



July 26, 2016

Ruth V. Watkins
Senior Vice President for Academic Affairs
204 Park Bldg.
Campus

RE: Graduate Council Review
Department of Educational Psychology

Dear Vice President Watkins:

Enclosed is the Graduate Council's review of the Department of Educational Psychology. Included in this review packet are the report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

After your approval, please forward this packet to President David Pershing for his review. It will then be sent to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,

David B. Kieda
Dean, The Graduate School

Encl.

XC: Anne E. Cook, Chair, Department of Educational Psychology
Maria E. Franquiz, Dean, College of Education

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The Graduate School - The University of Utah

GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT
FOR ACADEMIC AFFAIRS AND THE ACADEMIC SENATE

March 28, 2016

The Graduate Council has completed its review of the Department of Educational Psychology.
The External Review Committee included:

Rik C. D'Amato, PhD
Professor, Department of School Psychology
Chicago Professional School of Psychology

Daniel H. Robinson, PhD
Associate Professor, Department of Educational Psychology
Director of Research, Evaluation and Learning Analytics / Learning Sciences
University of Texas-Austin

Tammi Vacha-Haase, PhD
Associate Professor, Department of Psychology
Associate Dean, Graduate School
Colorado State University

The Internal Review Committee of the University of Utah included:

David Derezotes, PhD
Professor
College of Social Work

Frances Friedrich, PhD
Associate Professor
Department of Psychology

Catherine Soehner, MLS
Associate Dean for Research and Learning Services
Marriott Library

This report of the Graduate Council is based on the self-study submitted by the Department of Educational Psychology, the reports of the external and internal review committees, and the Department Chair/College Dean's joint response to the internal and external committee reports.

DEPARTMENT PROFILE

Program Overview

The Department of Educational Psychology (hereinafter the "Department") is the largest of four departments within the College of Education. The mission of the Department has as pillars a strong commitment to training of students qualified to provide psychological and educational services to the community, integrated with a mission of generation of knowledge through research. The Department has a strong focus on teacher preparation, technology education, reading, and other teacher related studies. The Department is organized in four programs: (1) Counseling and Counseling Psychology; (2) School Psychology; (3) Learning Sciences; and (4) Reading and Literacy. The latter program was added since the last review, as a result of the reorganization within the College of Education. All these programs train graduate students, awarding PhD and master's degrees. While the Department does not offer undergraduate degrees, it provides undergraduate courses for pre-service teachers and an undergraduate certificate in Positive Psychology.

Since the last review, the Department has increased its tenure-line faculty from 17 to 21, moved to a new state-of-the-art building, increased funding for graduate students, acquired more funding through grants, increased graduate enrollment from 162 to 217, and began offering a new online, undergraduate certificate in Positive Psychology. Staff and students of the Department report a collegial and highly collaborative environment, characterized by respect and support, and praise the commitment of the area heads and leadership of the Department Chair. The Department has engaged in strategic planning with the goals of maintaining high standards of research and scholarship, instructional quality and service, achieving a sound budgetary plan, and encouraging and maintaining a diverse faculty and student population. By several measures, the Department has achieved or successfully advanced towards these goals.

Faculty

The Department has 21 tenure-line faculty (14 tenured, 7 assistant professors), 17 full-time career-line faculty, and 15 part-time career line faculty. The large number of career-line faculty is needed to teach the wide range of courses (over 230 in 2014-2015) offered by the Department. The tenure-line and career-line faculty are well integrated, and all faculty feel they are respected and valued members of the Department. The assistant professors describe a high level of support from senior colleagues, who act as mentors and collaborators. The retention, promotion and tenure process is viewed as transparent and fair. The faculty is appreciative of the Department focus on work-life balance.

The faculty in the Department has been recognized with a large number of internal and external teaching awards and consistently receives high evaluations from the students they teach. The Department faculty is vigorously engaged in the mentoring and advising of graduate students. The faculty are actively involved in service to the profession and the community.

Faculty scholarship in the Department is strong and pursues a wide range of research directions. The faculty is active in presenting their research through books, peer-reviewed articles, and in international and national conferences. The faculty of the Department scores above the median for the profession in citations, articles and books produced, and grants awarded. Only in the area of faculty awards does the Department rank below the median of the profession, although its faculty has received numerous research and scholarship recognitions. Faculty and students expressed the need to hire faculty with expertise in the area of advanced quantitative methods, a demand acknowledged and supported by the Department and College leadership.

The Department has secured between \$500,000 and \$1,000,000 yearly funding through research and teaching grants since 2008. The grant amount applied for exceeds \$8,000,000 in the last year. The assistance by the College through provision of staff for grant submission and administration is a significant asset in this regard.

Students

The Department awards only master's and PhD degrees. The Department has ~210 graduate students. Incoming graduate students are selected through high standards in GPA and GRE, which result in about 30% admittance for master's programs and 11-27% for PhD programs. Admission rates vary strongly across programs, with accredited ones such as the Counseling PhD having the higher number of applicants. The Department admits ~80 graduate students annually. It is apparent that the Department's graduate degrees are very much sought after and the Department is able to recruit among a well-qualified student pool.

Students commented positively on their interactions with faculty, the collegiality and respect between students and faculty in the Department, and also the opportunities provided to be involved in research, publications, and presentations. The accessibility and mentorship of the faculty were highly commended by the students. Overall, the students reflected great enthusiasm about their field of studies and their role as researchers and scholars, as well as confidence in their ability to find employment after graduation.

The majority of doctoral students receive funding during their studies. Support for master's students is more uneven. The Department supports doctoral students through scholarships, fellowships, and research and teaching assistantships. Doctoral stipends are competitive. Funded students receive additional support from the University in the form of full or partial tuition benefits. Students and faculty raised concerns about the lack of guarantees for graduate funding that would facilitate the recruiting of top students.

Curriculum

The Department awards four PhD and eight master's degrees in the four program areas of Educational Psychology: Counseling and Counseling Psychology, School Psychology, Learning Sciences, and Reading and Literacy. The addition of Reading and Literacy in 2010 brought to the Department new faculty with expertise and funding that strengthened the Department. The curriculum appears to be well

thought out in all areas of study. The Department offers nationally recognized programs in Counseling Psychology and School Psychology accredited by the American Psychological Association (APA).

The Department offers several opportunities for professional development, including funding to assist the students to present their work in conferences, and training in research with human subjects. Graduate students are required to pass qualifying exams, and some students and faculty reported frustration with previous qualifying exam exercises. No issues were raised with respect to dissertations or theses.

Students expressed concerns about the teaching of statistics, and the incorporation of relevant case examples in the classes. These comments support the assessment by the faculty and leadership of a need to hire and develop in the areas of quantitative modeling to reflect the greater statistical sophistication needed in new areas of study and interventions, and to remain competitive in the competition for research awards.

Since 2010 the Department has offered an undergraduate certificate in Positive Psychology that is taught exclusively online and serves an increasing student population that cannot attend classes on campus, including out-of-state and international students. The certificate is also popular among University of Utah students seeking to broaden their qualifications. This teaching mode could be applied to offer online certificates in other areas of strength of the Department.

The Department has strong programs in outreach education to the community. Of particular note are the (1) St. George School Counseling Program, which is offered in part via broadcast that allows the students of St. George to participate fully in the classes taught in Salt Lake City, and the (2) Rural Conjoint Behavioral Consultation that provides consultation to teachers and parents in rural areas of Utah through videoconference through mobile telepresence robots. These represent innovative uses of technology to fulfill the core mission of the Department.

Diversity

Tenure-line faculty is ~60% male and predominantly white (1 Hispanic, 3 Asian). The Department reports efforts to increase the diversity of its faculty. However, the overall gender and race/ethnicity makeup of the faculty has not changed significantly since the previous review. The limited diversity in the faculty applicant pool seems to be a central challenge.

The students are ~75% female, and ~80% declare to be white. The Department has committed funding to recruit and retain students from diverse backgrounds, and has a faculty/student Diversity Committee as well as courses focused on the study of multiculturalism. The diversity of the student population has increased since the last review, resulting in slow but steady progress towards the recruitment of historically underrepresented groups. Students, however, raised concerns about the uniformity across Department programs in terms of commitment to address multicultural issues.

Program Effectiveness and Outcomes Assessment

Clear expected learning outcomes (ELOs) are easily accessible for all graduate programs in the Department; degrees accredited by APA are subject to additional rigorous standards. ELOs for the undergraduate certificate in Positive Psychology are not yet available on the University website. A comprehensive discussion of objectives, as well as evaluation and appeal procedures of graduate programs, is presented in student handbooks accessible through the Department website. Master's degrees culminate in capstone classes or projects, while the PhD degrees require comprehensive exams or projects and dissertations. Doctoral students are reviewed annually. Some students have indicated that they would prefer to receive more specific constructive feedback from these reviews. The department performs exit interviews with all PhD students and has implemented significant changes to programs based on feedback from students and alumni. The attrition of the programs is very low.

Facilities and Resources

The Department has a sound budget plan, with a positive budget balance. Budgetary planning has allowed increasing allocation of resources towards funding graduate students and renovations of training clinic and laboratory spaces in Milton Bennion Hall. In 2014 the Department relocated to the new Sorenson Arts and Education Complex, where it enjoys exceptional state-of-the-art offices, conference rooms, an auditorium, and classrooms with capability for distance education. Each faculty member has individual office space. The facilities are deemed exceptional and the faculty believe they have the resources they need for their work. The external committee raised the issue of aging computers in faculty offices, an issue that seems now to be addressed in the department budget.

The Marriott Library provides support to the Department, including a spacious facility that includes a Graduate Student Reading Room and a Family Reading Room where students can bring their children to play while they study. The Marriott Library offers other means of support in the form of services and acquisition of books requested by the members of the Department.

The department is staffed by four individuals (3 white females and one African-American male). The Department also has the services of two College-wide grant managers who assist the faculty with grant preparation and administration. This has been credited as a key contribution towards increasing funding requests by the faculty.

COMMENDATIONS

1. The Department nurtures a culture of collegiality, support, and collaboration and promotes an inclusive environment that balances the work and life needs of faculty and students.
2. The faculty is talented and motivated, and shows a strong dedication and accomplishments in teaching, mentoring, service, and research. They are excellent role models for their students.
3. The Department and program leadership are commended for supporting the development of junior faculty, for establishing sustainable budgetary planning, and for addressing the need to increase graduate support.
4. The Department has an excellent graduate curriculum, including two APA-accredited programs with national recognition. Graduates of the Department have excellent prospects for employment.
5. The Department demonstrates pioneering use of technology to fulfill its mission and offer services and graduate courses to communities in remote areas of Utah.
6. The certificate in Positive Psychology is a commendable undertaking that serves as a model for the development of other online programs in the future.
7. The Department does a superb job of translating feedback from students and alumni into changes in the programs.
8. The Department has state-of-the-art teaching, research, and clinic facilities.

RECOMMENDATIONS

1. The Department should continue its efforts to increase funding for graduate students, particularly in the form of research assistantships that would support the research mission of the Department. The Department is also encouraged to consider providing four-year guaranteed funding to recruit and retain exceptional students and to increase the diversity of the student body.
2. The staff for grants submission and administration is having a very positive impact on funding applications. The College should strive to keep providing these two positions.
3. The Department is encouraged to continue its current efforts to increase diversity in faculty and students and be proactive in developing or strengthening strategies to diversify the faculty and student applicant pool. The Department should work with the Office for Equity and Diversity to explore the opportunities provided by the Faculty Hiring Initiative.
4. The Department is encouraged to continue its efforts to incorporate student feedback into curriculum, and to continue preparing students to pass qualifying examinations in a timely and well-developed fashion.

5. Considering the success of the Positive Psychology certificate, the Department is encouraged to consider the development of online graduate and undergraduate certificates in areas of strength of the Department, such as autism spectrum disorder, and technology design skills.
6. The Department is encouraged to consider the addition of faculty with expertise in statistics and quantitative methods.

Submitted by the Ad Hoc Committee of the Graduate Council:

Valeria Molinero, PhD (Chair)
Professor, Department of Chemistry

Mingnan Chen, PhD
Assistant Professor, Department of Pharmaceutics and Pharmaceutical Chemistry

Isabel Dulfano, PhD
Associate Professor, Department of Languages and Literature

College Name
All

Department Name
Educational Psychology

Program Name
All

Faculty Headcount

		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
With Doctoral Degrees Including MFA and Other Terminal Degrees	Full Time Tenured Faculty	12	14	14	14	16	14	15
	Full Time Tenure Track	3	4	4	5	3	4	5
	Full Time Career Line/Adjunct Faculty	6	8	7	11	9	12	9
	Part Time Tenure/Tenure Track							
	Part Time Career Line/Adjunct Faculty	5	3	3	5	6	6	4
	Total	26	29	28	35	34	36	33
With Masters Degrees	Full Time Tenured Faculty	0	0	0	0	0	0	0
	Full Time Tenure Track	0	0	0	0	0	0	1
	Full Time Career Line/Adjunct Faculty	0	0	0	0	2	2	1
	Part Time Tenure/Tenure Track							
	Part Time Career Line/Adjunct Faculty	1	1	1	1	0	2	2
	Total	1	1	1	1	2	4	4
With Bachelor Degrees	Full Time Tenured Faculty	0	0	0	0	0	0	0
	Full Time Tenure Track	0	0	0	0	0	0	0
	Full Time Career Line/Adjunct Faculty	0	0	0	0	0	0	0
	Part Time Tenure/Tenure Track							
	Part Time Career Line/Adjunct Faculty	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0
Total Headcount Faculty	Full Time Tenured Faculty	12	14	14	14	16	14	15
	Full Time Tenure Track	3	4	4	5	3	4	6
	Full Time Career Line/Adjunct Faculty	6	8	7	11	11	14	10
	Part Time Tenure/Tenure Track							
	Part Time Career Line/Adjunct Faculty	6	4	4	6	6	8	6
	Total	27	30	29	36	36	40	37

Cost Study

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Direct Instructional Expenditures	2,060,350	2,511,479	2,727,251	2,912,382	2,996,761	3,151,252	3,411,605
Cost Per Student FTE	6,424	6,192	6,418	6,831	7,000	7,518	9,031

FTE from Cost Study

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Full-Time Salaried	22	26	33	33	33	35	35
Part-Time or Auxiliary Faculty	5	3	3	4	4	3	3
Teaching Assistants	3	3	5	7	5	5	6

Funding

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Grants	589,317	944,859	1,011,231	828,646	769,333	718,334	604,957
State Appropriated Funds	1,830,237	1,908,606	2,284,528	2,417,948	2,493,026	2,585,477	2,821,942
Teaching Grants	467,435	619,840	663,653	572,486	602,225	504,450	327,882
Special Legislative Appropriation							
Differential Tuition			48,841	81,821	96,184	118,387	130,190

Student Credit Hours and FTE

		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
SCH	Lower Division	932	799	746	863	794	679	593
	Upper Division	2,931	4,554	4,893	5,229	5,125	5,084	4,493
	Basic Graduate	1,936	2,328	2,553	2,541	2,629	2,820	2,564
	Advanced Graduate	1,903	2,216	2,187	1,924	1,987	1,721	1,601
FTE	Lower Division	31	27	25	29	26	23	20
	Upper Division	98	152	163	174	171	169	150
	Basic Graduate	97	116	128	127	131	141	128
	Advanced Graduate	95	111	109	96	99	86	80
FTE/FTE	LD FTE per Total Faculty FTE	1	1	1	1	1	1	1
	UD FTE per Total Faculty FTE	4	5	5	5	5	4	4
	BG FTE per Total Faculty FTE	4	4	4	3	4	4	3
	AG FTE per Total Faculty FTE	4	4	3	3	3	2	2

Enrolled Majors

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Undergraduate Pre-Majors							
Undergraduate Majors							
Enrolled in Masters Program	101	98	143	135	124	135	136
Enrolled in Doctoral Program	58	68	81	76	83	82	76
Enrolled in First Professional Program							

Degrees Awarded

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Undergraduate Certificate					8	10	29
Graduate Certificate							
Bachelors							
Masters	44	40	39	78	51	68	58
Doctorate	9	18	9	18	10	11	15
First-Professional							

Memorandum of Understanding Department of Educational Psychology Graduate Council Review 2015-16

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on June 2, 2016, and concludes the 2015-16 Graduate Council Review of the Department of Educational Psychology. Ruth V. Watkins, Senior Vice President for Academic Affairs; Maria E. Franquiz, Dean of the College of Education; Anne E. Cook, Chair of the Department of Educational Psychology; Michael K. Gardner, Associate Chair of the Department of Educational Psychology; and Donna White, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the review summary report presented to the Graduate Council on March 28, 2016. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: The Department should continue its efforts to increase funding for graduate students, particularly in the form of research assistantships that would support the research mission of the Department. The Department is also encouraged to consider providing four-year guaranteed funding to recruit and retain exceptional students and to increase the diversity of the student body.

The Department is committed to taking action on this recommendation and has gradually been able to increase the amount of graduate student funding and to offer more competitive multi-year fellowships. These efforts all include increased funding for the recruitment and retention of historically underrepresented and other students considered diverse in this discipline. The Dean will match funds provided by the central administration and/or the Graduate School for underrepresented students for two years. The Senior Vice President encouraged the Chair to look into the NIH and NSF Minority supplements. Because this recommendation is related to Recommendation 3, more detail on efforts being made to increase the diversity of the student body will be included there. Progress on this recommendation will be reported in regular updates to the Graduate School.

Recommendation 2: The staff for grants submission and administration is having a very positive impact on funding applications. The College should strive to keep providing these two positions.

The Dean is committed to continuing to provide the two administrative positions that handle grant submissions and is seeking funding to sustain the positions in the long term. The Senior Vice President suggested having new faculty in the Department (and other departments in the college that would benefit) participate in the Health Sciences Onboarding program for new faculty that provides important information on grant submissions and administration.

Recommendation 3: The Department is encouraged to continue its current efforts to increase diversity in faculty and students and be proactive in developing or strengthening strategies to diversify the faculty and student applicant pool. The Department should work with the Office for Equity and Diversity to explore the opportunities provided by the Faculty Hiring Initiative.

The Department is doing very well in this realm and remains committed to the task of increasing all types of diversity, including LGBTQ and international, particularly Asian Americans (both underrepresented in this discipline). The Chair's response states, "...we have tried to adopt an expanded definition of diversity, particularly as it relates to issues in psychology and education, to include individuals from a variety of racial/ethnic backgrounds and the LGBTQ community." As resources, the College has created a Diversity Action Task Force and the Department has its own Diversity Committee. The Department is being notably proactive by working with the Office of Equity and Diversity and the Assistant Dean for Diversity in the Graduate School, and has taken advantage of the opportunities provided by both of those offices. Progress on this recommendation will be reported in regular updates to the Graduate School.

Recommendation 4: The Department is encouraged to continue its efforts to incorporate student feedback into curriculum, and to continue preparing students to pass qualifying examinations in a timely and well-developed fashion.

The Department was commended for their "superb job of translating feedback from students and alumni into changes in the programs" (Commendation 7). They are currently holding town hall meetings annually, collecting exit interviews, and holding monthly program director meetings with the Chair and Associate Chair to determine program revisions. Also, there is a plan to gather student feedback at the program level to assess the effectiveness of the preparation of students to pass qualifying examinations in a timely and well-developed fashion. The Chair was receptive to continuing the Department's efforts toward honing ways to close the loop between the Department's ELOs and making specific programmatic changes based on their assessment of how well students are achieving those expected learning outcomes.

Recommendation 5: Considering the success of the Positive Psychology certificate, the Department is encouraged to consider the development of online graduate and undergraduate certificates in areas of strength of the Department, such as autism spectrum disorder, and technology design skills.

The Department is seriously considering expanding the Positive Psychology Certificate and other possible certificates at the graduate level, but at a slow pace. This is because of a need to balance resources with growth and new initiatives. This approach was praised by the Dean and Senior Vice President as

“responsible” and serving the purpose of taking steps to maintain integrity with the core mission of the Department. While considering expanding their certificates, the Department is also considering other initiatives such as possible cross-disciplinary majors within the College and with the College of Education. All parties recognize the trend of students wanting to focus on more than one discipline to better develop skills and credentials for the 21st-century job market. Progress on this recommendation will be reported in regular updates to the Graduate School.

Recommendation 6: The Department is encouraged to consider the addition of faculty with expertise in statistics and quantitative methods.

The Chair states in her response, “We agree that hiring strong methodologists should be an area of future growth in the Department.” There is a plan to continue to discuss this recommendation in future Department and College strategic planning sessions. Also, there is agreement that being strategic in new hires in this area is important as retirements open up salary lines. It was noted that there is a University-wide initiative to review the Master of Statistics Program (reviewed Spring 2016) and to consider making structural changes regarding how statistics are offered across departments at the University. The issues of relevance, currency, and efficiency, while retaining essential traditional approaches, are being considered and discussed from multiple vantage points. Progress on this recommendation will be reported in regular updates to the Graduate School.

This memorandum of understanding is to be followed by regular letters of progress from the Chair of the Department of Educational Psychology to the Associate Dean of the Graduate School. Letters will be submitted until all of the actions described in the preceding paragraphs have been completed. In addition, a three-year follow-up meeting will be scheduled during AY 2018-19 to discuss progress made in addressing the review recommendations.

Ruth V. Watkins
Maria E. Franquiz
Anne E. Cook
Michael K. Gardner
Donna M. White



David B. Kieda
Dean, The Graduate School
July 26, 2016