The Graduate Council has completed its review of the Department of Education, Culture and Society. The external reviewers were:

Christine Sleeter, Ph.D.
Professor Emerita
California State University, Monterey Bay

Teresa L. McCarty, Ph.D.
Alice Wiley Snell Professor of Educational Policy Studies
Arizona State University

William G. Teirney, Ph.D.
Wilbur-Kieffer Professor of Higher Education
University of Southern California

The Internal Review Committee of the University of Utah included:

Margaret Brady, Ph.D.
Professor
Department of English and Ethnic Studies Program

Sonia L. Salari, Ph.D.
Assistant Professor
Department of Family and Consumer Studies

Paul H. White
Associate Professor
Department of Psychology
This report by the Graduate Council is based on the self-study report submitted by the Department of Education, Culture and Society, the reports of internal and external review committees, and the responses to these reports from the chair of the department and dean of the College of Education.

DEPARTMENTAL PROFILE

Program Overview

The Department of Education, Culture, and Society (ECS), was founded in 2000, as an interdisciplinary unit. ECS was formed when the Department of Educational Studies was divided into ECS and the Department of Teaching and Learning. This division greatly benefited ECS, as it allowed the department to independently structure its curriculum to pursue its commitment to diversity and social justice. The current period is one of policies and curriculum development for this new department.

The mission of the department is to “promote exemplary teaching, scholarship and service as crucial components in the achievement of social justice in education” (ECS Self-Study Report, 2005, p.1.1). There are two key goals cited; 1) to develop interdisciplinary knowledge and theory related to inequality in education and approaches to countering inequities, and 2) to create a source of qualified faculty of color in educational foundations for tenure-track positions. These goals are appropriate and significant given the relative lack of diversity and gender balance that exists in university faculty nationally. ECS has several initiatives within the University of Utah including building student communities, interdisciplinary collaboration, and diversity.

Issues within the department are resolved in a democratic manner by a Central Committee. However, there is not a close relationship between ECS and other departments in the College of Education. ECS is negatively impacted by the failure to resolve issues between departments in the college.

Faculty

There are currently 13 tenure-track positions distributed across rank (4 professors, 4 associate professors, and 6 assistant professors). There is also one clinical faculty member and one open faculty position. ECS is one of the most diverse departments in any college of education in the U.S., with 61% of the faculty being of color, and it has greater diversity than any other department at the University of Utah. In addition to diverse racial and ethnic backgrounds, the ECS faculty have diverse expertise in anthropology, education, history, philosophy, sociology, social psychology, and cultural studies.
The large number of junior faculty provides a potential for growth and development, as well as the challenges of mentoring and retention of these individuals.

The faculty of ECS has a strong record in quality teaching. The course loads are predominantly at the graduate level, as there is no undergraduate major offered in the department. The faculty have received research and teaching awards from the college, university, and the state, and are consistently given high evaluations by students.

The faculty are acknowledged as first rate, many with national and international reputations and publications in prestigious journals in their areas of expertise. However, there is a need to increase the number of externally funded research projects.

**Students**

The student population is highly diverse. The department makes a concerted, nationwide effort to identify and recruit students from underrepresented minorities. These efforts have been successful, as 47% of the master’s students, and 40% of the Ph.D. students are people of color. In addition, 50% of the student population is from out of state and consists of significantly more women than men. In the fall of 2005, ECS admitted 22 master’s students and 20 Ph.D. students.

Master’s students receive variable levels of support, while most full-time Ph.D. students are supported from teaching and/or research assistantships. However, the departmental support has fallen dramatically, with the difference being provided by the Office of the Vice President for Diversity, external grants to faculty members, and individual scholarships to students.

**Curriculum and Programs of Study**

The Department of Education, Culture, and Society offers no undergraduate degree. The graduate degrees offered are: M.Ed., M.A., M.S., and Ph.D. In addition, the department offers a Master of Philosophy for Ph.D. students who complete all requirements except the dissertation. Since there is no undergraduate degree, most of the course offerings are at the graduate level. However, ECS does offer four undergraduate courses directed at students enrolled in teacher education and certification programs.

**Program Effectiveness-Outcomes Assessment**

Since this department was established only five years ago, the development of a clear set of outcomes and measures for assessment has not been completed. Furthermore, there exists only a limited number of graduates from which to evaluate the success of the program in terms of graduate rates, preparation of students for careers, and/or former
students' satisfaction with their training and/or position. In a limited number of responses from the initial survey of graduates last year, most individuals employed as researchers and in secondary schools felt well prepared. However, former students in non-academic areas were not as universally satisfied. Graduates in all areas identified advising and failure to clarify program requirements and faculty expectations as weak aspects of their training.

Effectiveness of the program is also measured by current student evaluations, theses, dissertations, and graduate student exams. Furthermore, Ph.D. students are reviewed during their first and second years. As with any relatively new process, it will take time to generate enough data to initiate changes in the program to improve effectiveness.

Facilities and Resources

ECS is housed in Milton Bennion Hall. There are numerous examples of the inadequacy of this space. For example, the conference room is too small to accommodate the faculty, there is inadequate seminar and student meeting space, and student and faculty offices are small, dark, and have serious infrastructure problems. In addition, there is no research or administrative space.

Since its inception, the College of Education has contributed no new money to ECS. The college contributes only 45% of ECS’s budget. New money has come from the Ethnic Studies Program or the Office of the Associate Vice President for Diversity. Indeed, growth in internal research funding, faculty raises, and new faculty recruitment has been derived from the Associate Vice President.

The budget comes from hard line allocation, faculty buy out, an open faculty line, and student credit hours. However, the department has a deficit every year.

The faculty and staff have access to the College of Education Technology Support Services, providing state-of-the-art technology hardware and software, maintaining the department website and faculty home pages.

The department has two staff members who are doing an exceptional job. No additional administrative staff is required at this time.
COMMENDATIONS

1. The Department of Education, Culture, and Society has developed a carefully defined mission and agenda that are at the leading edge of their field. ECS is distinguishing itself nationally and internationally by preparing qualified women faculty and faculty of color. These accomplishments represent strong leadership and a commitment to the departmental mission by all faculty.

2. The faculty are relatively young, productive and diverse. ECS is a leader, both within the university and nationally, in recruitment and retention of faculty of color, and is one of the most ethnically diverse faculty in the nation.

3. Several faculty members have national and international standing in recognition for their scholarly activities. The faculty publish in prestigious national journals and have received many national and local research and teaching awards.

4. The department has successfully recruited graduate students who are both ethnically and geographically diverse.

5. The diverse fields of interest of the faculty, and willingness to develop and revise courses, have enabled the department to offer an innovative, theoretically rich, and intellectually rigorous curriculum.

RECOMMENDATIONS

The Graduate Council recognizes that the Chair of ECS and the Dean of the College of Education are cognizant of and are addressing several of the issues specified in this Recommendations section.

1. The Department of Education, Culture and Society should strengthen the relationship with local schools to benefit both the training of ECS students and to serve as a resource to the schools regarding growing diversity.

2. The College of Education should increase its support of ECS. Specifically, the college needs to increase its funding of faculty lines and operating budget, as well as increase college research space available to ECS.

3. There are several aspects of the graduate program that need to be addressed. Specifically, the criteria for admission for all programs need to be standardized. A structured, standardized mentoring program to provide students with information, direction, and clearly stated expectations needs to be implemented, with the goals of monitoring student progress and ensuring graduation in a timely manner. Furthermore, the number of Ph.D. students should be reduced.
4. Similarly, a departmental mentoring system for junior faculty needs to be developed so these faculty members will be informed about specific expectations for success and their performance throughout the pre-tenure period.

5. Both the college and department should encourage and support faculty members' efforts to apply for and obtain extramural funding.

6. The department and college need to implement incentives for faculty collaborative interactions between ECS and other departments both within the College of Education as well as outside the college. This could include joint course offerings, seminars, and/or applications for extramural funding.

7. New or renovated space is desperately needed for the department.

Submitted by the Ad Hoc Review Committee of the Graduate Council:

Steven Bealer (Chair), Pharmacology and Toxicology
Richard Wacko, Ballet
Jingyi Zhu, Mathematics
Memorandum of Understanding
Department of Education, Culture and Society

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on Tuesday, 8 May 2007, concluding the Graduate Council Review of the Department of Education, Culture and Society. David W. Pershing, Senior Vice President for Academic Affairs; Ted Packard, Interim Dean of the College of Education; Harvey Kantor, Chair of the Department of Education, Culture and Society; David S. Chapman, Dean of the Graduate School; and Frederick Rhodewalt, Associate Dean of the Graduate School were present.

The discussion centered on but was not limited to the recommendations contained in the Graduate Council review completed on 25 September 2006, which addressed the following issues:

At the wrap-up meeting, the working group agreed to endorse the following actions:

**Recommendation 1:** The Department of Education, Culture and Society (ECS) should strengthen the relationship with local schools to benefit both the training of ECS students and to serve as a resource to the schools regarding growing diversity.

This recommendation is being addressed within the context of incoming Dean Hardman’s plan to integrate ECS into a college wide teacher education program. ECS plans to fill one of its open faculty lines with an individual who will be a linking person to the college teacher education program. The Department has also established a working group to identify applied areas of integration with local schools. Progress on these activities will be reported to the Graduate School in ECS’s annual reports.

**Recommendation 2:** The College of Education should increase its support of ECS. Specifically, the college needs to increase its funding of faculty lines and operating budget, as well as increase college research space available to ECS.

The Senior Vice President for Academic affairs reports that the proportion of ECS’s budget supported by the College of Education is increasing. Space needs within ECS will be addressed as part of the College’s major fund raising effort to renovate and expand space in the Milton Bennion Hall.

**Recommendation 3:** There are several aspects of the graduate program that need to be addressed. Specifically, the criteria for admission need to be standardized, and the number of PhD students reduced. Furthermore, a structured, standardized mentoring program to provide students with information, direction and clearly stated expectations needs to be implemented, with the goals of monitoring student progress and ensuring graduation in a timely manner.

The Department has adopted a standardized admissions procedure in which applicants are admitted one time a year rather than some being admitted and entering midyear. They have also developed and will apply
Memorandum of Understanding
Department of Education, Culture and Society

Page 2

standardized admissions criteria. By the end of Fall semester, 2007, ECS will have implemented a redesign of their preliminary examination requirements in order to eliminate or reduce hurdles to progress. The chair and faculty will continue discussions about adopting methods to decrease time to degree. With regard to reducing the number of the Ph.D. students, the Chair contends that the current enrollment is appropriate and not as high as indicated in the Graduate Council Review. The Review indicated that admitting 20 doctoral students per year is more than the Department could effectively train and support. The Chair reports that although 20 doctoral admissions were offered in 2005, only 15 subsequently matriculated and this number was an anomaly. Between 2002 and 2006 (excluding 2005) the number of doctoral admissions has ranged between 8 to 14 with 3 to 8 students matriculating.

Recommendation 4: A departmental mentoring system for junior faculty needs to be developed so these faculty members will be informed about specific expectations for success and their performance throughout the pre-tenure period.

The Department now conducts informal annual reviews of all junior faculty ending with individual mentoring sessions. Each junior faculty member is assigned a senior faculty mentor and is required to meet a minimum of twice a year.

Recommendation 5: Both the college and department should encourage and support faculty members’ efforts to apply for and obtain extramural funding.

The Department offers faculty teaching release time to pursue funding opportunities.

An Office of Research Development and Support is being established within the Dean’s office that will support faculty and research staff in all college departments including ECS. The goal of the college is to increase individual faculty funding and center-based research by a factor of two within two years and a factor of three within five years.

The Office of Research Development and Support unit will report directly to an associate dean and will be staffed by an accounting specialist (who will transfer from the Department of Special Education to this college-level position) and a grants administrator (a new hire) who will work with faculty in finding potential funding sources, preparing applications, and managing grants that have been awarded. Other services to be provided include coordination with the Office of Sponsored Projects, the Institutional Review Board, and Research Accounting and facilitating faculty access to expert research methodologists both within and outside the college.
Memorandum of Understanding
Department of Education, Culture and Society
page 3

Recommendation 6: The department and college need to implement incentives for faculty collaborative interactions between ECS and other departments both within the College of Education as well as outside the college. This could include joint course offerings, seminars, and/or applications for extramural funding.

The Chair states that a number of joint programs between ECS and other departments within and outside the College currently exist including a joint program with the Writing Program and a developing program with the Department of Educational Leadership on diversity in higher education. In addition, it is anticipated that greater collaboration among College departments will occur as a result of the integrated, college level teacher training program.

Recommendation 7: New or renovated space is desperately needed for the department.

As noted in Recommendation #2, space needs within ECS will be addressed as part of the College’s major fund raising effort to renovate and expand space in the Milton Bunnion Hall. No time table is currently available regarding the completion of this effort.

This memorandum of understanding is to be followed by annual letters of progress from the Chair of the Department to the Dean of the Graduate School. Letters will be submitted each year until all of the actions in the preceding paragraphs have been completed.

David Pershing
Harvey Kantor
Ted Packard
Fred Rhodewalt

David S. Chapman
Associate VP for Graduate Studies
Dean, Graduate School
## Department Review by Academic Year

### College of Education: Education, Culture & Society

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### Student Credit Hours (Budget Model) - Source: OBIA, Updated annually during Summer term.

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