secondary Education: History (formerly Fifth Year Non-Traditional)			MSE	History (6-12)	Ground	Alabama	Approved: 5/9/2013 Revised: 7/7/2017	
			Y	ALT A	MSE in Secondary Education: History/General Social Science (formerly Fifth Year Non-Traditional)	9	2	MSE	History/General Social Science (6-12)	Ground	Alabama	Approved: 5/9/2013 Revised: 7/7/2017	History is a major attached by Samford to the Social Sciences Major; one of the two content area are is applied for certification; two years in after passing Praxis, the second certifation may be added or vice versa
		MSE in Secondary Education Fifth-year Nontraditional: General Scoial Studies	Y	ALT A				MSE					SPA Not Recognized 01/31/19; Should submit a CIAP; see combined History Social Science
	Master of Science in Education - Teaching Field: Mathematics	MSE in Secondary Eeucation Fifth-year Nontraditional: Math	Y	ALT A	MSE in Secondary Education: Mathematics (formerly Fifth Year Non-Traditional)	3	1	MSE	(6-12) Mathematics	Ground	Alabama	Approved: 5/9/2013 Revised: 7/7/2017	Math is pending CIEP approval
	Master of Science in Education - Teaching Field: Physical Education	MSE in Secondary Eeucation Fifth-year Nontraditional: Physical Eduction (P-12)	Y	ALT A	MSE in Secondary Education: Physical Education (formerly Fifth Year Non-Traditional)	6	4	MSE	Physical Education (P12)	Ground	Alabama	Approved: 5/9/2013 Revised: 11/3/2016	Physical Education is Listed as a Secondary Education option in the Catalog, yet it is a P-12 certification
	Master of Science in Education - Teaching Field: Spanish (6-12) Certification)	MSE in Secondary Eeucation Fifth-year Nontraditional: Spanish	Y	ALT A	MSE in Secondary Education: Spanish (formerly Fifth Year Non-Traditional)	0	2	MSE	Spanish (6-12)	Ground	Alabama	Approved: 5/9/2013 Revised: 11/3/2016	
	Master of Science in Education - Teaching Field: Biology		Y	ALT A	Secondary Education: Biology			MSE	Biology (6-12)	Ground	Alabama	Approved: 5/9/2013 Revised: 11/3/2016	
	Master of Science in Education: Instructional Leadership		Y	A	MSE in Instructional Leadership	9	11	MSE	Eductional Administrator (P-12), Principal (P-6), &/or Principal (7-12)	Ground	Alabama	Approved: 7/20/2016 Revised: 4/18/2018	
	Educational Specialist: Instructional Leadership (EdS)		Y	AA	EdS in Instructional Leadership	26	21	EdS	Educational Administrator (P-12), Principal (P-6), Principal (&-12)	Ground	Alabama	Approved: 5/9/2013 Revised: 7/31/2017	
	Master of Science In Education: Gifted Education		Y	A	MSE in Gifted Education	28	26	MSE	Gifted Education (P-12)	Ground	Alabama	Approved: 5/9/2013 Revised: 11/3/2016	
			Y		MSE in Music Education with National Board Cohort			MME	Music Education (K-12)				
			N		Instructional Leadership			Cert Only	Eductional Administrator (P-12), Principal (P-6), &/or Principal (7-12)	Blended	Alabama		certificaiton only
	Human Development and Family Science Major		N					BA					
	Human Development and Family Science Major with Child Development Education Concentration (B.A.)		N					BA					
	Family Science Major with Child Life Concentration (B.A.)		N					BA					
	Human Development and Family Science Major with		N					BA					
	Doctor of Education in Educational Leadership (EdD		N					EdD					
	Educational Specialist: Early Childhood Education (EdS)		N					EdS					In catalog, currently not enrolling - REMOVE FROM CATALOG
	Educational Specialist: Elementary Education (EdS)		N					EdS				Approved 05/09/19; Revissed 11/03/16	In catalog, currently not enrolling
	Educational Specialist: Teacher Leader		N					EdS				Approved 05/09/19; Revissed 11/03/16	In catalog, currently not enrolling
	Instructional Design and Technology (MSE)		N					MSE					

	Master of Science in Education: Policy, Organization, and Leadership		N					MSE					
0				B	Class B (initial baccalaureate): Education: French (P-12)			BSE					on the books, but not listed on website or in catalog
0				B	Class B (initial baccalaureate): Education: German (P-12)			BSE					on the books, but not listed on website or in catalog
0				B	Class B (initial baccalaureate): Education: Spanish (P-12)			BSE					on the books, but not listed on website or in catalog
0				B	Class B (initial baccalaureate): Physical Education (P-12)			BSE					
	Elementary Education			A	MSE Elementary Education	7	9						This is an advanced program under CAEP
	K-12 Collaborative Special Education			A	Special Education (tradtional)	5							
		Secondary Education (BSE): World Languages French			Class B (initial baccalaureate): Education: French (6-12)			BSE					
		Secondary Education (BSE): World Languages German			Class B (initial baccalaureate): Education: German (6-12)			BSE					
	Master of Science in Education - Teaching Field: Social Studies				General Social Science								Title

Samford University
Orlean Beeson School of Education

FACULTY INVOLVEMENT IN RECRUITMENT

Plan for EPP Faculty Involvement in Recruitment

Faculty involvement in recruitment efforts is vital to the overall quality of the institution and prospective students. According to SEMWorks, "When committed to the mission of the institution, faculty members serve as its greatest ambassadors and are able to authoritatively communicate its benefits."

EPP faculty are involved in both internal and external tactics with regard to recruiting. It is important to review the role of faculty in the recruitment process annually to determine effective strategies and brainstorm ways to increase engagement with prospective students. Some strategies are more effective than others when attracting and retaining students. Because department sizes are small, faculty responsibilities are great thus limiting the amount of time that could be devoted to recruitment efforts. Nevertheless, faculty involvement remains a central focus in the overall recruitment plan.

Internally

- Faculty coordinate events to attract prospective students like the Yes you can Teach Conference.
- Faculty attends majors fairs, preview days and other events designed to inform prospective students.
- Faculty serves as faculty sponsors in organizations on campus. They serve on committees across campus and interact with a wide variety of faculty and students.
- Faculty determine the interests of students and needs P-12 partners to design new programs to fit meet these needs/interests. One example is the Elementary Education/Concentration Christian Education and Mission. This program was designed to attract students who have an interest in teaching in a mission setting or nonprofit.
- To attract high-quality candidates, faculty are working toward developing a "Teaching Fellows" program. This program would be an honors program with a scholarship that would attract high achieving students to the teaching profession.

Externally

- Faculty serves on committees in professional organizations, service organization/churches, and K-12 committees. Their involvement in organizations such as these allows them to understand the needs of the community as well as p-12 partners, with particular emphasis on enrollment patterns. They act as ambassadors for Samford and are able to use their positions to network and create new and innovative partnerships.
- Faculty design innovative partnership with P-12 and other organizations that are mutually beneficial.

Action Plan

Goals	Action	Who is responsible
Increase visibility through EPP faculty attending on campus events	Release time for faculty- streamline the process so that faculty attendance is on a rotation-	Department chairs/recruitment team members
Increase quality candidates through innovative programs	Release time for faculty to be able to design programs using data collection (surveys) to allow faculty to monitor the needs.interests of students as well as partners. Hire additional faculty to coordinate the new programs	Academic advancement (assist in scholarships), Faculty, department chairs, recruitment team, marketing
Increase faculty involvement in professional organizations	Use faculty involvement as a requirement in the tenure and promotion process to encourage faculty involvement.	Dean, department chairs, faculty, tenure and promotion committee

Sample of Faculty Involvement in Professional and Service Organizations

Dr. Peggy Connell
Alabama Association of Professors of Educational Leadership, Treasurer

Dr. Amy Hoaglund
Alabama Literacy Association (ALA), President
ALA, International Projects and Statewide Events
Alabama Department of Archives and History: Alabama Bicentennial Committee, K-12 Outreach Advisory Board
Alabama Department of Education, ELA State Course of Study Committee- Higher Education representative
Alabama Department of Education, Reading Committee to develop ESSA Plan
Midsouth Reading and Writing, Conference Planning
Terra Nova Academy, Board Member

Mrs. Myrtis Johnson
National Academy Foundation (NAF), Birmingham City Schools A.H. Parker Academy of Urban Educators Advisory Board, Secretary, Internship Committee, Scholarship Committee

Dr. Jane Cobia
Alabama ASCD Executive Director
ASCD Professional Learning Committee Affiliate Planning Team

Kappa Delta Pi Leadership and Nominations Committee
Sylacauga Rotary Club Treasurer

Dr. David Finn
Alabama Early Intervention and Preschool Conference Planning Committee
Alabama Autism Conference Planning Committee
Alabama Department of Early Childhood Education, Preschool Standards Committee
Alabama Department of Mental Health, Infant Early Childhood Mental Health Committee

Dr. Celeste Hill
Southeastern Council on Family Relations, Board member

Dr. Jeannie Box
Alabama Developmental Standards for Preschool Children's Committee member
Alabama School Readiness Alliance Taskforce Committee member

Dr. Patti Wood
Alabama Association for Gifted Childre, President 2018-2020; Legislative Action Committee
National Association for Gifted Children, Conference Proposal Review Committee

Dr. Jonathan Davis
Past President of the Alabama Association for Marriage and Family Therapy

Dr. Jodi Newton
The Hope Institute, Executive Director
Homewood Chamber of Commerce, President- Elect (represent Samford University to Chamber)
Junior Achievement of Alabama, Board of Directors
Homewood City Schools Foundation, Strategic Planning Committee

Dr. Monique Witherspoon, Assistant Dean
Birmingham Chapter of The Links, Inc., President 2017, 2018 and 2019
Women's Fund of Birmingham, Grants Allocation Committee
Women's Fund of Birmingham, Chair, Advocacy and Legislative Affairs Committee
Women's Committee of 100, Chair, Nominating Committee
Jack and Jill, Birmingham Chapter – Parliamentarian - 2016, 2017 and 2018
Jack and Jill, Southeast Region Budget and Finance Committee Member – 2017 and 2018
Jack and Jill, Southeast Region Bylaws Committee Member- 2017 and 2018
American Heart Association, 2016, 2017 and 2018 -Circle of Red Member
Women's Committee of 100 for Birmingham, Awards Luncheon Chair 2016, 2017 and 2018

APPENDIX B

Response to Hard to Staff Positions

Samford University
Orlean Beeson School of Education

EPP ADDRESSING HIGH NEEDS AREAS

EPP Addressing High Needs Areas

According to the Alabama State Department of Education, the teaching areas in Alabama that are consistently the most difficult to staff are Special Education, Math, Science and Foreign Languages. These shortages are particularly prevalent in rural and urban areas across the state. In an effort to address these high needs areas, the EPP recently developed an ALT A Certificate program in Special Education as well as a traditional Class A degree in Special Education. Additionally, to further meet the needs of the state, EPP faculty have developed a Biology and General Science program at the undergraduate level. The M.S.E. in K-12 Collaborative Special Education Fifth-year Nontraditional program is a 36-credit-hour program designed for those who desire to gain the necessary knowledge and understanding to effectively teach, plan and impact the learning of students with disabilities and at-risk for disabilities in the K-12 classroom. The fifth-year nontraditional program allows students who have earned a bachelor's degree in any area other than teacher education to earn their Class B teaching certification while earning their Class A certification and masters in special education in just 18 months. According to U.S. News and World Report, there is drastic teacher shortage in all areas of education but there is a particularly high demand in the area of special education. The program is delivered through a blended format with on-campus and online options. Class delivery occurs in the evening to meet the time demands of working professionals. The structure of the program can be individualized to meet the needs of professionals who may be working in schools, businesses or other areas but desire to become certified to teach special education.

To address shortages in STEM areas, the EPP developed a program in instructional design and technology is a 30-credit-hour program designed for students interested in leading the process by which curriculum and training is developed, implemented and evaluated. Graduates master concepts of the integration of technology into instructional systems and curricula during the course of the program. Students study the foundations of instructional design, computer applications, distance education, design and production of instructional materials, multimedia and web-based instruction, and assessment.

Alabama is working towards expansion of preschool statewide. Over the next five years, the state will experience a shortage in highly qualified teachers in the area of early childhood education. While the EPP offers early childhood certification in the ESEC program, the decision was made to explore early childhood certification as an adult degree program or in conjunction with Family Studies. This program is in the research stage as the EPP is gathering data regarding resources and grant funding that may be able to support this addition.

Recruiting for these programs are a top priority to assist the state in staffing a highly qualified teacher in every classroom. The EPP works with Arts and Sciences on campus as well as the Department of Foreign Languages to recruit students who are majoring in high needs content areas and are not seeking certification. EPP and Arts and Sciences faculty collaboration along with the addition of secondary education as a double major has contributed to a small increase in enrollment in these programs.

Obtained from the Alabama State Department of Education

Academic Discipline	Grade Level	Academic Year	Teaching Incentives
Special Ed: Speech	K-12	2016-2017	Conecuh County - Currently offering a 6000.00 hiring incentive for teachers in this shortage area. Escambia County - Currently offering a 5000.00 hiring bonus. Birmingham City - Currently offering a sign-on bonus for certified employees that are newly hired. Demopolis City 2000.00 Signing Bonus * Contact the Individual School System for more information.
Special Ed: Gifted	K-12	2016-2017	Conecuh County - Currently offering a 6000.00 hiring incentive for teachers in this shortage area. Escambia County - Currently offering a 5000.00 hiring bonus for teachers in this shortage area. Birmingham City - Currently offering a sign-on bonus for certified employees that are newly hired in this shortage area. Demopolis City - 2000.00 Signing Bonus * Contact the Individual School System for more information.

Special Ed: LD, MR, Autism, Multi-handicapped	K-12	2016-2017	Conecuh County - Currently offering a 6000.00 hiring incentive for teachers in this shortage area. Escambia County - Currently offering a 5000.00 hiring bonus to teachers in this shortage area. Birmingham City - Currently offering a sign-on bonus for certified employees that are newly hired in this shortage area. Demopolis City - 2000.00 Signing Bonus *Contact the Individual School System for more information.
Agri-Science	6-12	2016-2017	
Math	6-12	2016-2017	Conecuh County - Currently offering a 6000.00 hiring incentive in this shortage area Escambia County - Hiring Bonus (5000.00) in this shortage area. Huntsville City - Stipend are provided in content area of math at the completion of the school year. Birmingham City - Sign-on bonus for certified employees that are newly hired in the area of math. Demopolis City - 2000.00 Signing Bonus * Contact the Individual School System to ask about hiring incentives.

Science	6-12	2016-2017	Conecuh County - Offering a 6000.00 hiring incentives for teachers. Escambia County - Hiring bonus of 5000.00 are available. Huntsville City - Stipends are provided at the completion of the school year. Birmingham City - Sign-on bonus offered for newly hired employees. Demopolis City - 2000.00 Signing Bonus *Contact the School System and ask about the Hiring Incentives.
Foreign Languages	6-12	2016-2017	Birmingham City - Currently offering a Sign-on bonus for certified employees that are newly hired in this shortage area. Montgomery County - Currently is offering to pay the course and book fees for alternative certificates in hard to fill areas. They are also willing to pay the fee one time for the Praxis II in hard to fill areas. * Contact the Individual School System for more information.
English/Language Arts	6-12	2016-2017	Conecuh County - Currently offering a 6000.00 hiring incentive for teachers listed in this shortage area. Montgomery County - Is currently offering to pay for alternative certificates (course fees and

			books) in hard to fill areas of certification. They will also pay the fee to take the Praxis II Test one time in a hard to fill area. * Contact the Individual School System for more Information.
History/Social Sciences	6-12	2016-2017	Conecuh County - Currently offering a 6000.00 hiring incentive for teachers in this shortage area. Montgomery County - Currently offering to pay for Alternative certification courses and books in hard to fill areas of certification. Also willing to pay for the Praxis II test one time in hard to fill areas. * Contact the Individual School System for additional information.
Family Consumer Science	9-12	2016-2017	
Guidance and Counseling	6-12	2016-2017	
Health Occupation	6-12	2016-2017	
The Arts (Music, Band, Art)	6-12	2016-2017	

Rationale for Creating an Additional Early Childhood Certificate

(Obtained from Alabama Department of Early Childhood Education Annual Report)

DECE is the state designee for the federally mandated Early Childhood Advisory Council (designated as the Alabama Children's Policy Council in 2015), home of the Alabama Head Start Collaboration Office, coordinator of Alabama's state and local Children's Policy Councils, administrator of the Children First Trust Fund, lead agency for early learning and home visiting programs, and developer and operator of the nationally-recognized First Class Pre-K Program.

DECE has also designed and coordinated the state plan for developing a continuum of home visiting services for children from prenatal to age five, including all relevant state agencies.

TOP FIVE PRIORITIES

- Educating policymakers and families on the importance of early childhood education on a child's future academic success and lifetime well-being.
- Providing more opportunities for children in poverty to gain access to high quality early learning experiences before starting Kindergarten.
- Creating additional pathways to recruit, retain and train qualified early learning professionals in classrooms and related early childhood settings.
- Developing reporting systems to ensure accountability and the long-term success of early learning programs and most efficient utilization of resources to maximize services provided to children.
- Working with families to improve the early development, learning and health of their children by connecting them with health, education, and development resources.

EXPANSION OF ALABAMA FIRST CLASS PRE-K

The Alabama pre-k expansion has initiative increased the number of high quality pre-k programs and classrooms that meet high quality standards in the state from 6% (3,800 children) to more than 32% (18,720) of Alabama's eligible four-year-old children in the last eight years.

DECE has granted over 200 scholarships in the last three years (2015-2018) to students pursuing early childhood education degrees and early childhood education teacher certification at two- and four-year institutions of higher education. This is in addition to funding 132 TEACH scholarships. During the 2017-2018 school year, 97 bachelor degree-level TEACH scholarships were awarded and the recipients were employed in 66 sponsoring early childhood programs, located in 26 counties. Based on the top three priorities identified by Alabama's institutions at the 2018 Early Educator Workforce Summit, DECE is committed to working closely with our colleges and universities in these areas: NAEYC accreditation; initiating and maintaining collaborative relationships and articulation agreements between institutions; recruiting and retaining qualified Early Childhood and/or Child Development faculty; and assisting institutions in the process of offering a pre-k certificate for qualified graduates with a degree in early childhood. The Department is also committed to continue working with institutions to identify quality field experience locations for early childhood and/or child development students, and to help institutions establish First Class Pre-K classrooms at their college or university lab centers.

To better meet the needs of children in the earliest stages of life, Alabama adopted a new pre-k certificate option in the Educator Preparation and Educator Certification Chapters of the Alabama Administrative Code.

Certificate options include: Class B Pre-K Certificate (Birth – Age 4) which is a Bachelor's degree from a senior institution of higher education regionally accredited when the degree was

conferred that meets standards in the Educator Preparation Chapter of the Alabama Administrative Code relevant to pre-K and early childhood education (P-3); an Early Child Development Certificate (Birth – Age 4) which is a Bachelor's degree from a senior institution of higher education regionally accredited when the degree was conferred, as well as, completion of a baccalaureate program in child development accredited by the National Association for the Education of Young Children (NAEYC).

APPENDIX C

Recruiting Diverse/High Quality Faculty and Students

Samford University
Orlean Beeson School of Education

RECRUTIMENT TEAM OVERVIEW

Recruitment Team Overview

Chairs: Marcie Harchuck and Sara Roman
Members: Kathy Acton, Karen Birkenfeld, Daphne Carr, Kristie Chandler, Jane Cobia, Les Ennis, Amy Hoaglund, David Little, Bonnie Rabe, Sheri Ransome, Monique Witherspoon, and Patti Wood.

Purpose: To pool resources; re-think and re-design our current recruitment efforts; produce a recruitment plan.

CAEP Standard 3: Candidate Quality, Recruitment, and Selectivity

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Product: Recruitment Plan

Timeline: The Recruitment Plan is a component of Standard 3 of the CAEP Self-Study due March 2019.

- Summer 2018 – Members collect information, samples, and document what is being done in various programs.
- Fall 2018 – Review of strategies and Recruitment Plan models; Development of the Recruitment Plan.
- Early Spring 2019 – Integrate findings and plan into the Self-Study.

Resources:
Must Review Webinar: Standard 3: Candidate Quality, Recruitment, and Selectivity - Its language, suggested evidence, and questions to address (03/31/16)
https://www.youtube.com/watch?v=kMQiyiWQn2Q

- Upload hard evidence
- List numerical goals and baseline data
- Recruitment plan based on mission; over 5 years
- Using recruitment plan and monitoring efforts
- Disaggregate by race, ethnicity, gender
- Monitoring of employment opportunities and patterns
- Recruitment plan, based on mission, with baseline points and goals (including academic ability, diversity, and employment needs) for five years
- Disaggregated data on applicants, those admitted, and enrolled candidates by relevant demographics including race/ethnicity, SES, and/or sex
- Recruitment results are recorded, monitored, and used in planning and modification of recruitment strategies
- Knowledge of and action that addresses employment opportunities in schools, districts, and/or regions where completers are likely to seek employment
- STEM and ELL, special education, and hard-to-staff school needs are explicitly addressed in analysis of shortage areas

- The recruitment plan and its implementation have moved the provider toward the goal of greater candidate diversity and academic achievement.
- Evidence that the provider monitors the influence of employment opportunities on enrollment patterns.

CAEP Expectations Concerning Recruitment as Referenced in the Handbooks
CAEP Initial Handbook, p. 42
CAEP Indicators: Examples of recruitment and support evidence include
A recruitment plan – Documentation that you periodically examine the employment landscape—to identify shortage areas, openings, forecasts, and related information—in the community, state, regional, or national market for which you are preparing completers. An appropriate plan should document base points on current measures of (1) academic achievement, (2) diversity, and (3) provider knowledge of employment needs, and include target outcomes for each of three or more ensuing years.

CAEP Initial Handbook, p. 73
The EPP describes its recruitment plan (e.g., covering 5 years) that provides baseline data and a schedule for monitoring progress toward goals for admitting and supporting high-quality initial program candidates from a broad range of backgrounds and diverse populations. (3.1)

- The plan identifies all outreach or recruitment efforts on which the provider will rely.
- The provider presents progress results on recruitment goals disaggregated by year.
- The provider describes any adjustments to the recruitment plan that arise from progress monitoring. (3.1, 5.3)

The site team examines progress results for trends over time. The team's review evaluates whether the recruitment plan has

- moved the provider toward greater candidate diversity and academic achievement, and increased the number of completers who can meet employment needs in applicable shortage areas.

CAEP Advanced Handbook, p. 20
Standard A.3
There is a mechanism in place that manages recruitment initiatives to attract diverse applicants from groups and in labor-market areas identified in component A.3.1.

CAEP Advanced Handbook, p. 33
Evidence examples for Standard A.3
The Standards for Advanced-Level Programs do not call for a "recruitment plan" as the Standards for Initial Preparation do. EPPs are expected, however, to have an "admissions plan" for advanced-level programs that admit candidates they believe will be successful in completing the preparation program and reflect increasing diversity over time. EPPs should monitor employment trends and have a working knowledge, from their school partners and others, about employment needs so that candidates are admitted to fields in which there are employment opportunities. The suggested measures provide a basis for EPPs to monitor the results of their admission practices and criteria and then evaluate the association of those measures with the progress of candidates through their program and after completion. They also provide a basis for EPPs to establish that the criteria and practices are reasonable given the supports available to candidates. [NOTE: EPP self-study reports need not repeat any evidence

that is included in their documentation for Standard A.1; they can simply cross-reference it for their summary statement on Standard 3.]

CAEP Advanced Handbook, p. 35-36
The EPP reflects on its experience with continuous improvement:

- **STRENGTHS AND CHALLENGES**–What strengths and areas of challenge have you discovered as you analyzed and compared the results of your disaggregated data on candidate quality, recruitment/admissions, and quality monitoring by program and by demographics? What questions have emerged that need more investigation? How are you using this information for continuous improvement? More specifically:
    - What are the criteria for program progression and how does the provider monitor candidates' advancement from admissions through completion?
    - What has the provider concluded about advanced level candidate understanding of the expectations of the profession—including codes of ethics, professional standards of practice, and relevant laws and policies?
    - What features of recruitment, academic proficiency, and candidate progression have enhanced completer's understanding of diversity and equity issues and their readiness to use that understanding in teaching situations? What applications of technology have prepared completers for their responsibilities on the job?
- **TRENDS**–What trends in candidate quality, recruitment and admissions practices, and monitoring of candidate progress have emerged as you compared program and demographic data across evidence sources and programs? What questions have emerged that need more investigation? How are you using this information for continuous improvement? For example:
    What are the provider's plans and goals to recruit and support completion of high- quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission?
    - What are the admission requirements?
- **IMPLICATIONS**–What implications can you draw, or what conclusions can you reach, across evidence sources about candidate quality, recruitment/ admissions, and quality monitoring? What questions have emerged that need more investigation? Improvement? How have data- driven decisions on changes been incorporated into preparation?

The EPP frames its case that Standard 3 is met and compiles compelling evidence:

- **ACCOMPLISHMENTS—**How well are you doing?
  What are your accomplishments relevant to recruitment, candidate academic achievement, and candidate successful completion of advanced-level preparation? How do you know? E.g.:
    - What is the current status of your recruitment efforts?

CAEP Advanced Handbook, p. 57
The provider presents an admission plan and monitors progress toward its specified goals for admission and support of high-quality advanced- level program candidates from a broad range of backgrounds and diverse populations.
The plan identifies any outreach or recruitment efforts on which the provider will rely.

A written plan for continuously improving the admitted candidate pool that provides base points and annual monitoring of characteristics related to academic ability, diversity, and employment needs. The EPP's admission goals and enrollment data demonstrate progress from the base point and have moved the provider toward greater candidate diversity and academic achievement.

Samford University
Orlean Beeson School of Education

DIVERSITY COMMITTEE PLAN

Diversity Committee Overview

Orlean Beeson's School of Education Diversity Committee is comprised of several faculty members and staff. The goal of the committee is to support and provide culturally rich experiences for teacher education candidates as well as opportunities to engage and reflect on sound pedagogical practices for diverse learners. The committee is currently in the process of designing a diversity plan that focuses on the following goals:

Goal 1 Recruitment --Increase the number of underrepresented and/or socially disadvantaged students who enroll at either the undergraduate or graduate level over the next 5 years.

Goal 2 Retention -- Increase the number of underrepresented and/or socially disadvantaged students who graduate with either an undergraduate or graduate degree by over the next 5 years.

Goal 3 Climate and Culture -- Increase inclusiveness in all education programs over the next 5 years to benefit all students and staff, including helping White students to learn about inclusive practices and the benefits of a diverse environment.

While most of the goals of the school's committee are parallel to the diversity goals of Samford University, they also reflect the specific needs of the School of Education and its programs. With those needs in mind as well as the plan's major goals, strategies that incorporate multiple perspectives, respect to cultural differences, and candidate understanding of diverse contexts will be embedded throughout teacher education programs.

Diversity Plan

OBSE Diversity Committee

Revised March 2018

The following goals reflect the diversity priorities for the Orlean Beeson School of Education over a five year period. While most of these goals correspond to and parallel the diversity goals of Samford University, they also reflect the specific needs of the School of Education and its programs, specifically the accountability standards mandated by CAEP, the Alabama Professional Development Standards, Alabama State Department of Education, and SACSCOC. The Plan will be reviewed annually by the School's Diversity committee and may be adjusted or revised based on changing trends, needs, and progress toward the stated goals.

Goal 1 Recruitment --Increase the number of underrepresented and/or socially disadvantaged students who enroll at either the undergraduate or graduate level over the next 5 years.

Goal 2 Retention -- Increase the number of underrepresented and/or socially disadvantaged students who graduate with either an undergraduate or graduate degree by over the next 5 years.

Goal 3 Climate and Culture -- Increase inclusiveness in all education programs over the next 5 years to benefit all students and staff, including helping White students to learn about inclusive practices and the benefits of a diverse environment.

These goals are each addressed through **five key strategies**, namely:

Strategy A: Cultivate partnerships with k-12 systems.

Strategy B: Increasing visibility of OBBSE to desired audience through discrete events.

Strategy C: Increase minority scholarships

Strategy D: Increase leadership and support for students.

Strategy E: Collect, analyze, and use data to guide efforts and document progress.

These strategies are related to the respective goals in the following pages, and the basic interconnections are tabulated below for easy reference.

Goal/Strategy	A: partnerships	B: visibility	C: scholarships	D: student support	E: data
1: Recruitment	X	X	X		X
2: Retention			X	X	X
3: Climate and Culture				X	X

Strategy A – Cultivate Partnerships with P-12 systems

The EPP places students in various school systems within the Greater Birmingham Metropolitan Area. Affiliation Agreements are sent to superintendents every fiscal year to renew their systems approval for a continued partnership. We include but are not limited to the following systems: Birmingham City, Tarrant City, Jefferson County, Bessemer City, and Cornerstone Schools of Alabama. These school systems are all populated with minority students grades PreK-12 and our candidates complete field placements and clinical internships in most of these systems.

As a specific example, the Samford-Trace Alliance was established in 2011 and continues to develop to enhance the leadership opportunities for teacher candidates and to provide resources for the K-12 school. The partnership was crafted to be a purposeful immersion into a school culture experience for the undergraduate teacher candidates. The relationship was intended to be a mutually beneficial experience for both the K-12 school and the university. The model has been aptly titled, A.L.L.I.E.S, Alliance for Learning: Investing in the Education for all Students. The partnership model areas of focus are: 1) Student Achievement, 2) School Culture, 3) Professionalism, and 4) Leadership.

Actions

1. Develop, disseminate, review, and revise marketing materials
2. Provide training and informational sessions stakeholders
3. Meet annually with high school counselors
4. Continue current partnerships

Connections to goal 1: Recruitment

Students in these partner systems will be exposed to Samford's name and influence, thereby hopefully increasing the proportion of students willing to come to Samford.

Faculty and administrators in these partner systems will be exposed to Samford's name and influence, and because of the relationships developed, be more likely to refer students to Samford.

Faculty and staff at Samford will host diverse groups on campus for various activities.

Students from area high schools will attend sessions and events on Samford campus (for example: Gear Up Camp).

Faculty and staff at Samford will sponsor a collaborative project with area high school special needs students to afford opportunities for authentic work experiences.

Measures

1. Data summary of marketing materials with distribution disaggregated into underrepresented and socioeconomic areas
2. Data summary of informational meetings
3. Data summary of meetings with high school counselors

Connections to goal 2: Retention

Faculty and staff at Samford conduct follow-up conversations through surveys and face-to-face dialogue with students, visitors, mentors, and partners to ensure academic support and for continued visibility throughout the area.

Faculty complete disposition forms for students in graduate programs at first, middle and end of program for academic and behavioral indicators that could be beneficial to other students to recruit and retain student numbers.

Faculty maintain relationships with administrators in existing partner school districts and work to develop partnerships in different school districts (exit surveys, informational meetings).

Connections to goal 3: Climate and Culture

Faculty and staff will review data from the annual survey (Strategy F) on Data Day to determine any adjustments that could be made to make the culture of OBB more culturally inclusive.

Strategy B: Increasing visibility of OBSE to diverse audience through discrete events.

In effort to increase diversity at Samford University, and particularly at the Orlean Beeson School of Education, we have increased visibility in the local, regional, national and international markets. The faculty have hosted teacher, school administrator, and student groups (from both rural and urban, inner-city elementary, middle, and high Schools) to Campus. On these visits, Samford has been showcased and the various Education degrees and programs that our school offers have been highlighted (examples include: Parker High School- Urban Academy, Fairfield High School, Bessemer High School, and a Birmingham City School Program called "Bridging the Gap"). Another way that visibility has increased is that many faculty serve on local, state, regional, and international boards, sponsor conferences, conduct state and international travel opportunities for faculty and students, provide students with avenues to present research findings at conferences, and write articles for scholarly publications.

Actions:

1. Participate at state leadership conferences
2. Encourage student presentations at state, regional and national conferences
3. Publish student research that targets underserved populations
4. Sponsor *Yes, You Can Teach* Conference
5. Hosting Diverse Student Groups

Connections to goal 1: Recruitment

Students attending these events will be exposed to Samford's name and influence, thereby hopefully increasing the proportion of students willing to come to Samford.

Staff at these events will be exposed to Samford's name and influence, and be more likely to refer students to Samford.

Faculty will continue to coordinate, host and sponsor events on campus for high school students.

Faculty and staff will continue as sponsors for statewide conferences as recruiting tool.

Faculty and staff will arrange informational meetings at various school sites through electronic, virtual and face-to-face means of communication.

Faculty and staff will develop current materials that can be shared with prospective students using social media, hard copies, and radio advertisements.

Measure

1. Document attendance at state conferences
2. Compile list of student presentations at conferences, disaggregated by type
3. Compile list of student publications, disaggregated by type
4. Collect attendance of high school participants

5. Compile list of faculty publications.
6. Compile list of faculty presentations.
7. Compile list of faculty service on local, state, regional, national, and international boards.

Connections to goal 2: Retention

Faculty and staff at Samford conduct follow-up conversations through surveys and face-to-face dialogue with students, visitors, mentors, and partners to ensure academic support and for continued visibility throughout the area.

Faculty complete disposition forms for students in graduate programs at first, middle and end of program for academic and behavioral indicators that could be beneficial to other students to recruit and retain student numbers.

Faculty maintain relationships with administrators in existing partner school districts and work to develop partnerships in different school districts (exit surveys, informational meetings).

Connections to goal 3: Climate and Culture

The climate may be improved and adjusted as seems timely and appropriate. Several discrete events such as a Diversity Colloquial Series; presenters; events on campus that include diverse perspectives, Diversity Dialogue seminar; and the creation of new organizations could encourage diverse perspectives and dialogue.

Strategy C: Increase minority scholarships

One of the most notable deficits for recruitment and retention of many diverse students is the lack of scholarship monies available. However, in effort to help, the new "Forever Samford" campaign has earmarked monies for a Diversity Scholarship in Education. This financial campaign aims to bring funds to Samford and one of the areas of need is funding for students of diverse/minority backgrounds.

In addition, minority students affected by family events or a downturn in the economy are on average more vulnerable to dropping out of Samford for financial reasons. Dr. Denise Gregory has established a fund for emergency assistance to minority students, and the OBBSE can partner with her office's efforts.

Another effort will be the establishment of an endowed minority scholarship ******** will have information to add here after November 27 meeting **********

Action

1. Provide minority scholarship with sponsor, *******
2. Provide minority scholarship assistance through a line item in the Dean's budget
3. Access emergency funds for minority students through Office of Minority
4. Partner with admissions office to provide scholarships for students (for example: GearUp students)

Connections to goal 1: Recruitment

Highly qualified minority students could be attracted to Samford with the offer of a dedicated scholarship, thereby hopefully increasing the proportion of students willing to come to Samford.

Connections to goal 2: Retention

Students enrolled at Samford can remain with the assistance of a fund to buffer them from unexpected life events.

Measure

1. Data summary of education student scholarship awarded
2. Data summary of money raised and scholarship funds available.
3. Data summary of number of students served by the emergency fund.

Connections to goal 3: Climate and Culture

N/A

Strategy D: Increase leadership and support for students

A primary goal of teacher preparation programs is to prepare candidates to become practitioners who are culturally competent and equipped to teach all students regardless of their race, culture, ethnicity, religion, or language (Guyton & Wesche, 2005). According to the North Central Regional Education Library (NCREL), by the year 2020, minority students will represent one in two children in the classroom. As the diversity of student populations in schools increases, the diversity of the teaching force is not diverse, but rather remains as largely white, middle-class, and female (Sleeter, 2001). Because of this disparity, many preservice candidates have skewed views based on stereotypes and false assumptions of cultural, racial, and socio-economic groups of students. It is incumbent upon teacher educators and teacher preparation programs to provide rich experiences and opportunities for candidates so that they can begin to realize their own biases and be led to replace their false assumptions with truths.

In order to affect this type of change in how preservice teachers interact with topics of diversity on a deeper level, teacher educators must be intentional when planning learning experiences. Experiences intended to bring about a change in attitude and beliefs must involve reflection and discourse. While these types of activities may be challenging and uncomfortable for some preservice teachers, they are necessary and can be orchestrated by teacher educators to be meaningful and valuable toward the goal of change.

Action

1. Sponsor student leadership chapters such as SAM -CFT, KDP, ASCD

2. Offer practicum and internships with real world, diverse experiences in multiple environments
3. Create and provide mentoring program
4. Include content focused on Culturally Relevant Pedagogy
5. Offer course specific learning experiences that support an understanding of how diversity affects the teaching and learning process
6. Provide experiences for working on shared goals with diverse peers from other institutions
7. Provide access to a wide array of speakers who support the ongoing diversity dialogue

Measure

1. Data summary of leadership chapters projects and awards

2. Compile list of all experiences for pre-service teachers
3. Monitor activities and results of mentoring program with annual survey
4. Course reflections and assessments

Connections to goal 1: Recruitment

Candidates are more likely to enter programs where they know they will be adequately prepared. By providing support and training on diverse perspectives, the candidates are more likely to experience success in their first year of teaching.

Connections to goal 2: Retention

While there are some courses in place that attempt to cover the array of topics surrounding diversity and associated teaching implications, there are still many beginning teachers who are unprepared to teach with the diversity of students in their classrooms. This leads to feelings of frustration and helplessness among beginning teachers. Current research does suggest that more diversity education in preservice programs positively affects teachers' attitudes in teaching diverse students (Bodur, 2012). Accrediting agencies such as the Council for the Accreditation of Educator Preparation (CAEP) recommend that preservice teacher participate in coursework that will prepare them for the diversity of their future classrooms; however, much of the coursework that is in place requires just that, participation. Attitude and beliefs transformation is not typically reached as a result of a broad and sweeping diversity course. Instead, candidates must engage in authentic dialogue and reflection with their peers to explore the issues and feelings associated with teaching children who are different from each other and from themselves (de Ramirez, 2006). It is the responsibility of teacher education providers to support candidates' attitudes towards diversity so in an effort to not only retain these teachers, but also to positively affect retention when they enter the work force.

Connections to goal 3: Climate and Culture

The School of Education believes that promoting a culture and climate that encourages respect for diverse perspectives and ideas is essential for the academic success and well-being of students, faculty and staff. Increasing awareness and respect of diverse perspectives requires an intentional effort across departments and schools. Administrative leadership have a responsibility to ensure that their schools are safe, welcoming and inclusive places for learning so that everyone will benefit.

Goal	Assessment	Strategies	Outcomes
The School of Education will provide leadership so that there is respect for diversity and an inclusion of diverse perspectives within the School of Education as well as across campus	Surveys Focus groups Graduate Survey Events Administrative departments have shared vision and goals	Work with other departments on campus to create a shared vision as well as promote cross campus events that are inclusive and include an emphasis on diverse perspectives Ensure that campus events represent a	

		variety of perspectives and ideas	
The School of Education will work with campus leaders to create a respectful and inclusive campus climate.	Surveys	Diversity Colloquial Series; presenters; events on campus that include diverse perspectives; Diversity Dialogue seminar; Creation of new organizations that encourage diverse perspectives and dialogue	Students will change perspectives regarding
The School of Education will initiate and facilitate on-going education regarding the respect for differences and fostering a welcoming campus community for all students, faculty and staff	Surveys Reflections	Provide professional development to the community; speaker series; events	
The School of Education will advocate that respect for diversity be incorporated into campus awards and recognition	Creation of awards and recognition that include an emphasis on diversity and inclusion	Create awards that encourage students to work with diverse populations both locally and globally	
The The EPP will work to provide experiences for students in working with diverse peers	Surveys; reflections	Diversity Dialogue series; shared events with peer institutions; provide global experiences; new course creation	
The The EPP will work to recruit and retain diverse faculty and staff	The students, faculty and staff reflect the ethnic demographics of the city	Work with HR to ensure that diverse faculty/staff are receiving the support	

	Diverse faculty and staff feel included and represented Surveys	needed to be successful	

Strategy E: Collect, analyze, and use data to guide efforts and document progress.

The data gathered over the last three academic years showcases the various demographics of our students, here, at Samford. The compilation of data is extensive and details how many males, females, and various ethnicities of our graduate and undergraduate Samford students. The list breaks down the number by college and school. Data are continuously gathered by the Department of Institutional Effectiveness at Samford University. The following link (https://www.samford.edu/departments/institutional-effectiveness/reports) is called the "Fact Book." This is where information on student diversity and related data is housed.

Actions on Collection

1: Examine existing data collected by Samford's Office of Institutional Effectiveness

2: Examine existing data from University Diversity surveys (conducted c. 2006 and 2016).

3: Supplement University data with OBBSE-specific data collection

Actions on Analysis

1. Identify successful recruitment and retention efforts and expand them. For example, how have specific partnerships related to recruitment or retention?
2. Conduct qualitative interviews with minority students and ask what attracted these students to our school/department, and what could be done to improve.
3. Study recruitment efforts at Schools of Education in similar institutions.

Actions on Usage

(Depends upon information gathered during analysis.)

Connections to goal 1: Recruitment

For measurement of recruitment, the School of Education will count the number of students brought to campus from middle and high schools in the surrounding area, paying special attention to the diverse students who have visited. While host to these potential and prospective students, information will be collected and outreach will be made at later times. Through the collection of numbers of students hosted by OBB and the subsequent analysis of such, this will help faculty and staff be accountable in the endeavor to recruit for additional diversity of students to the School of Education**.**

Connections to goal 2: Retention

In an effort to retain diverse students in the School of Education, there will be a calculation of the number of completers for each program. By closely monitoring the numbers, OBB can be informed by the data for each program of students enrolled and those who completed program(s) at the end of **each** semester. This measure will help with the analysis of the effectiveness of retention efforts with regard to diversity**.**

Connections to goal 3: Climate and Culture

In order to monitor the progress of the school climate and culture, a survey is distributed annually to all faculty and students. Even though the survey is holistic in nature, its results qualitatively reflect the opinions and perceptions of the school's climate and culture. From the results, an analysis will be done to determine the effectiveness of the extensive efforts in diversity issues. The results will also help OBB make continuous improvement in the area of cultural inclusiveness, relevant school climate and culture. The entire faculty will evaluate the results of this survey on annual Data Day.

Faculty Statement on Diversity

Summary Statement

The faculty of Samford University is committed to embracing people of diverse backgrounds and experiences. The faculty is further committed to the free yet critical exchange of diverse ideas and perspectives. The faculty sees both of these components as vital to Samford's success as an institution of Christian higher education.

Introduction

The lifeblood of an academic institution is the free yet critical exchange of ideas, information, and perspectives. The vitality of an academic institution is therefore diminished to the extent that diverse intellectual and cultural views are absent from or not valued by the academic community. Conversely, the purposeful inclusion of such views enriches the life of an academic institution and advances its educational mission. For these reasons, the faculty of Samford University endorses this statement of diversity.

Diversity Defined

The Samford community values and pursues diversity as a goal. In this context, diversity can be defined in terms of both people and ideas. We define diversity as the purposeful inclusion of all people who can add to the richness of personal and cultural perspectives represented at Samford and the full integration of those individuals into both the social and intellectual life of the university. Furthermore, diversity refers to the thorough consideration of all ideas and theories based on merit and evidence; no belief is either peremptorily rejected or accepted without due consideration. Dogmatism and demagoguery are the enemies of constructive academic discourse. Tolerance, the willingness to abide with people with different viewpoints and to treat everyone with respect and civility, is a basic value that is expected of all members of the Samford community. The goal of diversity goes beyond tolerance. Diversity refers to an openness to and curiosity about different cultures, histories, perspectives, theories, experiences, and ideas for the purposes of critical debate and enrichment of the community.

We value the diversity that a person brings to Samford according to two criteria. First is the extent to which a person can make a unique contribution to the intellectual and social life of the university through her or his cultural heritage or personal history. Second is the extent to which that person represents a group that has experienced a history of discrimination based solely on group identity. We equally value the diversity that ideas bring to Samford based on their fruitfulness for critical thinking and academic discourse. The goal of diversity does not mean that Samford will accept any idea or perspective solely because it is different. Any idea or perspective must prove itself through fair and open debate. Furthermore, as a university committed to Christian values, Samford maintains moral and ethical standards by which the worth of ideas is judged. The Samford community, however, recognizes the plurality of valid perspectives and standards within the Christian faith. Therefore, the norms and values of the Samford community should be under constant scrutiny and debate to separate critically constructed moral standards from mere moral conformity. The existence of and respect for diverse Christian as well as other religious and spiritual perspectives at Samford is seen as an advantage in promoting the development of a mature understanding of the Christian faith among members of the Samford community.

The Rationale for Pursuing Diversity

Samford University is devoted to creating and discovering new knowledge and ideas, preparing students for lives of value, providing a model for a better society, and serving both the local and global communities to which it belongs. The pursuit of diversity is critical to all of these goals. Therefore, diversity is critical for the success of the university both as an ideal and as a practical necessity.

The danger of too much homogeneity within an academic community is that ideas might be accepted or rejected based on the affirmation of the majority rather than through rigorous questioning and analysis. Beliefs and behavior may be accepted through conformity, consciously or unconsciously, rather than through critical thought. Diversity minimizes these dangers and promotes intellectual and personal growth.

Samford's Christian mission gives the university special cause to pursue diversity. Christians have traditionally valued the worth and dignity of the individual human being. This practice is based on the principle that each person is created in the image of God; that God is committed to justice, especially for those whom society might oppress or marginalize; and that the gospel reaches across all societal boundaries.

Diversity Applied to Samford

The diversity among faculty, administration, students, and staff should be a measure of success and vitality for Samford University. We assess diversity at Samford University according to the following dimensions:

1. Faith: For Christians, diversity is a moral imperative, and Samford should strive to be a community that reflects the value God places on all people.
2. Recruitment and Employment: Samford should strive to recruit a diverse student body, faculty, administration, and staff.
3. Retention: Beyond recruitment, Samford should strive to create a supportive environment that encourages the retention of a diverse community.
4. Campus Life: Samford should strive to build a campus culture that promotes equality and civility and that respects the dignity of all members.
5. Academic Climate: Samford should strive to create an intellectual climate that values and encourages the free and critical exchange of ideas.
6. Work Climate: Samford should strive to create a work climate of equality, civility, and respect.
7. Curriculum: Samford should maintain a curriculum that prepares students to be well informed, responsible world citizens with an appreciation for and a capacity to relate to all people.

Samford University
Orlean Beeson School of Education

MINUTES FROM DIVERSITY MEETINGS

OBBSOE Meeting Agenda

Date of Meeting:	September 28, 2016
Time of Meeting:	2:30 p.m.
Location:	OBB# 209
Minutes Recorded By:	Tarsha Bluiett
Livemeeting/Webex Link:	Livemeeting

1. Purpose of Meeting

Purpose/goal: Discuss items on agenda and develop action items

2. Attendance at Meeting

Name	***Position***	***Invitee***	***Attendees***
Jane Cobia	Committee President/Professor		x
Tarsha Bluiett	Recorder/Professor		x
Myrtis Johnson	Clinical Coordinator		x
Jonathan Davis	Professor		x
Erin Gilchrist	Professor		x

3. Devotion & Prayer

4. Agenda

Topic/Issue	*Action*	*Timeline*	*Owner/Presenter*
University-wide Diversity survey	Revised survey (RENEW) will be emailed to staff, faculty and students very soon.		
No Harassment Clause	Include gender in clause. No movement on this but, maybe this year.		
Gender Neutral Restrooms and Dressing Areas			
Diversity Grant $5,000.00	400.00 awarded to students. 1,000.00 for faculty grants.		
Diversity Modules in UG courses			
Minority Scholarships			

5. Action Items (add rows as necessary)

Action	*Assigned to*	*Due Date (MM/DD/YYYY)*	*Status*
Diversity Grant	Jonathan suggested to students and faculty should view and discuss "The Color of Fear." Perhaps students could be in charge. Suggestion: Purchasing a PD (online training modules) Discuss the possibility of opening sessions highlight diversity issues. Check with Stephen Chew. Partnerships/Internships with Holy Family and/or local high schools.		

Check on possibilities of working with diversity ambassadors	Erin Gilchrist
Committee charged to write a diversity plan. Look at Diversity standard 3.1 Also refine calendar of events	Members of the Committee

6. Issues Identified (add rows as necessary; issues are unplanned items of impact that require action)

Issues	*Owner*	*Due Date*	*Status*

7. Next Meeting

Date:	November 15, 2016
Agenda:	

The mission of the Orlean Bullard Beeson School of Education is to guide, develop and challenge students academically, professionally, personally and spiritually to prepare leaders

who will positively influence and shape society. The School strives to provide the highest quality Christian education led by a dedicated faculty and staff committed to student success.

OBBSOE Meeting Agenda

Date of Meeting:	November 15, 2016
Time of Meeting:	11:00 a.m.
Location:	OBB# 417
Minutes Recorded By:	Tarsha Bluiett
Livemeeting/Webex Link:	Livemeeting

1. Purpose of Meeting

Purpose/goal: Discuss items on agenda and develop action items

2. Attendance at Meeting

Name	***Position***	***Invitee***	***Attendees***
Jane Cobia	Committee President/Professor		x
Tarsha Bluiett	Recorder/Professor		x
Amy Hoaglund	Professor		x
Jonathan Davis	Professor		x
Erin Gilchrist	Professor		x
Diana Cheshire	Associate Dean	x	
Karen Bost	Data Manager	x	

3. Devotion & Prayer

4. Agenda

Topic/Issue	*Action*	*Timeline*	*Owner/Presenter*
Updates from University Committee The Committee has not met so business or action items were reported during the meeting.	Jane Cobia		
Reports from members: Survey should be emailed again, suggested to send the survey in other formats. Contacted Stephen Chew about speaking to teacher education students (this is a part of our plan to encourage diversity dialogs).	Jonathan Davis		
Students will receive ELL training before Thanksgiving Break.	Amy Hoaglund		
Film Showing/Screening: "The Color of Fear." Member s of the committee will work with student groups, panel of educators and community leaders. Event is planned for Feb. or March. Discussed grants for Community Education. Suggested to bring back series on Diversity topics.	Jonathan Davis		
Diversity Plan Discussed the need to design a plan for recruiting. A plan for	Diana Cheshire		

initial and advanced programs is needed.	

5. Action Items (add rows as necessary)

Action	*Assigned to*	*Due Date (MM/DD/YYYY)*	*Status*
Ask Dr. Denise Gregory if she would help with planning the event for the film screening.	Tarsha Bluiett		
Check with Monique about delivering the opening address when students return in January.	Tarsha Bluiett		
KDP-funding for the screening (documentary)	Erin Gilchrist		
Think of people who could be a part of the guest panel (after screening)	All committee members		
Karen Bost will email good samples of recruiting plans for the	Karen Bost		

committee to review before we meet in Jan.	
The committee will begin writing an action plan for recruiting diverse students (our next meeting)	All Committee Members

6. Issues Identified (add rows as necessary; issues are unplanned items of impact that require action)

Issues	*Owner*	*Due Date*	*Status*

7. Next Meeting

Date:	January 9, 2017 9:00-11:00
Agenda:	

The mission of the Orlean Bullard Beeson School of Education is to guide, develop and challenge students academically, professionally, personally and spiritually to prepare leaders who will positively influence and shape society. The School strives to provide the highest quality Christian education led by a dedicated faculty and staff committed to student success.

OBBSOE Meeting Agenda

Date of Meeting:	April 11, 2017
Time of Meeting:	9:30
Location:	Room 209
Minutes Recorded By:	Tarsha Bluiett
Livemeeting/Webex Link:	Livemeeting

1. Purpose of Meeting

Purpose/goal:

2. Attendance at Meeting

Name	***Position***	***Invitee***	***Attendees***
Jane Cobia	director/professor		x
Amy Hoaglund	professor		x
Erin Gilchrist	professor		x
Jonathan Davis	professor		x
Myrtis Johnson	Clinical coordinator		x
Tarsha Bluiett	professor		x

3. Devotion & Prayer

4. Agenda

Topic/Issue	*Action*	*Timeline*	*Owner/Presenter*
University Committee	Meeting on March 20 Inclusion of sanctuary letter. Faculty senate will view and maybe University Council Meeting (TBA). No Harassment Clause to be voted on at the next faculty meeting.		Jane
Diversity Plan	Viewed a draft of the diversity plan Measurement section to be discussed with Diana Cheshire. Diversity plan must be completed by May. Discussed partnerships with k-12 systems, strong connection, FTA, meeting with high school counselors,		
Recruiting (Diversity Plan)	Discussed Jefferson State and the ECE program. Perhaps developing a partnership with transfer students.		Myrtis and Erin
Data	Presentation of data concerning enrollment by gender and race for all Samford schools. Also shared information on minority scholarships and scholarships by gender for UG. How can David Pressley in Admissions		

Climate and Culture (Diversity Plan)	help with revising the data to show percentages? Goals, Assessments Strategies and Outcomes		Amy
Spring Event Follow up	KDP, ASCD, and SUNCFR will assist with the event. Student groups coming up with date, time, etc. A service project will be included with this event. Invitations will be sent to the University community. Students and interns enjoyed the screening (see description above). Reflections were powerful! Committee will receive copies.		Amy

5. Action Items (add rows as necessary)

Action	*Assigned to*	*Due Date (MM/DD/YYYY)*	*Status*
Jane will meet with Diana on April 20 to provide updates on the diversity plan.	Jane		

Diversity Events for 2017 • Invite 1-2 FTA groups to campus Diversity Events for 2018 • Yes, You Can Teach!

6. Issues Identified (add rows as necessary; issues are unplanned items of impact that require action)

Issues	*Owner*	*Due Date*	*Status*
N/A			

7. Next Meeting

Date:	TBA
Agenda:	

The mission of the Orlean Bullard Beeson School of Education is to guide, develop and challenge students academically, professionally, personally and spiritually to prepare leaders who will positively influence and shape society. The School strives to provide the highest quality

Christian education led by a dedicated faculty and staff committed to student success.

OBBSOE Meeting Agenda

Date of Meeting:	Thursday, September 28, 2017
Time of Meeting:	9:00 am
Location:	Dr.
Minutes Recorded By:	Dr. Erin Gilchrist
Livemeeting/Webex Link:	

1. Purpose of Meeting

Purpose/goal:

INTASC standard(s) covered: _____standards 1,4, and 5_____

2. Attendance at Meeting

Name	*Position*	*Invitee*	*Attendees*
Dr. Jane Cobia	Faculty		
Dr. Erin Gilchrist	Faculty		
Dr. Jonathan Davis	Faculty		
Dr. Amy Hoagland	Faculty		

3. Agenda

Topic/Issue	*Action*	*Timeline*	*Owner/Presenter*
Welcome			
Approve Meetings of last Meeting			Gilchrist
Updates from University Diversity	Committee		Cobia
Office of Diversity Update: Transgender Policies Diversity Scholarships			Cobia
Breaking the barrier/ Diversity at SU			All/ Discussion
Expect updates from Dr. Westmoreland about Samford Together. Diverse Hiring & Retention			Cobia
Creating a Diverse Campus/ Financial Struggles & Needs			All/ Discussion
What are we as a school? Covenant or Evangelical?			All/ Discussion

Diversity Plan: Overview — Davis

Comments and Feedback Needed, Create more Tangible Goals

A closer look at Recruitment, Retention, Climate

Faculty Diversity Grant:

Bring in speaker Jonathan Kozol — Hoagland

Funding for Speaker/ Ideas

5. Action Items (*add rows as necessary)*			
Action	*Assigned to*	*Due Date(MM/DD/YYYY)*	*Status*
Add another Piece to Recruitment Goal #1 *-Purposeful Placements for students in schools to further encourage removal of student biases and to seek culturally responsive teaching strategies and connections.*	*Gilchrist*		
-add text from the school partnership agreement	*Myrtis Johnson*		
Jonathan Kozol: Speaker on Diversity	*Hoagland*		

6. Issues Identified *(add rows as necessary; issues are unplanned items of impact that require action)*			
Issues	*Owner*	*Due Date*	*Status*
- Funding and Sponsorship of Ugandan teachers for Professional Development			

The mission of the Orlean Bullard Beeson School of Education is to guide, develop and challenge students academically, professionally, personally and spiritually to prepare leaders who will positively influence and shape society. The School strives to provide the highest quality Christian education led by a dedicated faculty and staff committed to student success.

OBBSOE Meeting Agenda

Date of Meeting:	November 16, 2017
Time of Meeting:	12:00 pm
Location:	Room# 209
Minutes Recorded By:	Tarsha Bluiett
Livemeeting/Webex Link:	

1. Purpose of Meeting

Updates on Diversity plan and other task items

2. Attendance at Meeting

Name	*Position*	*Invitee*	*Attendees*
Dr. Jane Cobia	Faculty		
Dr. Erin Gilchrist	Faculty		
Dr. Tarsha Bluiett	Faculty		
Dr. Amy Hoagland	Faculty		
Ms. Myrtis Johnson	Staff		

3. Agenda

Topic/Issue	*Action*	*Timeline*	*Owner/Presenter*
Welcome			
Approve Meetings of last Meeting			Cobia
Updates from University Diversity	Committee		Cobia
Reviewed revisions of the diversity plan (draft). Each member was assigned a section to work and provide a revised copy at the next meeting.			All members present
Discussed recommendations for recruitment and retention.			Hoaglund
Discussed climate and culture section in the plan.			Hoaglund and Gilchrist
Discussed Seid Grant application/proposal.	Submit proposal by Dec.	Check on available dates in spring and locations	Submit
Yes, You Can Teach Conference (discussion and planning)			Cobia
Advertise conference in AASCD publication.			
Diversity at SU.			All/ Discussion
Diversity Event for Spring: transgender topic (ask attorneys and headmaster to attend.			Cobia will ask for approval.

Comments and Feedback Needed, Create more Tangible Goals

A closer look at Recruitment, Retention, Climate

Faculty Diversity Grant:

Hoagland

Funding for Speaker/ Ideas

5. Action Items (*add rows as necessary)*

Action	*Assigned to*	*Due Date(MM/DD/YYYY)*	*Status*
Add another Piece to Recruitment Goal #1 *-Purposeful Placements for students in schools to further encourage removal of student biases and to seek culturally responsive teaching strategies and connections.*	*Gilchrist*		
-add text from the school partnership agreement	*Myrtis Johnson*		

6. Issues Identified *(add rows as necessary; issues are unplanned items of impact that require action)*

Issues	*Owner*	*Due Date*	*Status*

The mission of the Orlean Bullard Beeson School of Education is to guide, develop

and challenge students academically, professionally, personally and spiritually to prepare leaders who will positively influence and shape society. The School strives to provide the highest quality Christian education led by a dedicated faculty and staff committed to student success.

Diversity Committee Agenda

December 2, 2018

Report from Cobia on University Diversity Committee actions

Planning for Yes, You Can Teach Conference

- Date
- Location
- Grant funds secured from Diversity Office (Denise Gregory)
- Schools to invite
- Keynote speakers
- Agenda/Schedule
- Campus tour
- Breakout sessions
- Lunch
- Refreshments
- Parking
- Registration
- Publicity
- Other items????

New Business

Next meeting February 4.

UNIVERSITY DIVERSITY PLAN

Recruitment Plan for Domestic Minority Students *(Established Fall 2014)*

Successful recruitment for domestic minority students is based on relationship building and the commitment of each member of the admissions staff to incorporate diversity initiatives into their individualized territory management. We recognize that there are key markets important to Samford in the recruitment of underrepresented students, including the metro-Birmingham area.

Samford minority recruitment must be prepared to respond to market changes, demographic shifts, and staffing changes. Noted below are key strategies, plans and programs in place or in progress as well as general areas for improvement. Successful recruitment of minority students will require the collaboration and contributions of the entire campus.

Admissions Staffing

- Established Fall 2014, A new part-time staff position dedicated to domestic minority recruitment has been created and filled. The Admissions Counselor for Multicultural Recruitment manages territory including Samford and the surrounding region and will help facilitate on- and off-campus programs and events to support domestic minority recruitment
    - *See Impact and Results,* ***Appendix A***
- Student representatives from Diversity Ambassadors, Black Student Union (BSU) and Latino Student Organization (LSO) are encouraged and trained to accompany admissions staff to prospective events in the region and present the minority student voice of the Samford experience
- Established Summer 2018, A full-time staff position dedicated to domestic minority recruitment to coordinate the university's active recruitment of underrepresented student populations. The Multicultural Recruiter supports the university's multicultural and diversity initiatives by communicating the multicultural opportunities available to prospective students and families.
    - *See Proposed Job Description,* **Appendix B**
- Established Fall 2018, A student Diversity Recruitment Team (DRT) to be created, to provide additional support for student recruitment of domestic minorities and participation in programs, interviews, information sessions, etc. The Office of Admission's Multicultural Recruiter will be responsible for managing and developing this student group to fulfil the university's diversity initiatives.

Marketing/Direct Mail Plans

Increased support for participation in relevant student cultivation programs including:

- Increased recruiting of TRIO-eligible students
- Established Fall 2016, Assure that all Admissions publications are representative and include content relevant to diversity initiatives
    - *See example,* **Appendix C**
- Established Fall 2016, Increased presence of students of color in all recruiting communication
- Established Fall 2017, Further develop a multicultural recruitment piece to communicate campus involvement opportunities.

- *See* **Appendix D**

- Established Spring 2018, Distribute a yield letter from the Presidents of BSU and LSO student groups sharing their Samford experience with minority applicants
- Established Spring 2018, Enhanced staff-supported phonathons to admitted students that include the participation of Diversity Ambassadors and/or DRT

Recruiting Procedures

- Conduct Minority student outreach visits: local churches, activities, and offer office/university as a resource for prospective high school students
- Established June 2017, Establish partnerships with Birmingham City School system and private institutions secondary education institutions (Restoration Academy and Cornerstone Schools).
    - *See Funnel Comparison,* **Appendix E**
- Established Fall 2017, Continue to identify key college-bound programs in places such as Birmingham, Atlanta, Nashville, Texas; coordinate visits and campus
- *(Propose)* Spring 2019, Establish summer programs aimed at recruiting minorities students

Scholarship Support

- *(Propose)* Fall 2018, Re-evaluate designating scholarships for underrepresented minority students to increase the yield on qualified applicants
- *(Propose)* Fall 2018, Identify unique resources to promote for minority, socio-economically-disadvantaged students to reduce loan burden
- *(Propose)* Fall 2018, Engage the Office of Advancement in fundraising to support scholarship initiatives

On-Campus Programming

- Established Fall 2016, Partner with area organizations and sponsor campus visits to assure appropriate follow-up
    - *See Co-Hosted Events & Partnerships,* **Appendix F**
- Established Spring 2017, Subsidize travel for prospective families to attend Diversity Preview Days in conjunction with our scheduled senior Preview Days, with possible overnight option for students
    - *April 28, 2017*: 7 students (grade: 11) attended our day-long Office of Diversity and Intercultural Preview Event, held the day before our Junior Preview Day. All 7 (100% conversion rate) attendees submitted an admission application and 5 (71.4% admit rate) have been admitted to Samford for Fall 2018.
    - *November 17, 2017*: 24 students attended our Diversity Preview Night, held the evening before our November Preview Day. 22 (91.7% conversion rate) attendees submitted an admission application, 17 (77.3% admit rate) have been admitted, and 6 (25% yield) have already submitted an enrollment deposit.
    - *April 27, 2018*: 10 students attended our annual Diversity Preview Day (formerly Diversity & Intercultural Preview Event). Of the 10 who attended, 7 students (70%) applied to Samford

University. The remaining 3 students are still being recruited to apply for our Fall 2019 freshman class.
    - *October 12, 2018*: 11 students attended our annual Diversity Preview Night prior to our October Preview Day. 8 students (72.7%) have currently applied to Samford University. The remaining 3 students are still being recruited to apply for our Fall 2019 freshman class.

- Established Spring 2017, Promote representation of faculty, alumni, and students of color in on-campus programs, including panel presentations
    - *April 28, 2017*: Diversity Preview Event featured a panel presentation by current minority students.
    - *November 17, 2017:* Diversity Preview Night guests and presenters included Dr. Anthony Overton (Biology), Dr. Monique Witherspoon (Education), Isaac Cooper (Alumni/Black Alumni Association), and Office of Diversity & Intercultural Initiatives (ODII) Diversity Ambassadors.
    - *April 27, 2018:* Diversity Preview Day featured a faculty panel presentation by minority faculty members, a parent panel hosted by current minority parents, a student panel conducted by current minority students, and an introduction to the services offered by our ODII.
    - *October 12, 2018*: Diversity Preview Night guests and presenters included Dr. Anthony Overton (Biology), Corey Green (Alumni/Black Alumni Association), ODII Diversity Ambassadors, and Diversity Recruitment Team members.
- Established Fall 2017, Monitor the number of school visits from the BCS area schools and better engage these visitors while on campus
- *(Propose)* Summer 2019, Work to establish summer programs that would recruit minority students and families to campus
- Utilize student organizations and university resources to improve the visit experience for minority students
- Enhance the involvement of current minority students to promote and attract prospective minority students

Policies and Procedures

- Identify areas of collaboration with existing programs by key local school systems that often include a large percentage of domestic minority students
- Evaluate decisions and strategies at the end of each recruitment cycle to understand how operating structure is consistent/aligns with industry best practices. These include, but are not limited to: recruitment travel, recruitment event attendance, financial aid processes, on-campus programming, and marketing/communication behaviors
- Collaboratively work with local public-school officials to expand the inquiry pool of qualified minority students interested in post-secondary education

(Beyond Admission) Retention of Domestic Minorities:
To retain domestic minorities (and all students), a positive, inclusive and welcoming living and learning

environment must exist. To stimulate this environment, a number of programs, policies, and strategies will need to address:

- *Mentorship*: I.M.P.A.C.T. (ODII) which was established to improve retention and provide a place of campus identity. This current model can be used to develop a cohort of students that would follow a prescribed program and fellowship.
- *Community*: Establish an inviting leadership cohort of students of color eager to share their community and experience with prospective students and families

Highlights of the Racial and Ethnic Diversity Survey with ReNew Partnerships and The Barna Group

Demographic Data of Survey Participants

859 Participants
100% Completion Rate

Group/Segment Name	Started	Completed	Completion Rate
White students	446	446	100%
Students of color	92	92	100%
White employees	324	324	100%
Employees of color	52	52	100%
White	745	745	100%
Persons of Color	137	137	100%
International students	7	7	100%
Born outside USA	32	32	100%
Students	518	518	100%
Employees	372	372	100%
Faculty	171	171	100%
Staff	173	173	100%
Administration	24	24	100%

Samford University
Diversity and Intercultural Initiatives

	All students		White students		Students of color		All employees		White employees		Employees of color	
	SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG
	518	3105	446	2452	92	836	372	1510	324	1329	52	220
20 a ▼ I think it is best to try to ignore a person's race/ethnicity.	2.5	2.8	2.2	2.6	4.4	3.8	3.4	4.6	3.2	4.5	5.0	5.9

- A persons ethnicity is their being. However, in this society we have learned to blend and grow accustom to other races of people and their beliefs. In reality, this is true only when other races or groups of people build larger circles to include others. If not, we will stay isolated as a people in our similar ethnicities or beliefs. – Black Female Staff
- I do not necessarily believe that people need to 'ignore' race all together because part of your race or ethnicity can play into one's culture which is important, but I do not think that anyone should every be judged based off of their race or ethnicity. – White Female Senior
- I am at a serious advantage here because I'm white. I know I have never/probably will never experience prejudice because of my race, while many of other races will. We need to be purposefully targeting the black, Asian, and Latino community to have a more inclusive campus. Scholarship should be awarded to those minorities who are in a less fortunate socioeconomic situation to foster diversity. Intentionality is key here. - White Female Freshman
- I think that ignoring race and ethnicity is in part to deny one's cultural and racial heritage. Although using race/ethnicity to differentiate or disparage others is a problem and should be brought up in the public forum, denying the importance of race and ethnicity and the impact it has on a persons upbringing and personality is not healthy either. Racial prejudices exist and they should be spoken about. The solution to this issue is not denying a persons race or ethnicity, but learning to love and accept a person because of their differences. – White Male Junior

Samford University
Diversity and Intercultural Initiatives

		All students		White students		Students of color		All employees		White employees		Employees of color	
		SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG
		518	3105	446	2452	92	836	372	1510	324	1329	52	220
20 c	My race/ethnic identity is an important part of who I am.	2.7	3.3	1.9	2.4	7.4	6.8	2.7	2.8	2.1	2.3	7.5	7.2

- Race/ethnicity is something that a person has no choice as he/she is born with it. Awareness of race/ethnicity is important; a social and moral responsibility towards peaceful coexistence is key, and understanding that all are created equal is of utmost importance. Just like the 'colors of a rainbow', so should our diversity be. Enjoy the beauty in diversity, and soon we will hear the harmony in diversity. – Faculty of Color

- I understand that there is a racial problem on this campus but at times it is hard for me to understand. Although I don't characterize myself as white, for my family is Hispanic, I don't always see racism. I grew up homeschool in a family where racism was completely absent, I didn't know that it was even a problem or how anyone could think of someone as different based on race until I was in high school. So sometimes I say I lack sensitivity lenses because I don't want to be hyper sensitive or extra careful of things I say, I want to be normal, I want to speak normal because everyone IS normal. I don't see a difference in people therefore I don't want to act differently, and that includes being extra careful and sensitive of what I say. I do think that there is a definite problem on Samford's campus but I think it more a problem of ignorance and simply being unaware of issues and less of purposeful hate, spite, or differential treatment. Sometimes I do get tired of being a minority and at other times I love it, I love being different and special[…]it is interesting, unique, fun and I love where I came from and I love to share it. – Hispanic Female Sophomore

Samford University
Diversity and Intercultural Initiatives

	All students		White students		Students of color		All employees		White employees		Employees of color	
	SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG
	518	3105	446	2452	92	836	372	1510	324	1329	52	220
24 a ▼ How often are you treated unfairly due to your race/ethnicity by students	7.8	6.7	8.4	7.4	5.1	4.3	7.3	7.0	7.9	7.4	3.8	4.4
24 b ▼ How often are you treated unfairly due to your race/ethnicity by staff	8.2	7.6	8.5	8.0	7.0	6.8	8.0	7.9	8.4	8.2	5.6	5.5
24 c ▼ How often are you treated unfairly due to your race/ethnicity by faculty	8.1	7.6	8.4	8.0	6.4	6.8	7.7	7.6	8.2	8.0	4.6	5.2
24 d ▼ How often are you treated unfairly due to your race/ethnicity by administration	8.0	7.5	8.5	7.9	5.7	6.5	7.6	7.4	8.1	7.8	4.3	4.8

- Samford needs more diversity within its faculty so that students of color can see they are being represented at a higher level. – Hispanic Female Senior
- The racism I have experience at Samford is not overt. The ideologies which effect other student's perception of me, as a person of color, is largely experienced in the classroom. Many seem shocked that I have the capability to compete with, or perform better than them in class. I have had the opportunity to study race relations and inequalities due to my major, with in the college of arts and sciences. However, I generally feel that a forum for discussing race in an educated forum is not presented. This needs to improve. Staff in certain departments have been rude to me, and I feel that increased interaction with a diverse student population would minimize such instances. – Black Female Junior

Samford University
Diversity and Intercultural Initiatives

	All students		White students		Students of color		All employees		White employees		Employees of color	
	SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG
	518	3105	446	2452	92	836	372	1510	324	1329	52	220
25 g ▼ I feel like an outsider rather than an insider.	6.2	4.6	7.0	5.6	2.7	1.6	5.5	5.3	6.1	6.1	2.2	0.7

- I believe when African Americans talk about racial concerns, we are perceived as whining or wanted special consideration. I also feel that if I talk about racial disparities it will affect how my co-workers see me and deal with me in a negative way. –Black Female Faculty
- Samford needs more diversity within its faculty so that students of color can see they are being represented at a higher level. – Hispanic Female Senior

Samford University
Diversity and Intercultural Initiatives

		All students		White students		Students of color		All employees		White employees		Employees of color	
		SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG
		518	3105	446	2452	92	836	372	1510	324	1329	52	220
27 a	Increase the race/ethnic diversity of the sources in course curricula	3.3	3.4	2.6	2.8	7.0	5.5	3.8	4.1	3.5	3.8	7.1	6.4
27 b	Better defined policies/procedures for addressing race/ethnic bias incidents	3.9	3.9	3.4	3.5	6.5	5.5	5.0	4.9	4.7	4.7	7.1	6.8

- The key to race and ethnic dynamics at Samford is to build relationships. It may mean having to somewhat "force" people to interact. However, when opportunities are provided, the people come away from the experience better understanding of and feeling more compassion toward all people. –White Female Administrator

Samford University
Diversity and Intercultural Initiatives

		All students		White students		Students of color		All employees		White employees		Employees of color	
		SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG
		518	3105	446	2452	92	836	372	1510	324	1329	52	220
27 i	Provide race/ethnic diversity training that is voluntary (optional)	4.0	3.9	3.8	3.8	4.6	4.6	4.0	4.2	4.1	4.3	3.3	3.9
27 j	Provide race/ethnic diversity training that is mandatory (required)	-1.5	-0.8	-2.3	-1.4	2.4	1.2	-0.2	0.3	-0.8	-0.2	4.4	3.7

- I believe that racism is an important and controversial topic in our country today. While I believe that the Church should have a large role in reconciliation, violence and prejudice should not. Violence and discrimination are not the answer. – White Female Sophomore

- There have been occasions in the past when students have made racially insensitive remarks, comments, attempts at humor, etc. The sorority-shirt incident in the spring, and the law school's off-campus, trivia contest two years ago (in which some students named their teams inappropriately, such as "Trayvon deserved it," and "Bill Cosby only touches the darker kids"), reflect the extent to which some students are either naive/ignorant, or racially prejudiced.- Black Male Faculty

Samford University
Diversity and Intercultural Initiatives

		All students		White students		Students of color		All employees		White employees		Employees of color	
		SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG
		518	3105	446	2452	92	836	372	1510	324	1329	52	220
27 m	Include a curricular requirement (required class for all students) on race/ethnicity	-0.8	0.4	-1.8	-0.4	5.0	3.0	0.8	1.3	0.3	0.9	4.8	4.8

- Race relations is often ignored because it makes people uncomfortable. However, the elephant in the room cannot be ignored. Samford has really disappointed me in the cultural diversity department. – Black Female Senior

- I fully acknowledge that big changes need to happen, and am encouraged by the fact that Samford is addressing the issues on campus. Unfortunately, at a school with a climate like Samford, I have already sensed/heard feelings of distaste for this new emphasis on diversity and increasing cross-racial relations. People feel like it's wasting their time (as disheartening as that is), and that it's not their responsibility to encourage these changes. While these changes ABSOLUTELY need to happen and I support them 100%, I believe Samford must proceed cautiously to avoid increasing these feelings of distaste among the slowly-changing, stuck-in-their-times population. Because this could cause Samford to move in the opposite direction. – White Female Senior

- I honestly can't speak for others who are of a different race or ethnicity than my own. From my experience, I've not ever seen people of non white races being treated poorly or speaking out about oppression from Samford, but I only know people within my program of study. It's very easily possible that people I don't know may be exposed to oppression. -Hispanic Graduate Student

Samford University
Diversity and Intercultural Initiatives

	All students		White students		Students of color		All employees		White employees		Employees of color	
	SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG	SU	AGG
	518	3105	446	2452	92	836	372	1510	324	1329	52	220
31 f ▼ I am tired of talking about it	-27%	-26%	-28%	-27%	-20%	-23%	-17%	-18%	-18%	-17%	-12%	-20%

- Racism is a problem in our society, but there have been significant moves to change this. I think we are making progress and it is less of a problem now. – White Female Freshman
- Unfortunately, racism exists and acknowledging the problem is a beginning to the solution. We all come from different backgrounds and have experienced different things. There is nothing wrong with that. I enjoy working with diverse groups. We can learn from each other. Such a difficult topic. - Black Female Graduate
- I think race would not be an issue if people were not so dramatic about it. As long as you treat others fairly and how you would like to be treated there should not be a problem. - White Female Freshman
- Our race does not determine who we are or what we stand for. – White Female Graduate Student

Key Findings

- Employees of color struggle to find a place on campus.
- The majority of campus would like to be offered voluntary sensitivity/inclusion training.
- We must work to bridge the gap between the majority of White students that prefer to be “color blind” and the students of color who feel that their ethnic identity should be acknowledged and respected.

Samford University
Diversity and Intercultural Initiatives

Samford University
Orlean Beeson School of Education

RECRUITING HIGH QUALITY CANDIDATES

High Quality Candidates

According to Dr. Jayne Myer, ALSDE State Certification officer, "Content knowledge is crucial. Prospective teachers need to know about general concepts like child growth and development, classroom management, adapting instruction to meet the needs of all children on an individual basis, using assessment data to refocus teaching, how to help parents be partners in the education process, the importance of the image of teachers and the profession of teaching."

The School of Education is committed to attracting and retaining high quality and high academically achieving candidates. The school achieves this mission through recruitment efforts that are both internal- attracting high quality prospective students to campus, increasing visibility of the school with groups of high academic achieving students who are non-education majors and recruiting prospective students who are on campus for events. Additionally, the school seeks to ways to intentionally recruit students through nontraditional means externally- recruiting to students at local high schools, attending science fairs and honors day, etc. The aim is to reach out to high academically achieving students who have an interest in areas that represent a shortage area in our state and inform them of our programs and options.

According to Phil Kimrey Samford's Vice President of Student Affairs & Enrollment Management, "As of fall, 2018, 950 freshmen enrolled in the university. This class reaches a new academic record for ACT and grade point averages, as well as welcomes more minority students to campus than ever. These students are the result of an incredible effort across campus, especially the work of our admission and campus visit teams. Here is a sample of what their year held: they attended 395 college fairs last year, made 733 high school visits, conducted 315 off-campus information sessions, hosted 355 one-on-one personal meetings, traveled more than 165,000 miles by car alone, touched 25 states and 6 countries, and collectively welcomed more than 11,000 official visitors to campus for tours and organized events! Each of you, regardless of your roles on campus has assisted in recruiting these students and families to campus this year and we are very appreciative! The application cycle has already opened for the Fall of 2019, with 17 events planned for the fall, as well as 23 High School Counselor Luncheons and three Preview Days. " He went on to state, Our enrollment picture is not just with new students, as our campus has reached another milestone in student retention. Our registration numbers indicate we will achieve a <u>90% freshman retention rate</u> from the class of 2017. By reaching this goal, Samford University further distinguishes itself among colleges and universities in the United States. More importantly, I believe this is the result of diligence by many across campus to maintain relationships with students to guarantee their academic achievement and personal connection on campus. This further demonstrates the satisfaction by the Samford families with their Samford experience."

Candidates in the School of Education already exceed the national average for the ACT. Our goal is to continue to increase the number of high academically achieving students. One strategy that is a five year plan is the creation of Teaching Fellows program. One initial program already has a Teaching Fellows structure in place. Using this framework, which are "Teacher Leader Team, the EPP is working towards creating a formal program and scholarship for high academically achieving students. With the addition of a scholarship and study abroad option, the teacher leader team would be an attractive options for those students. Faculty is working with advancement to identify potential funding streams for an endowment for the scholarships. In the meantime, this initial program is finding ways to challenge their identified "Teacher Leader Team" through additional professional development opportunities as well attendance at conference.

Plan for Recruiting High Academically Achieving Students

Goal: To increase the number of high academically achieving candidates.

This plan will be for the next 5 years and will be monitored through observing the number of students who enroll based on information they gained from the action step.

Target Audience	Action Step	Who is responsible	When
Prospective students who attend STEM camps, Animate, Governor's School and honor's camp	Attend the event and conduct information sessions about our programs	EPP faculty and staff	During the event-throughout the year
Prospective students who are attending honors or scholarship days-University Fellows, Micah Fellows, etc.	Attend the event, assist with interviews, conduct information sessions	EPP faculty and staff	Spring
Prospective students who have an interest in the STEM fields	Attend regional science fairs and provide materials about our program	EPP faculty and staff	Spring
Prospective students who are high achieving and have an interest in education	Working towards securing scholarships for current teacher leader team and developing *"Teaching Fellows"*	Advancement & EPP faculty	Continuously
Current students who are high academically achieving students and who have an interest in STEM fields	Visit classes and speaking with professors and students in these areas to inform about our programs	EPP faculty	Continously