EXECUTIVE SUMMARY
Academic Program Review
Department of International & Multicultural Education
School of Education
Summer 2005

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The School of Education invited two respected consultants from the fields of multicultural education to act as external reviewers for the program review of the Department of International and Multicultural Education (IME). Dr. Mary Poplin professor of education at Claremont Graduate University, and Dr. Maria Torres-Guzman, professor of Bilingual Education at Teachers College, Columbia University conducted an on-site program review from March 3 to March 5, 2005. Prior to their visit, they were sent the Department's comprehensive self-study document. To further assist the team in their work, they were provided copies of various documents that included, in part, sample course syllabi, program assessment questionnaires, registration statistics, the University San Francisco's Mission Statement, the Collective Bargaining Agreement, and the USF catalogue. The team observed classes and met with the dean, associate deans, full-and part-time members of the faculty, staff, current students, and alumni.
This Executive Summary addresses six basic questions regarding the quality of the International and Multicultural Education graduate programs. The narrative below reflects the external reviewers' assessment of the programs.

1. **How did the external review committee rate the quality of the IME program? How do the programs compare with top-tier programs nationally?**

   Overall, the consultants concluded that the quality of the IME graduate programs is **very good to excellent**. They believed that IME is one of the premier multicultural education and social justice programs in the country. Faculty and graduates of this program have long been recognized as leaders in these areas. Also, IME has a reputation for effecting education by supplying the California State Universities with doctoral graduates who are hired as CSU faculty committed to social justice. They concluded that "re-establishing the vision with new and emerging faculty will be critical to maintaining excellence."

2. **What are the most important general issues that emerged from the external review process?**

   In addition to the reviewers' assessment of the program, they noted some challenges and new opportunities.

a) **Program Consolidation**. The department should refocus its work by re-conceptualizing and possibly consolidating some of the programs currently offered.
b) **Realignment of curriculum and resources**. The external reviewers observed that there appeared to be too many distinct programs to be supported by the faculty size. They suggested a few methods to handle this situation; for example, consider having only one IME doctorate with a general core, reduce MAs to one or two programs
c) **Refocus the Vision.** The external reviewers recommended a redevelopment of the department vision "in concert with 1) current faculty strengths, 2) the mission of the University and School, as well as 3) contemporary emphases on effecting social justice by strengthening the accountability for the education of the poor and marginalized students."
d) **Renew Faculty and Increase Faculty of Color.** The most significant challenge identified was the loss of so many founding faculty to retirements in a short period of time (2002-2004) which was exacerbated by joint appointments and some faculty in other departments. Given that the department will have lost three faculty members to retirements and added one, the external reviewers recommended renewing faculty lines and increasing the number/proportion of faculty of color.

3. What are the specific recommendations for improving the program's quality?

With regard to the previously raised concerns (a-d above), the following recommendations, responses, and actions have been or will need to be taken. The IME Department's self-study was proactive and has already suggested changes and strategies.

a) **Program Consolidation**. The Department's self-study recognized that "the enrollments in IME and MLCA masters degree programs are problematic, and the department needs to develop a plan to boost enrollments or consider retiring these two programs." The reviewers recommended that the faculty consider reducing the number of distinct programs as there are too many for such a small faculty. In response the faculty will explore offering two MA programs, IME and TESL, with the former having special emphases such as multicultural literature for children and human rights/social justice education.
b) **Realignment of curriculum and resources**. Departmental strategic planning is critical at this point in the evolution of the IME Department. The vision, new hires, and curriculum decision in the next few years will define the future of the Department. This is not to be viewed as a failing of the Department but an opportunity as the new composition of faculty prepare a bright and purposeful future.
c) **Refocus the Vision.** The outgoing department chair, the incoming department chair, and the Department program self-study team

agreed that the next step for the IME Department is to "craft a formal mission statement" and engage in strategic planning. One of the issues that needs to be addressed is how to emphasize "I" in International and Multicultural Education. The recent hiring of an international specialist is the first step but the mission statement and strategic plans need to drive the future of the program.

d) **Renew Faculty and Increase Faculty of Color.** At the time of the External Review in March, 2005, the Department had three full time faculty members and two joint appointments with the Teacher Education Department. Two of these three full time faculty retired in June and one retired the year before. However, since June IME has hired one new faculty member, received a half time term appointment, and two FTE faculty positions have transferred from other departments to IME. Currently the IME Department consists of six faculty and 5.0 FTE (two men and four women; four faculty of color). The initial concerns of the external review team initially have been satisfied; however a strategic planning process will need to be completed solidify their future vision, align the programs, and make difficult resource decision on programs of emphasis.

4. Is the program following the University's strategic initiatives?

a) Recruiting and retaining a diverse faculty of outstanding teachers and scholars? As stated in 3d above, two of the full time faculty retired in June but the department conducted a national search and realigned its faculty to recreate a department consisting of two-thirds women and two-thirds faculty of color.

b) Enrolling, supporting and graduating a diverse student body? The IME Department has an impressive record in recruiting and graduating students with diverse backgrounds. Sixty-four percent of the doctoral dissertations have been written by women. With respect to ethnicity, 12% were authored by African Americans; 22% by Latinos; 24% by Asians; 4% from individuals from the Indian Sub Continent or Middle East; and the remaining 38% by European Americans. These doctoral program alumni have been highly successful in obtaining faculty appointments in graduate schools of education at universities throughout 11 of the California State University campuses, several community colleges, and over a half dozen other universities and environments.

c) Providing the environment necessary to promote student learning? The external reviewers commended the faculty for its dedication and commitment to social justice. They reported that students also praised faculty -- "They work their hearts out." Students also described their courses as very high quality and consistent with the School of Education's mission of social justice. As the department begins to "redefine" its mission and academic strategies they should (and already plan to) include students in this planning process. The planning process has invited student input and will be conducted in an open and public format. For example, an IME class in the

spring semester undertook its own evaluation and assessment of the IME program and invited the dean and outgoing and incoming IME department chairs to hear its report. The results were very similar to the external reviewers' report.

5. **In what way is the program contributing to the goal of making the University a premier Jesuit Catholic urban university?** The external reviewers commented that "the program clearly exemplifies the mission of USF to 'educate leaders who will fashion a more humane and just world' and the mission of the School of Education in terms of its commitment to social justice." The faculty embody social justice commitments and "their eagerness to address the issues and move forward is impressive."

6. **What is the timetable for implementation of recommendations**? IME is currently in a period of transition with the retirements of some faculty, the return of others and the hiring of others. In order to take advantage of the opportunities facing the IME Department, the first step this fall will be to develop a strategic plan to focus the mission, reduce or consolidate some of the programs, redevelop the curriculum around the vision and faculty expertise, and establish new excitement in students around these new energies. The department has already begun discussions reviewing the IME programs with a plan to restructure the MA programs to be more responsive to the needs in the field and in line with the current resources of the department. The department also has begun to expand its international focus with new (and renewed) course offerings.