



UNIVERSITY OF  
SAN FRANCISCO

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School of Education

**International and Multicultural Education Department**

**Academic Program Review of the International and Multicultural  
Education**

**Master of Arts and Doctorate Degree Programs  
Fall 2017**



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## **A. Mission and Values**

### **University Vision and Mission**

The University of San Francisco is a Jesuit Catholic university in the heart of San Francisco. The university, which embodies Jesuit values, is guided by the following vision:

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban university with a global perspective that educates leaders who will fashion a more humane and just world.

Informed by this vision, the university approaches education using the following mission statement as its compass:

The core mission of the university is to promote learning in the Jesuit Catholic tradition. The university offers undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others. The university will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The university will draw from the cultural, intellectual, and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

### **School of Education Vision, Mission and Goals**

The School of Education (SOE) mission is to act collectively and leverage our resources in ways that are driven by our Jesuit mission and responsive to our constituents' needs in order to have measurable impact in schools and communities, particularly for those most affected by injustice. [A.1, SOE Strategic Plan and Mission]

The SOE provides new initiatives in K-12 teacher credential and academic degree programs, community college and higher education personnel development, master's and doctoral programs, and cross-cultural and international education master's and doctoral programs. These initiatives complement additional opportunities for students to participate in school- and community-based service and applied research activities.

The SOE offers certificate, master's and doctoral programs in six major areas: Counseling Psychology, International and Multicultural Education, Learning and Instruction, Organization and Leadership, Catholic Educational Leadership, and Teacher Education. Many of the SOE's master's

and credential programs are also offered at our branch campuses. Currently the SOE has branch locations in Pleasanton, Sacramento, San Jose, and Santa Rosa.

The SOE is committed to supporting academic and professional programs, and applied research and community activities which seek to improve the quality of education and psychological and support services provided to children, youth, and adults.

All activities of the School seek to link instruction, research, and service in a manner which reflects the intellectual, ethical, and service traditions of a Jesuit institution: to honor education as an instrument for the full growth of individuals, and to commit to further standards of excellence in academic and service programs. The pervading philosophy implicit in the School's planning and developing efforts affirms hope in the human effort to achieve a better society and demonstrate a commitment to ameliorate social conditions that are obstacles to justice for all.

The School is particularly committed to providing programs responsive to the needs of the diverse populations of the greater San Francisco Bay Area. The School prides itself on its commitment to address social inequities at the local and state levels, as well as those impacting the nation and international communities. This commitment is reflected in programs that prepare students to assume leadership roles in a variety of settings, including public, private and independent schools, colleges and universities, mental health and counseling centers, human services and government agencies, and even corporations.

The School seeks to realize its mission through offering academic degree and credential programs at the graduate level, and through collaborative and dual degree programs with other colleges and schools of the University. Academic and professional programs are complemented by programs of research and service sponsored by centers and institutes of the School.

### **Department of International and Multicultural Education Vision and Mission**

The Department of International and Multicultural Education (IME) was founded in 1975 by critical educational scholars in the U.S. The educational philosophies of Paulo Freire inspired IME to advance participatory and community-based education, since several founding faculty members, such as José Llanes, Alma Flor Ada, and Father Denis Collins, S.J., worked closely with the great Brazilian educator. For over 40 years, IME programs have been dedicated to understanding transformative possibilities for formal and informal education in diverse — and all-too-often inequitable — sociocultural, linguistic, political, and economic contexts. Through the four programs in

the Department (including the MA and EdD in International & Multicultural Education under review in this document, as well as MA Programs in Human Rights Education and Teaching English to Speakers of Other Languages), we work toward a vision of social justice and educational equity in local, global, and transnational settings.

Based on principles of equity, social justice, and human rights, all IME programs critically address the realities of education within and beyond the borders of public schooling in the United States and around the world. Our programs aim to equip students with the praxis (theory and practice) needed to engage in scholarship, teaching, and advocacy work that makes a positive impact on key issues confronting education today.

## **B. Contribution to the Strategic Plan**

The USF School of Education unanimously adopted the 2014-2018 Strategic Plan in 2014 and has made major contributions to its implementation. It is important to note that many of the principles underlying the Strategic Plan – particularly the focus on social justice, diversity and inclusion – have been at the foundation of IME for many years. In fact, for the first time in its history, the IME vision appears to be at the core of the SOE. The following section identifies the particular Strategic Plan goals and activities to which IME has contributed in a significant way. [A.1, SOE Strategic Plan and Mission]

**Goal I: To provide our target student population with the highest quality academic experience and professional preparation that are in the service of social justice, particularly regarding student services and support.**

Subgoal IA: Recruit and enroll a student population that reflects the diversity (particularly racial/ethnic diversity) of, and is committed to, the SF Bay Area in order to address the “demographic gap” of the professions.

Activity IA1: Increase the racial/ethnic diversity, and other dimensions of diversity, of the students in all degree/credential programs.

Activity IA2: Increase financial aid for underrepresented groups by maximizing use and impact of existing funds and raising additional funds for scholarships, employment, loan forgiveness, etc.

**IME Contribution:**

- IME has a highly diverse student body that contributes significantly to the overall diversity of SOE (60% of IME students are students of color; we also have students of diverse gender orientations as well as students who are undocumented but do not collect data on these areas), particularly in terms of racial/ethnic dimension and sexual preference. Due to our explicit commitment to equity, justice and inclusion, many students from underrepresented groups (racial, national, gender and sexual orientation) are attracted to our programs.

Subgoal 1c: Offer expanded and enhanced resources, support, and services for student academic success and socio-emotional well-being.

Activity IC1: Improve and expand student-support resources and services, annually targeting one new priority area.

**IME Contribution: Writing Support**

- The IME Department has provided academic writing support through doctoral students serving as graduate assistants and also through adjunct faculty with experience in the Student Writing Center. In 2017-2018, one full-time IME faculty, one IME adjunct faculty, and one IME doctoral student were hired as a team of writing coaches for MA and EdD students in the SOE needing support.
- IME faculty have served as leaders of the SOE steering committee to re-envision the EdD program toward providing more overall academic support to doctoral students.
- IME faculty have offered day-long writing retreats for doctoral students.
- The IME Department has reserved a regular physical space in SOE for student writing groups during the teaching weekends; many doctoral students have commented that this collective writing space has helped to break the isolation and to push them towards completion of their dissertation projects.
- The IME faculty holds Qualifying Presentations for doctoral students each semester to offer support and collective feedback before entering the proposal writing phase of the dissertation.



**Goal II: To prepare professionals (researchers, educators, leaders, counselors, advocates) to work effectively with underserved groups.**

Subgoal IIA: Offer degree/credential programs that are mission-driven and responsive to needs.

Activity IIA1: Develop and implement effective policies and procedures for self-assessment and improvement, program reviews, and accreditation.

Activity IIA2: Revise programs and/or develop new programs to better meet the current needs of our constituents while generating increased revenue.

**IME Contribution: Graduate program in Human Rights Education**

- In 2008 IME initiated the Human Rights Education Concentration (HRE) in its MA and EdD Programs.
- In 2013 IME introduced the stand-alone MA in HRE, replacing the MA concentration. This program, while not under review in this document, has attracted interest from all over the country and world as the only MA of its kind in HRE anywhere in the United States.
- IME and the Teacher Education Department (TED) are collaborating to offer a joint teaching credential/MA HRE in 2018.

Activity IIA3: Ensure that coursework, fieldwork, and instructors (including adjunct instructors) prepare students to work effectively with underserved groups.

**IME Contribution**

- As of Fall 2016, IME faculty initiated new courses in theoretical foundations: an MA course for IME only and a school-wide EdD course (developed and taught by IME instructors).

Subgoal IIB: Support the ongoing development and success of professionals post-graduation.

**IME Contribution: Alumni relations**

- In May 2014, IME held its 40<sup>th</sup> Anniversary Celebration, which brought together about 100 alumni along with current students and faculty.

- IME has Involved its alumni in the SOE Symposium in Engaged Scholarship.
- IME has supported the USF Human Rights Film Festival (2017 festival included 2 films involving IME alumni - one filmmaker and one consultant).
- IME consistently hires alumni as adjuncts to teach IME courses. As of 2017-2018, 3 alumni are full-time faculty in SOE (IME, O&L, and CPY), with many more serving as adjunct faculty in a variety of capacities.
- With the Office of Admissions and Outreach, alumni of IME programs are serving as ambassadors and liaisons for admissions.
- IME has sponsored summer institutes which offer professional development opportunities for alumni, such as The World As It Could Be and Speak Truth to Power.

**Goal III: To collaborate and work in solidarity with partners to build a stronger movement for social justice in education.**

#### **IME Contribution: Partnerships with Bay Area/national organizations**

- IME held a Community Partnerships Fair with 5 local organizations in Spring 2016
- Professor Bajaj has led a research partnership with Oakland International High School since 2014, involving several IME students as research assistants, visiting the school with students (some of whom continue as volunteers), and developing faculty-student-partner co-authored publications.
- Professor Fuentes has an ongoing partnership with Berkeley Unified School District in which she has served on parent-community task forces.
- Professor Katz has partnered with Voice of Witness in teaching the Human Rights Education: Pedagogy & Praxis course over several semesters.
- Professor Taylor has integrated service learning and college community partnerships into her courses through an SF Engage College - Community Collaboration Project grant funded by the USF McCarthy Center for Public Interest and the Common Good. Additionally she developed a school-community scholarly engagement research project with the Oakland Saint Martin de Porres Catholic School in Oakland.
- IME has acted as the USF liaison with local organizations to sponsor various summer institutes at USF (The World As It Could Be, Speak Truth to Power, Voice of Witness).

**Goal IV: To function effectively and ethically both individually in and collectively as a School of Education.**

Subgoal IVA: Engage in democratic decision-making processes with transparency and consistency.

**IME Contribution: Model of collaboration within department and SOE as a whole**

- IME faculty work together collectively in the department, e.g. during our meetings and admissions process; we put effort into practicing our beliefs of collective and shared leadership/governance.
- IME has worked to establish regular communications with adjuncts in order to have shared pedagogical commitments and practices. As of 2017 we have formalized these by developing adjunct guidelines. [B.2, IME Part-time Faculty Guidelines]
- As of Summer 2017, IME has created an IME Supplemental Handbook to share information with students about our programs, processes, and advice for successful completion of the program. [B.3, IME Supplemental Handbook]

Subgoal IVC: Create and nurture a work climate that is supportive, empowering, collegial, collaborative, ethical, and socially just on the individual and collective levels.

**IME Contribution: Model collaboration within department and SOE as a whole**

- IME is recognized as a model in SOE of collaborative professional relationships.
- IME provides mentorship and support to junior faculty and adjuncts as well as students. IME is noted for its strong sense of community, described as an “academic family” by an IME doctoral student.

Subgoal IVB: Allocate resources to departments, programs, individuals, and other units along criteria of equity, impact, viability, and strategic priorities.

- IME supported former IME faculty, Professor Shabnam Koirala-Azad, in new roles as Associate Dean, Interim Dean and Dean.

- IME has regularly integrated students from the Organization and Leadership Department (O&L) in course IME709: Dissertation Proposal Seminar
- IME has initiated and developed a joint credential/MA-HRE with TED
- IME participated in and gave leadership to doctoral program re-envisioning, leading to new General Education courses.
- IME created a new position in LGBTQ Studies and alternative research methodologies for SOE and hired a faculty member for this position in 2015.

## **C. History**

### **Founding and Early History**

IME began in 1975 as the Multicultural Education Program, under the direction of Dr. Jose Llanes, followed by Dr. John Tsu. The program was initiated to take advantage of federal monies available for the promulgation of bilingual education. Thus, all faculty members were originally hired on grant money. Monies were available to train bilingual teachers in Filipino, Chinese (Cantonese), Spanish, and Japanese. In addition, another grant was obtained for the training of teachers, administrators, and counselors in the area of adult, bilingual vocational education. Title VII monies were also available for the doctoral studies of potential bilingual teacher educators. From this beginning, the department evolved, changing with new federal legislation and with the needs and goals of the School of Education and the University of San Francisco.

The first major change was from program to department status. At about the same time this happened, the faculty successfully achieved their term appointment status based on soft money, and several were granted tenure-track positions. Soon afterwards the grant for bilingual vocational education ended, and bilingual teacher training in Japanese and Cantonese was dropped. The focus of the department shifted toward doctoral level training and teacher credential programs in Spanish and Filipino, along with a Master's degree in both Multicultural Education and Teaching English as a Second Language (later changed to Teaching English to Speakers of Other Languages – TESOL). Ultimately, the credentialing aspects of the program were integrated into the Teacher Education Department, and the department changed its name to International and Multicultural Education (IME).

## **2005 Program Review**

When IME last conducted an Academic Program Review in Spring 2005, the department was undergoing significant transition after decades of stability. Two of the original faculty had passed away (Professor Aida Joshi, Professor Anita de Frantz) and Professor Alma Flor Ada retired in 2004 after launching a now discontinued Master's degree in Multicultural Literature for Children and Young Adults two years earlier. Long-time faculty members Professor Dorothy Messerschmitt and Fr. Denis Collins, S.J. were planning to retire at the end of the 2004-2005 academic year. Two new faculty members had only recently joined IME: Professor Miguel Lopez in 2002 (who had a joint appointment in TED), and Professor Susan Katz (who transferred from TED in 2004).

During the preparation of the self-study for the program review in 2004-2005, the IME faculty identified a need to strengthen its global focus and expand its course offerings. Despite its name, the department had leaned toward the multicultural but away from the international. In response, IME proposed a new tenure-track faculty position in Global Studies in Education and conducted a national search in Spring 2005.

The external reviewers affirmed this new direction for the department. They wrote in their final report that the School of Education should support IME with at least one new tenure-track position, given the numerous retirements, and encouraged the existing faculty to reframe its mission and vision accordingly. They conveyed concern that IME had three MA programs with two of them (MA-IME and MA-MLCYA) attracting few students. Only the MA-TESOL was healthy in size. Reinforcing the IME faculty's perceptions, the reviewers also noted that IME students expressed the need for more course offerings on global issues in order to fulfill the "international" aspect of the department's name.

As a result of these recommendations, IME hired Professor Shabnam Koirala-Azad, now Dean of the SOE, for the new position in Global Studies in Education in 2005. Also, Professor Betty Taylor transferred from Organization & Leadership in 2005, adding much-needed expertise in issues related to women of color in higher education and African American educational history. Two years later in 2007, Professor Emma Fuentes, who had been collaborating with the Center for Teaching Excellence and Social Justice as term faculty in TED, was hired for a new tenure-track position in Latino Studies in Education to replace Professor Miguel Lopez, who was not awarded tenure. In 2008 Professor Rosita Galang retired, the last founding faculty to leave USF.

## **Human Rights Education**

In 2008 IME, led by Professors Katz and Koirala-Azad, launched a new concentration in Human Rights Education (HRE) at the MA and EdD levels – the first of its kind in the U.S. This concentration consisted of 4 courses in both the MA and EdD degree programs: Human Rights Education: Pedagogy & Praxis, International Human Rights Law for Educators, Gender & Globalization, and Immigration & Forced Displacement. This innovation provided IME students with a unique opportunity to understand and address deep-rooted social and educational inequities through the lens of critical Human Rights Education.

Between 2008 and 2010, the number of MA and EdD students choosing the HRE concentration increased dramatically. The MA concentration grew so rapidly that we replaced it with a stand-alone MA in Human Rights Education in 2013, maintaining the EdD concentration. In 2014, Dr. Monisha Bajaj, formerly Associate Professor at Teachers College, Columbia University, joined the IME Department as the program coordinator of the MA-HRE.

The course offerings have expanded significantly, now including a second HRE core course – Human Rights Education: History, Philosophy & Current Debates, as well as a summer course we have offered for several years, Tools for Human Rights Practice, taught by visiting HRE professionals, along with Social Movements and Human Rights and Human Rights in the Media.

## **Curriculum Changes (2005-2017)**

In addition to adding HRE, the IME Department has made other significant changes in the curriculum. New faculty have brought new courses to the Department; for example, Rosa Jimenez has developed a course on Transformative Pedagogies, and Monisha Bajaj, a course on Peace, Conflict and Education in Global Contexts. As of Fall 2016, courses in theoretical foundations are required for all new IME students in the first semester of both the IME EdD and MA programs. These courses offer students an overview of theories and perspectives to help them situate their work theoretically and align their degree programs with their own interests and pursue subsequent coursework accordingly.

Furthermore, IME has shifted its overall frame from multicultural education to a more critical understanding of race and intersectionality in addressing issues within the U.S. To that end we revised/renamed old courses, such as changing Race, Ethnicity and Cultural Identity to Critical Race

Theory and Praxis, and added new courses, such as Whiteness: Power and Privilege and Critical Analysis of Urban Schooling. Finally, to move away from a traditional multicultural perspective, as of Fall 2017 we have reframed courses on multicultural education focusing on distinct populations to be under the umbrella of a sequence of courses on Ethnic Studies in Education. In this vein we can integrate critical ethnic studies theory with a focus on different communities each semester: African Americans in Fall 2017, Asian Americans in Spring 2018, Latino/as in Spring 2018, and indigenous communities in Spring 2019.

### **Teaching English to Speakers of Other Languages**

Other additions to IME in the past five years have been the expansion of the MA in Teaching English to Speakers of Other Languages (MA-TESOL) with the hiring of Dr. Rosa Jimenez as program coordinator in 2014 as well as the expansion of the online MA-TESOL program with the efforts of Dr. Brad Washington. However, as of Spring 2016, several additional changes occurred: 1) the online program was suspended due to budgetary constraints and Dr. Washington began teaching in the on-ground MA-TESOL program (and subsequently left for a position at another university in 2017). 2) Dr. Sedique Popal assumed the directorship of the MA-TESOL program after many years of successfully building this program, and Dr. Jimenez began teaching courses in the overall IME program, sharing her expertise in areas of language, culture and power.

### **LGBTQ Studies**

In Fall 2014 we conducted a search for a new faculty member in Lesbian Gay Bisexual Transgender Queer (LGBTQ) Studies in order to respond to a need in our department for a focus in that area. This was a very successful search in that esteemed scholar, Dr. Lance McCready, Associate Professor of the University of Toronto, Canada, accepted the position and joined IME as Associate Professor in Fall 2015. During his academic year at USF from 2015-2016, Dr. McCready developed new courses in LGBTQ Studies, but decided to return to the University of Toronto to continue involvement in his ongoing research projects in Canada. This line reverted back to the University and has not been filled.

## D. Curriculum

### Learning Outcomes

During the 2016-2017 academic year, all programs in the SOE were asked to revise their program learning outcomes (PLOs). The goal of this project was to ensure that all PLOs are measurable, clear, and accurately reflect the current curriculum. As part of this effort, during a fall 2016 retreat the IME Department collectively revised the IME outcomes. The outcomes listed below need additional revision to meet SOE standards for length, clarity, and measurability. This revision will be worked on after the 2017 Program Review is finished in the spring of 2018. The historical learning outcomes, which had previously been used by the Department, are on the [USF website](#). The website will be updated once the revisions are finalized.

The IME Department operates with four overall learning goals, each of which is operationalized via several learning outcomes:

1. **Critical Analysis & Contextual Understanding:** IME students should be able to critically analyze education (formal, non-formal and informal) and unequal realities in local, global, and transnational contexts, such that students will be able to:
  - a. Define, give examples of, and meaningfully use the following terms: hegemony, culture, race/racism, globalization
  - b. Define and evaluate social and educational difference and inequities (race, culture/ethnicity, class, gender, sexuality, language, nation, religion, ability, etc.)
  - c. Explore and analyze power, privilege, and marginalization through multiple perspectives, worldviews, and epistemologies;
  - d. Identify forms and examples and develop an orientation towards critical, transformative and social justice pedagogies including ethnic studies, human rights education, among others.
2. **Knowledge of Self and Society:**
  - a. Understand and practice cultural humility, community building, collaborative inquiry and working in solidarity.
  - b. Understand and differentiate identity formation, positionality and intersectionality, and the role of these in relation to self and society



- c. Examine personal and professional experiences through multiple lenses in order to develop “homemade theory” through the use of autoethnography, I-search papers, oral histories, *testimonio*, among others

**3. Theoretical Grounding** (Knowledge, Abilities): Identify and apply critical and social theories to a wide range of educational issues, such that students will be able to:

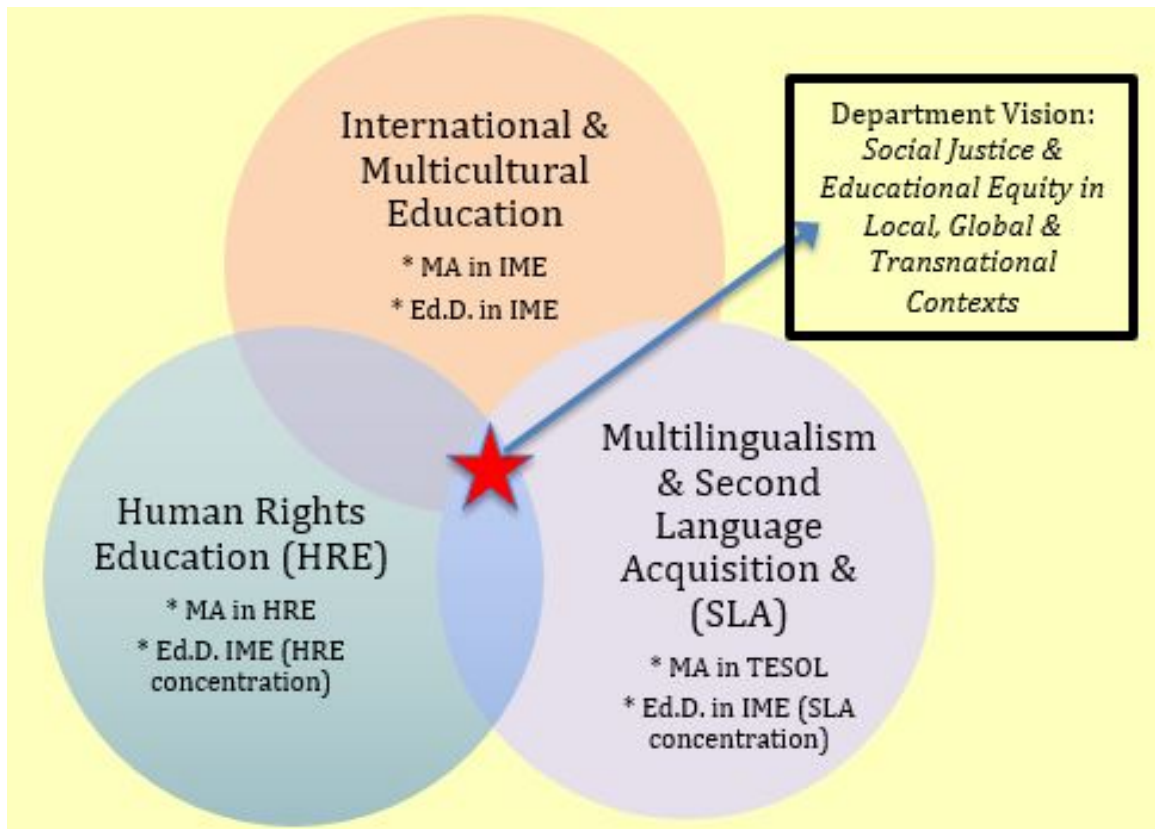
- a. Work collaboratively, critically, and rigorously through a core set of readings and concepts on social and critical theories in education.
- b. Examine the ways that particular theorists have conceptualized what education is, how to characterize its social power and potential, and how theory informs our research processes and praxis.
- c. Describe, compare and contrast key theoretical orientations to understand the many ways that we can use theory to inform and impact educational challenges and larger public debates
- d. Apply theoretical orientations to at least one key educational issue.
- e. Develop their own particular area of theoretical interest, inquiry, reflection, and writing.

**4. Research Methods & Approaches** (Knowledge & Abilities): IME students should be able to demonstrate the knowledge and skills involved in conducting educational research, such that students will be able to:

- a. State a research problem and questions, identify appropriate theoretical frameworks, conduct a literature review, identify relevant quantitative and/or qualitative methodologies, and discuss implications.
- b. Understand ethical research, procedures and practices, such as reflexivity in the role of the researcher, and what methods align with distinct forms of inquiry
- c. Critically analyze how research historically and in the present-day can and has been used as a tool for marginalization and/or social exclusion.
- d. Understand engaged scholarship in order to be equipped with diverse methodological tools and skills to conduct inquiry and assessment in a range of areas such as classroom teaching, community organizing, and curriculum development, among other areas.
- e. Learn to effectively communicate ideas to multiple audiences through forms of scholarly writing, such as policy writing, blogs, literature reviews, and/or research-based papers.

- 5. Cultivating Scholars, Practitioners & Advocates in Education** (Knowledge, Values, Abilities): IME students should be able to apply their critical analysis of educational inequities and case studies of social justice education to practical and engaged action in local, global and transnational settings. Students will be able to:
- a. Synthesize contextual understandings, reflective analysis, theoretical frameworks, and methodological training to inform their practice in the field of education.
  - b. Identify different action plans and strategies for engagement as scholars, practitioners and/or advocates in educational justice work in schools, community-based organizations or other settings.
  - c. Develop materials (e.g. policy memos, curricular resources, oral histories, research-based papers) for working in solidarity with marginalized communities to address social and educational inequities.
  - d. Learn models of and practice engaged scholarship that bridges the resources and knowledge of the academy with pressing community needs in diverse contexts.

## **General Overview**



The International and Multicultural department is made up of three MA programs and one EdD program. These include: Master of Arts in International and Multicultural Education; Master of Arts in Human Rights Education (HRE); Master of Arts in Teaching English to Speakers of Other Languages (TESOL) and finally the Doctor of Education in International and Multicultural Education with two concentrations, Human Rights Education and Second Language Acquisition. For the purposes of this review, we will only focus on the IME MA and IME EdD

Although the IME department is made up of distinct programs, we function primarily as one unit guided by a shared mission and theoretical rationale. All of our programs are interdisciplinary in nature and grounded in a commitment to and vision of social justice and educational equity in local, global and transnational contexts. Both our IME MA and EdD are grounded in the following conceptual areas: critical social theory and schooling; intersectionality of race, class, nation, language, gender and sexuality in education; human rights and social movements; international and comparative education; and alternative research paradigms.

Our program is structured for working professionals so that nearly all of our classes are offered on what is called a “Teaching Weekend Schedule” with classes held on alternate Friday evenings and full-day Saturdays over the course of the semester for a total of nine class sessions. All of the courses in the department are three units. The majority of classes in IME are cross-listed both as MA level and doctoral level courses with slight differentiation to meet the needs of both MA and EdD students. [D.1\_Course Syllabi]

The IME program is organized around three distinctive features:

1. Local/global framework: IME is unique in that our theoretical framework is both broad and deep enough to address issues relevant to the local community, the nation, as well as the international realm. As a result, we attract a broad range of students, from Bay Area teachers committed to research in local schools to international scholars dedicated to social change in their homelands.
2. Faculty as engaged scholars: IME faculty have lifelong experience and expertise as scholars, practitioners and advocates in the field of education. The research we conduct is intended to have a positive social impact and is never merely an academic exercise out of reality. Our curriculum is built on this commitment to human rights and social justice grounded in community.
3. Emphasis on engaged scholarship and community collaborations: IME faculty highlight our own community-based research, bring community into the classroom, and guide students in community engaged work. In Spring 2016, we initiated a community organizations fair that we aim to continue annually each spring semester. IME faculty and students have collaborated with the following local organizations:

- [Voice of Witness](#)
- [Refugee Transitions](#)
- [826 Valencia](#)
- [The World as it Could Be](#)
- [Just Cause/Cause Justa](#)
- [Mujeres Unidas y Activas](#)
- [Oakland International High School](#)
- [Youth Speaks](#)

- [San Francisco Unified School District](#)
- [Buchanan YMCA](#)
- [MO Magic Youth Organization](#)
- [Rosa Parks Senior Center](#)

## **Curriculum Structure**

The IME curriculum, rooted in critical social theory and the practice of critical pedagogy, provides a dynamic learning community where students benefit from rigorous scholarship and experience both in the classroom and in the community. The graduate programs in our department strive to equip students with the knowledge and strategies they need to be highly effective social justice scholars, educators, leaders, and engaged practitioners across various learning contexts in the U.S. and abroad.

The MA curriculum consists of 30 credits of course work. Students begin the program by taking a required theoretical foundations course, which was introduced in Fall 2016 and covers key theories, topics, and orientations of critical social theory and critical perspectives from international and comparative education, and their applications to research and practice. The majority of credits are elective units. Students are expected to work closely with their faculty advisor to choose course electives and integrate these into focused areas of expertise. After completing their elective courses, students take two final required courses: Methodology of Educational Research and IME MA Thesis/Field Project. Normally students take these courses sequentially across two semesters. In Methodology of Educational Research, students gain knowledge in research design and learn the full cycle of carrying out a research study. In the culminating course, IME MA Thesis/Field Project, students have the option to complete a thesis based on empirical research or a field project, which requires application of the knowledge, insights, and skills acquired in the program. [See D.1 MA Curriculum Plan]

To earn the EdD, students must complete 60 credits of course work. All students are conditionally admitted to the doctoral program until the successful completion of the portfolio, which normally occurs during students' third semester (or beginning of year two). As of Fall 2016, students begin the program by taking two newly developed foundations courses - Critical and Social Theoretical Foundations (Fall) and Introduction to Public Scholarship and Community Engaged Learning (Spring). These two courses were developed through a school-wide process to re-envision

the EdD with a more clear and unified focus on engaged scholarship. Although these two courses are offered under General Education, certain SOE departments, like IME, have chosen to include them as EdD requirements. [See D.2 EdD Program Overview]

The majority of EdD credits are elective units, which students should select in close collaboration with their faculty advisor. In this way, students integrate courses into a focused area of expertise. Students have three options: 1. General IME, 2. Human Rights Education (HRE) concentration, or 3. Second Language Acquisition (SLA) concentration. Students who choose the general IME doctorate are able to select from the many IME courses to create a focused area of study. For example, many students are interested in the intersections of race, class, gender and schooling and would choose classes such as:

IME 712: Critical Race Theory and Praxis

IME 706: Critical Perspectives of Urban Schooling

IME 719: Gender and Globalization

IME 724, 735, 750: Ethnic Studies with a Focus on: (each semester we offer this course with a focus on either African American, Latino/a, Asian American or indigenous educational experiences).

Another example of a “focused area” might be comparative international education and students would choose classes such as:

IME 704: Global Perspectives on Education and Decolonization

IME 740: Immigration and Forced Displacement

IME 719: Gender and Globalization

IME 725: Contemporary International Issues

Although students may choose a focused area of study, there are common threads interwoven throughout the curriculum: human rights; comparative international education; ethnic studies in education; activism and resistance; and language, literacy and culture. Students often express an appreciation of the openness and flexibility in the general IME doctorate.

Students in the two concentrations take four courses in their respective areas, but follow the overall plan for the EdD IME. For the EdD HRE, students take the following three courses:

IME 721: Human Rights Education: History, Philosophy, Debates

IME 720: Human Rights Education Pedagogy and Praxis

IME 718: International Human Rights Law & Advocacy (previously “International Human Rights Law for Educators”)

And choose one out of five courses pre-selected for the HRE concentration (see attached plan). For the EdD SLA program, students choose a minimum of four language focused courses out of the following seven:

IME 702: Linguistic Rights & Bilingual Education

IME 703: Applied Linguistics

IME 710: Sociology of Language

IME 711: Language & Culture

IME 731: Research in First and Second Language Acquisition

IME 739: Cross Cultural Literacy

IME 734: Assessment and Testing of Second Language Proficiency

After completion of a minimum of 36 units of IME coursework, students in the EdD enroll in IME 709. In this course, students prepare for their Qualifying Presentation (QP) which includes a presentation of their dissertation prospectus to the full IME faculty at the end of the semester. Upon successful completion of the QP and after 45 units of coursework, students are eligible to enroll in IME 790: Dissertation Proposal Development under the guidance of their dissertation chair. After 51 units of coursework and successful completion of 790, students enroll in 791: Dissertation Research and Writing, obtain IRB approval (if required for study), advance to candidacy, and complete their dissertation. Normally IME students take more than one semester of 790 and 791 in order to thoughtfully engage in the research proposal, data collection/analysis, and dissertation writing process.

### **Admissions, Transfer Policies and Recruitment**

There are no additional requirements for admission to the IME MA and EdD programs beyond those established for admission to the School of Education. The SOE admissions requirements can be referenced on the [SOE website](#). Once a semester IME faculty meet to review applications, discuss applicants, and distribute applicants for review equitably amongst IME faculty members. We have found that doing this as a collective process has helped us to admit students that are aligned with our overall vision and mission as expressed in their statements. We also have found that this is a good way for all faculty to share thoughts about each prospective student and come to agreements around which faculty member might be best suited to serve as advisor. This meeting takes place once a

semester, generally two weeks after applications are due. Due to the fact that we are an institution that is heavily dependent on student tuition we also do “rolling admissions” all year long. During this phase, generally the chair of the department, or head reviewer, reviews all of the applicants and then has two other faculty members review each file and provide input before a final decision is made.

The IME Department has struggled with a consistently lower yield rate than the average SOE program. The SOE maintains a consistent average of about 50% yield across all programs. Please see figure D.4 IME MA Admission Trends and D.5 IME EdD Admission Trends, copied below. As the chart indicates, the IME MA yield has hovered around 30%. The IME EdD yield is slightly better, hovering around 40%. To better understand the reasons for this, the Office of Communications and Outreach (OCO) conducted an admitted (but not matriculated) student survey in spring of 2017. [D.6 IME Admitted Survey Results] This survey indicated that financial reasons are the main factor in choosing other institutions (75% of respondents said financial reasons related to the cost of USF and greater aid packages from other schools were the primary reason for not coming to USF). However, this was a small sample size. We will continue to conduct this survey to better understand what factors are impacting IME yield.

#### **D.4 IME MA Admissions Trends**



## IME MA Admission Trends

Term  
Summer & Fall

Major  
IME

Major - First Concentration  
All

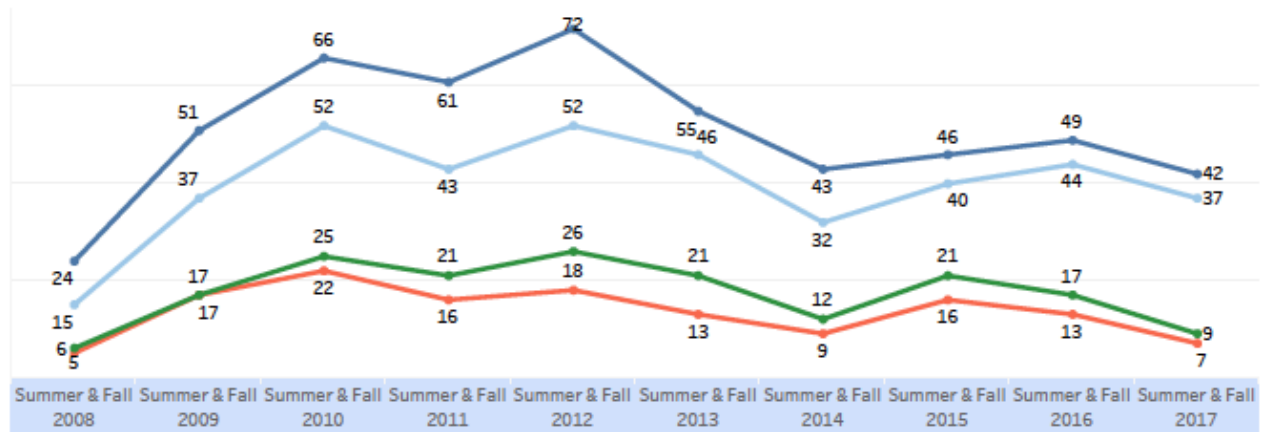
Campus Desc  
All

Student Level  
MA

### Applied, Admitted, Deposited, Enrolled

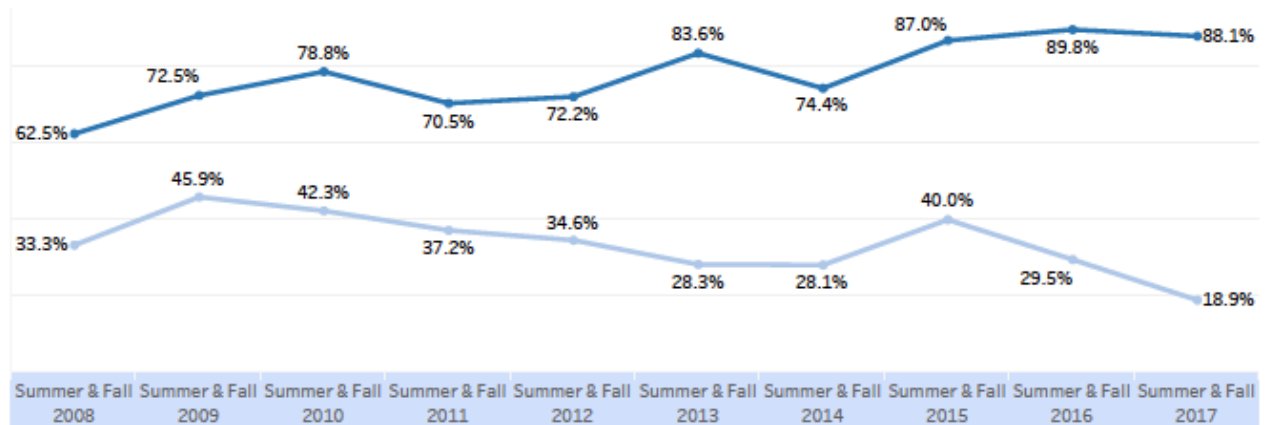
Applied  
Admitted  
Deposited  
Enrolled

Campus was not  
coded until Summer  
2013.



### Admit and Yield Rates

Admit Rate %  
Yield %



## D.5 IME EdD Admission Trends

## IME EdD Admission Trends

Term  
Summer & Fall

Major  
IME

Major - First Concentration  
All

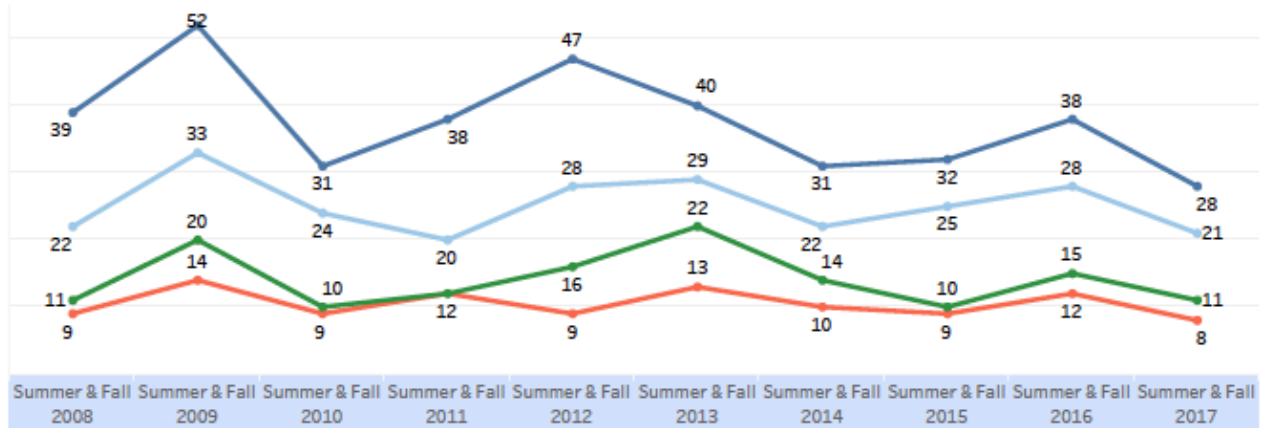
Campus Desc  
All

Student Level  
Doctoral

### Applied, Admitted, Deposited, Enrolled

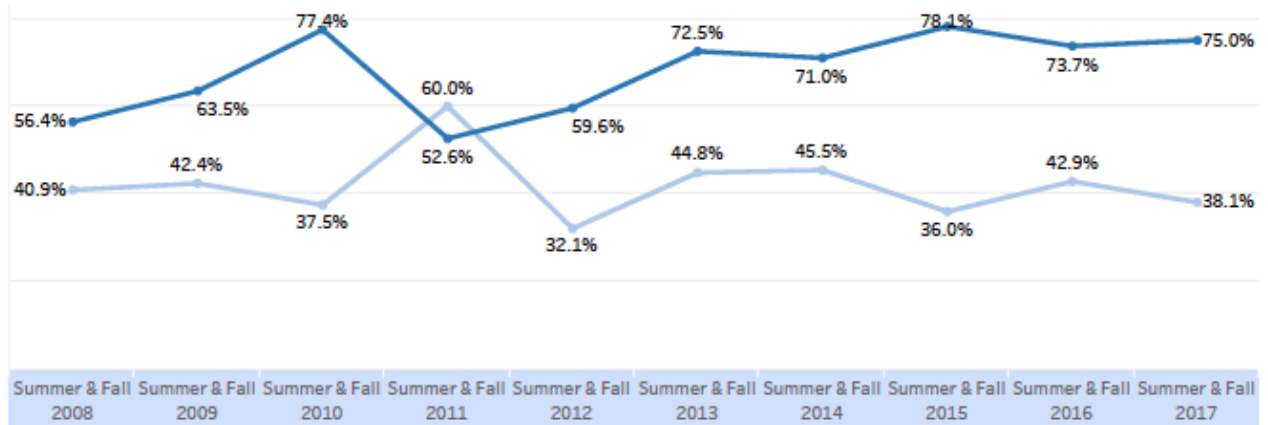
Applied  
Admitted  
Deposited  
Enrolled

Campus was not  
coded until Summer  
2013.



### Admit and Yield Rates

Admit Rate %  
Yield %



## Recruitment

The Office of Admission and Outreach (OCO) offers significant support to all programs at the School through targeted outreach, participating in graduate fairs, and tabling at relevant conferences, and IME Faculty also participate in recruitment efforts primarily through Open Houses, local graduate fairs, emailing prospective students and hosting them in their classes, and through recent efforts to send letters to undergraduate professors who have written letters of recommendation for students applying to the MA-IME Program. Given that the IME Programs have been in operation since 1975, a significant source of student information and referrals has been through word of mouth. Most students

say they applied or became interested in the programs because they knew someone in them, and then attended a recruitment event, came to a School of Education event, or sat in on a class. [D.7 IME MA and EdD Information Brochures]

Special efforts have been made to recruit students of color, who make up the majority of our student population. These efforts include:

- Attending twice yearly [CA Forum for Diversity in Graduate Education](#) and promoting opportunities for USF faculty to participate at the forum
- Attending college fairs where this population is more represented
- Sending yearly visibility mailings to Historically Black Universities, Tribal and Hispanic Serving Institutions
- Creating content - social media, news stories, media opportunities etc. that represent faculty of color, students of color and work that may resonate with this population
- Attending conferences where people of color may be more represented

## **Transfer Credit**

Transfer credit to the EdD Program has been mostly impossible due to University Registrar policies that restrict transfer credits, but some exceptions exist. Please see the transfer of credit policy in the Doctoral Student Handbook, page 16. [D.8 Doctoral Student Handbook] In some cases, students have been able to transfer in 12 credits from a previous USF MA degree or concurrently take up to 12 units at another institution (graduate level, not counted towards another degree, and with advisor approval that the course be complementary to requirements in the Program). In the MA Program, there exists an option for 6 of the 30 credits to be transferred from another institution if students want to take up to 2 courses at another institution provided concurrently with the same caveats listed above (graduate-level, not counted for another degree, and with advisor approval); that said, very few MA students take courses outside of USF for their course requirements. Many of our MA students want to continue to the EdD program, but the limited credit transfer is a strong disincentive because they have to repeat courses, and this is an area of significant bureaucratic frustration for faculty who seek to continue working with strong MA students at the doctoral level.

## **Advising**

IME students in the EdD and MA Programs are advised by full-time faculty members. Faculty advisors are assigned at the time of admission aligning student interests with faculty expertise. Students, once in the program, may request a change of advisors, and doctoral students after passing their Qualifying Presentation (usually in their 3rd year) select a dissertation chair as well as other committee members from among the School of Education full-time faculty. For MA students, the advisor serves as their primary point of contact for course selection and degree progress until the culminating project at which time (usually the last semester) the instructor of their Field Project/Thesis course becomes their primary academic advisor. (In some cases, this instructor has been an adjunct faculty member, but we have increasingly been trying to assign full-time faculty to teach this course given the importance of this course.)

On average, IME faculty have approximately 25 MA and 10 doctoral student advisees. Historically, there has been a problem with widely disparate advising loads among faculty. Lists from the University have been notoriously inconsistent with our own internal records. Two improvements were made to address this issue. First, this year the SOE gained access to a new data reporting system, Tableau, that has made getting reports of advising loads much easier. Second, in the summer of 2017 the Department Chair, Monisha Bajaj, and the Program Assistant, Yunuen Gutierrez, focused on reassigning advising loads to ensure consistency.

Advising takes place at the new student orientation the day before classes begin in the Fall or Spring semester when new students join the program in a group orientation. The first teaching weekend Saturday, all faculty are requested by the Department to hold open office hours during the break between Saturday classes (just 45 minutes). Mid-way through the semester, the Department has a tradition of having an “Advising Meeting” during the Saturday teaching weekend break between classes just before the registration begins for the following semester. In this session, the Chair reviews the courses and schedule, highlights any special events, institutes, or classes with visiting faculty, and advisors meet with groups of students to assist in course selection. The IME MA and EdD programs do not function in a cohort model, and recently, we introduced a special session for second year MA students to assist in course selection. In 2017, we developed a IME Handbook for incoming students as a way to offer more guidance on requirements and course selection; this handbook has

been praised by incoming and continuing students as a valuable source of information. [B.3, IME Supplemental Handbook]

IME Faculty, as with all faculty in the School of Education, are asked to have 4 hours weekly of office hours. Most faculty make themselves available at times when our students, most all of whom work, can meet them, and at locations in the East Bay or elsewhere to facilitate students who commute far for our classes (with rising gentrification in the Bay Area, since our last program review, very few of our students actually live in San Francisco). The Chair also sends out a letter at least once a semester to all students with a note of welcome and important announcements. In addition, we have an IME online newsletter and when updated, the Program Assistant sends an email to all students with a reminder to check the link with information on scholarship opportunities, portfolio and other deadlines, job or internship opportunities, and course information/schedules.

To date, the structure of advising has sought to accommodate our working students - with some successes and some challenges noted by students. Some students request one-on-one meetings more often, and others stay in touch via email or phone appointments. In some cases, students fall off the radar of advisors given the nature of our program as a weekend commuter program. In the new Handbook, we offer recommendations for students to check in with advisors once a semester at the minimum to ensure contact and progress towards degree completion. One problem we do have in the programs is students disappearing for stretches of time due to challenging life circumstances; this may be reflected in our suboptimal graduation rates. We need more qualitative data on this phenomenon since the examples we have are primarily anecdotal and do not always include why students are unable to pursue the avenues of support available to them. The introduction of Tableau, the new SOE reporting tool, also offers an opportunity to address this issue. We now have access to real-time data regarding the registration status of every student, including detailed information about students on Leaves of Absence. The SOE is in the process of formalizing the use of this information into processes that will allow for efficient check-ins with students who, for various reasons, become hard to contact.

Survey data shows that IME needs to address advising quality issues. In the 2017 Student Exit Survey, 37% of graduating IME students said they disagreed or strongly disagreed with the statement, "My academic advisor was helpful." 36% of graduating students said they met with their academic advisor less than once a year. Qualitative responses also reflect this issue, with many students indicating that they were dissatisfied with the advising system. [D.9 IME Exit Surveys]. With

students coming from as far as Sacramento and San Diego, even flying in from Anchorage and Boise this academic year, faculty need to innovate with regard to timings of office hours, technology for talking with students, and being available after classes. Advising lists were sent to each faculty advisor in Fall 2017 with a request by the Chair to send a welcome email to students along with faculty office hours to increase communication, connectedness, and strength of advising in this area where students have reported dissatisfaction.

In 2016, we created a second-year group advising session for 2nd year MA students, and we have institutionalized this advising in the new Handbook with charts and sample schedules to complete the program. Faculty have been asked by the Deans to commit to a response time of 3 business days for emails from students. Moving students through completion of the program and keeping them on track has improved since the last program review, but we have work to do to keep assessing this in order to continue this improvement.

## **E. Assessment**

As a unit, the School of Education has struggled to sustain processes for direct assessment of program learning outcomes. A number of factors have contributed to this, such as turnover and lack of staff positions dedicated to assessment support. In January 2016, a Director of Assessment was hired to lead assessment processes across the school. Currently, all programs are in the process of editing or developing three key components of the assessment process: program learning outcomes, a curriculum map, and an assessment plan for direct assessment of each PLO. This work will be completed by the end of the spring 2018 semester. To be clear, all programs have had learning outcomes and curriculum maps in the past. This work is focused on ensuring these components are up- to-date and compliant with accepted best-practices in assessment. The IME programs have been focused on completing program review this year and will take up completing this assessment work in the spring of 2018.

That said, the IME programs conduct assessment in a variety of ways. When students matriculate they are sent the student Entry Survey. This survey includes information about the quality of the admissions process and the background of matriculating students. When students graduate they are asked to complete the Exit Survey. This survey includes information about program effectiveness, student satisfaction, and learning outcomes. [D.6 IME Exit Surveys, E.1 IME Entry

Surveys]. In Summer 2017, we piloted a survey for students who declined admission and this data has been helpful in assessing our outreach and challenges with yield. [D.6 IME Admitted Survey Results]

Students in the IME MA Program are assessed through coursework and formal processes such as the MA Field Project/Thesis culminating project. Students in the EdD program are assessed through coursework, portfolio review, Qualifying exams, and dissertation proposal defense and final dissertation defense.

The final requirement for the completion of the IME MA is the field project/thesis, which requires the application of the knowledge, insights, and skills acquired in the program. [E.2 IME Field Project Thesis Guide] The field project/thesis is completed during the last semester of the program when the students have completed all of the courses. Students enroll in the IME 649: Field project/Thesis course. This class does not meet regularly like other classes; it combines seminar meetings with the whole class and individual meetings with the instructor. The meetings and timeline for completion of the field project/thesis are explained at the organizational meeting, which is the first class meeting. The course instructor in the field project/thesis course becomes the student's project/thesis advisor or chairperson. A second reader is not required but students may request one if they need an additional faculty with expertise in area(s) related to your project. The second reader needs to be approved by the program advisor and project/thesis instructor. The field project and thesis follows the format of a standard four-chapter academic essay or research paper. If students select the thesis option, they work with the instructor to obtain approval from the USF Institutional Review Board for the Protection of Human Subjects (IRBPHS) before conducting their study. Increasingly, instructors of the Field Project course and/or the Methods course have been working with the IRBPHS to get Blanket Approvals for entire MA-level courses where research is part of the course of study. The instructor is the primary reader and approves MA field project/thesis for students in the course.

Students in the EdD Program have several stages of formal evaluation apart from coursework: 1) the Portfolio Review, 2) Qualifying Presentation (QP), 3) Dissertation Proposal Review, and 4) Dissertation Defense.

1) All IME EdD students are admitted conditionally until successful completion of their Portfolio Review. After completing 12 units, doctoral students submit a portfolio which must contain a completed application for full admission to the doctoral program signed by the student's academic

advisor, three best papers from IME courses with professor's comments, and a doctoral study plan. The portfolio review process includes meetings of the full department and uses the following criteria to evaluate suitability for advancement to full admission status:

1. Evidence in all written material of ability to write academic English.
2. Evidence of ability to synthesize and critique research literature.
3. A 3.0 grade point average with no incomplete (I) or in progress (IP) grades.
4. A coherent plan for further doctoral study.
5. Participating as a positive member of the IME community.

[E.2 Guidelines for Portfolio Review]

2) The department holds a qualifying presentation (QP) each semester for those students who are enrolled in IME 709: Dissertation Proposal Seminar. Students work closely with the 709 professor all semester to prepare a five-minute slide presentation of their proposed research. The student then signs up for a 30-minute time slot and presents their work to the full IME faculty. The purpose of the QP is to allow all IME faculty to provide input on the proposed study. The goal is for each faculty member to provide one point of feedback, trying not to repeat what other faculty members have already said. The comments tend to focus in on the theoretical framing, literature review, research questions, and the proposed methodology. Following the student presentation and faculty feedback, the student is asked to leave the room so that the faculty can discuss the proposed study and to determine what areas of need each student may have. The QP's also provide an opportunity for faculty to provide written and verbal feedback to students. [E.3 Guidelines for the QP]

3) Dissertation Proposal Review: After the completion of a minimum of 45 units and successfully passing the QP, students can enroll in IME 790: Proposal Development. During this 3-unit course (which can be spread out over more than one semester) students work closely with their dissertation chair to develop the first three chapters of their dissertation (Chapter One: Introduction; Chapter Two: Literature Review; Chapter Three: Methodology). Once these chapters are completed and approved by the Chair they are sent to the full committee for review three weeks prior to the scheduled defense. During the defense the student presents for approximately 10 minutes, followed by feedback from and discussion with committee members. Following the discussion, the student leaves the room while the committee deliberates and comes to one of three decisions: pass with no



revisions; pass with revisions; does not pass. As dissertation chairs we work closely with students so that they are prepared for a successful outcome.

4) Dissertation Defense: Once the student successfully passes their proposal defense, they move on to the final course, IME 791: Dissertation, Research and Writing. In order to enroll in 791 the student must have a minimum of 51 units and successfully passed their proposal defense. Similar to 790, 791 is a three-unit course that can be spread out over more than one semester. During this course, students collect and analyze data and write chapters Four and Five of their dissertations. Once these chapters are completed and approved by the chair they are sent to the full committee for review four weeks prior to the scheduled defense. The final defense follows the same format as the proposal defense, except that the student presentation is approximately 20 minutes.

## **F. Faculty**

### **Demographics**

The International & Multicultural Education (IME) Program, as of 2017, has five full-time tenure stream faculty members: Three Full Professors (Bajaj, Katz, Taylor), one Associate Professor (Fuentes), one Assistant Professor (Jimenez). The Department also has one term Assistant Professor (Popal) whose contract has regularly been renewed for teaching and coordination of the TESOL MA Program. In 2017-2018, IME was fortunate to have a term Assistant Professor (Canlas) teaching courses and advising students in the program as well as a [Gerardo Marin Post-Doctoral Fellow](#), Karishma Desai. The ability of IME to retain Canlas and Desai on a more long-term basis was unclear at the time of this writing, though certainly something the Department remains interested in. All faculty members hold doctorate degrees in their respective fields. Our faculty is ethnically/racially diverse with representation from various communities: African American (Taylor), Chicana/Latina (Fuentes & Jimenez), South Asian (Bajaj, Desai, Popal), Filipina (Canlas), and European American (Katz). There are seven female and one male faculty, with no current faculty that identify as LGBTQ. With the departures of Professors Lance McCreedy (in 2016) and Brad Washington (in 2017), our proportion of African-American faculty has decreased. [F.1 Full-time Faculty CVs]

In addition, the department is serviced by several exceptional adjuncts. In order to be hired as an adjunct, an individual must apply to the department and include a letter of intent, a CV, and three letters of recommendation. All applications are reviewed by the faculty as a whole at a department

meeting before a recommendation to hire is made to the dean. As of 2017-2018, we have adjunct faculty who are of African-American, Latino/a, South Asian, Burmese, and Filipino/a descent. The School of Education has also recently instituted an orientation and School-wide handbook for all adjuncts. [F.2 Adjunct Resumes]

## **Teaching**

Our faculty are excellent teachers and researchers, with expertise in the courses they teach. Our faculty have extensive experience in teaching: four of our faculty have experience in teaching in international contexts, three of our faculty have teaching credentials in addition to EdD or Ph.D. degrees in Education, and all of our faculty are committed teachers who love working with our students. In fact, Professors Fuentes and Katz have both been awarded the University's coveted Sarlo Prize for exemplary teaching, and Professor Popal has been recognized more than once for being an outstanding adjunct instructor (before he gained full-time status).

USF uses a teaching effectiveness survey called Blue, which is distributed in every class every semester. The Department consistently receives higher scores than the average of the School of Education. For the purposes of this report, we are including the most recent Department report from Spring 2017. [F.3 BLUE IME Dept. Report SP17] In terms of teaching assignments, the Chair consults with the faculty about their teaching preferences as well as School and Department needs and discusses their interests in the light of the program's needs. In addition, course enrollment is another factor that is taken into consideration.

## **Courses Taught in SOE by Full-Time Faculty**

- Monisha Bajaj
  - Human Rights Education: History, Philosophy and Current Debates
  - Peace, Conflict and Education in Global Contexts
  - Contemporary International Issues
  - Special Topics: Education and Development in South Asia
  - Foundations of IME
  - IME MA Thesis/Field Project
  - Dissertation Research and Writing
  - Dissertation Proposal Development

- Emma Fuentes
  - Critical Analysis of Urban Schooling
  - Critical Race Theory & Practice
  - Social Movements & Human Rights
  - Whiteness: Power & Privilege
  - Latinos & Education
  - Social and Critical Theoretical Foundations (GEDU Course)
  - Dissertation Proposal Development
  - Dissertation Research and Writing
- Rosa Jimenez
  - Linguistic Rights & Bilingual Education
  - Sociology of Language
  - Special Topics: Transformative Pedagogies
  - Foundations of IME
  - Latinos and Education
  - Critical Pedagogy
  - IME MA Thesis/Field Project
  - Dissertation Proposal Development
- Susan Katz
  - Human Rights Education: Pedagogy & Praxis
  - Cross Cultural Literacy
  - Special Topics: Indigenous Rights, Environmental Justice, & Bilingual Intercultural Education in Ecuador
  - IME MA Thesis/Field Project
  - Dissertation Proposal Seminar
  - Dissertation Proposal Development
  - Dissertation Research and Writing
- Sedique Popal
  - Sociology of Language
  - Applied Linguistics
  - Language and Culture

- TESOL Theory and Practice
- Structure of American English
- Preparation and Evaluation of TESOL Materials
- Research in First and Second Language Acquisition
- Assessment and Testing of Second Language
- TESOL MA/Thesis Field Project
- Dissertation Proposal Development
- Dissertation Research and Writing
- Betty Taylor
  - Reconceptualizing Multicultural Education
  - Emotional Intelligence and Cultural Competency
  - Women of Color in Higher Education
  - Dissertation Proposal Seminar
  - Dissertation Proposal Development
  - Dissertation Research and Writing
  - Dissertation Research and Writing
  - Thesis Field Project
  - Introduction to African American History Experiencing Human Rights and the Media

## 2017-2018 Faculty Members

- Melissa Canlas (in IME for 2017-2018)
  - Ethnic Studies in Education: Focus on Asian Americans
  - MA IME Thesis/Field Project
- Karishma Desai (Post-doctoral fellow in 2017-2018)
  - Social and Critical Theoretical Foundations (GEDU Course)
  - Special Topics: Transnational Feminisms

## Research

Attached are the *curriculum vitae* of individual faculty [F.1 Full-time Faculty CVs] which detail research, grants, and scholarly publications produced by our faculty. IME faculty are outstanding

researchers with demonstrated success in winning grants, publishing books, peer-reviewed articles, research and policy reports, and professional service in research organizations. Two of our faculty have been awarded prestigious grants by the National Academy of Education (NAED)/Spencer Foundation: Monisha Bajaj was an NAED/Spencer Postdoctoral Fellow in 2008 and also was awarded a Spencer Foundation small grant for her work at Oakland International High School in 2015; Rosa Jimenez was an NAED/Spencer Postdoctoral Fellow in 2014-2016. Susan Katz was awarded two prestigious Fulbright fellowships, one in 2003 for lecturing in the English/Applied Linguistics Department at the University of Pécs, Hungary, and another in 2010 at FLACSO for research on bilingual/intercultural education at the teacher training institute of the Shuar indigenous nationality in the Ecuadorian Amazon. The following chart provides an overview of our faculty's areas of expertise followed by research accomplishments (the charts below were prepared before the arrival of Professors Canlas and Desai for the 2017-2018 academic year).

Faculty	Rank	Areas of Research
Bajaj	Professor	Education for Immigrant and Refugee Youth Human Rights Organizing and Education Peace Education South-South Migration
Fuentes	Associate Professor	Grassroots Organizing for School Change; Equity and Access in Urban Schooling; Race, Power, Privilege and Place; Movement Building Pedagogies; Qualitative approaches to Research (participatory action research, critical ethnography).
Jimenez	Assistant Professor	Education of emergent bilinguals & "English learners" Latina/o immigration & Education Critical & Culturally Relevant Pedagogies Qualitative Research Methodologies
Katz	Professor	Human rights education Bilingual and intercultural education of marginalized populations in the U.S. and worldwide Action research methodologies
Popal	Term Assistant Professor	Teaching cognitive and social theories of linguistics
Taylor	Professor	Emotional intelligence, cultural competency, resiliency, and social learning research approaches to learning

		Global and multicultural education, higher education administration, management and leadership Women and mentoring, diverse populations and schooling, Qualitative and Narrative Methodology, Content Analysis
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Below is a chart highlighting research accomplishments and awards

Faculty	Rank	Research Awards, Book Contracts, Grants & Research Positions
Bajaj	Professor	American Educational Research Association (AERA) Division B Ella Baker/Septima Clark Human Rights Award, 2015 Distinguished Alumni Early Career Award, Columbia University Teachers College, 2015 Bajaj, M. (2015). Transnational civic engagement of immigrant and refugee youth at a newcomer high school in California. Spencer Foundation Small Grant (\$49,554) grant awarded. Bajaj, M. (Ed.). (2017). <i>Human rights education: Theory, research, praxis</i> . Philadelphia: University of Pennsylvania Press. Bajaj, M. & Hantzopoulos, M. (Eds.) (2016). <i>Peace education: International perspectives</i> . New York & London: Bloomsbury. Bajaj, M. (2015). <i>Righting wrongs: A handbook on children's rights</i> . Chennai, India: Tulika Books.
Fuentes	Associate Professor	Sarlo Prize for Exemplary Teaching, University of San Francisco, May 2016 Fuentes, E. & Pérez, M. A. (Eds). (2016). Testimonio as radical story-telling and creative resistance [special issue] <i>Association of Mexican American Educators (AMAE) Journal</i> , 10(2). Fuentes, E. (2013). Political mothering: Latina and African American mothers in the struggle for educational justice. <i>Anthropology and Education Quarterly</i> , 44(3).
Jimenez	Assistant Professor	Postdoctoral Fellow, National Academy of Education/Spencer Foundation, 2014-2016 (\$55,000) grant awarded.

		Faculty Fellow, Cultivating New Voices, National Council of Teachers of English (NCTE), 2012-2014. Faculty Fellow, American Association of Hispanics in Higher Education (AAHHE)/Ford Foundation, 2014.
Katz	Professor	Fulbright Specialist Roster, Fall 2016-Fall 2020. Sarlo Prize for Exemplary Teaching, University of San Francisco, May 2014. Fulbright Senior Scholar Fellowship, Ecuador, Spring 2010. Fulbright Senior Scholar Fellowship, Hungary, Spring 2003. Katz, S.R., & Spero, A.M. (Eds.) (2015). <i>Bringing human rights education to U.S. classrooms: Exemplary models from elementary grades through university</i> . New York: Palgrave McMillan. Thank A Teacher Award, Teachers 4 Social Justice, May 2015.
Popal	Term Assistant Professor	Distinguished Faculty Award in Excellence in Teaching, University of San Francisco (2012-2013)
Taylor	Professor	2007- Gerald Read International Travel Scholarship Award to Italy, Phi Delta Kappa International 2009 – University of San Francisco, Letter of Commendation as Mentor of the Year nominee, University Provost 2009 - 6 Seconds Emotional Intelligence Scholarship Grant for professional development and emotional intelligence certification (\$4,000) 2010 – Visiting Scholar, University of California, San Francisco, Institute for Health and Aging 2011 – Health Disparities Scholar, Center for Aging for Diverse Communities 2001 – African American Legacy Award. University of San Francisco Center for African American Studies 2012 – President’s Advisory Committee on the Status of Women Grant 2014 – McCarthy Center for Public Policy and Common Good Community Partnership Grant 2017 – Appointment, Affiliate Faculty Ohio University Global Opportunities Cultural Institute

## Service

The IME Department actively contributes to the SOE, University, and community service in myriad and substantial ways. Over the past 10 years, IME faculty have participated in the SOE and

University via departmental projects and events as well as through individual efforts. The following is a partial listing of service, which does not include less tangible contributions such as serving as campus, community, national and international resources and informal consultants on issues of human rights education, race, nationality, gender, immigration, LGBTQ education, peace education, and parent and community activism.

IME has also hosted and mentored five Gerardo Marin Dissertation and Post-Doctoral Fellows: Melissa Moreno (University of Utah), Ruth Kim (UC Santa Cruz), Rigoberto Marquez (UCLA), Sepehr Vakil (UC Berkeley), and our first Gerardo Marin Post-Doctoral Fellow, Karishma Desai (Teachers College, 2017-2018). The time in IME has helped these fellows chart careers in academia and receive valuable mentorship and support.

In addition to the aforementioned initiatives, individual faculty serve or have served as Chairs, Co-Chairs, Directors and members of the following committees that serve the larger USF community:

*Director/Chair of University and School of Education programs:* USF Human Rights Working Group, USF Distinguished Research Committee, SOE Curriculum Committee, SOE Faculty Association, SOE Educational Doctorate Redesign Committee, SOE Faculty of Color Caucus, SOE Joint Faculty Development Committee, SOE Professional Development Committee, SOE Research and Pedagogy Symposium/Symposium on Engaged Scholarship, SOE Tenure & Promotion Committee.

*University committees:* Center for Research, Artistic and Scholarly Excellence, Center for Teaching Excellence, Center for Latin American Studies in the Americas, Honorary Degree Committee, Distinguished Research Committee, Distinguished Teaching Committee, Global Women's Forum, Joint University Library Advisory Committee, Policy Board of the USF Faculty Association, President's Advisory Council on the Status of Women, Provost Advisory Search Committee, SOE Dean Search Committee, Upward Bound Integration Committee, USF Task Force on Public Affairs, USF Tenure & Promotion Committee.

*School of Education committees:* Administrative Team (Dean's Office), Community Partnership Advisory Committee, Curriculum Committee, Doctoral Policy Committee, Faculty of Color Support and Planning Committee, Financial Aid Committee, General Education Advisory Committee, Joint Faculty Development Committee, Institutional Review Board for the Protection of Human Subjects, Online MA-TESOL Advisory Committee, Professional Development Committee. [F.4 Current SOE Committees Roster]



*Professional Service:*

Members and conference chairs/discussants: American Anthropology Association, American Association of Applied Linguistics, American Educational Research Association, California Teachers of English to Speakers of Other Languages, Comparative and International Education Society, Council on Foreign Relations, Human Rights Educators-USA, *Mujeres Activas en Letras y Cambio Social*/Women Active in Letters & Social Change, National Association of Bilingual Education, National Association of Multicultural Education, National Council of Teachers of English, National Latino Education Network, Peace & Justice Studies Association;

Editorial boards: *American Educational Research Journal*, *Journal of Adolescent and Adult Literacy*, *Journal of Peace Education*, *Intercultural Education*, *International Journal of Human Rights Education*, *International Multilingual Research Journal*, *Multicultural Education*, *Social Justice*, *Peace Review*;

Book proposal reviewers: Bloomsbury, Columbia University Press, Palgrave MacMillan, Peter Lang, Routledge, Teachers College Press, Oxford University Press.

External Reviewers for Tenure & Promotion: Columbia University, James Madison University, Loyola Marymount University, Loyola University/Chicago, Stanford University, University of Arizona, University of New Mexico, University of Pécs, Hungary, Vassar College.

*Community Service:* IME Faculty have volunteered in differing capacities at the following local Bay Area organizations: 826 Valencia; All City Equity Task Force, City of Berkeley; Bay Area Hispano Institute for Advancement; Bay Area Writing Project; Bilingual Task Force and Equity Team, Berkeley Unified School District; Center for Empowering Refugees and Immigrants; Mentoring at Berkeley High School and Francisco Middle School, SF; Mission Development Housing Corporation; San Francisco Society for the Prevention of Cruelty to Animals; Teachers 4 Social Justice; Telegraph Hill Neighborhood Center.

## **Relationship with other Departments and programs**

IME faculty members serve as affiliates to the Center for Latino Studies in the Americas (CELASA) and the Masters in Migration Studies; they also serve as active partners with programs and centers across the University.

Within the IME Department, we seek integration between the different programs to maximize academic opportunities for students. We share a common mission/vision that underlies all programs.

All faculty meet monthly as a Department and discuss issues in this setting. We prefer to view our identity as a whole department rather than being made up of discrete programs. To that end, both MA and EdD students enrolled in particular programs within IME have the chance to take electives in other programs, to differing degrees. For example, MA-TESOL students can take an HRE course; MA-IME students can take several MA-TESOL courses and MA-HRE courses. Similarly, even the EdD concentrations in Second Language Acquisition and Human Rights Education permit students to take courses across the different IME programs.

IME faculty actively seek collaboration with faculty in other SOE Departments. We welcome faculty in other Departments to teach in IME, such as Professor Ursula Aldana of O&L teaching the IME course, *Latinos & Education* (2015), and Professor Patrick Camangian of TED teaching *Critical Analysis of Urban Schooling* in Fall 2017. Additionally, in 2017, the Director of the Leo T. McCarthy Center, Dr. David Donahue, is teaching the *LGBTQ Issues in Education* course, which partners with San Francisco Unified School District on creating curriculum on LGBTQ issues.

Both Professor Fuentes and Professor Katz have played leadership roles in the SOE steering committee on redesigning the doctoral program, which had as one of its goals to transcend departmental silos. A significant accomplishment of this committee has been the development and implementation of two new General Education foundational courses for all new EdD students: 1) *Critical and Social Theoretical Foundations*, taught by Professor Fuentes in Fall 2016, and 2) *Introduction to Community-Engaged Learning and Public Scholarship*. Also, IME and O&L frequently combine students in the Doctoral Proposal Seminar (709) with Professors Katz and Professor Mitchell (O&L) rotating instruction.

Another example of IME collaboration across SOE departments is in the development of a joint teaching credential and MA-HRE, in which credential students can take the two HRE core courses and receive their MA. This proposal has been approved by both departments but is awaiting review and approval by the SOE Curriculum Committee. We have a precedent of this in the joint credential/MA-TESOL, which has a long history.

IME had additional relationships with other schools and programs at USF: USF Human Rights Film Festival, USF Human Rights Working Group, Invitation to Arts & Sciences Professors to serve as adjunct professors and dissertation committee members, Brown Bag sessions with CELASA, and participation in [McCarthy Center](#) workshops. Faculty have also served on search Committees in Other USF Schools and Departments.

## **Recruitment and Development**

Since the last program review in 2005, the IME Department has actively recruited for six new positions (five tenure-track positions, one term position), which has dramatically reshaped the faculty. When the 2005 program review confirmed IME's expressed need to expand its global perspective, we conducted a national/international search for a new position in Global Studies in Education, leading to the hiring of Shabnam Koirala-Azad (now Dean of the School of Education). Next in 2007, we held a national search for a position in Latino Studies in Education to replace an IME faculty member denied tenure and hired Emma Fuentes, formerly in Teacher Education. In 2011, USF initiated a new online MA-TESOL, which led to the hiring of Brad Washington in 2012 as the Director in a term position. Since USF ended this online program as of 2016, Brad has been able to teach more courses in the IME Department. However, he has decided to leave USF as of August 2017 to accept a tenure-track position elsewhere.

Notably, IME has been a pioneer in the national education scene in offering courses and programs in both Human Rights Education and LGBTQ Studies in Education. In 2013, we created a standalone MA-HRE to expand the HRE concentration and were then granted a new tenure-track position to direct this program. After a competitive national/international search, in 2014 we hired Monisha Bajaj, already tenured at Teachers College, Columbia University, as Associate Professor. The following year, Stephen Cary retired from his position as Director of the campus MA-TESOL program and we conducted a successful national search for a tenure-track position in Critical Language Studies/TESOL that led to the hiring of Rosa Jimenez. Finally, in 2015, we created with pride a new faculty position in LGBTQ Studies in Education (the only one of its kind advertised in the job market), for which we hired Lance McCreedy, tenured professor at Ontario Institute for Studies in Education of the University of Toronto. However, after one year at USF, Lance decided to return to OISE so that he could better commit to his funded research projects in Canada.

With the departures of both Brad Washington (on a renewable term line since 2013) and Lance McCreedy (Associate Professor hired in 2015 and left in 2016), along with multiple projected retirements in the next 5-7 years to come, we hope that we will be granted at least two tenure-track positions to support the Programs. More detail about this request is included in the conclusion of this document.

IME fosters the professional development of the faculty in a number of ways. Each new faculty member is assigned a more senior faculty mentor in SOE to help make the transition to the department and the school. In addition, the Chair meets individually with each new faculty member at the onset to communicate formal and informal expectations and to orient them to the different dimensions of the department. The IME Program Assistant also plays a crucial role in helping new faculty become familiar with departmental routines and procedures. After the annual Academic Career Prospectus (ACP) meetings with the Dean, the Chair meets with all junior faculty to review their teaching load and follow up on recommendations by the Dean. More information about this process can be found in the Faculty Collective Bargaining Agreement. [F.4 Faculty Collective Bargaining Agreement] We encourage new hires to attend new faculty orientations led by the Provost's Office as well as the Dean's Office. In addition, the SOE has an active Professional Development Committee to provide support for junior faculty in areas of teaching, research, and service. Moreover, the SOE holds a weekend writing retreat each semester which offers an important opportunity for new faculty to focus on their scholarly agenda as well as to socialize with others.

## **G. Governance**

### **School Governance**

The School of Education leadership team is comprised of the Dean and two Associate Deans:

*Dean of Education:* Since 2017, Dr. Shabnam Koirala-Azad is the Dean of the School of Education. She has been a faculty member within the School of Education for twelve years and served in the Associate Dean role for the last three and a half years. As faculty, she introduced a comparative framework to educational research and scholarship in the School of Education, she served as the department Chair of the Department of International and Multicultural Education, and co-founded the first graduate program in Human Rights Education in the United States. As Associate Dean, she oversaw academic affairs, fiscal operations, admission, external relations, and other strategic initiatives. Dr. Koirala-Azad also contributed to development initiatives by securing one of the school's largest gifts for student scholarships. Dr. Koirala-Azad brings with her a strong record of commitment to the advancement of the School of Education and a deep understanding of its mission and operations. Dr. Koirala-Azad's research explores social and educational (in)equities through a transnational lens. Through ethnography and participatory research, her work critically examines the

experiences of South Asian students and families in schools and society, as they experience shifting identities and navigate through structural inequities in various geographic, social and political spaces. By examining their realities in both home and host country contexts, she offers new ideas for transnational social action and highlights methodologies that directly address concerns with power and representation. As a mother-scholar, she is also interested in scholarship with an asset-based understanding of how mothering enriches careers in academia.

*Associate Dean for Academic & Administrative Affairs and Director of McGrath Institute for Jesuit Catholic Education:* Dr. Mike Duffy is an Associate Dean and Director of the McGrath Institute for Jesuit Catholic Education. His research areas include; Catholic social thought, Mission and Identity in Jesuit Higher Education, Catholic Identity, Justice programming in Catholic Schools, Social analysis through international immersion programs and service learning activities.

*Associate Dean for Academic Affairs and School Partnerships:* Dr. Cheryl Jones-Walker is an Associate Dean and Associate Professor in the Teacher Education Department. She began her professional career as a fourth grade teacher in the Bronx, NY, and she continued teaching in a Boston area independent school and then internationally in Gabon, Central Africa. Prior to doctoral work at the University of Pennsylvania Graduate School of Education, she worked at the Center for Collaborative Education in Boston, a non-profit organization committed to improving urban K-12 education. Cheryl is on leave from Swarthmore College where she has an appointment as an associate professor in the Educational Studies and Black Studies.

## **IME Governance**

The IME faculty share a commitment to collective decision-making, and to a consensus process that fosters inclusion and active engagement of all department members. We utilize a horizontal leadership model to ensure that all faculty feel included in the decision-making process and that department responsibilities are shared by all and are not solely the responsibility of the chair. We as a faculty and staff share a great pride in the Department's commitment to and success in using consensus building. It has helped to build a remarkable sense of community and collegiality in the department. We have a high degree of confidence in our governance structure and processes.

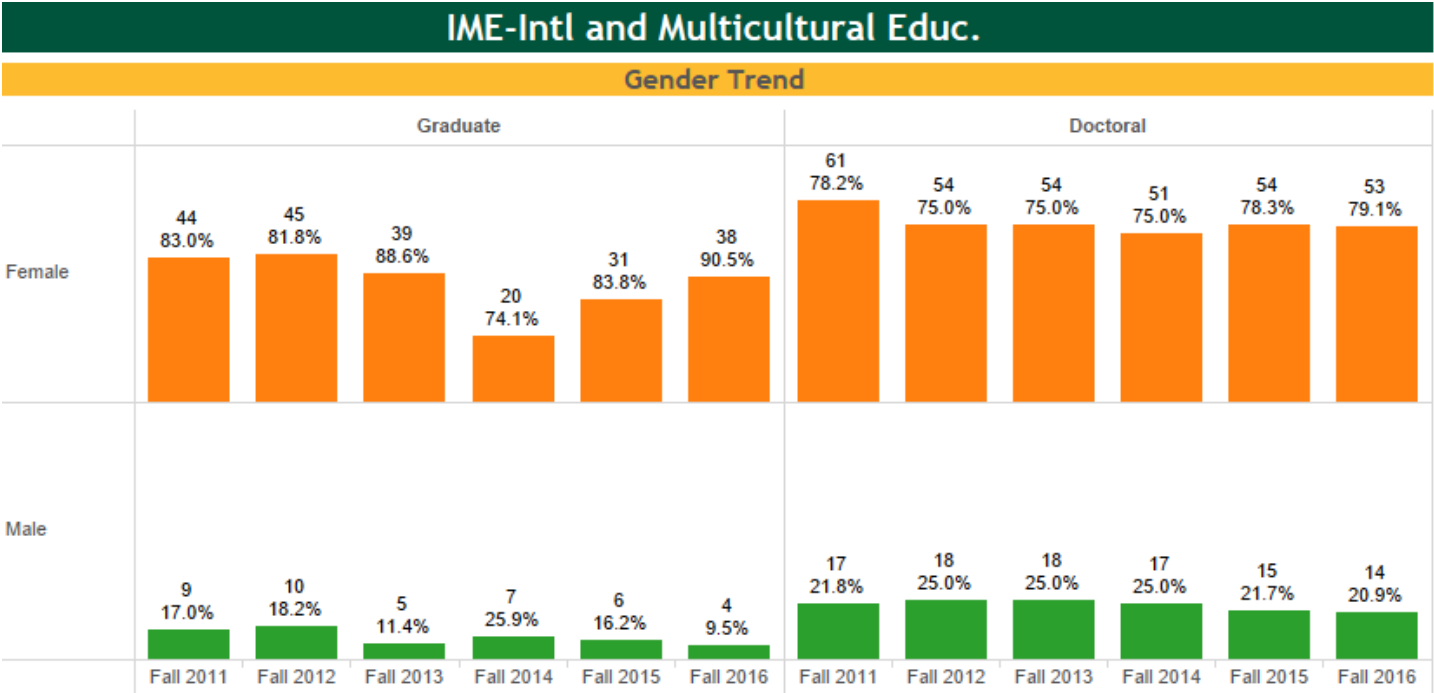
With the growth in the number of faculty and in the number of agenda items at our monthly faculty meetings, some of the work of our department in recent years has been allocated to ad hoc *committees*. Committee members meet with each other to draft proposals on particular initiatives, which are then brought to the department for discussion and a collective decision. Our experience using ad hoc committees has thus far been uniformly positive.

The *Chair term* is two to three years, and rotates among department members based on how long they have been in the department. Although the chair sometimes invites members to do particular tasks, and is responsible for keeping an eye on the equitable distribution of labor, almost all work within the department is decided collectively, as needs are announced and faculty members volunteer to address them.

## **H. Students**

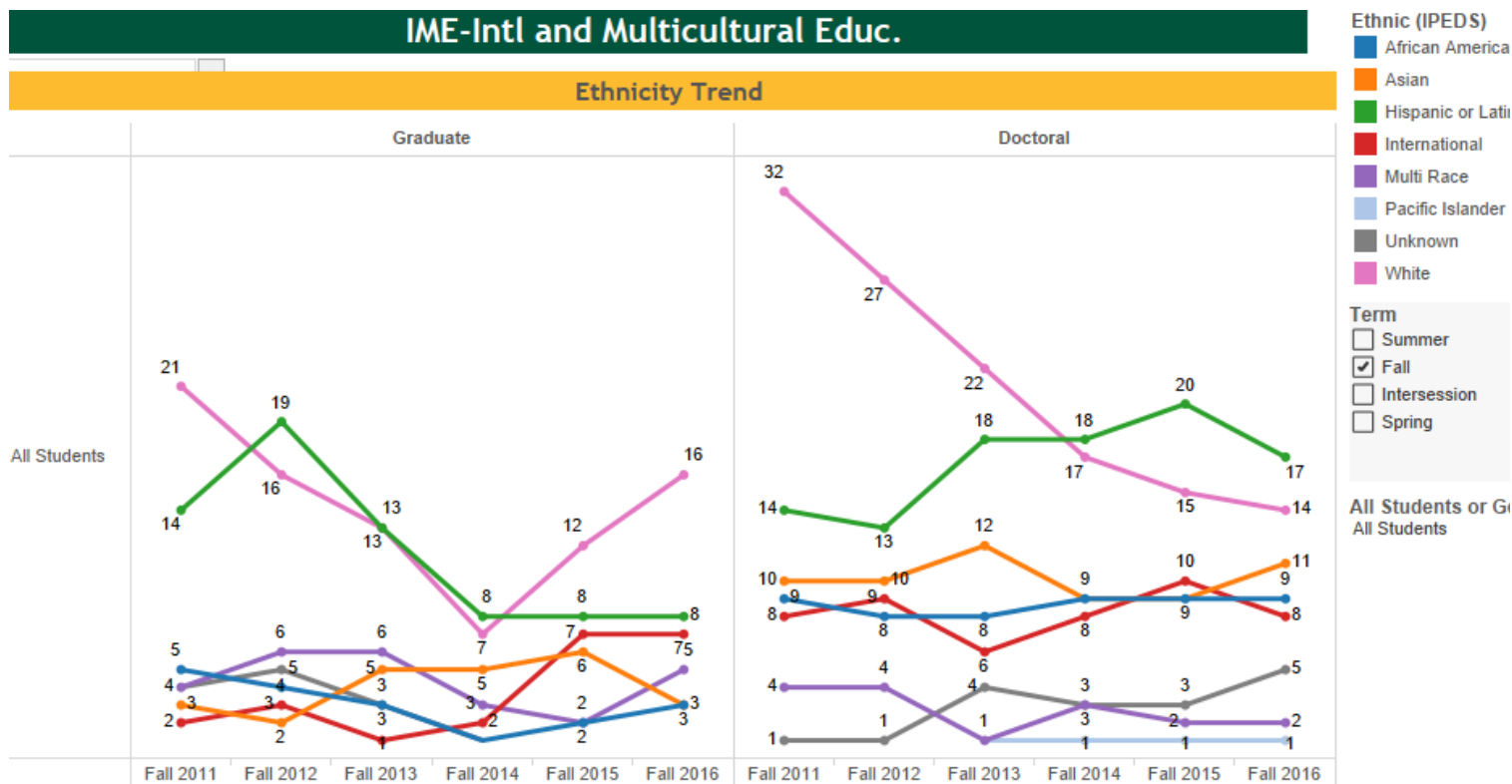
Since its inception in 1974, the International and Multicultural Education has had a highly successful track record of attracting a student body of tremendous diversity that reflects the communities we are privileged to serve. Approximately two-thirds of the students in IME MA and EdD programs are students of color, which is unusual in Schools of Education nationwide. Our ability to attract this degree of racial/ethnic diversity is due to a number of factors: a history of inclusion, our department title which appeals to a broad range of students, the diversity of the faculty (6/7 people of color), and the central focus on issues of race and racism in the curriculum. Another significant factor is the fact that our classes are held on teaching weekends, which is a schedule that appeals to working professionals and enables people from beyond the Bay Area to attend. In fact, we have had several students commuting from southern California and one coming from as far away as El Salvador. Furthermore, this schedule is a financial incentive in that students do not have to give up their jobs - and income - to enroll in our degree programs. Also as a result of the teaching weekend schedule, our students tend to be older than typical graduate students, with an average age of 32 years old. The diversity of our student population can be seen in Figure H.1 IME Gender Trends and Figure H.2 IME Demographic trends, each presented below.

Figure H.1 IME Gender Trends



Data Updated: 8/11/2017 6:39:45 AM

## H.2 IME Ethnicity Trend



*Note: In these charts, graduate refers to MA-level and Doctoral to EdD-level students*

IME is able to consistently recruit students of color, who make up the majority of our program (60%). IME has acted as a leader in recruiting students of color at the SOE. Historically, our student body was much more diverse than the rest of the school. As of 2016, 60% of the entire SOE, across all programs are people of color. Reflecting a larger nationwide pattern within Schools of Education, our student population is disproportionately female (85%). In addition, we have a growing number of students who identify as first generation college students.

Our students reflect a wide range of academic and professional backgrounds that contribute to the vision of the program as a leader in promoting scholarship in the areas of equity, social justice, and human rights. Based on these principles, the MA and EdD degrees have a proud tradition of welcoming students who seek a foundational curriculum aimed at addressing global inequities while



building a strong sense of community. The majority of our students are working professionals and come to our MA and EdD programs either to advance in their professions, enter new fields, or to enhance the work they are already doing in their current roles. These professions include (but are not limited to):

- Teachers in K-12 schools
- Educators in Community College and/or State Universities (Two and Four-year institutions)
- Higher Education and Student Services
- USF Staff
- Non-profit agencies and community organizations

### IME MA Student Profiles

[Name Redacted], International & Multicultural Education MA Student



**Why did you choose USF?** The values at USF's SOE were so much in alignment with mine and what I wanted to achieve in the world. After going to an open house and participating in summer institutes on campus before I actually started my program, I was sure that I made the right decision in choosing this graduate program.

**What has been a highlight of your program or USF so far?** The professors are amazing. I've enjoyed every class I've had so far and feel like I've grown so much in just a year.

[Name Redacted] , International & Multicultural Education Ed.D. Student

[Photo Redacted]

**Why did you choose USF?** As an educator of peace and human rights, I was instantly drawn to the International & Multicultural Education program to complete my studies using an applied approach to impact the field of education in a positive way. In reviewing the faculty profiles, I was also impressed by the breadth of knowledge that the professors offered and felt my research interests aligned with the faculty who were focused on Human Rights Education.

**What has been a highlight of your program or USF so far?** The Research and Pedagogy Symposium (RAPS) was one highlight of my first year of the program. I was inspired by the work being done both on a local level and an international level by my fellow scholar-practitioners within our learning community.

[Name Redacted] , International & Multicultural Education MA Alumni

[Photo Redacted]

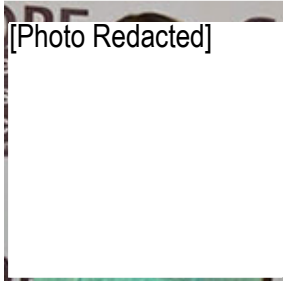
**Thesis Title:** *Documenting the Undocumented: Testimonios de Seres Humanos Ilegales*

**Current Position:** Literacy Teacher at Rocketship Education

I loved the IME program at USF! Everyone had an amazing drive — an infectious passion to change the world — AND actually act on those passions. I thrived and was also humbled in this extremely academic environment. I appreciated the competitive edge everyone had and found that I truly enjoyed learning for learning's sake. The professors of SOE are inspiring and have contributed

to my current world views! I am so thankful I chose to go to USF for my Master's in International and Multicultural Education. It has completely changed my life — both professionally and personally.

[Name Redacted], International & Multicultural Education Ed.D. Alumna



**Current Position:** Assistant Professor, San Jose State University

[Name Redacted] completed her Ed.D. in International & Multicultural Education with a concentration in Second Language Acquisition in 2013. After many years of working in bilingual education programs, as a coach and as a Reading Recovery Teacher Leader, she was attracted to IME's second language acquisition emphasis and the program's flexibility.

"I didn't have a clear goal in mind when I decided to return to school – I just knew I had a lot more to learn. Looking back, however, it seems that the path I took was both natural and inevitable. I loved the small classes, personalized attention and the wonderful community in the IME Department. My professors were brilliant and supportive and were clearly committed to making positive changes in the world. I had the opportunity to go to the Ecuadorian Amazon with IME students and professors for a Minga. We worked alongside teachers from the Achuar nationality, co-developing a trilingual (English, Spanish, Achuar) curriculum for their schools. We slept in tents in their community, shared their food, drank chicha, and bathed in the river. It was a once-in-a-lifetime experience!"

[Name Redacted] was a finalist for the National Association of Bilingual Education's (NABE's) dissertation of the year award. Her dissertation, Teaching Dilemmas: Language Development for English Learners in a Hypersegregated Dual Immersion Program, explored the instructional strategies teachers used to foster academic language, in both Spanish and English, in a setting in which almost all the students were native Spanish speakers.

## Academic Expectations

Academic expectations are directly communicated to students via syllabi, written and verbal feedback, advising, IME newsletter, periodic email announcements, and MA and EdD Handbooks. At the beginning of every academic year, the Department hosts two orientations, one for MA students and another for EdD students. Students are kept informed of their progress in achieving the learning outcomes of each of their particular courses through evaluative feedback (both written and verbal) that they receive throughout the semester from their individual professors, along with the summary evaluations that are provided to them through formal grades assigned in each course.

## IME STUDENT COMMUNITY (Written by IME MA and EdD students)

We asked a group of current IME students to respond to the following prompts:

- *How would you describe the IME student culture and community? What is unique about our program?*
- *How did the student community support you in your time in the program?*
- *Why did you choose IME?*

### 1. IME Student Culture and Community

*The IME student community is most often described as supportive, close, warm, and collaborative (rather than competitive). It can be a challenge for students to engage closely because of students' schedules, and multiple jobs and responsibilities, but students come together to support each other in the classes and also in work that is done outside of the classroom. The collaborative and supportive IME student community reflects the nature of the program as a whole—a space where students can be humanized, challenged, vulnerable, brave and held accountable with grace.*

*IME students and culture are supported through special events, including the traditional first meeting of the semester, where students and faculty come together to share a meal and meet and welcome new students to the program, panel events, and human rights documentary and film screenings. The first meeting of the semester is always a boisterous, joyful, noisy affair that helps set and support the tone for collegiality throughout the semester.*

*For doctoral students, in particular, many found great comfort and support from IME peers throughout their years at USF, especially in navigating the dissertation process. In the stages after coursework was completed, students continued to support and connect with peers face-to-face during*

writing sessions, on-line, through phone calls, and by sharing resources, processes, struggles and successes.

## 2. Uniqueness of the Program

*The uniqueness of IME stems from a few key factors: deep concern for social justice, genuine emphasis and support of community-engaged scholarship, a community of students who are not only scholars but also practitioners, and the commitment of faculty to fully humanize IME students and our work.*

*IME's commitment to social justice is evident not only in the coursework and in the examples set by faculty, but also in the ways that IME understands the importance of building and nurturing community. In IME classes, faculty are intentional about building relationships with students, and creating spaces in their classes for students to build community with each other. In many academic spaces, emotional bravery and emotional commitment are considered suspect, but these aspects of our humanity are welcomed and nurtured in IME classes, and understood as a kind of intelligence that was necessary to do the work of social change and transformation.*

*These attributes of IME attract a community of people who are not only students and theorists, but practitioners - individuals who come to the program with a wealth of experiences and strengths, and with multiple knowledges developed through their years of work with youth, students, and communities. It is inspiring for students to be in community with so many community-engaged scholars whose purpose is not individual gain, but moving our communities forward. Similarly, it is encouraging to be in community with individuals who were not looking to conform to the academy (and its oppressive hierarchies), but rather to work towards transforming it.*

## 3. Support of the Student

*The IME program supports students in many of the ways detailed above. Students also support one another in a variety of ways. For some students, the IME community offered support in dealing with struggles in students' workplaces. Through their own examples as professionals, and through their kind listening and compassion towards one another, peers helped each other face workplace challenges with bravery and self-kindness. Doctoral students also offer peer support and mentoring, particularly in the stages of the dissertation process: sharing resources and tips about qualifying presentations, proposal writing and defense, and dissertation strategies and defense.*

*Other forms of support include partnerships for scholarship with faculty, including encouragement to work in groups and find common interests by faculty, and opportunities to co-present and co-publish alongside faculty.*

*Additional support that would be helpful for IME students includes additional writing support (faculty and peer support), additional sharing of job resources and mentorship through the process of applying and interviewing for jobs, and applying for post-graduate work opportunities.*

#### **4. Why Do Students choose the SOE?**

*The primary draw for many students is that IME offers a social justice education, in both its curriculum and pedagogies, at the graduate level. When asked about why they chose IME, many students speak of a desire to make a contribution to their communities, or to address inequalities, oppressive practices, and institutions. Students select IME as a program of study because of the uniqueness of the department (as described above), because of its blending of ethnic studies and global studies, and for the option of pursuing a concentration in Human Rights Education.*

*Additionally, IME's focus on community engaged scholarship means knowing that, as students and practitioners, we can make our education directly relevant to our work and to the populations that we serve. The flexible schedule of the teaching weekends also means that we can continue to work while we pursue further education.*

*IME faculty members are also a draw, as they model engaged scholarship and a commitment to social justice. IME faculty members' discipline expertise also provides a range of learning opportunities for students, from critical pedagogies, critical race theory, critical ethnography and participatory action research to foundations of human rights discourse and social movements. The reputation of the IME faculty extends beyond the walls of USF and the SOE, and the opportunity to work with such accomplished, and also supportive faculty, those with a genuine desire to support student learning, draws many students to IME.*

### **Special Events**

#### ***Human Rights Forums***

*In 2009 after the launching of the HRE concentration, IME began initiating open community forums to discuss contemporary human rights issues. The first was in February 2009 after the Israeli military attack on Gaza one month earlier. We invited a panel of speakers representing diverse perspectives and communities, including a local Palestinian poet, a female Jewish rabbi, an educator*

who had worked with Palestinian women in the West Bank, a UC Berkeley Professor of Middle Eastern Studies, and USF Professor of Politics, Stephen Zunes. The moderators were two recent IME alumni. This forum was very well-attended in a packed lecture hall, with many students throughout USF as well as Bay Area residents.

In October 2010, IME sponsored a second forum, “Haiti: Grassroots Activism in the Earthquake Zone,” which included a panel of speakers from Haiti Action Committee who discussed the impact of the 2010 earthquake and described the local grassroots organizing that was taking place to rebuild the affected communities. This forum was also well-attended with both USF students/faculty and Bay Area residents. At least one attendee applied to the doctoral program as a result of this event.

In May 2015, IME held an event to celebrate the 40th anniversary of the department as a way to honor the IME founding faculty, to reach out to IME alumni, and to recognize our current work. Of the founding faculty, only Professor Alma Flor Ada was able to attend, which gave us the opportunity to present a tribute to her as the person who brought Paulo Freire to our campus in the 1970s. She also was instrumental in securing Title VII doctoral fellowships for former students and a large group of them attended in her honor. At this event, we also were successful in raising additional funds for the Paulo Freire Scholarship, initiated by Title VII fellows many years ago, and finally reached the minimum amount necessary for its endowment.

In March 2016, Professor Monisha Bajaj partnered with the [Ikeda Center for Peace, Learning and Dialogue](#) to host a panel of experts in Peace Education. The event, Glimmers of Hope: Peace Education around the Globe, was open to the USF and broader community, and attracted 200 attendees. Professor Bajaj also brought students from her classes and a few students wrote online reports of the event for the [Ikeda Center website](#).

### ***Student-led Events***

In Fall 2014, IME graduate students organized Danza Dreams, a performance of several local *baile folklórico* groups as a fundraiser to raise scholarship funds for undocumented students in the School of Education. Two IME EdD students are involved in regional *folklórico* dance groups and performed in the beautiful event. The event was well attended and raised more than \$3000 for the scholarships. [H.3 Danza Dreams Poster]

In April 2016, two doctoral students, Rowena Tomaneng and Tony Santa Ana, organized an event on campus in collaboration with DeAnza Community College. The event brought together leaders and solidarity activists working with indigenous Lumad communities in the Philippines. The panel drew students from across USF and offered the doctoral students a chance to connect to their final project for the course creating a curriculum to teach about these issues in a community college setting.

During the academic year of 2015-2016, IME held a series of “Brave Space” student forums. These forums were developed and facilitated by students in the EdD program. The idea behind the forums was to create a space for students, outside of class time, to discuss, debrief and build community around issues that they care about. We held five forums over the course of the year. The sessions included topics such as trauma and healing, creativity and social change, and navigating professional relationships across race, class, and gender. The forums were held on teaching weekend Saturdays in between the morning and afternoon classes. The forums were well-attended by MA and EdD students. Overall, we received positive feedback and appreciation for this much-needed student-led space.

## GRADUATION RATES

Figure H.4 IME MA Graduation Rates

Academic Period Matriculated	2 Year Graduation Rate	3 Year Graduation Rate
Fall 2012	22%	72%
Fall 2013	29%	57%
Fall 2014	22%	63%
Fall 2015	56%	N/A

Expected time to MA degree is 2 years



Figure H.5 IME EdD Graduation Rates

Academic Period Matriculated	4 Year Graduation Rate	5 Year Graduation Rate	6 Year Graduation Rate
Fall 2009	0%	14%	43%
Fall 2010	0%	25%	25%
Fall 2011	0%	0%	17%
Fall 2012	11%	11%	44%
Fall 2013	8%	N/A	N/A

Expected time to EdD degree is 4 years

Our graduation rates are not as strong as we would like them to be. While our EdD six-year graduation rate is especially low, please note that it reflects the six-year graduation rate of all EdD programs at SOE. Across the five EdD programs, the average six-year graduation rate is about 35%. The IME department has helped develop a new writing support program to assist all SOE EdD candidates with writing issues. We suspect writing issues contribute to the low EdD graduation rate and hope that our writing support helps students finish their degree. Additionally, The Engaged Scholarship Committee (that evolved out of a committee to redesign the Ed.D.) has focused a great deal on improving graduation rates for Ed.D. students throughout the school through more scaffolding throughout the curriculum. The new Foundations courses emerged out of this process and are designed to assist students to stay on track. We are developing new research methods courses with a similar goal.

As a program that, because of its flexibility, recruits and attracts students who are often parents, caregivers, breadwinners for their families, and first-generation students, we also have the concomitant challenge of having students who may have their attention diverted from academic pursuits because of competing demands on their time and energies. We have students who start and never finish the program, especially when the commute and expense proves to be an insurmountable challenge. We have sought to reach out to students, provide support however we can, and orient our financial aid monies to students in the most need who demonstrate academic potential.

A recent graduate (a single mother who works in San Francisco Unified) shared at an alumni panel about her struggles to complete the program and that after 10 years, she finally was able to complete her EdD degree. However, we do have students who do not make it, and the faculty are committed to working with students and the institution to improve our retention and completion rates.

One structural issue we have identified is the lack of accessible data around student registration status and advising. At the School-level, there is no common procedure for following up with unregistered students. There is also no common procedure for advising students who need additional support. The recent addition of Tableau has finally made tracking student registration status, and tracking other academic data points, possible. For example, we can easily pull a report regarding how many times a student has registered for the dissertation writing courses, 790 and 791. There is a great need for developing a common procedure across the university. Alternatively, if our Program Assistant were full-time, they may have more time to develop these processes. Our hypothesis is that such procedures would greatly increase our graduation rates.

## **I. Staff**

The IME Department has one Program Assistant, Yunuen Gutierrez, who is an essential member of our community and greatly contributes to the smooth operation and development of the Department. As a native to the SF Bay Area, Yunuen brings her knowledge of the local context along with her expertise in the areas of TESOL and education more broadly to our department. She is a phenomenal support to our faculty and to our students who rely on her for communications and department updates, as well as general navigation of IME and SOE. An important part of her responsibility in the department is to support doctoral students towards graduation.

Yunuen splits her full-time appointment between the IME department and the Institute for Catholic Education Leadership (ICEL). Yuni provides amazing support and administrative leadership to the Department despite the fact that she supports two distinct entities with different needs, faculty, and roles. However, having only a .5 FTE headcount to support the whole IME Department is limiting. Many of the pain points we have surfaced in this report, such as advising quality and follow up, student retention and graduation, and even yield, could be greatly mitigated by additional staff support. More uniform and processes could be developed, including regular communication with all unregistered students and providing data reports to all advisors about their advisees.

## **J. Facilities, Technology and Resources**

The university's campus support for technology seems to meet the department's *teaching needs*. All of our faculty use some form of computer medium for teaching. Many use Google

Slides/PowerPoint to conduct their lectures, Canvas to post important course content and facilitate online interactions, and integrate multi-media into their teaching. These technology-assisted pedagogical tools have enriched the teaching experience for those who use them. Faculty who utilize learning software are adequately supported. We have no current plans for increasing technology use in the classroom.

Generally speaking, we provide our students with solid training in online secondary research skills, and adequate training in conducting primary research via computer technologies. As this is a department largely oriented towards qualitative research, the computer hardware and software, as well as the technical support, provided by USF adequately support our needs.

## **Library**

The department is for the most part satisfied with Gleeson Library's services, especially with the enhancement of access to electronic holdings over recent years. Few faculty members report relying exclusively on the somewhat modest holdings of the library alone, but instead make much use of interlibrary loan and electronic holdings, which extend the library's reach. The electronic journal holdings (that represent our interdisciplinary fields) are adequate at this point, and we do not expect resource difficulties as long as they are maintained at their current level.

## **Facilities**

The current instructional and research/creative work facilities are for the most part adequate for Departmental needs, within the often noted constraints of space at USF. All IME faculty have adequate office space in the School of Education and, depending on seniority, are often able to teach classes in the same building. Unfortunately, often times adjuncts and newer faculty are assigned rooms in Lone Mountain, which is not ideal because lunchtime community events on Teaching Weekends are at the School of Education which is a bit of a walk away.

The last couple of years have seen improvements to the School of Education building, such as creating a faculty area where we have our mailboxes and seating. In addition, the school created a "Learning Commons" as a study space for students, curriculum resource center, and meeting area. The intent behind both of these spaces was to help build community among faculty, students, and staff. In response to IME student complaints about insufficient meeting and/or gathering spaces, we have made several rooms available as "writing rooms" for both Masters and Doctoral students to use

on Teaching Weekend Saturdays. In Spring 2017, due to the larger political context in which we find ourselves, IME students formed a “critical consciousness raising study group” as a means to create community and support each other during these difficult times.

## **K. Conclusions and Goals**

### **Overall Accomplishments and Strengths**

As this self-study illustrates, the IME Department has made significant gains since the last program review in 2005. We have moved from a position of marginalization to now being front and center in the SOE, both in terms of mission alignment as well as leadership in that a core IME faculty member, Shabnam Koirala-Azad, is the new SOE Dean. As noted in the section documenting IME’s contribution to the SOE Strategic Plan, IME faculty members have been instrumental in moving forward the SOE in the direction of community-engaged learning and public scholarship, particularly taking on leadership roles in the SOE Symposium of Engaged Scholarship, being actively involved in the EdD redesign committee, and developing new courses in this area.

Furthermore, IME has gained a national/international reputation for academic excellence and innovation. In the last five years we have hired three new faculty members, two previously tenured (Bajaj who was recently promoted to Full Professor & McCreedy who returned to the University of Toronto in 2016), from leading universities. Moreover, we continue to attract outstanding graduate students from across the U.S. and many countries around the world, particularly since launching the Human Rights Education program, as we offer both curriculum and pedagogy that are unique.

Evidence of our success lies in the professional accomplishments of our graduates. For example, as of Fall 2017, three recent IME doctoral graduates now have full-time faculty positions in three different departments of the USF School of Education; a fourth was promoted as the Associate Dean of Student Affairs at Stanford Medical School; a fifth was just named the Assistant Vice President of Equity and Inclusion at San Francisco State University; and a sixth became the new President of Berkeley City College. Most importantly, our graduates appear to succeed at bringing IME values of social justice, stance against inequities, and norms of mutual respect into their own lives and communities.

## **Plan for the Future: Questions, Tensions, and Challenges**

We see our work to shed light on educational inequities and prepare students to intervene in issues of injustice continuing for many years to come. This work becomes ever more urgent in the present climate of increased authoritarianism amidst the global rise of nationalism and explicit displays of white supremacy in the United States. To this end, we seek to create spaces of intellectual nourishment and “pockets of hope,” as scholars Eileen de los Reyes and Patricia A. Gozemba (2001) describe sites where inspiration and collective imagination can be fostered.

In this context, this self-study has identified some questions, tensions, and challenges for which we would greatly appreciate feedback from the reviewers. These are summarized below in the areas of: 1) identity and future direction, 2) curriculum, and 3) recommendations.

### **1. Identity and Future Direction**

We in IME always aim to honor our roots in the teachings of Paulo Freire, particularly with a foundation in critical pedagogy and critical consciousness. We strive to create a space that not only encourages critique of inequities in education (based on race, class, gender, nationality, language, sexual preference, and ability), but also offers us all – students and faculty alike - a strong sense of belonging to a beloved community. This vision leads us to constantly reflect on how we can best respond to current realities, which in this current era include targeted assaults on our essential values and practices, and how to work strategically in solidarity with those individuals and groups whose rights are most under attack. To this end, we seek to conduct research, teaching and service that truly embodies public scholarship and community-engaged learning; and we want to be models for our students to do the same. This means that our work must extend and mutually benefit those beyond the academy. Attaining these goals requires that we have unity and intentionality between who we are internally (as reflected in our identity) and who we are externally (as represented in our curriculum and programs).

*Department Name Change:* As part of this reflection, we have considered a Department name change. In many ways, we see our name “International and Multicultural Education” as somewhat dated and not reflective of our current identity. Over the years we have tried to come up with a new name that best embodies the uniqueness of who we are and what we do, but this change has been hard to make since a large community of alums and people feel connected to IME. Perhaps we need to seize the time to initiate a name change that represents a more cutting-edge identity. The question

of a department name change is closely tied to larger questions about who we are and where we are going, which specific themes relating to curriculum highlight in our next section.

## **2. Curriculum**

For quite a while, we have discussed the necessity of re-envisioning the IME curriculum, particularly to ensure that all the different programs have integrity. We have made a leap forward in developing theoretical foundations courses for all incoming MA and EdD students so that they can begin their programs with a shared vision. However, we need to take a careful look at all of our programs for vertical and horizontal coherence. That is, how do course themes and assignments build upon, rather than repeat, each other; in which classes are students exposed to and reinforcing core concepts, research skills, and program milestones? How is each program accomplishing these goals and how is there curricular coherence across programs that are housed in the IME Department? Because so many of our courses are cross-listed for IME and MA EdD programs, this is particularly significant. Further, where and how are students being mentored into professional skills that many times lie beyond courses (i.e. giving a job talk, teaching in higher education, presenting at a conference, publishing, and/or curriculum design)? We also need to make sure that all IME programs are unified with the departmental vision and mission.

Concentration Alignment: Currently, we offer EdD candidates the option of two different concentrations (4 courses): Human Rights Education and Second Language Acquisition. One current challenge is that not all courses in the Second Language Acquisition concentration offer the same critical stance as the HRE or general IME courses. While we need to align these courses more closely with the IME department, we also must acknowledge that the SLA concentration attracts students interested in more critical sociocultural approaches to languages as well as students, particularly from abroad, seeking more traditional approaches, such as cognitive applied linguistics. This brings up the question of a potential name change of the SLA concentration. Does the current name of Second Language Acquisition fit what we do, or is our program more aligned with a name that reflects language, power, and culture in more nuanced ways? What students would we gain or lose with a name change?

More or fewer EdD concentrations: We have many students attracted to our program offerings in the areas of race, schooling, and place, or gender, transnational feminisms, and social movements. Given the current political and social realities, interest in a new concentration in Ethnic Studies, for

example, could be on the rise. Our question is whether we should create new “concentrations” or “pathways in these areas, or should we simply maintain the current two concentrations that we have now? Would such new concentrations diminish the strength of the Human Rights Education concentration as an umbrella for issues of inequality and marginalization, or strengthen what we have to offer in areas of ethnic studies/race, gender, etc.?

### **3. Admissions and Retention**

As a tuition-dependent institution, we face the challenge of how to retain admissions standards of academic excellence and mission alignment amidst competing pressures at USF where enrollment targets, limited financial aid resources for graduate students, and high tuition costs limit our ability to compete with peer institutions. This is particularly glaring as a 60-unit program where many competing programs have moved to three-year Ed.D. models. As we have discussed in other sections of this report, these issues seriously impact our yield. Students who apply and are admitted to IME often chose other institutions that are either more prestigious, offer more scholarships, and/or cause a lower financial burden.

Academic Standards and Support: A related challenge is how we can best support and maintain high academic standards for students who commute from far away, work full-time, care for families, and face many competing demands on their time. We have maintained what we believe is a high standard of academic excellence; however, we also hear students complain that, on the one hand, we demand too much reading and written work in courses, and, on the other hand, that our program is not academically rigorous enough. Generally, most EdD courses at the SOE are open to MA students. The majority of IME courses include both MA and EdD students. Courses do distinguish between EdD requirements and MA requirements. However, we should investigate if these conflicting messages about academic rigor are related to the practice of combining MA and EdD students in most classes.

Financial Aid: In terms of retention, the greatest challenge for our students is the high cost of tuition. A huge area of need and continued attention is funding for our graduate students, especially first-generation students who represent the SOE Strategic Plan’s goals to enroll and graduate students from under-represented backgrounds. We consistently lose great students to competing programs that cost less or offer more aid.

Thankfully, IME has been the beneficiary of a generous donation that has enabled us to offer limited financial awards to doctoral candidates at the final stages of the dissertation process. However, this donation, even with yearly increases, does not begin to address the needs of all our students. The retention of IME students would significantly increase if we received more support and guidance for securing grants and scholarships.

The goal of increased financial aid must be an institutional priority. We are hopeful that with new leadership in the School of Education, headed by a dean who comes out of the IME Department and intimately knows these issues and challenges, we can chart a course towards fulfilling our department's vision of social justice and educational equity in local, global, and transnational settings.

#### **4. Recommendations for Staffing and Support**

In order to build upon the strengths we have documented in this self-study, to improve upon the weaknesses identified in terms of yield, advising, and retention, and to accomplish the goals outlined for our future, the IME Department makes the following recommendations for increased staffing and support.

*Full-time Staff Member:* We request that our Program Assistant be assigned to us full-time. With our current student enrollment of 162 students (across the IME Department), a full-time staff position is certainly warranted. This addition would help us significantly in terms of answering ongoing students' routine questions, responding to prospective students' inquiries, and facilitating regular communication with students and faculty through a newsletter or website. We are certain that this increased support would lead to a more favorable assessment among IME students of our advising process.

*Two New Faculty Lines:* We request at least two new faculty lines to replace Dean Shabnam Koirala-Azad, Lance McCready, and Brad Washington. Most pressing is the need for a new full-time position in the area of community-engaged scholarship and research methodologies. Furthermore, both Dean Koirala-Azad and Professor McCready developed and taught courses in gender and sexuality studies, and thus their departure from IMA has left a large gap in the curriculum. Also with the possible retirement of Susan Katz, Sedique Popal, and Betty Taylor in the next 5 -10 years, we see a need for two additional lines in the near future with the areas to be determined.



**Final Note:**

IME is a unique academic community, one that is best understood through experience. In closing, we offer this anonymous student quote, which was collected as part of the student perspectives we solicited for this report, and which we feel accurately conveys the spirit of the community:

*“IME is a family, a group of intelligent loving human beings that feel that social justice is at the core of being an educator. It is the place that has been present in civilizations since the beginning of time...community. A feeling and an academic term that I have been playing with is this idea of "familia" education. An education that is honored, respected and heard, that actively listens to your ideas and supports you when you need it most. An academic space that feels like you're cooking in your kitchen with good friends while discussing revolutionary and progressive ideas.”*

The IME Department has over a 40-year history of commitment to social justice principles and innovative pedagogical practices that touch the heart of the USF mission. We have a proven track record of educational excellence among our faculty and our students. In order to respect this tradition and to forge ahead as leaders in these challenging times, we ask for institutional support that can assure that we realize and even surpass our potential. Thank you for considering our requests.