College of Engineering
Executive Committee Meeting
September 18, 2015
1:00-3:00pm
Eccles Boardroom

Excused: Patrick Tresco
Attending: Rob MacLeod

Calendar
Thursday, Oct 1  Sabbatical Reports due
Friday, Oct 9  ENAC, Kennecott Building Dedication
Thursday, Oct 22, 6:30pm  Scholarship Banquet – Rice Eccles Stadium Varsity Room Fl. 6
(The program will list scholarship and named fellowship recipients who are recognized at separate events)

Announcements/Follow-up

Jodi Peterson, Sexual Assault Support Advocate, Center for Student Wellness
Jodi works with interpersonal relation violence. She is a confidential communicator, not a counselor, and works with both faculty & staff. Faculty have a responsibility for mandatory reporting if they learn of such violence. Any faculty member or administrator can contact Jodi. She is located in Student Services Bldg. Rom 330. As a reminder, OEO, Dean of Students and Jodi’s services are free. Chairs were asked to let their faculty and advisors know about this service. Chairs were advised to have Krista Pickens, OEO, do her one-hour training for faculty, grads and TA’s.

Sabbatical reports for faculty who took sabbatical 2014/15 are due by October 1st.
To encourage high quality sabbaticals, faculty are now required to give a report upon completion. Please schedule a faculty meeting or seminar slot for the faculty member to present their sabbatical work.

McMurrin Distinguished Visiting Professorship - $7,500. Nominations due Oct. 9 to a.blanchard@ugs.utah.edu. Departments are encouraged to apply for this.

Faculty Recruiting: Because there are many openings for engineering faculty members around the country now, we need to actively recruit candidates by talking to senior faculty at peer institutions. New procedures for hiring can be found at:

New faculty hiring process:  https://utah.peopleadmin.com/
Diversity faculty hiring initiative:  http://diversity.utah.edu/faculty-hiring-initiative/

We should strive to get our job postings up early, to further encourage quality applicants to apply.
Discussion Items

ABET Review - Ajay Nahata
The ABET Review went very well thanks to good preparation of dept. chairs, faculty, team leaders, and staff. There were a few minor issues, with the most prominent being the Program Educational Objectives. The draft report from the review team could arrive in as little as three weeks or take up to 3 months. When it arrives, we have 30 days to respond. The vote on accreditation will happen in July 2016. Dept. chairs were asked to fill out an online evaluation for the evaluators. A link has been sent to the chairs.

Peer to peer mentoring programs - Tim Ameel (slides)
50% of students who initially indicate an interest in ME drop out of the program before graduation. A new peer to peer mentoring program for freshmen has a goal of building a sense of belonging and cohesiveness to help students feel welcomed and involved. Tim will report back next year on the success of the program.

Milind Deo - ChE mentoring program motivation is to retain and strengthen women in engineering. The program started about 8 months ago and has 8 women faculty mentors and 22 women undergraduate mentees. They meet once a month and also work with other womens' groups. Male students are starting to ask about the program and the department is considering making it available to all students.

Good progress program for graduate student - Ross Whitaker (slides)
The School of Computing has implemented a program for monitoring the progress of Graduate students. It uses a simple paper form called a Due Progress Form. It was modeled somewhat after the program at Carnegie Mellon called “Black Friday” where all of the faculty make a yes or no vote on whether the student should remain in the program, but the U of U program is designed primarily to encourage students to make good progress, rather than to remove them from the graduate program.

The first task in building your program is to identify and agree on milestones for the student. The process indicates whether students are making good progress, are ahead of the expected progress, or are not making good progress. Students who are not making good progress are required to submit a proposed plan to get back into good progress.

Bioengineering started a similar program, but it was done entirely with an on-line database that all can access. In the beginning, interest was high, but it has waned, and the program has become unused.

A scheduled process that has deadlines for turning in information on student progress really does make the program effective. A good progress process for graduate students can be a huge help to advisors, and it helps students understand that there is a timeline for finishing. Dean Brown highly recommends implementing such a program in all departments; Ross is happy to provide details on the SoC good progress program.

Graduate Student Recruiting - Eric Eddings (slides)
The college's highest priority is to get really good students into the graduate programs. Monica and Eric have been meeting with the Grad Directors. It has been very worthwhile and they would like to continue doing this. They have informed the directors about what happens at the college level and
what the college can provide. They have also put together a flow sheet showing how to get students and faculty involved in the process. Directors have been encouraged to bring up these topics in their faculty meetings. As a reminder, the Grad fly-in is Feb. 18-20th.

**University – Engineering Relationship**
Funding to support senior projects: [http://capstone.ugs.utah.edu/forms/](http://capstone.ugs.utah.edu/forms/)
The application for funding from the Undergraduate Office to support capstone senior projects is simple; a one-student project can receive $1000. Departments are encouraged to apply for these funds to help support senior projects. Chairs were asked to let those who are working with capstone projects know about this source of funding.

**Engineering Visibility on the U of U Websites**
Engineering is not adequately represented on the University's web pages, but Marti Bradley has agreed that we can add links to the undergraduate student success page. We will put a link under their Learning Communities & Cohorts page, and another under their Deeply Engaged Learning Experience page. The college will take care of the Learning Communities page, which will point to Engineering Scholars, Grand Challenges Scholars, Living and Learning Cohorts in the dorms, and our many student organizations and clubs.

Chairs were asked to help with the second part. Our senior projects rival any experience students have on campus as a deeply engaged learning experience. Many of them are closely connected to the community, and a number of them actually get implemented. We would like to feature student projects from all engineering departments on [http://studentsuccess.utah.edu](http://studentsuccess.utah.edu). We will have a featured link on [http://studentsuccess.utah.edu/resources/deeply-engaged-learning-experience](http://studentsuccess.utah.edu/resources/deeply-engaged-learning-experience) that will point to a page on the college’s website. This page will have links to pages from each department, containing at least a few student projects to showcase. ME already has in place an excellent summary of their senior projects at [http://design.mech.utah.edu/design-day/](http://design.mech.utah.edu/design-day/). If departments need help creating a page that describes some good examples of projects done by their students, they can reach out to Tigran Mnatsakanyan at tigran@eng.utah.edu. In any case, please let him know the address of your projects page so he can link to it.

**Initiatives for FY16**
As a reminder, here are the Colleges strategic initiatives for the year:

- **Increase Research Volume**, which has drooped due to sequestration and the competitiveness of federal funding. To grow research funding, we need to be going after large multi-investigator programs. A bigger percentage of federal funding is going to such programs. Chairs were asked to be on the outlook for these programs and actively be encouraging teams. Eric is actively matchmaking with the School of Medicine and we should also look for opportunities with the College of Science.
- **Improve Student Quality and Retention** (recruitment, admission, advising, honors). A new process for admitting undergraduate students will be implemented, with all students who are prepared to start the engineering curriculum, whose credentials are above our threshold, being admitted to the College of Engineering. Departments are still encouraged to directly admit top students who know they want to major in that discipline. Promising students who are not prepared for Engineering will be admitted by the University as pre-engineers. Departments should make a decision about admission to full major status after students have taken the freshman courses.
• **Faculty Issues (Engagement, Awards).** At our Fall Faculty and Staff meeting we discussed the need to get more awards for our faculty. Departments could ask senior or emeritus faculty to serve the department by looking through all professional society awards and identifying faculty or alums who may qualify for those. CvEE received a spreadsheet from Academic Analytics of all the awards that they monitor. They have given it to their awards committee to sift through as a starting point. This information would be available to all departments.

• **Students and Teaching Methods (entrepreneurial certificate).** After enthusiastic discussion it was decided unanimously that the CoE should we put together a certificate related to entrepreneurship. This would help our reputation as an entrepreneurial school. It should include a business course that introduces accounting, finance and management, a course in entrepreneurship such as our Emerging Technologies Course, an Intellectual Property Course, and maybe a course in business law. We are encouraging engineering students to live in the new Lassonde Studios.

• **Distance Education:** Next month, department chairs will give an update on flipped classrooms, how many have been flipped how successful they are. The financial model developed for the MS ECE degree has been approved by the University. The delivery method is sustainable and delivers a high quality product. Other departments that are considering new distance education initiatives should look to this program as the model. It will be important to do more distance education.
University of Utah
Department of Mechanical Engineering

Peer Mentoring Program
Research

• According to the American Society of Engineering Education, 40-50% of engineering students drop out of engineering programs.

• Of students that started the Mechanical Engineering program in the Fall of 2012, about 50% have left the program (would have been graduating Spring 2016)

• Research shows that the top three reasons (Mara, Shen, Rogers & Bogue, 2006) that students drop out of an engineering program are:
  – lack of sense of belonging
  – issues related to faculty/teaching or advising
  – difficulty of curriculum

• Higher levels of student success in transitioning to the university, and higher likelihood of students identifying with the university community have been associated with other peer mentor programs in multiple studies
Background of M.E. Peer Mentoring Program

- Collaboration of ideas between Joy Velarde (ME Academic Advisor) and Nicolas Brown (ME USAC Chair)
- Originally envisioned to assist transfer students new to the department
- Research indicated that transfer students less likely to change/drop major than freshmen
- Primary focus shifted to first year students, but peer mentor volunteer rate was sufficiently high to serve all new students, including transfers
Overview

The Department of Mechanical Engineering has initiated one of the largest peer mentoring programs at the University of Utah.

- **24 Active Peer Mentors**
  - Comprised of juniors, seniors, international students, men, women, honors students, transfer students, and veterans

- **~250 New Students (mentees)**
  - Freshmen and transfer students new to the Department
The ME Peer Mentoring program is different from many other programs throughout the nation:

- **Volunteer Peer Mentors**
  - No direct (monetary) compensation
  - Compensation by socials, ongoing training, etc.

- **Administered on the Department Level**
  - Ensures administration and mentors are in tune with student needs

- **All incoming students are assigned mentors**
  - “Opt Out” Program, as opposed to “Opt In”
Mission

The mission of the Mechanical Engineering Peer Mentoring Program is to help incoming students succeed by providing a sense of belonging in the Mechanical Engineering program.

Purpose

• Mentors serve as champions, advocates, role models, and sources of positive reinforcement for mentees.
• Mentors impart general knowledge related to the University of Utah, College of Engineering, or the Department of Mechanical Engineering.
• As needed, mentors shall direct mentees to appropriate university resources (i.e. Academic Advising, Counseling Services, Career Services, etc.)
Timeline

- June, 2015: Idea proposed by Joy Velarde (undergraduate advisor) to Director of Undergraduate Studies and M.E. USAC
- July, 2015: Research was conducted and a proposal submitted by Joy Velarde and Nicolas Brown (USAC Chair) to Department Chair, Tim Ameel and was approved
- July 18, 2015: Nicolas Brown hired as paid Peer Mentor Coordinator
- July 22, 2015: Email went out to all Juniors and Seniors with volunteer peer mentor application with a deadline of August 1st
- August 4-5, 2015: Conducted peer mentor interviews (one-on-one Q&A/info sessions)
- August 11, 2015: Email survey was sent to all new students (first year and transfer) to help match with peer mentors and determine effectiveness of program later
- August 19, 2015: Conducted peer mentor training and gave lists of students/mentees to mentors
- August 24, 2015 – Present: Mentors follow a prescribed schedule of contact, monitored by Peer Mentor Coordinator
A request for volunteer peer mentors was sent out to junior and senior class July 22, 2015.

Mentors were asked demographic questions:
- Gender, age
- Family/marital status
- Identifying groups: (International, Honors, Second Major, Veteran, Non-Traditional, Transfer)
- Part time/full time school status
- Work status
- GPA

Open questions (eg. Why do you want to be a peer mentor?; What qualities do you possess that would make you a good peer mentor?)
Choosing Peer Mentors

In August, mentors were asked follow up questions in interviews/Q&A sessions:

- Interest and hobbies
- Course load
- Clubs/fraternities/sororities
- Volunteer work
- Questions about leadership skills/definitions
- Experiences in M.E. program

All volunteers were utilized, but were assigned various numbers of mentees depending on answers to questions, noted time of responses, personality, preference, etc.
An optional survey was sent out August 11, 2015 to all incoming students.

- Demographic questions asked mirrored those asked of peer mentors
- Other questions rated confidence and knowledge in certain areas before beginning school at the U as well as beliefs related to expectations and benefits of peer mentor
- Respondents grouped based on various metrics (interests and/or demographics)
  - e.g., honors students grouped with honors students, robotics interest with robotic interests, transfers with transfers, etc.
- Grouping ensured that mentees in a group could identify with one another in some way
- Those who did not respond to the optional survey were randomly assigned a mentor
Peer Mentor Initial Training

- **Initial Training: August 19, 2015**
  - Pizza and t-shirts for the mentors
- **Training discussed peer mentor handbook**
  - Handbook describes program administration, purpose, scope, communication, and available resources
- **Representatives from Counseling Center, Student Success Advocates, and Career Services discussed roles/purpose of their services**
- **List of mentees released to mentors (5-10 new students and up to 15 transfers per mentor), contact began the week before classes started**
Expectations of Peer Mentors

- Make initial contact via email with all assigned mentees before classes started
- Meet in person as soon as possible (first 1-2 weeks of class)
- Make contact at certain intervals throughout the semester
- Meet in person at least once or twice per semester, if possible
- Provide support and guidance, direct students to other resources, as needed
- Not expected to be tutors or counselors
Supervision

• Peer Mentor Coordinator (supervised by Academic Advisor) checks in regularly with all peer mentors and reminds them about communication schedule

• Communication with mentees is tracked on spreadsheets shared in Microsoft OneDrive (secure login required)

• Mentors are FERPA trained

• Meetings and trainings throughout the semester provide opportunities to check in with mentors and share experiences and challenges
Peer Mentor Ongoing Training

Training/Social Activities are ongoing

- First social event: ME USAC Information Fair – August 26, 2015
  - Considered successful based on attendance, number of club member sign ups, peer mentor/mentee meetings, and faculty approval

- Events currently planned for September/October
  - Peer mentor check in and resume workshop
  - Social activity to get mentors and mentees together

- Goal is to train and compensate mentors without monetary payment
  - Incentive to continue participation
Initial Positive Outcomes

• Peer Mentors feel program has helped them grow in terms of communication and leadership
  – Specific communication examples are provided at contact milestones
  – Mentors given opportunity to devise and execute plan of action
• Peer Mentors have been able to network with each other
  – One mentor with an interest in aerospace connected with mentor who has interned with Boeing
  – Have reached out to each other when trying to assist their mentees
• Peer Mentees have appreciated a proactive resource from the department
  – Students have already utilized mentors to gain knowledge on specific issues like BS/MS, contacting professors, financial assistance, etc.
  – Students expressing apprehension about starting the M.E. program have been happy to have a peer mentor to guide them
• The ME Department has an inside source of knowledge regarding the student population
• The ME Department has a pool of dedicated student leaders to access when other needs arise (i.e. ABET process, recruitment)
Challenges

• Short timeline to implement program
• Students being accepted to the program later than expected caused a need for more mentors
  – 70 new students added after August 18, 2015, including about 20 international students that showed up a few days before classes started and hadn’t applied to the major yet
  – 6 mentors added after fall semester started
  – Some students were admitted but did not attend, which caused confusion about which new admits need mentors
  – Assigning mentors to all students in ME EN 1000 did not initially account for students repeating the class
• The program did not plan on mentors dropping out, leading to confusion in mentee redistribution
• Some mentors have had more trouble connecting with their mentees than others
Evaluation and Assessment

Evaluation Methods:
- Before and after survey of all new students
- Survey of all mentors
- Informal discussions with students, mentors, faculty, staff
- Comparison of attrition rates to previous years

Program will be deemed successful based on:
- Increase in student retention
- Positive feedback from mentees and increase in knowledge and confidence in certain areas based on before/after survey
- Positive feedback from peer mentors
- Positive feedback from faculty and staff
Future Sustainability

• The hope is that a current peer mentor can be hired to be the next Peer Mentor Coordinator
• Students that have been mentored will hopefully volunteer to be a peer mentor in one (junior transfers) to two/three years (first year students)
• Hope to get enough volunteers each year to keep mentee/mentor ratio to 5-10 to 1 (slightly higher for transfer students)
• A student group was formed to help offset cost to Department (Mechanical Engineering Mentoring Society; MEMS)
• A corporate sponsor may be sought in the future to expand the program and further offset costs
• Any future increase in advising staff may eliminate need to hire a Peer Mentor Coordinator
Due Progress – School of Computing

• Context
  – Some other schools do it
    • CMU – ”Black Friday”
  – Identified problem: time to graduation for PhDs

• History
  – DGS (Ross) proposed a plan in 2007
  – Lots of faculty discussion
    • Several meetings
Faculty Discussion

• Consensus on goals
  – *Not* to kick people out of program
  – Motivate students/advisors
  – Identify problem cases (propose solutions)
# PhD Milestones

**Graduate Student Progress Guidelines for the PhD Program**

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Good Progress</th>
<th>Acceptable Progress</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose advisor and initial committee</td>
<td>1 Semesters</td>
<td>2 Semesters</td>
<td></td>
</tr>
<tr>
<td>Program of study approved by advisor and initial committee</td>
<td>4 Semesters</td>
<td>5 Semesters</td>
<td></td>
</tr>
<tr>
<td>Complete Teaching Mentorship</td>
<td>4 Semesters</td>
<td>6 Semesters</td>
<td></td>
</tr>
<tr>
<td>Complete required courses</td>
<td>5 Semesters</td>
<td>6 Semesters</td>
<td></td>
</tr>
<tr>
<td>Full committee formed</td>
<td>6 Semesters</td>
<td>7 Semesters</td>
<td></td>
</tr>
<tr>
<td>Program of study approved by committee</td>
<td>6 Semesters</td>
<td>7 Semesters</td>
<td>U. requirement: one semester before defense</td>
</tr>
<tr>
<td>Written qualifier</td>
<td>5 Semesters</td>
<td>6 Semesters</td>
<td>U. requirement: one semester before defense</td>
</tr>
<tr>
<td>Oral qualifier (proposal)</td>
<td>7 Semesters</td>
<td>8 Semesters</td>
<td>U. requirement: After written qualifier and one semester before defense</td>
</tr>
<tr>
<td>Dissertation defense</td>
<td>10 Semesters</td>
<td>12 Semesters</td>
<td>U. requirement: document finalized within three months of the defense</td>
</tr>
<tr>
<td>Final document</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Due Progress Form

- Submitted once per year
- Signed by advisor
- Reviewed by grad studies committee
Due Progress Form

- Top of form – admin

<table>
<thead>
<tr>
<th>Activity</th>
<th>Good Progress</th>
<th>Acceptable Progress</th>
<th>Completed Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose Advisor &amp; initial committee</td>
<td>1 semester</td>
<td>2 semesters</td>
<td></td>
</tr>
<tr>
<td>Program of Study approved by Advisor and initial committee</td>
<td>4 semesters</td>
<td>5 semesters</td>
<td></td>
</tr>
<tr>
<td>Complete required courses and TA Mentorship</td>
<td>5 semesters</td>
<td>6 semesters</td>
<td></td>
</tr>
<tr>
<td>Full committee formed</td>
<td>6 semesters</td>
<td>7 semesters</td>
<td></td>
</tr>
<tr>
<td>Program of Study approved by committee</td>
<td>6 semesters</td>
<td>7 semesters</td>
<td></td>
</tr>
<tr>
<td>Written qualifier</td>
<td>5 semesters</td>
<td>6 semesters</td>
<td></td>
</tr>
<tr>
<td>Oral qualifier (proposal)</td>
<td>7 semesters</td>
<td>8 semesters</td>
<td></td>
</tr>
<tr>
<td>Dissertation defense</td>
<td>10 semesters</td>
<td>12 semesters</td>
<td></td>
</tr>
<tr>
<td>Final document</td>
<td></td>
<td></td>
<td>3 months of final defense</td>
</tr>
</tbody>
</table>

1. Has the student met due progress requirements? □ YES □ NO

2. Describe the progress the student has made during the past year.

______________________________  ______________________________
Student Signature                  Date

______________________________  ______________________________
Advisor signature                   Date
Due Progress Process

• Due progress reports
• Reports are triaged by DGS and GS committee (track directors)
• Problem cases are reviewed by all faculty at meeting
  – 10-20 cases
  – Proposed actions:
    • Ultimatums issued, timelines mandated, advice/feedback, removal
Thoughts/Experiences
Recruiting of Domestic Graduate Students

College of Engineering
University of Utah
Our Problem

The number of domestic applications for graduate study in the College of Engineering are low.

2014 PhD Domestic Application Numbers* (M.S. and Ph.D.)

<table>
<thead>
<tr>
<th>Department</th>
<th>Domestic</th>
<th>International</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioengineering</td>
<td>70</td>
<td>50</td>
<td>58%</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>17</td>
<td>88</td>
<td>16%</td>
</tr>
<tr>
<td>Civil &amp; Environmental Engineering</td>
<td>5</td>
<td>62</td>
<td>7%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>22</td>
<td>120</td>
<td>15%</td>
</tr>
<tr>
<td>Computing</td>
<td>7</td>
<td>37</td>
<td>16%</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering</td>
<td>10</td>
<td>101</td>
<td>9%</td>
</tr>
<tr>
<td>Materials Science &amp; Engineering</td>
<td>10</td>
<td>49</td>
<td>17%</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>27</td>
<td>109</td>
<td>20%</td>
</tr>
<tr>
<td>Nuclear Engineering</td>
<td>8</td>
<td>6</td>
<td>57%</td>
</tr>
</tbody>
</table>

* Information taken from invoice sent by Registrar’s office for application fees
Definition of Roles

• What are our expectations for the roles of the various entities with respect to graduate recruiting?
  • Director of Graduate Studies
  • Graduate Coordinators (Staff)
  • Faculty
  • Current graduate students/ GSAC
  • College
Communication Plan

• Do departments have some sort of formal communication plan in place for graduate recruitment?
• Are departments tracking information on students interested in the program?
• Do departments follow-up with those who inquired but have not applied?
• Do departments contact admitted students to improve acceptance rates?
### One Example*

**Department Communication Plan Ideas**
Created by Dannette Gomez Beane, Graduate School, Office of Recruitment and Diversity Initiatives

**Automated Emails sent through HOBSONS® Connect**

<table>
<thead>
<tr>
<th>Email</th>
<th>Description</th>
<th>Trigger email to go out after contact is entered into the system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry through interest page</td>
<td>Sent to students who filled out the interest page that is provided on the Graduate School website</td>
<td>Immediately</td>
</tr>
<tr>
<td>Inquiry through walk in</td>
<td>Sent to students who visited for a tour or drop in</td>
<td>Day after visit</td>
</tr>
<tr>
<td>Inquiry through phone call</td>
<td>Sent to student who called and said he/she &quot;wants more information?&quot;</td>
<td>Immediately</td>
</tr>
<tr>
<td>Inquiry through email</td>
<td>Sent to students who emailed and wrote he/she &quot;wants more information&quot;</td>
<td>Immediately</td>
</tr>
<tr>
<td>Suspect Communication – purchased list</td>
<td>Sent to students who don’t know that we exist but may be identified as a good candidate</td>
<td>Immediately</td>
</tr>
<tr>
<td>Non-applicant</td>
<td>Sent to Follow up with those students who showed interest but haven’t applied</td>
<td>30 days after initial inquiry but before application deadline</td>
</tr>
<tr>
<td>Non-applicant approaching deadline</td>
<td>Sent to students reminding them of approaching deadline</td>
<td>30 days before deadline</td>
</tr>
<tr>
<td>Applicant</td>
<td>Sent to students who have applied with information about timing of the decision and next steps</td>
<td>Immediately</td>
</tr>
<tr>
<td>Admit</td>
<td>Sent to students who have been admitted with a congratulatory tone</td>
<td>Immediately</td>
</tr>
<tr>
<td>URM Admit Welcome</td>
<td>Sent to students who are admitted and identify as an underrepresented minority with a message from a current URM student</td>
<td>5 days after admitted</td>
</tr>
<tr>
<td>Women in STEM Admit Welcome</td>
<td>Sent to female students who are admitted with message from a student</td>
<td>5 days after admitted</td>
</tr>
<tr>
<td>International Admit Welcome</td>
<td>Sent to international students who are admitted with message from a student</td>
<td>5 days after admitted</td>
</tr>
</tbody>
</table>

**Other ideas**
- Orientation
- Invite to department event
- Missing Application Materials
- When materials are received
- Email from Alumni

**Videos from**
- Dean
- Department head
- Director
- Coordinator
- Student

* Taken from the Graduate School website at Virginia Tech
<table>
<thead>
<tr>
<th>Item</th>
<th>Generated by</th>
<th>Action</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post cards</td>
<td>College</td>
<td>Departments update annually (by Sept 1); Departments determine how many needed; College pays for printing.</td>
<td>Available through department (by Sept 15). Faculty and students hand out during recruiting events, conferences, and invited talks.</td>
</tr>
<tr>
<td>Power Point Slides</td>
<td>College</td>
<td>College to update annually (by Sept 1); Available on website: <a href="https://www.coe.utah.edu/login_home">https://www.coe.utah.edu/login_home</a></td>
<td>Faculty to pull from to include part or all in invited talks, conferences, and course lectures as needed.</td>
</tr>
<tr>
<td>Posters (electronic, pdf)</td>
<td>College</td>
<td>Departments update annually (by Sept 1); College PR Team to complete updates (by Sept 15); Available on website: <a href="https://www.coe.utah.edu/login_home">https://www.coe.utah.edu/login_home</a></td>
<td>Dean, Chairs, faculty, and students email to partner schools, collaborators, and friends. Dean requests name exchange.</td>
</tr>
<tr>
<td>Website</td>
<td>Department/College</td>
<td>Departments maintain a link to grad info form available at <a href="https://www.coe.utah.edu/grad_info">https://www.coe.utah.edu/grad_info</a>. College maintains grad info form and database.</td>
<td>Potential students complete form; departments enter student info on form for walk in or phone call inquiries; or lists can be provided to college webmaster to upload to database.</td>
</tr>
<tr>
<td>Database Searches</td>
<td>College</td>
<td>College submits request to Graduate School for GRE Database search; National name exchange search; and McNair’s scholars search</td>
<td>Uploaded to database for automated email distribution; provided to departments for personal contact and tracking of top students.</td>
</tr>
<tr>
<td>Automated Emails</td>
<td>College</td>
<td>Departments to update text annually (by Sept 1)</td>
<td>College welcome e-mail sent immediately; 1st departmental e-mail sent Oct 15; 2nd departmental email sent Nov 15.</td>
</tr>
<tr>
<td>Telephone</td>
<td>Department</td>
<td>Graduate Coordinators help departments identify top candidates through Apply Yourself and database searches, based on department metrics.</td>
<td>Faculty members call 5-10 students to encourage students to apply.</td>
</tr>
<tr>
<td>Email/ Skype</td>
<td>Department</td>
<td>Department establishes process for responding to email inquiries regarding graduate program.</td>
<td>Graduate coordinators, GradSAC, and faculty members respond to specific student questions personally and not just by cutting and pasting information from website.</td>
</tr>
<tr>
<td>Events</td>
<td>Department</td>
<td>Departments identify top recruiting events for each respective discipline to attend.</td>
<td>Director of Graduate Studies, Graduate Coordinators, and GradSAC members attend to promote program.</td>
</tr>
<tr>
<td>YouTube Videos</td>
<td>Department/College</td>
<td>Departments and faculty work with College to develop promotional videos</td>
<td>Department and faculty to post on website.</td>
</tr>
<tr>
<td>Facebook</td>
<td>Department/College</td>
<td>Departments determine important facts to announce</td>
<td>Post regularly, including when to apply to graduate school.</td>
</tr>
<tr>
<td>Twitter</td>
<td>Department/College</td>
<td>Departments determine important facts to tweet.</td>
<td>Tweet regularly, including when to apply to graduate school.</td>
</tr>
</tbody>
</table>
Current COE Services

• Automated Email System (AES)
  • Initial welcome email automatically sent to students who filled out the interest page on department or college website
  • Can submit student information to add to AES through interest page for walk-in, phone, or email inquiries
  • Can upload lists obtained through recruiting events, name exchange programs, or database searches

• Currently, further AES emails from departments can be sent as recruiting season progresses

• **ACTION:** DoGS to review and update system emails from their dept., and we will collectively determine how/when they should be sent out.
Current COE Services (continued)

• PDF Posters for electronic distribution*
  • Dean, Chairs, faculty and students can email to colleagues and friends interested in graduate school

• PowerPoint Presentation*
  • Faculty can bring to invited talks and conferences to promote graduate program

• Postcards with “Quick Facts”
  • Great for faculty and students to distribute at conferences and student events

• These materials are updated annually

* Available on College of Engineering website under People> Login > Resources > Recruitment/Promotional Materials
Current COE Services (Continued)

• Graduate Recruitment Fly-In Event
  • February 18-21, 2016
  • For top domestic student applicants
  • Important to have faculty and current students involved

• Graduate Fellowships
  • Additional funding to help recruit domestic students into our Ph.D. programs
  • 12-15 named fellowships available each year
    • *Been having some difficulty awarding all of them, due to limited number of domestic candidates in some departments*
Idea for New Recruiting Activities*

- **Open House** *(decided not to do at this time)*
  - October 2015
  - Current undergraduates
  - Regional universities

- **Telethon** *(decided best to do individually at dept. level for now)*
  - Faculty and GradSAC to call student prospects

- **Virtual Open House** *(did not discuss due to time)*
  - Skype sessions and chat rooms provided by GradSACs

- **Videos** *(considerable interest – we will look into what will be required)*
  - Deans, Chairs, Program Directors

- Other ideas?

* Can be facilitated by COE staff
Connect with Your Faculty

• Discuss in departmental faculty meeting
  • Help faculty members understand why their help is valuable
    • both to them as well as to their department
  • Provide resources to faculty to assist them with recruitment efforts
Let Us Help You

What else can the college be doing to help with recruitment efforts?