February 25, 2015

TO: Sarah Mangelsdorf, Provost

FROM: David Rosenthal, Associate Dean

RE: Educational Policy Studies 10 Year Review

The Educational Policy Studies department has gone through the external review process. The Educational Policy Studies department has reviewed the full report and discussed the implications that this review will have on future growth of the department in general and the M.S. and Ph.D. in Educational Policy Studies programs in particular. On January 21, 2015 the School of Education’s Academic Planning Council approved the review findings, recommendations and responses attached. The following is a brief summary of the review findings:

Area Strengths:
- EPS is recognized for its excellent national academic reputation that is inherently rooted in the humanities and social sciences creating a strong interdisciplinary approach to the department mission.
- EPS has exceptional strengths in the areas of qualitative research that support and enhance the SoE qualitative research minor.
- EPS graduate students are being recognized as receiving excellent academic preparation and have ample opportunity to teach.
- Recruitment and retention of diverse faculty members have been excellent with recent hires, and dramatic changes to increase gender and ethnic/racial representation were noted points of improvement from the last review in 2003.

Area Concerns:
- Funding of graduate students remains a concern as the lack of guaranteed funding precludes some applicants from accepting admission and may discourage steady matriculation progress toward degree of enrolled students.
- While graduate students in EPS receive excellent academic preparation, they could receive additional preparation in pedagogy, course design, additional professional development opportunities, as well as expanded research training in mixed methods.
- Given concerns regarding the funding of graduate students, faculty members should pursue external grants through which they could support graduate research assistants. Junior faculty members should receive mentoring in establishing a record of securing grants.
• Advising loads, as of September 2013, for EPS faculty were varied and inequitable in numbers. A reduction in the number of faculty contributed to the inequity of advisee distributions.
• While EPS has been successful in recruiting a more diverse faculty, this has not led to an increase in targeted minority students. Additionally, international students contribute to a diverse student body and need additional support in identifying and obtaining paid positions to secure visas, as well as assistance in pedagogical approaches and academic writing.

Recent Activities Addressing Concerns:
• A new bachelor’s degree in educational studies is proposed and supported by both EPS and SoE. This new program offers the potential to increase enrollment that may support graduate assistantships. Cross-departmental collaborations will be necessary to make such a program possible.
• EPS is adaptive in responding to university priorities of globalization as demonstrated by plans to create a new Capstone Certificate and a Professional Master’s program in Global Service for Change and Development. These programs will contribute to supporting teaching assistantships.
• The Comparative International Education and Global Studies concentration now offers professional development sessions to graduate students that cover topics such as proposal writing, conference presentations, and job talk practice. Likewise, EPS offers professional development presentations from alumni.
• WCER has introduced an initiative to provide systematic mentoring and encouragement of junior faculty’s pursuit of external grants.
• The imbalance of advising loads has improved through the hiring of a new faculty member in CIEGS and another faculty member returning from a leave of absence. Service loads for faculty are also an area that may be adjusted to compensate for advising imbalances.

On behalf of the School of Education, I want to thank the External Review Team and the Educational Policy Studies graduate program for all the hard work it took to prepare this report.

cc: Jocelyn Milner
    Kelly Haslam
    Stacey Lee, Educational Policy Studies Chair
    Julie Underwood, Dean
    Beth Janetski, Dean’s office
    Jeff Hamm, Associate Dean
This is a summary report by the External Review team on the current status of the EPS Department in the School of Education at the University of Wisconsin-Madison. The report provides a descriptive overview of changes since the last report in 2003, as well as responding to a series of self-study questions generated by EPS, and the summaries of interviews with faculty, administrators and students and review of documents during the review team campus visit of September 26-27, 2013.
University of Wisconsin-Madison EPS External Review Report prepared by: Lesley Bartlett (Teachers College Columbia University), Chris Lubinski (University of Illinois at Urbana-Champaign), Steve Quintana (University of Wisconsin Madison) & Laurence Parker (Chair-University of Utah).

In June of 2013, the faculty of the Department of Educational Policy Studies at the University of Wisconsin-Madison asked the members of this committee to serve as an external review panel. The EPS Department requested that they provide a review of their undergraduate and graduate programs, interview faculty and administrators connected to the Department, and review documents in order to assess their mission and strategic position, faculty and research, governance and support, and undergraduate and graduate studies. In particular, we were asked to probe a set of questions posed by the Department self-study report that was started in the spring of 2012:

(1) Given the need to maintain and to increase overall enrollments, how might the department best balance its undergraduate and graduate obligations?

(1a) Over the past 3 years, the Department has offered approximately two Freshman Interest Group (FIG) courses annually, along with multiple sessions of EPS300 School and Society, and a small number of additional 100-300 level courses. Should the Department consider developing more 100-300 course offerings for freshman and sophomores?

(1b) How can the department enhance enrollments in our upper-level (700-900) graduate course offerings?

(2) Are there Educational Innovations that we should consider to enhance the Department’s teaching and learning objectives, increase our outreach, and sustain the Department’s financial health?

(2a) Are there possibilities we should consider to provide our graduate students with a stronger and broader variety of structured learning and professional development opportunities to better prepare them for academic, research, and policy careers in education?

(2b) Are there opportunities we should consider to: (i) enhance our programmatic capacity by tapping into nontraditional student populations; and, (ii) generate 104 and 131 funds? Similarly, in this regard, are there opportunities we might consider to develop various forms of “blended” and online-distance learning courses?

(3) How can the Department enhance its ability to generate additional and consistent financial support for our graduate students?

(4) We believe that our annual spring conference (initiated in 2003) and our undergraduate certificate (initiated in 2006) have enhanced the visibility and outreach efforts of the EPS Department. Are there other avenues we should explore with regard to promoting greater
awareness of the strengths of our department, on the UW campus and in national and international circles?

(5) The Department offers a 3-credit 701 Introduction to EPS course as a mandatory requirement for all incoming graduate students. Are there additional possibilities to provide our graduate students with opportunities for introductions to faculty research and cohort-building -- two of the important functions the 701 course provides?

(6) How can we build on our goals of developing and sustaining the Department as a diverse and collegial community of scholars?

(7) How might the Department best maintain contact with its alumni/ae?

Given this charge, the external review team gathered at the University of Wisconsin-Madison for a site visit on September 26-27, 2013. During the visit, the committee members met with the EPS chair and the chair of the self-study committee, faculty members, the associate Dean of the School of Education (SoE), a group of graduate students, the associate dean of student affairs, the School of Education’s chief diversity officer, the School of Education’s business manager, and the former Chair of the ELPA Department. The team also reviewed materials and documents that were provided to us, including the summary report from the 2003 external review team and the EPS response; a summary Department budget; faculty vitas and research plans; course evaluations and courses offered and credit hours generated; EPS future plans and goals; current lists of graduate students and advisors; faculty awards; and other pieces of descriptive information.

In this report, we will comment on the specific questions posed to us and provide an outside perspective regarding how EPS can answer them. We will indicate other significant challenges the Department faces as well as highlight the strengths of EPS as an academic unit. It should be said first of all that EPS is a strong department and its faculty is very productive and well respected by the School of Education and the University at-large; it also has an excellent academic reputation nationally. It continues to draw top doctoral students, many of whom move on into important positions elsewhere as alumni of the program. In addition, since the last review in 2003, EPS has made major changes in the composition of its faculty, with an emphasis on diversity and bringing on young scholars in sociology, gender studies, higher education policy, urban education, and comparative and international education. What follows is a review of the trends we saw as an outside review team in response to the information we gathered and discussed and its relation to the main questions posed to us by EPS. We will structure this review by using the questions posed by the EPS Department.

**Question 1:** (1a) Over the past 3 years, the Department has offered approximately two Freshman Interest Group (FIG) courses annually, along with multiple sessions of EPS300 School and
Society, and a small number of additional 100-300 level courses. Should the Department consider developing more 100-300 course offerings for freshman and sophomores?

(1b) How can the department enhance enrollments in our upper-level (700-900) graduate course offerings?

Concern about increasing class enrollments at graduate and undergraduate levels and its link to more possible funding sources of outside revenue for the Department—EPS raised this as an issue to address for their future since the School of Education and the University values their role in undergraduate education. The School of Education is considering the start-up of a new degree program in educational studies for non-education majors. The new undergraduate degree program for non-education majors would be different from the EES certificate (which is in its second year and has an administrative structure). While it was not clear to us as outside reviewers or to the EPS Department how or why EES’s administrative structure should or could affect the administrative home of the non-teaching major; in talking with administrators in the School of Education and the Business office, they supported this new start up and gave overall encouragement to EPS to position itself as the home department for this new program, both as:
(a) a source of extra revenue, much of which could be used to support graduate assistantships; and (b) for educational purposes to prepare undergraduates to do work in non-profit agencies, prepare for graduate school, or to further pursue academic interest in education and social issues broadly (but not teaching). We understand that new programs cannot be funded out of state funds. However, we strongly recommend that the SoE should locate this new program in EPS, because their faculty has the precise blend of expertise for such a major through its social foundations approach to education policy and practice, and because the program will be weakened if it does not have a departmental home. This move will give EPS some additional financial flexibility if the campus moves from a legacy- to an activity-based funding model.

In addition, EPS is undertaking a new capstone certificate in Global Service for Change and Development, in which they will be responsible for student progress, governance and resources that support the certificate. Associate Professor Nancy Kendall will head the certificate program and Assistant Professor Kathryn Moller will also join her along with the person who is hired under the current search for a faculty member in Comparative and International Education (CIE). This too is also a promising area of intellectual growth that also serves a need as the concentration in Comparative and International Education and Global Studies continues to expand and grow with increasing demand. We recommend that EPS explore this program development but caution that this will be very difficult to staff with current faculty advising loads given the assistant and associate professors current duties so additional support from the Dean’s office will be needed.
However, a continual problem (since the 2003 review) for EPS has been limited funding for supporting graduate students. Most incoming students are not promised financial support directly from the Department. Rather, they are accepted and expected to find RA or TA positions either internally or outside of the department. The lack of guaranteed funding likely precludes many applicants from accepting admission and puts a great strain on the graduate students who enroll, yet must spend time, energy and effort to secure funding from year to year while not really knowing if they can make steady matriculation progress toward degree. Therefore, we recommend that EPS explore ways to generate revenue in order to support doctoral students. Given the tradition of legacy budgeting that may or may not change, the Department has to think of new possibilities of generating funds (e.g., for 131 and 104 budgeting lines) outside of the regular department budget; and seek out new ways to reach a wider group of potential students and generate revenue, such as the EPS Department EI proposal to support the development of the Global Service for Change and Development Capstone Certificate. The Capstone Certificate would expand the programmatic efforts and provide long-term funding for TA positions. The SoE Dean’s office has indicated that they are willing to work with EPS and other departments to set up the technology needed to support this type of expansion and, given the faculty’s strength and expertise in education and social context issues broadly, thought could be given to more ways in which the talents of the faculty can be harnessed both within EPS and in conjunction with other departments to pursue terminal master’s degree programs that generate revenue.

The Freshmen Interest Groups (FIGS) offer an excellent opportunity to develop new courses that attract undergraduates, align with faculty research agenda, bring TA funds into the Department, and allow faculty to network with colleagues in other departments, which may be of particular value to junior faculty. Assuming that these sources of support for FIGS will continue, the FIGS are a good mechanism to contribute in important areas to the undergraduate mission of the university and bring in TA support. Potential topics for new FIGS include gender and sexuality; international development; and race/social class analysis, and education. While the EPS might pursue the idea of developing more 100-300 course offerings, there may be more incentives to pursue FIGs at this time, provided that in developing new courses, funds would be redirected to the Department.

With respect to EPS enhancing enrollments in the 700-900 upper level graduate courses, we saw repetition of course topics at the undergraduate and graduate levels. The Department could potentially enroll more students if upper-level undergraduates were allowed to take graduate classes, or if faculty designed a course so that it addressed undergraduates, but then add the extra credit hours of meeting for more advanced assignments for graduate students. EPS could work out an innovative means of counting such work so that the faculty teaching loads would not multiply from such an arrangement.

Question 2: Are there Educational Innovations that we should consider to enhance the Department’s teaching and learning objectives, increase our outreach, and sustain the Department’s financial health?
(2a) Are there possibilities we should consider to provide our graduate students with a stronger and broader variety of structured learning and professional development opportunities to better prepare them for academic, research, and policy careers in education?

(2b) Are there opportunities we should consider to: (i) enhance our programmatic capacity by tapping into nontraditional student populations; and, (ii) generate 104 and 131 funds? Similarly, in this regard, are there opportunities we might consider to develop various forms of "blended" and online-distance learning courses?

The current proposed Capstone Certificate has considerable potential. However, the initiative will require significant investment in faculty time to establish. Specifically, instructors will need support in designing and teaching on-line courses and how to establish, when possible, blended learning options, with discussion as to how on-line teaching will be distributed and valued. Attention should also be paid to developing internship opportunities for such students, a strong skills strand, and (when possible) job placement support (which may be particularly important in the first cohorts). Therefore it is not advisable at this time for the Department to entertain another EI; rather, we recommend that the work of developing the current EI be shared more broadly across EPS, and that the administration provide whatever support it can to the endeavor.

Regarding question 2a, our meeting with the graduate students revealed that they are receiving excellent academic preparation. In terms of professional development, they seem to have ample opportunities to teach. However, they expressed the desire to receive better preparation in pedagogy and course design. Further, the students discussed their desire to receive more systematic training in research, especially mixed methods, and more opportunities for apprenticeship research experiences. The students mentioned the cross-listed School of Education Doctoral Research Program, but they generally felt it was not a coherent doctoral research training experience; further, it did not provide any funding for students. We recommend that SoE find ways to incentivize faculty teaching in the Doctoral Research Program and also invest funds so that students who participate can at least pilot research projects that emerge from the experience. From our meeting with the students, it seems as if they pursue research methods in very different places across the university. Therefore, to follow up on this issue, EPS should consider initiating a regular Professional Development series, during which students receive training on teaching, writing conference proposals, doing conference presentations, publishing, and networking. Students would benefit from more opportunities to present their work on campus, either through a colloquium series or during the annual conference. Coupled with this, there was a consensus at the meeting with the graduate students that re-orienting the annual conference to include a component for graduate students to present their work, particularly in advance of national conferences such as AERA, would be useful. In addition, given the work of some of the faculty in the areas of global studies, community colleges and higher education access, etc., an applied policy seminar in some of these EPS strength areas would be a recommendation for the Department to consider.
The Educational Innovations initiative currently being pursued is ambitious and will require significant faculty time and investment. Since the successful launching of this initiative is important, other initiatives should not compete for limited faculty resources.

**Question 3:** How can the Department enhance its ability to generate additional and consistent financial support for our graduate students?

Financial support is indeed a key concern among students. It is hard to design a model of financial support in a Department with as different disciplinary strands as EPS. However, several possible directions were evident during our visit. For instance, some faculty members are well-positioned to pursue external grants. EPS should consider offering incentives for additional faculty to pursue external funding that would not disrupt the collegiality the group prizes and has worked hard to maintain. The Department could offer a Research Assistant or a course release to write a proposal (perhaps on a petitioned or rotating basis) or help manage a project. When possible, such positions should rotate among faculty. Thus, we strongly recommend that the Dean’s Office support EPS targeting its next hire for an associate or full professor with an established record of securing external grants. Junior faculty who express interest should be mentored in identifying and securing funding sources for their work. Such mentorship should come from within and beyond the Department — we see a potential role for the Dean’s Office and SoE to take wider role in this. Students need more assistance in applying for competitive external support for their dissertations. We also recommend that EPS consider an economist or someone with strong quantitative skills; this would require buy-in from the faculty. Finally, students expressed a desire for more streamlined, systematic information about forms of support and opportunities across the campus.

**Question 4:** We believe that our annual spring conference (initiated in 2003) and our undergraduate certificate (initiated in 2006) have enhanced the visibility and outreach efforts of the EPS Department. Are there other avenues we should explore with regard to promoting greater awareness of the strengths of our department, on the UW campus and in national and international circles?

EPS has significant strength in the area of qualitative research. The qualitative research methods classes should be positioned centrally in the degree program in the area of research methodology. So for instance, the cross Departmental SoE qualitative research minor in which EPS faculty actively participate, and an EPS faculty member currently chairs the minor should be supported and enhanced. EPS has also had an excellent reputation in teaching undergraduate classes; an undergraduate non-certification degree in Education Studies housed in EPS would be beneficial and add visibility and enhance outreach efforts.
Faculty and student presentations at national conferences are an important contribution to the visibility of EPS’s strengths and should be supported with a more generous travel budget. The limited availability of funds for conference travel is a problem (though there are college-wide competitions). The impact could be detrimental, especially for junior faculty. In view of limited budgets, the Department could take into consideration the frequency of requests and the visibility of the venue.

Question 5: The Department offers a 3-credit 701 Introduction to EPS course as a mandatory requirement for all incoming graduate students. Are there additional possibilities to provide our graduate students with opportunities for introductions to faculty research and cohort-building -- two of the important functions the 701 course provides?

There is a need for a professional development series for graduate students that would include training in research methods, experience on research projects, applying for grants, applying to conferences, preparing and delivering conference presentations, applying for jobs (academic and applied), etc. This would be similar to a doctoral research program apprenticeship but within EPS itself. The 701 class provides essential information and helps to build a cohort, but the effort should continue into the second and third years of doctoral preparation. This could be done through initiatives such as structured dissertation writing groups to help the students work with each other for support toward dissertation completion.

Question 6: How can we build on our goals of developing and sustaining the Department as a diverse and collegial community of scholars?

EPS is to be congratulated for the hard work it has invested over the past ten years to build a diverse, vibrant, collegial community.

To sustain that culture, several factors need to be addressed. First, there is a need to spread the advising load. Some faculty have four advisees, while others have as many as 19. The prolonged unpaid leave of one professor and the departure of another have exacerbated this inequality. Further, faculty members are given the freedom to accept as many students as they wish; some may feel compelled to accept students who otherwise lack guidance. To address this unequal distribution of advising labor, EPS should consider adding another position in the area of greatest demand, International and Comparative Education; given the losses and the overall youth of recent hires, we recommend the Dean’s office supporting the Department in hiring at the Associate or Full level for that position. In addition, EPS may wish to establish a maximum number of advisees for each individual faculty member. Rewards could be built in for graduating a certain number of advisees.
Second, EPS has done an exceptionally good job of recruiting diverse faculty with recent hires. In order to retain these faculty members and to promote a more gender-equitable environment, the SoE needs to develop a more formal maternity leave plan. While we understand that the state prevents a longer paid leave, it should be possible within the University of Wisconsin-Madison to develop a plan, so that all parental leaves are treated equally and so that no junior faculty member fears colleagues will resent her for taking the leave.

Third, the diversity among faculty has increased recently, but the program needs to build on this success to increase recruitment of under-represented students. EPS should work on securing funding for underrepresented students building on its support from the Graduate School. The Graduate School could choose to invest additional funds for these critical needs and/or to reward departments that have successfully increased diversity or seek other private sources of doctoral student support. Since 2003, EPS has made dramatic changes to increase the gender and ethnic/racial representation among the faculty and for this the Department should be commended. With senior and newly hired faculty, there is an emphasis more on racial issues and the impact of policy on race, higher education and gender and sexuality for example. However, this emphasis has not yet resulted in a subsequent rise in domestic targeted minority students; for example, the Department has not graduated an African American male in 20 years. Clearly, changes are required in recruiting more diverse graduate students.

As new faculty develop their research programs, more opportunities may become available for students to conduct research on issues of diversity and factors influencing under-represented students. The course offerings appear to include broad focus on related issues. Consequently, EPS is poised to strengthen its focus on diversity.

Fourth, international students represent an important area of diversity among the student body. They also help to sustain and spread the University’s reputation internationally. However, international students may have specific needs that require attention. First, international students need greater support identifying and obtaining paid positions of at least a year in duration, because securing visa depends on being able to demonstrate funding. Second, international students may well require more explicit socialization into pedagogical approaches, genre conventions of academic writing, and second language, advanced academic writing than other students. Explicit attention should be paid to the needs of these students. Given this need, and comments raised by several whom we interviewed, a number of concerns were raised that point to the need for some type of appointment of a faculty member in EPS who could function as a director of graduate programs and take on responsibilities such as diversity/international student recruitment, coordination of masters and doctoral programs of study, etc.
Question 7: How might the Department best maintain contact with its alumni/ae?

EPS needs to maintain a database with contact information of all alumni. It might consider initiating a print or web-based alumni magazine or newsletter that would profile those groups. Contact with alumni could be maintained by inviting alumni back to give talks and participate in sponsored discussions about critical education topic areas related to the disciplinary areas in EPS. If there are local alumni in the area, they could be invited to guest lecture in the upper level classes. Finally, the Department might consider inviting alumni to attend and when feasible participate in its annual conference.

Additional Recommendations

1) There was a sentiment of concern voiced by some regarding a perceived lack of visible support from the Dean of the School of Education. While we did not interview the Dean, the sentiment voiced is something the Dean should be aware of and hopefully address with EPS. To be sure, the Department recognizes and appreciates the support that it has obtained and continued to receive from the Dean’s office. However it should be noted that EPS has had only one senior faculty hire in the last 25 years and in the last 10 years alone they have lost seven senior faculty members to retirements and/or moves. In order for the new proposals for EI and other initiatives to move forward, we recommend the Dean actively support EPS in these and other areas that will benefit the SoE.

2) Given the strong set of scholars in EPS and how their work can inform policy and practice, further collaboration with other SoE units should be encouraged. We hope this is an arena where when opportunities arise; the EPS faculty will be encouraged to make further connections with other departments. It would be particularly helpful for junior faculty to make themselves and their research known in the SoE for promotion and tenure purposes.

3) It was hard for us to see a sense of community in the EPS Department and there is a sense of intellectual fragmentation, likely related to imbalances in work-loads such as advising, or external grant generation. Given the diverse scholarly and academic specializations represented with the department, there seemed to be emerging challenges comparing work products. While we saw evidence of personal relations that work among some of the faculty, we did notice that there was uncertainty (for example) among some of the junior faculty about if their policy work would count or be valued by the Department for promotion and tenure consideration. EPS may want to look closely at how faculty are socialized and mentored into the Department culture for an intellectual community to be formed and strengthened.
I. Introduction

On September 26 and 27, 2013, an external review team whose members included Laurence Parker (chair, University of Utah), Lesley Bartlett (Teachers College, Columbia University), Chris Lubienski (University of Illinois at Urbana-Campaign), and Steve Quintana (UW-Madison, Graduate School appointee) visited the Department of Educational Policy Studies (EPS). Over the course of their two-day visit the external review team met with EPS faculty and graduate students, with representatives from the Dean’s Office of the UW School of Education (SoE), and with Associate and Assistant Deans from various units within SoE. We thank all involved for the cordiality and professionalism displayed during the visit.

Based on (a) a series of questions generated by the Department’s previously conducted self-study; (b) various documents sent to the review team prior to their arrival; and, (c) their observations and interviews while here on campus, the review team has offered a number of recommendations to EPS. The commentary that follows provides our response to those recommendations. We appreciate what we consider to be a very positive endorsement of the current status and direction of the EPS Department. In particular, we are pleased that the reviewers recognize our department’s “excellent academic reputation nationally” and our success training doctoral students. Indeed, what better endorsement could a department receive than to have one of the external review team members, in this case Lesley Bartlett, subsequently apply for, and accept, an offer to join our department? We appreciate the external review team’s
careful consideration of the various types of data at their disposal, and we believe that the entire process of self-study and external review fulfills the best traditions of academic reflection and evaluation.

One final note is important to remember as we discuss our responses to the review team’s recommendations; it is a consideration that was central to our process of self-study as well. That is, although EPS is a graduate-level department offering Master’s and doctoral programs, we have traditionally provided a significant service to the University though our course offerings for undergraduates. We were one of the first Departments of Educational Policy Studies when we were founded in 1964, and our undergraduate and graduate programs continue to be rooted in the academic disciplines of history, sociology, anthropology, comparative international education, policy analysis, and philosophy. We believe this structure of both graduate and undergraduate service, grounded in the humanities and the social sciences, plays a vital role in contributing to, as our Mission States explains, “scholarship and teaching intended to deepen and expand understandings of educational policy and practice, past and present, at local, national, and international levels.”

II. Specific Responses

(1) External Review Team’s Comments RE: Graduate and Undergraduate Teaching
a) “Concern about increasing class enrollments at graduate and undergraduate levels and its link to more possible funding sources of outside revenue for the Department— EPS raised this as an issue to address for their future since the School of Education and the University values their role in undergraduate education. The School of Education is considering the start-up of a new degree program in educational studies for non-education majors. The new undergraduate degree
program for non-education majors would be different from the EES certificate (which is in its second year and has an administrative structure). While it was not clear to us as outside reviewers or to the EPS Department how or why EES’s administrative structure should or could affect the administrative home of the non-teaching major; in talking with administrators in the School of Education and the Business office, they supported this new start up and gave overall encouragement to EPS to position itself as the home department for this new program, both as: (a) a source of extra revenue, much of which could be used to support graduate assistantships; and (b) for educational purposes to prepare undergraduates to do work in non-profit agencies, prepare for graduate school, or to further pursue academic interest in education and social issues broadly (but not teaching). We understand that new programs cannot be funded out of state funds. However, we strongly recommend that the SoE should locate this new program in EPS, because their faculty has the precise blend of expertise for such a major through its social foundations approach to education policy and practice, and because the program will be weakened if it does not have a departmental home. This move will give EPS some additional financial flexibility if the campus moves from a legacy- to an activity-based funding model”

b) “With respect to EPS enhancing enrollments in the 700-900 upper level graduate courses, we saw repetition of course topics at the undergraduate and graduate levels. The Department could potentially enroll more students if upper-level undergraduates were allowed to take graduate classes, or if faculty designed a course so that it addressed undergraduates, but then add the extra credit hours of meeting for more advanced assignments for graduate students. EPS could work out an innovative means of counting such work so that the faculty teaching loads would not multiply from such an arrangement.”
(1) EPS Response:

a) We appreciate the external review team’s recommendation to have EPS to play the central role in the development and implementation of the new undergraduate degree program for non-teacher education majors as it moves ahead. The EPS department is enthusiastic about the undergraduate major and we believe we have tremendous experience and expertise to lead this effort. We agree that the new major will be able to generate additional enrollments and credits for the School of Education, enhancing SoE’s position as the campus moves toward activity-based budgeting. EPS undergraduate course enrollments are flourishing, as is our certificate program, and we believe this points to an unmet need among UW undergraduates. We recognize that to properly implement this a degree program for non-education majors, additional resources will be needed, and new relationships will need to be forged among the SoE departments. In this regard, the EES certificate and the SoE qualitative research minor (which EPS currently chairs) have already laid a strong foundation for these relationship-building efforts.

b) Over the years, the EPS Department has had considerable experience in mixing graduate and undergraduate students in a variety of intermediate courses across each of our concentrations. For example, our 412 course in the History of American Education, the 505 course in Issues in Urban Education, the 518 course in Introduction of Debates in Higher Education policy, our the course in Anthropology and Education, have all successfully accommodated both undergraduate and graduate students. Very positive course evaluations provide ample data on this point. However, our experience also indicates that, obviously, student needs and abilities diverge much more significantly outside of that 400-500 (and occasional 600)
range. Any repetition that the review teams noted reflects our experience that similar topics must be addressed in very different ways and that targeting specific populations within the range of students who take EPS courses is absolutely required.

(2) ERT’s Comments RE: Educational Innovations

“In addition, EPS is undertaking a new capstone certificate in Global Service for Change and Development, in which they will be responsible for student progress, governance and resources that support the certificate. Associate Professor Nancy Kendall will head the certificate program and Assistant Professor Kathryn Moller will also join her along with the person who is hired under the current search for a faculty member in Comparative and International Education (CIE). This too is also a promising area of intellectual growth that also serves a need as the concentration in Comparative and International Education and Global Studies continues to expand and grow with increasing demand. We recommend that EPS explore this program development but caution that this will be very difficult to staff with current faculty advising loads given the assistant and associate professors current duties so additional support from the Dean’s office will be needed.”

(2) EPS Response:

We agree that this is a prime time to move ahead with our plans to develop a new Capstone Certificate and a Professional Master’s program in Global Service for Change and Development. The Professional Master’s was recently accepted as a Peace Corp Master’s International Program, making it the only one at the UW. Growing enrollments in our Comparative International Education and Global Studies (CIEGS) area reflect increasing
undergraduate and graduate demand across the UW campus for this type of coursework and associated programs. We believe this demand is also reflected in the university’s well-publicized production of Peace Corps volunteers, in the rapid growth of the undergraduate Global Health Certificate, and in the number of international graduate students in our admissions pool. Both of the planned new EPS programs respond directly to the university’s priorities regarding reinvigorating the Wisconsin Idea, in this case with regard to matters of globalization, and similarly to invest in scholarly domains that combine existing strength and potential impact. The EPS Department’s capacity to implement these new programs is further enhanced by our new hire in the CIEGS area, and we expect that as revenue-generating programs, each will contribute to support teaching assistantships within the Department. We note, as well, that we are currently establishing relationships with the UW Division of Continuing Studies both with regard to marketing the programs and with regard to creating online and blended models of the courses that will make up the academic content.

(3) ERT’s Comments RE: Financial Support for Graduate Students

“However, a continual problem (since the 2003 review) for EPS has been limited funding for supporting graduate students. Most incoming students are not promised financial support directly from the Department. Rather, they are accepted and expected to find RA or TA positions either internally or outside of the department. The lack of guaranteed funding likely precludes many applicants from accepting admission and puts a great strain on the graduate students who enroll, yet must spend time, energy and effort to secure funding from year to year while not really knowing if they can make steady matriculation progress toward degree. Therefore, we recommend that EPS explore ways to generate revenue in order to support doctoral students.
Given the tradition of legacy budgeting that may or may not change, the Department has to think of new possibilities of generating funds (e.g., for 131 and 104 budgeting lines) outside of the regular department budget; and seek out new ways to reach a wider group of potential students and generate revenue, such as the EPS Department EI proposal to support the development of the Global Service for Change and Development Capstone Certificate. The Capstone Certificate would expand the programmatic efforts and provide long-term funding for TA positions. The SoE Dean’s office has indicated that they are willing to work with EPS and other departments to set up the technology needed to support this type of expansion and, given the faculty’s strength and expertise in education and social context issues broadly, thought could be given to more ways in which the talents of the faculty can be harnessed both within EPS and in conjunction with other departments to pursue terminal master’s degree programs that generate revenue.”

“The Freshmen Interest Groups (FIGS) offer an excellent opportunity to develop new courses that attract undergraduates, align with faculty research agenda, bring TA funds into the Department, and allow faculty to network with colleagues in other departments, which may be of particular value to junior faculty. Assuming that these sources of support for FIGS will continue, the FIGS are a good mechanism to contribute in important areas to the undergraduate mission of the university and bring in TA support. Potential topics for new FIGs include gender and sexuality; international development; and race/ social class analysis, and education. While the EPS might pursue the idea of developing more 100-300 course offerings, there may be more incentives to pursue FIGs at this time, provided that in developing new courses, funds would be redirected to the Department.”
“Financial support is indeed a key concern among students. It is hard to design a model of financial support in a Department with as different disciplinary strands as EPS. However, several possible directions were evident during our visit. For instance, some faculty members are well-positioned to pursue external grants. EPS should consider offering incentives for additional faculty to pursue external funding that would not disrupt the collegiality the group prizes and has worked hard to maintain. The Department could offer a Research Assistant or a course release to write a proposal (perhaps on a petitioned or rotating basis) or help manage a project. When possible, such positions should rotate among faculty. Thus, we strongly recommend that the Dean’s Office support EPS targeting its next hire for an associate or full professor with an established record of securing external grants. Junior faculty who express interest should be mentored in identifying and securing funding sources for their work. Such mentorship should come from within and beyond the Department — we see a potential role for the Dean’s Office and SoE to take wider role in this. Students need more assistance in applying for competitive external support for their dissertations. We also recommend that EPS consider an economist or someone with strong quantitative skills; this would require buy-in from the faculty. Finally, students expressed a desire for more streamlined, systematic information about forms of support and opportunities across the campus.”

(3) EPS Response:

We approach the problem of limited funding for our graduate students in several ways. On the one hand, we have already discussed what we believe is the potential of our planned programs for Global Service and Development to become revenue-generating and thus enhance our ability to support TA positions in the Department. Further, we fully agree with the review
team’s perspective that “the FIGS are a good mechanism to contribute in important areas to the undergraduate mission of the university and bring in TA support.” We will continue to offer several FIG courses each fall semester, perhaps expanding that number in future. Also with regard to undergraduate enrollments, the Department will continue to strategically create new course offerings in the 100-500 range, courses that meet student demand and that serve students in every stage of their undergraduate careers. These new undergraduate courses will be taught both by EPS faculty and through Student Assistantships (independent graduate student instructors working under faculty guidance). These student assistantships provide both financial support for our graduate students, and, as well, provide training in curriculum development and classroom teaching. And, of course, we will continue to encourage our faculty to apply for research grants. Issues with regard to applying for research grants are frequently raised during the course of the semi-annual meetings between our assistant professors and their EPS tenure evaluation committees and these meetings remain an important first step for subsequent mentoring. We also support Robert Mathieu’s initiative, as the interim director of WCER, to provide more systemic mentoring of junior faculty to secure external grants. We note, as well, that our most recent hire, Lesley Bartlett, has an excellent record in grant-getting. Our graduate students have also been very successful in getting external awards (e.g., Spencer Dissertation; Fulbright; Fulbright-Hays, SSRC International Dissertation Research Fellowship) as well as School of Education and UW awards (e.g., Barr; Virginia Horne Henry). Overall, although our options are somewhat limited, we believe that addressing this issue through multiple tactics is the best approach for building additional funding options for our graduate students.

(4) ERT’s Comments RE: Department Visibility
“EPS has significant strength in the area of qualitative research. The qualitative research methods classes should be positioned centrally in the degree program in the area of research methodology. So for instance, the cross Departmental SoE qualitative research minor in which EPS faculty actively participate, and an EPS faculty member currently chairs the minor should be supported and enhanced. EPS has also had an excellent reputation in teaching undergraduate classes; an undergraduate non-certification degree in Education Studies housed in EPS would be beneficial and add visibility and enhance outreach efforts.”

“Faculty and student presentations at national conferences are an important contribution to the visibility of EPS’s strengths and should be supported with a more generous travel budget. The limited availability of funds for conference travel is a problem (though there are college-wide competitions). The impact could be detrimental, especially for junior faculty. In view of limited budgets, the Department could take into consideration the frequency of requests and the visibility of the venue.”

(4) EPS Response:

With regard to outreach efforts, we appreciate the review team’s recognition of our department’s ongoing strength in the area of qualitative research. We certainly support any means by which the new qualitative research minor can be promoted within and outside the School of Education. The new qualitative speaker series supported WCER will certainly enhance the visibility of the cross-SoE minor. We agree that it is important for our faculty and graduate students to present at national conferences. Funding for student travel to conferences is particularly limited and we would support efforts to remedy this problem.
5) ERT’s Comments RE: Graduate student professional development & cohort-building

(From response to #2a) “…our meeting with the graduate students revealed that they are receiving excellent academic preparation. In terms of professional development, they seem to have ample opportunities to teach. However, they expressed the desire to receive better preparation in pedagogy and course design. Further, the students discussed their desire to receive more systematic training in research, especially mixed methods, and more opportunities for apprenticeship research experiences. The students mentioned the cross-listed School of Education Doctoral Research Program, but they generally felt it was not a coherent doctoral research training experience; further, it did not provide any funding for students. We recommend that SoE find ways to incentivize faculty teaching in the Doctoral Research Program and also invest funds so that students who participate can at least pilot research projects that emerge from the experience. From our meeting with the students, it seems as if they pursue research methods in very different places across the university. Therefore, to follow up on this issue, EPS should consider initiating a regular Professional Development series, during which students receive training on teaching, writing conference proposals, doing conference presentations, publishing, and networking. Students would benefit from more opportunities to present their work on campus, either through a colloquium series or during the annual conference. Coupled with this, there was a consensus at the meeting with the graduate students that re-orienting the annual conference to include a component for graduate students to present their work, particularly in advance of national conferences such as AERA, would be useful. In addition, given the work of some of the faculty in the areas of global studies, community colleges and higher education
access, etc., an applied policy seminar in some of these EPS strength areas would be a
recommendation for the Department to consider.”

“There is a need for a professional development series for graduate students that would include
training in research methods, experience on research projects, applying for grants, applying to
conferences, preparing and delivering conference presentations, applying for jobs (academic and
applied), etc. This would be similar to a doctoral research program apprenticeship but within
EPS itself. The 701 class provides essential information and helps to build a cohort, but the effort
should continue into the second and third years of doctoral preparation. This could be done
though initiatives such as structured dissertation writing groups to help the students work with
each other for support toward dissertation completion.”

(5) EPS Response:

We are pleased that, overall, our graduate students are very satisfied with their academic
development. With regard to the possibility of developing a Professional Development series, the
department is currently undertaking a variety of initiatives. The Comparative International
Education and Global Studies (CIEGS) concentration, for example, has begun bimonthly
meetings that address areas of professional development, including: proposal writing, conference
presentations, practice for job talks, discussions of ethical issues in research. The Social Sciences
in Education (SSE) concentration is also planning to have regular meetings that address
professional development. Also, the CIEGS and the SSE concentrations are currently planning a
social theory course that will be a requirement for students in these two areas, and perhaps for
students in the History and Humanities concentration as well. This course, potentially to be taken
by students in the spring of their first year, would continue and strengthen the cohort-building resulting from common 701 experience. Also: (a) EPS’s Brown Bag series now includes an occasional professional development talk, such as one recently conducted by Paula McAvoy, an EPS alumna currently working for the Spencer Foundation, who discussed job prospects and preparation needed for work with non-profits and foundations; (b) For the third year in a row, practice sessions for students presenting at the Comparative International Education conference have been organized; (c) a university-wide call was announced, requesting proposals from graduate students to be included in this year’s annual EPS spring conference. Of the 9 proposals submitted, 8 were accepted, 5 of which were from EPS students. We plan to continue to invite graduate student participation papers in our spring conferences in the future. Of course, we would support any initiatives undertaken by the School of Education to incentivize faculty teaching in the Doctoral Research Program as well as initiatives to invest funds for students who seek to initiate pilot studies resulting from participation in the program.

(6) ERT’s Comments RE: Department Culture

“EPS is to be congratulated for the hard work it has invested over the past ten years to build a diverse, vibrant, collegial community. To sustain that culture, several factors need to be addressed. First, there is a need to spread the advising load. Some faculty have four advisees, while others have as many as 19. The prolonged unpaid leave of one professor and the departure of another have exacerbated this inequality. Further, faculty members are given the freedom to accept as many students as they wish; some may feel compelled to accept students who otherwise lack guidance. To address this unequal distribution of advising labor, EPS should consider adding another position in the area of greatest demand, International and Comparative
Education: given the losses and the overall youth of recent hires, we recommend the Dean’s office supporting the Department in hiring at the Associate or Full level for that position. In addition, EPS may wish to establish a maximum number of advisees for each individual faculty member. Rewards could be built in for graduating a certain number of advisees.

“Second, EPS has done an exceptionally good job of recruiting diverse faculty with recent hires. In order to retain these faculty members and to promote a more gender-equitable environment, the SoE needs to develop a more formal maternity leave plan. While we understand that the state prevents a longer paid leave, it should be possible within the University of Wisconsin-Madison to develop a plan, so that all parental leaves are treated equally and so that no junior faculty member fears colleagues will resent her for taking the leave.”

“Third, the diversity among faculty has increased recently, but the program needs to build on this success to increase recruitment of under-represented students. EPS should work on securing funding for underrepresented students building on its support from the Graduate School. The Graduate School could choose to invest additional funds for these critical needs and/or to reward departments that have successfully increased diversity or seek other private sources of doctoral student support. Since 2003, EPS has made dramatic changes to increase the gender and ethnic/racial representation among the faculty and for this the Department should be commended. With senior and newly hired faculty, there is an emphasis more on racial issues and the impact of policy on race, higher education and gender and sexuality for example. However, this emphasis has not yet resulted in a subsequent rise in domestic targeted minority students; for
example, the Department has not graduated an African American male in 20 years. Clearly, changes are required in recruiting more diverse graduate students.”

“As new faculty develop their research programs, more opportunities may become available for students to conduct research on issues of diversity and factors influencing under-represented students. The course offerings appear to include broad focus on related issues. Consequently, EPS is poised to strengthen its focus on diversity.”

“Fourth, international students represent an important area of diversity among the student body. They also help to sustain and spread the University’s reputation internationally. However, international students may have specific needs that require attention. First, international students need greater support identifying and obtaining paid positions of at least a year in duration, because securing visa depends on being able to demonstrate funding. Second, international students may well require more explicit socialization into pedagogical approaches, genre conventions of academic writing, and second language, advanced academic writing than other students. Explicit attention should be paid to the needs of these students. Given this need, and comments raised by several whom we interviewed, a number of concerns were raised that point to the need for some type of appointment of a faculty member in EPS who could function as a director of graduate programs and take on responsibilities such as diversity/international student recruitment, coordination of masters and doctoral programs of study, etc.”

(6) EPS Response:
We thank the external review team for their acknowledgement of the Department’s efforts to create a vibrant collegial community of scholars.

(1) Yes, the Department is aware of the imbalances in our advising loads, and we are addressing this issue. In fact, as we have noted elsewhere, our most recent hire is in the CIEGS area, and although this was not a hire at the senior level per se, the individual who accepted our offer, Lesley Bartlett, is a very well-known scholar (having spent over 10 years at Teachers College, Columbia University), and will have no trouble attracting advisees. Amy Stambach’s return from her two-year leave of absence to teach at Oxford University also alleviates some of the advising imbalances. We do not believe that it is advisable to create maximum faculty advising loads, however, and believe that individual discretion is the best course of action. Departmental and SoE service loads have been and will continue to be adjusted to reduce the burden on individual faculty.

(2) With regard to parental leave policies, our understanding is that both the School of Education and the EPS Department are constrained by overall university policy and by state laws. In a small department such as EPS, we have worked together over the last several years to support our colleagues after the birth of a child. We recognize, however, that this is a stop-gap practice and we encourage revisions to current policies to equity across departments.

(3) Again, we thank the external review team for recognizing our Department unqualified success in diversifying our faculty. We believe the diverse pool of applicants our faculty searches attract is a meaningful indicator of the perceived strengths of our Department in the national higher education community, and we will continue to offer positions to those who we
deem to be the most highly qualified candidates. On the other hand, yes, as with the entire university, we would like to build upon this success with regard to attracting more underrepresented students into our applicant pools and subsequently into our entering classes. We have undertaken a new initiative to try to address this concern.

(7) ERT’s Comments RE: Alumni/ae connections

“EPS needs to maintain a database with contact information of all alumni. It might consider initiating a print or web-based alumni magazine or newsletter that would profile those groups. Contact with alumni could be maintained by inviting alumni back to give talks and participate in sponsored discussions about critical education topic areas related to the disciplinary areas in EPS. If there are local alumni in the area, they could be invited to guest lecture in the upper level classes. Finally, the Department might consider inviting alumni to attend and when feasible participate in its annual conference.

(7) EPS Response:

The EPS Department has been working with the SoE External Relations Office to keep our alumni database up-to-date. Although we do not have the staff or faculty capacity to attempt to create or sustain an alumni magazine or newsletter, we will follow-up the suggestions offered in order to include our local alumni more often in our Brown Bag talks (we did so once this current academic year), and invite them to participate in our annual spring conference when feasible. We have also discussed the possibility creating a section of our website as a place where our alumni who are faculty in various institutions of higher education can post recent papers and/or links to those papers and other work products.
ERT’s Additional Recommendations

a) “…EPS has had only one senior faculty hire in the last 25 years and in the last 10 years alone they have lost seven senior faculty members to retirements and/or moves. In order for the new proposals for EI and other initiatives to move forward, we recommend the Dean actively support EPS in these and other areas that will benefit the SoE. “

b) “Given the strong set of scholars in EPS and how their work can inform policy and practice, further collaboration with other SoE units should be encouraged. We hope this is an arena where when opportunities arise; the EPS faculty will be encouraged to make further connections with other departments. It would be particularly helpful for junior faculty to make themselves and their research known in the SoE for promotion and tenure purposes.”

c) “It was hard for us to see a sense of community in the EPS Department and there is a sense of intellectual fragmentation, likely related to imbalances in work-loads such as advising, or external grant generation. Given the diverse scholarly and academic specializations represented with the department, there seemed to be emerging challenges comparing work products. While we saw evidence of personal relations that work among some of the faculty, we did notice that there was uncertainty (for example) among some of the junior faculty about if their policy work would count or be valued by the Department for promotion and tenure consideration. EPS may want to look closely at how faculty are socialized and mentored into the Department culture for an intellectual community to be formed and strengthened.”
EPS Responses:

a) Since this External Review was conducted Michael Fultz has retired and we would welcome the opportunity to hire a tenure-track professor in the area of history of education. We believe this is crucial to both our graduate program and the new non-teaching education major.

b) We are collaborating with the departments across the SoE on the Qualitative Minor and with the Department of Educational Leadership and Policy Analysis on their Global Higher Education Master’s. We look forward to collaborating with other SoE departments as we develop the new non-teaching undergraduate major.

c) We believe our department is characterized by deep respect for our collective work and for our varied contributions to our intellectual and collegial culture. We believe that this culture of respect and collegiality carries over to our graduate students as well. Our departmental culture has always honored and valued individual and intellectual diversity. As noted in the introduction to this response, we believe that the many positives of offering an array of disciplinary perspectives under a single departmental umbrella continues to serve well our various undergraduate and graduate constituencies. We acknowledge some imbalances with regard to advising loads and grant generation, as noted we are working to address these concerns.

Overall, though, we do not believe we have a problem with intellectual fragmentation. In fact, we believe that manner in which our Master’s and especially our doctoral program balances depth, breadth, and individually crafted opportunities across a range of disciplinary perspectives/traditions is a fundamental source of our
strength. For the past 50 years, it has been a unique and distinguishing feature of our national recognized department. We hope that we can continue to be successful in socializing our entire community -- tenured faculty, assistant professors, and graduate students alike -- to fully appreciate our norms of rigorous scholarship, intellectual diversity, and collegial respect.

d) Finally, we note that policy work of all types (including publication in peer-reviewed journals, policy briefs, working papers, etc.) is valued in EPS. We find that we must caution our assistant professors, however, that the Divisional Committees seem to value certain types of policy work over others, and that these “facts of life” cannot be ignored.

Again, we want to emphasize that we appreciated the External Review Team’s thoughtful responses to our questions and positive review of our department.