

**Institution Submitting Request:** University of Utah

**Proposed Title:** School for Cultural and Social Transformation

**Currently Approved Title:** There is currently no such school. The new divisions of the proposed School for Cultural and Social Transformation will retain the core of their current names. The Gender Studies Program and the Ethnic Studies Program will become, respectively, the Division of Gender Studies and the Division of Ethnic Studies.

**School or Division or Location:** The School for Cultural and Social Transformation, containing the two Divisions (Ethnic Studies and Gender Studies), will report to the Office for Equity and Diversity.

**Department(s) or Area(s) Location:** Gender Studies Program and Ethnic Studies Program

**Recommended Classification of Instructional Programs (CIP) Code:**

**Current Classification of Instructional Programs (CIP) Code:** 00.0000

**Proposed Beginning Date (for new programs):** 07/01/2016

**Institutional Board of Trustees' Approval Date:** 05/12/2016

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	XX	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

*\*Requires "Section V: Program Curriculum" of Abbreviated Template*

**Chief Academic Officer (or Designee) Signature:**

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

\_\_\_\_\_  
Signature

Date: MM/DD/YEAR

Printed Name: *Name of CAO or Designee (Ruth Watkins – Signature will be collected after BoT Approval)*

**Program Request  
University of Utah  
School for Cultural and Social Transformation  
Division of Ethnic Studies; Division of Gender Studies  
07/01/2016**

**Section I: Request**

This proposal requests the creation of the School for Cultural and Social Transformation to house the Division of Ethnic Studies and the Division of Gender Studies. The current Programs—Ethnic Studies and Gender Studies—will become these Divisions, while the School's teaching, research, and service activities will continue under the oversight of the Office for Equity and Diversity. No degree offerings are being changed, added, or eliminated. Going forward, the degrees for Ethnic Studies and Gender Studies majors and minors, along with the Gender Studies graduate certificate, will be granted through the School for Cultural and Social Transformation.

**College Review**

The proposal was presented to the relevant college-level committees (executive committees, college councils, or chairs and directors' committees) with which Ethnic Studies and Gender Studies hold shared-appointment faculty—Social Work, Fine Arts, Humanities, Social and Behavioral Science, and Education.

**Section II: Need**

Both Gender Studies and Ethnic Studies are interdisciplinary fields that bring together an impressive body of scholarship, professional organizations, scholarly journals, and publication venues, all of which address the dramatic if perplexing roles that gender and race play in the social world and the world of knowledge. More broadly, both fields analyze the interaction of gender and race with diverse factors including class, sexual orientation, sexuality, age, ability, citizenship, religion, and nationality. The faculty explore these issues with comparative, relational, and interdisciplinary frameworks in order to interrogate historical and contemporary questions of individual and institutional power, privilege, and inequity. These intellectual projects are informed, moreover, by a practical commitment to social justice.

The School for Cultural and Social Transformation will respond to the pressing, multiple needs for equity and diversity in higher education. As events across the country have strikingly shown—whether these events concern visible acts of racial and gender discrimination, protests in the streets of suburban America, or calls for resignations of certain university or college administrators—much work will be required to ensure the success of all our students and better prepare each and every one of us for working together to resolve inequities.

There are also academic and pragmatic reasons for the new administrative unit we propose. Academic shifts are redefining these fields. At their best, Ethnic Studies and Gender Studies have increasingly converged. While these fields have separate histories, ones that are rooted in specific socio-cultural and intellectual trajectories, the most respected research and teaching take place at the intersection of the two disciplines. Professional conferences, academic journals, and cutting-edge initiatives meet at the crossroads of Ethnic Studies and Gender Studies. The School for Cultural and Social Transformation will facilitate, support, and highlight such research here in Utah, as well as nationally and internationally. Moreover, the School for Cultural and Social Transformation will be the first of its kind in the intermountain region. It will position the University of Utah at the forefront of a trend within PAC-12 schools (e.g., Oregon State's School of Language, Culture and Society; and Arizona State's School of Social Transformation).

The School for Cultural and Social Transformation will also foster student engagement and community collaboration, which have been hallmarks for Ethnic Studies and Gender Studies since their early university beginnings in the 1960s and 1970s. (At the University of Utah, Black Studies, Chicano Studies, and American Indian Studies emerged as different units in 1968. By the 1976-1977 academic year, these programs consolidated to form the core of the Ethnic Studies Program. The Gender Studies Program began in 1976.) Social justice education, to be sure, forms a major guiding principle for our learning outcomes. For example, Community-Engaged Learning is a course requirement for students in the Ethnic Studies Diversity Scholars Program. And Gender Studies offers several community-engaged courses, including the Gender Justice Scholars Program and a partnership with the Women's Resource Center that works with middle- and high-school girls. The new School will strengthen community-engaged research and also course offerings that students have requested. Two reviews of the Gender Studies Program (1997, 2012) called for more opportunities for students to engage communities outside the University.

The School will additionally allow the University of Utah to take a leading role in studying and responding to pressing social matters. Utah is currently in the national spotlight regarding same-sex marriage and the school-to-prison pipeline. The School will support faculty public engagement and the creation of spaces for dialogue on these and other social concerns. Moreover, Utah's demographic shifts to larger populations of color and other types of diversity position us to educate future leaders on how to prepare for these important changes. Indeed, students involved in campus dialogues on race, access, and equity have sought increased action and resources to support our diverse student population at the U. The School for Cultural and Social Transformation will serve as a major part of the response to that student demand and will support ongoing University initiatives to address the needs of our changing population.

Pragmatically, a school administrative structure is crucial for the viability of the two programs. Currently, neither Gender Studies nor Ethnic Studies (since each is a program) is allowed to grant tenure. Thus, neither can determine its own hiring priorities according to student demand or the standards of its field. A school will allow for the existence of two separate divisions, each of which will be able to hire. Each division will be able to hire on its own or with other academic units and to evaluate faculty for tenure and promotion according to its own criteria and in line with University policy guidelines.

Pending approval, school status will allow effective stewardship of budgetary resources. When no department is in a situation to initiate a shared hire, the Programs are left with open faculty salary lines. As two divisions within a school, Ethnic Studies and Gender Studies will be better stewards of those resources. Over time, the Divisions will be able to increase the number of faculty available to teach undergraduate and graduate students interested in employment with private and public organizations that work with historically underserved populations. This facilitation of faculty hiring will directly respond to recent student demands—strongly voiced at the November “Open Dialogue on Racial Climate”—for more Ethnic Studies and Gender Studies faculty. In addition, of course, the current practice of shared hires could continue, whenever possibilities for collaboration emerge.

Finally, both units are slated for side-by-side space in the new, centrally located Gardiner Hall (on the site of the current OSH building). At the present moment, the Programs are located in disparate office space and thus are distant from each other, which precludes their synergistic interactions.

### **Section III: Institutional Impact**

The budget for the School will continue to flow from the Office for Equity and Diversity to the Divisions. The Associate Vice President for Equity and Diversity will continue to oversee the two academic units, serving as Dean of the new School. All three administrators—both directors and the dean—will serve on the School's Executive Committee.

Currently, RPT cases flow through the department in which a Gender Studies or Ethnic Studies faculty member will (or does) hold tenure. (That is to say, departments are the tenure homes and tenure holders of Program faculty.) These arrangements will continue for currently employed shared-appointment faculty in Gender Studies and Ethnic Studies. Newly hired shared appointments will move through a parallel process in each hiring unit if the split appointment is evenly shared (50-50). If the newly hired shared appointment is not evenly split between the two units (department and program), the tenure case will flow through the unit with the larger FTE share. Each unit will continue to define its own RPT criteria and conduct faculty review according to its own guidelines. Once the Divisions hire full-time faculty with tenure in their own unit, faculty review will flow from the Division level to the Associate Vice President for Equity and Diversity (serving as Dean) and then to UPTAC (which currently serves this role for other similar administrative units such as the College of Social Work, the College of Law, the David Eccles School of Business, and others). While the formation of the School will allow for Ethnic Studies and Gender Studies to hire, no current shared appointments will be moved fully into the School.

The School will form standard committees necessary to the functioning of such a unit—a curriculum committee, first and foremost. The School will elect representatives to University bodies such as the Academic Senate.

The School for Cultural and Social Transformation should not have a negative impact on enrollments. At present, Ethnic Studies and Gender Studies both accrue budget from the SCH and majors generated by the courses taught by faculty in each unit. This would continue to be the case. The Divisions will continue to collaborate, as they currently do, with departments, colleges, and programs across campus. Both Programs, as it happens, grew out of collaborations across campus and will continue to work in this spirit. The proposed School will not impinge on the existence of research and course offerings in the disciplines that engage questions of race, gender, and sexuality.

### **Section IV: Finances**

The formation of this new school will not require new resources. The Office for Equity and Diversity already employs staff dedicated to development, events planning, and marketing. The two programs will be housed in the new building, Gardiner Hall; therefore, no new funds will be required for physical space. The current staff positions responsible for student advising will collaborate to maximize the time they dedicate to this essential function.

Currently, both programs enjoy some college-level advising and staff support—the kind the School will now provide—from the College of Social and Behavioral Science. As workload grows for Division advisors (with respect to orientations, partnerships with Admissions for recruitment events, student appeals, and planning related to the undergraduate experience), the School will need an additional student advisor. This position will be shared by the two Divisions and funded internally. With regard to faculty review (RPT), the Office for Equity and Diversity will provide the requisite administrative and logistical support.

Once the School makes hires that are full FTE within a Division, the School will provide faculty with standard faculty research and professional development funds. This support will include, though may not be limited to, financial support for research and professional travel, computing, and technical support. The School will also need to develop its own set of awards for recognition of faculty, staff, and student excellence.

There should be no financial impact on other units. The proposed school does not change the budgetary credit given for SCH and majors and so should not impact other units' production of student credit hours.

### *Faculty Consultation*

Over the past decade, faculty from Ethnic Studies and Gender Studies have discussed ways to bring the two units together so as to respond to cutting-edge changes in these fields. Over the past several months, in particular, faculty members have met several times, in several different configurations, to discuss this proposal. A working group, with faculty representatives from both programs, met to discuss important aspects of the proposed new school; each faculty then met separately to discuss the proposal; as well, both directors and staff (student advisors, program managers, and administrative assistants) met to discuss the impact of the School on their domain. The input from those meetings is reflected in this document.

The proposal was then taken to each Program faculty for vetting and voting. The Gender Studies faculty voted unanimously (10-0) in favor of the School on February 5, 2016. The Ethnic Studies faculty also voted unanimously in support of this proposal.

The process of consultation beyond the Programs and across campus has taken into consideration the multiple reporting lines for Ethnic Studies and Gender Studies faculty and administration. The Programs report to and receive their budgets from the Office of the Associate Vice President for Equity and Diversity. For all curricular issues, both programs report to the College of Social and Behavioral Science. For these reasons, the opportunity for input and consultation has been offered to the Associate Vice President for Equity and Diversity, to which both Programs report, and to the dean of each college with which the Ethnic Studies and Gender Studies Programs hold shared-appointment faculty members. These colleges—Humanities, Education, Fine Arts, Social and Behavioral Science, and Social Work—are also the academic units in which the majority of our students are enrolled.

A joint retreat for the Divisions will be scheduled for August, 2016. Working groups that draw from faculty in the two Divisions will consider innovations and inefficiencies in the areas of curriculum, governance, faculty review, staffing, marketing, and development. The Programs recognize that much meaningful work is forthcoming and we welcome expertise from multiple campus entities to support this process. Three years after the formal recognition of the School, we will conduct an internal review.

### *66% by 2020*

Students know that in order to compete in the workforce they must engage with issues of diversity and equity. The School for Cultural and Social Transformation responds to this demand and, in doing so, encourages students to continue their studies. The School will also increase the professional preparedness of students to enter into any number of domains, including business, non-profit work, graduate studies, and public sector labor.

In order to achieve the Governor's aim of 66% by 2020, we must better recruit, retain, and graduate students from diverse backgrounds. The School will support faculty and staff with research-based expertise to attain these crucial goals. At the "Open Dialogue on Racial Climate" at the U, students identified an urgent need for increased value to be placed on diversity education and for even more effective links to be forged with the communities in which diverse students live. The School makes a visible statement that students from diverse, underrepresented backgrounds are valued at the University of Utah.

February 23, 2016

Ed Muñoz, Director  
Ethnic Studies Program

Susie S. Porter, Director  
Gender Studies Program

Kathryn Bond Stockton, Associate Vice President  
Office for Equity and Diversity

Dear Drs. Muñoz, Porter, and Stockton:

I want to thank you for meeting earlier this month with our Directors, presenting your vision for the new School for Cultural and Social Transformation, and answering our questions. As you know, we were all very supportive of the School and its aims, and I am most pleased as Dean to offer my strong endorsement. The School brings together two existing programs that share with the College of Social Work a strong commitment to equity, diversity, and social justice. The synergy resulting from the joining of these two programs will, in my view, prove the adage that the whole is greater than the sum of its parts.

The College of Social Work has a long, productive, and continuing relationship with both Ethnic and Gender Studies. Professor Emeritus Dan Edwards held a joint appointment in Ethnic Studies for many years, teaching courses focused on the American Indian experience; Dr. Christina Gringeri ably chaired Gender Studies (then Women's Studies); and Dr. Annie Fukushima this year began her joint appointment in Social Work and Ethnic Studies, bringing to that program her expertise in the area of human trafficking. The College deeply values its partnership with these two programs and looks forward to continuing research and teaching collaborations with the new School.

As noted in your Program Request, there is a trend in PAC-12 schools to move in this direction, and the new School will be the first of its kind in the Intermountain region. But I believe the School – and your proposal's elegant conceptualization of its role within the University, the community, and higher education at large – is about more than just being first at something. It's about surveying, understanding, and acting upon critical social, economic, political, and demographic trends unfolding at the local, regional, and national levels. It's about equity and diversity in higher education, issues brought into bold relief quite recently at many institutions, including Yale, the University of Missouri, and, yes, the University of Utah.

The U.'s recent campus dialogue on race surfaced the frustrations – as well as the hopes – of students of color in a forum unlike any other I have experienced in my 23 years here. The vehemence and passion displayed by student speakers that day recalled for me the student unrest and protests when I was in college during the height of the Vietnam War. In that campus era, students took over administrative buildings and presented “non-negotiable” demands. I am

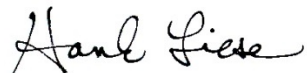
**Letter of Support – School for Cultural and Social Transformation**  
**February 23, 2016**  
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heartened by the U.'s response to the unrest among our diverse students; we are listening, we are communicating, and we are moving forward in ways that will support these students – indeed, all students – at the U. I see the School for Cultural and Social Transformation serving as the cornerstone of this movement, a point strongly made in your Program Request.

Importantly, you address other matters in a way that is music to a dean's ears: "effective stewardship of budgetary resources," with no new resources required; unanimous support for the School by both the Gender and Ethnic Studies faculties; strengthening of the RPT process; "no negative impact on enrollments;" more autonomy for the two divisions that will comprise the School.

For a dean of social work, the music is even more appealing: responding to the "pressing, multiple needs for equity and diversity," not just at the U., but in higher education in general; social justice education as a "major guiding principle" for learning outcomes; community-engaged learning as a course requirement; promotion of community-engaged research. I am fully behind the formation of the new School and look forward to consulting with you as you move forward. Please let me know how I can be of assistance as you embark on this exciting and most important journey.

Sincerely,

A handwritten signature in cursive script that reads "Hank Liese".

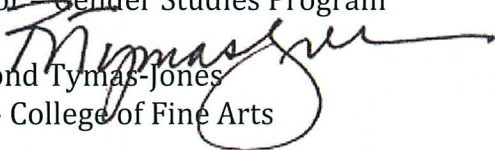
Hank Liese, MSW, Ph.D.  
Dean





To: Dr. Ed Muñoz  
Director – Ethnic Studies Program

Dr. Susie S. Porter  
Director – Gender Studies Program

From:   
Raymond Tymas-Jones  
Dean – College of Fine Arts

Date: February 17, 2016

Subject: School of Social and Cultural Transformation

The purpose of this memorandum is to state my enthusiastic support of the proposal to create a new administrative unit, the School of Social and Cultural Transformation, which will house both Ethnic Studies and Gender Studies here at the University. In my opinion, the decision to establish both programs as divisions within an academic unit will render recognition of the collective stellar contributions of the scholar/faculty to the fields of Ethnic and Gender Studies.

Congratulations on this achievement.