The Graduate Task Force identified several weaknesses in the social foundations program. Below, responses are provided to each weakness noted.

1. **Few applicants:** There were 89 applicants to the program’s Ph.D. program between 2004-05 and 2009-10, and 32 MA applicants during the same period. With a faculty of 4.0 (FTE), this represents a large applicant pool. The social foundations program’s new concentration in foundations of higher education, in cooperation with the University’s nationally-recognized higher education program, should attract even more applicants.

2. **Low enrollment:** As of fall 2009, the social foundations program enrolled 22 Ph.D. and 6 MA students. In spring 2010, 22 Ph.D. and 8 MA students were enrolled in the program.

3. **Problematic student funding:** Like many social foundations programs, support for students has been limited. However, last year, the social foundations program was the recipient of an Endowment Fund in the amount of approximately four hundred thousand dollars ($400,000). The faculty has chosen to use these monies exclusively for the purpose of recruiting and supporting full-time Ph.D. students. Access to and competition for the Duffy Fellowship should substantially increase our ability to attract and enroll top students.

4. **Part-time students:** Many social foundations students are working professionals in education who, in order to maintain their professional skills and salaries, choose to pursue graduate study on a part-time basis, and do not apply for assistantships. This is true of nearly all social foundations programs nationally, as the student population served by these programs comprises older, experienced educators who maintain their professional positions in order to be able to pursue leadership positions in the future.

5. **High time to degree:** The social foundations TTD of 7.2 years between 2001-06 is largely a function of the fact that most of our students are enrolled part-time.

6. **Completion Rate:** The Task Force report notes program’s completion rate of 64% is “somewhat lower” than the discipline’s 69% average. These rates are, however, comparable.

The final three points were not addressed in the Task Force report, but were included in the committee’s charge.

7. **Diversity:** Fifteen (48%) of the 31 social foundations students who earned an MA or Ph.D. between 2004-05 and fall 2009 were either international students or members of an underrepresented group. This includes 7 (23%) underrepresented and 8 (32%) international students.

8. **Placement:** The program enjoys a very strong placement rate for its graduates. Between 2003-2008, 93% of social foundations Ph.D. graduates were employed in academic or professional positions. Of these, 28.6% found tenure/tenure-track positions and 21.4% obtained positions in academic services, both of which are high status placements.

9. **Centrality to Mission:** The University’s 2005-10 strategic plan speaks to the importance of interdisciplinary programs. Social foundations is an interdisciplinary academic program founded and focused on the issues central to understanding how educational organizations can provide a high quality education to all learners. The strategic plan also emphasizes the importance of diversity. Our students are more diverse than is the case in many academic programs, and the social foundations program faculty is actively engaged in teaching and conducting research on issues of equity and access. The College of Education’s required multicultural education course for undergraduates is housed in the social foundations program, and has been coordinated by one of the program’s faculty members for many years. The vast majority of Big 10 and AAU universities house foundations programs in their Colleges Education.

Finally, we note the national reputation of the program faculty. The research productivity of the social foundations program faculty is ranked among the top ten in the U.S, according to Academic Analytics. One faculty member is Editor of his sub-field’s most prominent academic journal, Sociology of Education. A second faculty member edits the book review section of the elite History of Education Quarterly. A third has served on the Board of Directors of the John Dewey Society, and a fourth currently holds two national elected offices: Secretary of Division F (history) of the American Educational Research Association, and Director of the History of Education Society.