



June 22, 2017

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

RE: Graduate Council Review
Department of Family and Consumer Studies

Dear Vice President Watkins:

Enclosed is the Graduate Council's review of the Department of Family and Consumer Studies. 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: Lori Kowaleski-Jones, Chair, Department of Family and Consumer Studies
Cynthia Berg, Dean, College of Social and Behavioral Science

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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

October 31, 2016

The Graduate Council has completed its review of the **Department of Family and Consumer Studies**. The External Review Committee included:

Rosemary J. Avery, PhD
Weiss Presidential Fellow
Professor and Chair
Department of Policy Analysis and Management
Cornell University

Manfred Diehl, PhD
Professor
Department of Human Development and Family Studies
Colorado State University

Sarah J. Schoppe-Sullivan, PhD
Professor
Human Development and Family Science Program
The Ohio State University

The Internal Review Committee of the University of Utah included:

Robin L. Marcus, PhD
Associate Professor
Department of Physical Therapy

Andrea P. McDonnell, PhD
Professor
Department of Special Education

Jim Sibthorp, PhD
Professor
Department of Parks, Recreation and Tourism

This report of the Graduate Council is based on the self-study submitted by the Department of Family and Consumer Studies, the reports of the external and internal review committees, and the Department Chair's and College Dean's responses to the external and internal committee reports.

DEPARTMENT PROFILE

Program Overview

The mission of the Department of Family and Consumer Studies (hereinafter the Department) is to "communicate, integrate, advance, and apply knowledge regarding families and human development across the life span and within a community context." The Department offers two undergraduate majors: BA and BS degrees in Consumer and Community Studies (CCS) and BA and BS degrees in Human Development and Family Studies (HDFS). The Department also offers an MS degree and a graduate certificate in Human Development and Social Policy. The Department plans to consolidate the two majors into one: BA and BS degrees in Family, Community, and Human Development (the proposal is dated October 15, 2015). In addition, the Department is considering changing its name to the Department of Family, Community, and Human Development to reflect the shift of curriculum and the rapid change of the notion of family in society.

The Department has 15 tenure-line and 3 career-line faculty. A small core group of faculty has been programmatic and strategic in their research endeavors, which include successful cross-disciplinary collaborations, receiving large grants on a regular basis from federal funding agencies (e.g., NIH or NSF) and foundations. While internal reviewers praised the research productivity in the Department, external reviewers expressed concerns with some faculty members' research inactivity. In general, the Department's climate and atmosphere is reported to be positive and resilient, with a renewed commitment to research productivity and teaching missions.

The Department has a vibrant and engaged undergraduate student body and is successfully serving the university's high quality educational goals. The master's program is relatively small and the Department is considering launching a PhD program. The Department has spent a considerable amount of time on strategic planning and institutional introspection. This has resulted in, among other strategic initiatives, a proposal to consolidate the two current undergraduate majors into one to better serve the students in the Department.

The Department has suffered from the SCH budget model in the last several years due to declining numbers of undergraduate students. Strategic planning has been carried out at the Department level, selective economies have been implemented, and ways to grow the Department revenues, including increasing external funding and growing online enrollment, are included in the Department strategic plan. The Department had a balanced budget during 2014 after deficits in fiscal years 2012 and 2013.

Faculty

The Department has 15 tenure-line and 3 career-line faculty. Among the 18 tenure- and career-line faculty, 14 are white, 3 Asian, and 1 Hispanic; 10 are female and 8 are male. The tenured faculty consists of 8 full professors and 7 associate professor. In its self-study, the Department noted difficulty in

retaining faculty members since 2007, as well as adding additional tenure lines at the time of review.¹ Due to these difficulties, the Department faces the challenge of aging faculty as well as the challenge of increasing faculty racial and ethnic diversity. Faculty renewal is desired by the Department and recommended by both external and internal reviews.

Faculty teaching loads (2-2) are reasonable, and grant-generated course buyout policies are effectively used to enable faculty to maintain active research programs while still meeting their teaching and service responsibilities. Faculty in the Department receive positive teaching evaluations, suggesting that faculty are actively engaged in teaching and very committed to their students. Five members of the faculty have received the University's highest teaching awards and other recognitions for instruction and advising. Faculty have contributed outstanding service to the university and professional communities and are especially known for their devotion to community engagement projects.

The multidisciplinary faculty composition, including sociology, demography, psychology, human development, family economics, and urban planning, has allowed the faculty to tackle complicated social issues in an interdisciplinary fashion. Faculty frequently engage in collaborative research with others in the Department and across other colleges at the university. Research productivity is variable among the faculty, and the external and internal reviews have conflicting commendations and recommendations regarding faculty research productivity. Several faculty members have recognized research productivity nationally and have obtained significant extramural funds. The external funding of faculty research represents a healthy mix of federal research funds and foundation agency grants. However, the Department has a number of scholars who have been at the Associate Professor level for an extended period of time², reflecting that their scholarly output is not sufficient to be promoted to Full Professor.

The Department RPT guidelines were recently revised and approved in July 2015. Optimism was expressed that the revised guidelines and discussions leading to them will create more opportunities for all types of faculty research to be valued, including community-engaged research. In most regards the Department faculty, staff, and students appear to be quite collegial and work well together to address challenges and effectively make the transition to supporting junior faculty as retirements occur.

Students

The Department awarded between 235 and 257 undergraduate degrees and between 2 and 18 master's degrees each year between 2008 and 2015. Both external and internal reviews recognized and commended the high quality of undergraduate instruction. The majority of the students are women, which contributes significantly to the University's overall effort to attract female students. The number of minority undergraduate students doubled between 2010 to 2014. While the Department has relied on resources at the University and does not have direct access to proactively recruit underrepresented students, the Department recognizes student diversity as a priority, and the student data show an increasing trend toward a more diverse student population.

¹ A new hire at the Assistant level joined in Fall 2016.

² According to the external review, "For the faculty members at the rank of Associate Professor for whom the information was available, the mean number of years in rank is 17.83 with a median of 17.50 years and a standard deviation of 9.90 years (minimum 4 years, maximum 31 years; range = 27 years)."

External reviewers are concerned with recruitment and admission standards of graduate students, as well as the lack of focused mentorship and curriculum for graduate students. Conflicting comments appear in external and internal reviews regarding funding for graduate students. Internal reviewers stated, "almost all graduate students are funded on some type of assistantship, and these funding mechanisms allow some of the MS students to be centrally involved in faculty research and provide related practice opportunities and teaching assistant roles to those not funded via a research program." However, external reviewers argued that the master's program is "hampered by a lack of funding (scholarships, fellowships, etc.) needed for attracting high-quality graduate students."

Curriculum

The Department offers undergraduate degrees in Consumer and Community Studies (CCS) and Human Development and Family Studies (HDFS). These require 35 and 32 credit hours respectively. Undergraduates are involved in internships and professional associations and participate in community-engaged learning as well as online education. The FCS faculty have remained heavily involved with the Bennion Center and many teach community-engaged learning (CEL) designated courses. The Department has an extensive online presence, including 19 online courses. The HDFS major can be completed entirely online. Master's degree students can choose a thesis or non-thesis (project) option. Thesis students are required to propose and defend their thesis topic in a public forum. Project students are required to formally propose their project to their supervisory committee and then defend their project in a public forum.

The Department is processing the consolidation of the two undergraduate majors and is also developing a PhD program. The external review suggested a critical evaluation of the implications of this undergraduate curriculum change, as well as a revision of the graduate curriculum before moving along with the proposal of a doctoral program. In response to the external reviewers' suggestions, targeted implementation of the consolidation of the undergraduate majors has been delayed until academic year 2017-2018. In addition, increasing online and health-related courses is recommended by both internal and external reviews.

Program Effectiveness and Outcomes Assessment

University-based student course feedback is collected and used by the faculty to drive curricular changes. Approximately 82% of graduate students admitted between 2007 and 2013 (n=44) have completed the master's degree, with 3 students remaining in the program. The average time to completion for the master's degree is 2.2 years. Over three-quarters of the bachelor's degree graduates report being employed full time. Graduates of the FCS undergraduate program are employed in several different areas; however, the majority report being employed in education or the non-profit sector. Many of the graduate students go on to pursue terminal degrees in areas including developmental psychology and sociology, with some taking on university faculty positions and others working in state and federal governments. Nearly one-third of undergraduate students complete internships and over 40% complete service learning or community-engaged learning courses through the Department.

Facilities and Resources

The Department has experienced budget deficits and has been able to improve the overall financial situation by reducing student advising, student assistantships, eliminating career-line faculty, and prioritizing course offerings based on enrollment. While the Department has made significant efforts toward improving their finances, significant concerns with their debt remain. The physical facilities of the Department are adequate. Students and faculty are generally pleased with the spaces provided them for teaching and learning. The Department benefits from a strong technology infrastructure in the College. Staff financial support in general is a significant concern in the Department. It should be noted that the Department highly values the current staff, and staff appear extremely committed to their positions. That said, staff interviews and the self-study document reveal that due to the fact that funding for staff positions is from variable sources and not in the line item budget, staff do not feel secure in their positions.

The Department is home to a unique laboratory resource, the Child and Family Development Center (CFDC), the first university-based nursery school west of the Mississippi. Planned improvements to this space are part of the Department's strategy to advance their mission and vision. With generous philanthropic support, the CFDC underwent a significant renovation in the summer of 2016. Both external and internal reviews recognize the financial challenges of the CFDC in achieving its goals as well as the potential to integrate the CFDC into the Department's teaching, research and service.

COMMENDATIONS

1. The Department's environment fosters an open and collaborative culture for faculty and students. Given the diversity of strengths, interests, and interdisciplinary differences among the faculty, they are collegial and have largely united toward a common vision of the Department.
2. The Department's interdisciplinary focus in bridging across departments both within the college and across the university is a model for interdisciplinary team-based research.
3. The faculty's research grants and funds have increased significantly since the last review.
4. Student course evaluations are very high and the Department is well resourced for undergraduate education. The Department has a vibrant and engaged undergraduate student body that is successfully serving the university's high quality educational goals.
5. With limited new hires and resources, the Department has been successful in achieving faculty and student diversity, including both gender and racial or ethnic diversity.
6. The Department excels at teaching and service, including community-engaged work and service to the college, university, and professional associations.

RECOMMENDATIONS

1. With the assistance and guidance of the College, the Department should articulate and implement a clear leadership vision that facilitates and fosters transformation of the Department into a more productive and vibrant academic unit.
2. The Department should clearly articulate their research objectives in their mission statement in order to pursue a coherent research direction and graduate curriculum that defines the Department.
3. The Department should revisit the post-tenure review process with supporting mechanisms and clear expectations in order to strengthen faculty research productivity.
4. The administration and Department leadership should ensure the investment of new hires as part of the long-term faculty renewal process in the Department.
5. The Department should develop a strategic recruitment plan to attract quality graduate students and undertake a revision of graduate curriculum with clear objectives. The Department is encouraged to continue exploring the potentials of cross-departmental graduate programs. Mentoring and student advising strategies should be articulated and implemented into this process. The Department should secure funding and revamp curriculum design for graduate students before pursuing a PhD program.
6. The Department should continue to explore ways to further expand their online courses and health-related courses. Such an expansion could provide a service to students across the university and enhance the Department budget.
7. The Department should consider strengthening collaborations in research and teaching with the Child and Family Development Center (CFDC). It is also recommended to obtain state supported positions and explore possibilities of endowments for personnel in the CFDC lab.

Submitted by the Ad Hoc Committee of the Graduate Council:

Lien Fan Shen (Chair)
Associate Professor, Department of Film and Media Arts

Bryan G. Trump
Assistant Professor, School of Dentistry

Julie L. Wambaugh
Professor, Department of Communication Sciences and Disorders

Veronica E. Valdez (Undergraduate Council Representative)
Associate Professor, Department of Education, Culture and Society

College Name
College of Social & Behavioral Science

Department Name
Family & Consumer Studies

Program Name
All

Faculty Headcount

		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
With Doctoral Degrees Including MFA and Other Terminal Degrees	Full Time Tenured Faculty	14	14	14	14	14	14	15
	Full Time Tenure Track	1	1	1	1	1	1	
	Full Time Career Line/Adjunct Faculty	2	2	3	2	1	1	1
	Part Time Tenure/Tenure Track		1	1	1			
	Part Time Career Line/Adjunct Faculty	2	2	2	2	2	1	2
	Total	19	20	21	20	18	17	18
With Masters Degrees	Full Time Tenured Faculty	0	0	0	0	0	0	
	Full Time Tenure Track	0	0	0	0	0	0	
	Full Time Career Line/Adjunct Faculty	1	0	1	1	1	1	1
	Part Time Tenure/Tenure Track		0	0	0			
	Part Time Career Line/Adjunct Faculty	0	1	1	0	0	0	2
	Total	1	1	2	1	1	1	3
With Bachelor Degrees	Full Time Tenured Faculty	0	0	0	0	0	0	
	Full Time Tenure Track	0	0	0	0	0	0	
	Full Time Career Line/Adjunct Faculty	0	0	0	0	0	0	
	Part Time Tenure/Tenure Track		0	0	0			
	Part Time Career Line/Adjunct Faculty	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	
Total Headcount Faculty	Full Time Tenured Faculty	14	14	14	14	14	14	15
	Full Time Tenure Track	1	1	1	1	1	1	
	Full Time Career Line/Adjunct Faculty	3	2	4	3	2	2	2
	Part Time Tenure/Tenure Track		1	1	1			
	Part Time Career Line/Adjunct Faculty	2	3	3	2	2	1	4
	Total	20	21	23	21	19	18	21

Cost Study

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Direct Instructional Expenditures	2,209,701	2,267,546	2,352,227	2,371,132	2,223,000	1,979,432	2,062,129
Cost Per Student FTE	3,429	3,453	3,680	4,083	4,148	3,928	4,460

FTE from Cost Study

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Full-Time Salaried	23	24	19	23	19	14	20
Part-Time or Auxiliary Faculty	2	3	6	5	3	3	9
Teaching Assistants		0					1

Funding

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Total Grants	25,762	26,776	561,212	849,014	704,310	426,876	368,001
State Appropriated Funds	1,781,489	1,782,026	1,844,353	1,859,782	1,856,922	1,901,711	1,972,364
Teaching Grants	0	0	0	0	0	0	0
Special Legislative Appropriation*							
Differential Tuition*							

Student Credit Hours and FTE

		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
SCH	Lower Division	4,734	4,881	4,509	3,909	3,711	3,441	2,958
	Upper Division	13,837	13,652	13,663	12,499	11,885	11,105	10,610
	Basic Graduate	508	780	670	677	322	383	202
	Advanced Graduate							
FTE	Lower Division	158	163	150	130	124	115	99
	Upper Division	461	455	455	417	396	370	354
	Basic Graduate	25	39	34	34	16	19	10
	Advanced Graduate							
FTE/FTE	LD FTE per Total Faculty FTE	6	6	6	5	5	7	3
	UD FTE per Total Faculty FTE	18	17	18	15	18	22	12
	BG FTE per Total Faculty FTE	1	1	1	1	1	1	0
	AG FTE per Total Faculty FTE							

Enrolled Majors

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Undergraduate Pre-Majors	111	74	113	68	39	56	31
Undergraduate Majors	311	359	361	396	370	310	286
Enrolled in Masters Program	14	27	36	33	23	14	14
Enrolled in Doctoral Program							
Enrolled in First Professional Program							

Degrees Awarded

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Undergraduate Certificate							
Graduate Certificate		1		1	2	4	
Bachelors	254	235	251	257	254	239	179
Masters	9	8	17	18	18	13	7
Doctorate							
First-Professional							



Memorandum of Understanding Department of Family and Consumer Studies Graduate Council Review 2015-16

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on February 13, 2017, and concludes the Graduate Council Review of the Department of Family and Consumer Studies. Ruth V. Watkins, Senior Vice President for Academic Affairs; Cynthia Berg, Dean of the College of Social and Behavioral Science; Lori Kowaleski-Jones, Chair of the Department of Family and Consumer Studies; David B. Kieda, Dean of the Graduate School; and Katharine S. Ullman, 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 October 31, 2016. The working group agreed to endorse the following actions:

Recommendation 1: With the assistance and guidance of the College, the Department should articulate and implement a clear leadership vision that facilitates and fosters transformation of the Department into a more productive and vibrant academic unit.

The Department went through a recent period of short-term turnover at the chair level, but is now positioned to move forward with increased stability, and will draw on feedback from the review process to set a strategic course. Forward planning will build on the many positive attributes of the Department that were highlighted in the review, including its collaborative, collegial community. Three themes that provide a structure for research and curriculum have already been articulated: Healthy Families, Human Development and Relationships, and Family Policy. Creating this central framework is a significant step and will help the Department and College prioritize investments. Having paused to take stock of feedback from the review, central aspects of Department planning will soon be decided, including the Department name, the structure of its majors, and the design (size and scope) of graduate programs -- points elaborated on below in Recommendations 5-7. Dean Berg and SVP Watkins expressed their confidence in the Chair and in the initiatives the Department has taken and is developing.

Recommendation 2: The Department should clearly articulate their research objectives in their mission statement in order to pursue a coherent research direction and graduate curriculum that defines the Department.

As noted above, the research themes have been decided upon; ensuring that the priority of research is prominent in the mission statement is also important. Moreover, these research objectives provide the core information required to move forward with graduate program planning, as this is the first step in assessing the needs and capacity for students contributing to research, and subsequently what these programs would ideally look like in terms of size and curriculum (see Recommendation 5).

Recommendation 3: The Department should revisit the post-tenure review process with supporting mechanisms and clear expectations in order to strengthen faculty research productivity.

New RPT guidelines are in place, as is an External Research Incentive Program. The Chair has met with individual faculty members in order to understand their five-year plans. Formal tenured faculty review (TFR) is ongoing. Although this groundwork is in place, more individual accountability is required. As noted in the Chair's written response, there is a plan to revisit the post-tenure review guidelines. The Graduate School would like an update on this within one year. Keeping the Department vibrant and competitive is dependent on each individual faculty member's intellectual and scholarly contribution. If a faculty member is making valuable contributions, but no longer meets TFR criteria for research activity, a range of options could be considered, including increased teaching load, changing status from tenure- to career-line, or a phased retirement plan. It is hoped that faculty will work with the Chair and Dean to create an individualized plan for moving forward, understanding that their contributions over the years are gratefully and respectfully acknowledged.

Recommendation 4: The administration and Department leadership should ensure the investment of new hires as part of the long-term faculty renewal process in the Department.

The age distribution of FCS faculty points to the urgency of hiring junior faculty to ensure long-term success of the Department and, moreover, to leverage the ability of the current faculty to mentor incoming hires. While the latest hiring proposal was not successful at the college-level process, there is optimism that this will be successful moving forward if it is coupled to clear plans and needs for an interdisciplinary doctoral level program (see below).

Recommendation 5: The Department should develop a strategic recruitment plan to attract quality graduate students and undertake a revision of graduate curriculum with clear objectives. The Department is encouraged to continue exploring the potentials of cross-departmental graduate programs. Mentoring and student advising strategies should be articulated and implemented into this process. The Department should secure funding and revamp curriculum design for graduate students before pursuing a PhD program.

Chair Kowaleski-Jones described a newly-forming plan for an interdisciplinary doctoral program that leverages disciplinary strengths within the College and thoughtfully addresses emerging issues in equipping students for non-academic placement in addition to preparing those that take traditional academic paths. SVP Watkins expressed that this approach, without silos, would be more effective, and enthusiastically expressed her endorsement of the idea. Funding options discussed included a potential partnership among private, central administration, and college and department resources, once the proposed program is underway. One route for master's-level students to work with Department faculty is via the Master of Public Policy Program, which was formed after the MS Program in FCS. In order to balance resources and effort as the Department plans for a doctoral program, the Department needs to consider if the FCS MS Program should continue. As mentioned above, assessing how students in graduate programs support departmental research objectives is a main underlying consideration in forward planning. An interdisciplinary doctoral program opens exciting opportunities to design a unique, contemporary curriculum.

Recommendation 6: The Department should continue to explore ways to further expand their online courses and health-related courses. Such an expansion could provide a service to students across the university and enhance the Department budget.

In terms of curriculum, the Chair expressed the need to look at departmental course offerings in a holistic fashion. This will help further refine course offerings as well as address the best path forward for the structure of majors – and potentially transcribed emphases. The Graduate School would like to be updated in Spring 2018 on this holistic review and the plans that emerge from it. This recommendation pointed specifically to online and health-related courses. In this regard, Teaching and Learning Technology funds have already been used to create “next generation” versions of a robust selection of courses that the Department currently offers online, with work continuing in this arena. The group discussed the merits of offering certificates or an alternative path to licensure online; such offerings address identified needs of the workforce and may generate revenue that can help finance other Department priorities. Seed funding from UOnline is available for such initiatives. However, pursuing this avenue may pull efforts away from the core mission of the Department, and therefore the Chair and faculty need to evaluate these options carefully. With regard to health-related courses, the Department has already taken initiative to develop, in collaboration with colleagues in the School of Medicine, a new course at the intersection of social science and medicine. Another course, centered on understanding family history, sounds timely and is very likely to generate high interest among majors and more broadly.

Recommendation 7: The Department should consider strengthening collaborations in research and teaching with the Child and Family Development Center (CFDC). It is also recommended to obtain state supported positions and explore possibilities of endowments for personnel in the CFDC lab.

The Chair's written response indicated that a faculty committee has formed to review and make recommendations on integration of the CFDC into the Department. An external consultant from University of California at Davis has also visited and provided input. Our discussion touched briefly on the possibility of setting criteria for composition of admittance into CFDC in order to address the issue of limited ethnic and income diversity that is common among university-based childcare centers and can limit their suitability as research sites. Since decisions about CFDC are a central component of Department planning with respect to faculty hires, research objectives, etc., the Graduate School would like to get an update in one year on the faculty committee report and consequent actions taken and planned.

Overall, the review process has been used very constructively by the Department, and it is hoped that actions taken to address these recommendations will further strengthen this unit and allow them to make and achieve aspirational plans.

This memorandum of understanding is to be followed by regular letters of progress, upon request of the Graduate School, from the Chair of the Department of Family and Consumer Studies. 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 may be scheduled during AY 2018-19 to discuss progress made in addressing the review recommendations.

Ruth V. Watkins
Cynthia Berg
Lori Kowaleski-Jones
David B. Kieda
Katharine S. Ullman



David B. Kieda
Dean, The Graduate School
June 22, 2017