

Academic Program Review (APR)
Dept. of Language, Literacy and Sociocultural Studies (LLSS)
College of Education (COE)
University of New Mexico (UNM)
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OVERALL PROGRAM STRENGTHS

LLSS is a vibrant academic department that represents many strengths across program review categories. **LLSS** faculty enacts inclusive excellence and they embody the racial, ethnic, linguistic richness of the state, students, and communities they serve. The graduate students are quite diverse racially/ethnically and in terms of region of origin (e.g., 50% international at the doctoral level and the majority of MA students are local.) Students describe that they value **LLSS** as a space where engagement in social justice scholarly endeavors is embraced.

LLSS is also a model for engaged, funded scholarship that enacts equity theory into practice. The long-term, research and teaching relationships rooted in Latinx and Indigenous communities can be seen in the tight knit and reciprocal research practitioner partnerships between **LLSS** faculty and racial, ethnic, linguistic and tribal communities in New Mexico as well as internationally (e.g., Mexico). Notable examples include the Teacher

Education and Art Education (**TECLA**) initiative to integrate the arts and math education at a local dual language elementary school through teacher preparation. Another example is the teacher training opportunities and ongoing program support at the Native American Community Academy (**NACA**).

Finally, Indigenous faculty in **LLSS** are involved in several funded research projects in partnership with **New Mexico Pueblo communities**. It is noteworthy that while the larger **UNM** community is in a process of outlining tenure and promotion guidelines that value such community engaged research, **LLSS** has a history of valuing and modeling community engaged scholarship and teaching.

As such, we implore the administration in the College of Education (**COE**) and the broader **University** to understand **LLSS** as a model for valuing such engaged scholarship and teaching, and we urge the administration to follow through on valuing such activities in the tenure and promotion process across the university.

The collaborative, transdisciplinary spaces for preparing and developing “teacher scholars” in **LLSS** is perhaps one of the most impactful aspects of the program (e.g., curriculum experiences that integrate STEM, art, literacy with community knowledge, transformative ways of engaging teaching and learning that are culturally rooted, particularly in Indigenous and Latinx communities).

Unlike many other programs struggling to represent and serve the students and communities of New Mexico, the **LLSS** graduate program represents local and global diversity whose varied multiple perspectives and interests are respected and valued. This is evidenced across the curriculum and programs of **LLSS**.

STRATEGIC OPPORTUNITIES FOR GROWTH

We believe that the **COE** is strategically positioned to leverage and institutionalize the expertise of **LLSS** faculty in equity and inclusion in the undergrad prep of teachers program (**TEELP**). In the spirit of continual improvement, we encourage the creation of institutional structures that facilitate productive conversations and collaborations and shared curricular

needs that utilize the expertise of faculty in **LLSS** for the preparation of teachers. Below are some specific action items that advance this goal.

1. *Leverage the Newly Established College of Education Diversity Strands to Include Intersectionality of Difference, Power and Discrimination.*

We appreciate the development of a required nine credit hours in one of the four diversity strands: (1) Bilingual/TESOL; (2) Native American Education; (3) Dis/ability & Special Education; (4) General Diversity Strand. It is our understanding that this requirement was intended to provide depth of expertise in one specific area of diversity.

We are troubled that if students are only required to pursue diversity in terms of one particular strand they will miss crucial information that can strengthen their understanding of the importance of equity and inclusion for other groups that experience major educational inequities. For example, since African Americans are not a relatively large population in the **COE** undergraduate or graduate program or the state, we worry that teachers would not necessarily get exposed to this particular important area of expertise, an area crucial to understanding U.S. school equity.

The research team asks: How can the **COE** engage in pedagogical and curricular knowledge projects and inquiry as well as praxis (action and critical reflection) with students that is anchored in the understanding that intersecting systems of oppression, including race/structural racism, class/capitalism, ethnicity/ethnocentrism, color/colorism, sex and gender/patriarchy, and sexual orientation/heterosexism, nationality and citizenship/nativism, disability/ableism and other systemic oppressions that interact to produce major differences in embodied, lived social locations and experiences that shape education?

Scholars, researchers, and practitioners concerned with educating diverse children, families and communities in the twenty-first century would benefit deeply from engaging in deeply self-reflexivity about their own positionalities within systems of oppression as well as the relationality of the oppressions of racial and ethnic minority communities in the U.S. and global context.

One way of advancing this goal is by ensuring that there is one common course and/or capstone seminar where all students have a firm understanding

of intersecting systems of difference, power, discrimination in education. It may be important to create a required course where every student, regardless of strand preference, would be equipped with baseline knowledge about intersecting oppressions and resistance at the individual, institutional and structural levels.

LLSS is strategically positioned to cultivate scholarly practitioners who use research and applied theories to advance critical intersectional social transformations PK-12 education. Recent policy decisions in APS as well as research in California shows that high school students, and particularly vulnerable students, that take ethnic studies do better across subject areas, attendance, credits earned and graduation. In California, the success of students is based on an intentional focus on how race and ethnicity are connected to power.

It is important that these courses are not meant to serve only one specific group but rather that they are focused on intersectionality, how race, class, gender, disability and LGBTQ status are overlapping and create structures of disadvantage or structures of marginalization for minoritized groups. We believe the **LLSS** faculty have the expertise to teach such a required course.

We also noticed that the Advising Form for the different **TEELP** Strands did not include the Native American Strand. This needs to be corrected immediately.

2. Joint Appointments at the Associate Level Between TEELP & LLSS.

There is a lack of capacity and expertise in **TEELP** to address racial, ethnic, and linguistic equity in teaching and learning. This lack of capacity in part stems from the lack of adequate racial/ethnic representation in the **TEELP** faculty. We suggest joint appointments in **TEELP** of tenured **LLSS** faculty so that the teacher preparation program can benefit from the expertise of the **LLSS** faculty. An added benefit of of this strategy is that it also increasing the representation of faculty of color in **TEELP**. However, this strategy will also impact the load of **LLSS** faculty and so further hires will be necessary within **LLSS**.

Each department, **LLSS** and **TEELP**, need to maintain their identity, focus, and mission. Cross pollinating the expertises is very productive as evidenced by the **TECLA** pilot program. In addition, those faculty with joint appointments also need to be credited and valued during the tenure and

promotion process given the extra curriculum development load and programmatic innovation entailed.

3. Leadership, Decision-making, and Responsibility between LLSS and TEELP for Teacher Preparation.

As well, we see a common curriculum committee between **LLSS** and **TEELP** to be necessary for a robust teacher preparation that would include strategic leadership and decision-making around staffing and curriculum for core courses. The expertise in **LLSS** would provide leadership in areas of diversity currently lacking in teacher preparation programs. Thus, **LLSS** faculty would definitely have a positive impact on future teachers.

We also strongly recommend the creation of an institutionalized process among faculty in both departments whereby faculty self identify expertise and qualifications for teaching course offerings between the two programs. Both Chairs in **TEELP** and **LLSS** would oversee the process and the Dean of the College of Education would make sure that the staffing is implemented professionally and in a timely manner. Any disputes would be settled by the Dean as determined by their discretion regarding the service needs and benefits to the students and community.

By March of each year, all faculty would have to turn in a proposed yearly/semester course of teaching/research/committee plan to their Chairs. The Chairs would then negotiate course staffing for the next year's course schedule in a timely manner for it to meet university schedule deadlines. This is one very viable way of institutionalizing this collaboration for both elementary and secondary teacher education preparation (in addition to possible joint appointments) and capitalizing on the expertise and qualifications of **LLSS** faculty who desire to share their curricular knowledge and pedagogy in Teacher Preparation.

4. New Faculty Hires and Promotions that Reflect the Diversity of State/National Student Population.

One major concern is the fact that there are no tenure-track Black or Native faculty in the teacher preparation part of **TEELP** and there is an inadequate Latinx representation. There is also only one tenure-track (tenured) Black faculty member in **LLSS**, and she represents the only Black faculty member in the entire **COE** (more on that later in this report). There is also a pressing

need to promote many of the associate **LLSS** professors to full so that they may assume leadership positions in the department.

The **Dean of the College of Education** would be required to provide release from teaching for associate professors preparing their dossier for promotion to full professor (e.g., the College of Arts and Sciences has instituted career advancement semesters for this purpose). Currently, many of the associate professors are over burdened with research and grants in addition to teaching, advising, doctoral commitments and community responsibilities. This small investment will provide for the sustainability of the caliber of faculty and meet the needs of the current leadership vacuum and impending retirements.

Additionally, given that 11% of the population is Native American in the state of New Mexico and only 1% of the teaching force is Native American is very alarming.

If in fact, if the **COE**, **UNM**, and the **LLSS** Department are sincere and adamant about fulfilling their vision and mission to “educate professionals who can facilitate human growth and development in schools, homes, communities and workplaces...[that reflect] the peoples, cultures, histories and communities of New Mexico...,” then, at a minimum the diversity of the faculty needs to proportionately reflect the demographics of the state of New Mexico.

5. *Contextualized Teacher Evaluations.* Given opportunities around diversity strands and the need for increased faculty diversity, it will be crucial to contextualize teaching evaluations (e.g., acknowledge student resistance to race and inequality courses). Research on teaching evaluations has shown that women of color receive the lowest teaching evaluations across disciplines when compared to their peers. For example, bimodal evaluations may indicate the resistance to a challenging curriculum that addresses issues of power, racism, discrimination and social justice.

The review committee recommends that this reality be recognized in all annual reviews where numeric values are contextualized with the understanding that teaching scores should never be interpreted in a decontextualized fashion. The American Association of University

Professors (AAUP) provides valuable and detailed guidelines for holistic teaching evaluations for annual reviews and tenure and promotion.

Below We Outline Our Specific Assessments by Program Review Criterion.

CRITERION 1: PROGRAM GOALS

Overall Findings: Exceed (E)

Findings on strengths:

In general, the committee evaluated **LLSS** as exceeding the normal range for academic units in communicating and carrying out program goals. Across all **LLSS** programs, information is available in multiple forms (e.g., website and hard copy, in person academic advising). In program materials, **LLSS** is explicit about the ways in which the unit contributes to the broader **UNM** mission of serving the diversity of the state and region, through both community engaged teaching and research.

The committee was especially impressed with the clear focus on social justice through education and research, with explicit grounding in equity across race, gender, sexuality, ethnicity, language and beyond. This explicitly communicated commitment to social justice, situated in forms of oppression and in disrupting that oppression through teaching, research, and service is a model for other units at **UNM** and nationally.

Findings on areas for growth:

The committee suggests the development of further published materials for students and faculty (website and hardcopy) about graduate degree (MA, PhD) trajectory, milestones, advancement, funding. This seems particularly needed at the doctoral program for better cohesion and information for advising students and for students as they progress in the program.

Finally, online pages that better highlight the graduate programs, concentrations, endorsements, certificates, and include faculty bios and CVs would be useful in recruitment and for existing students. Overall, the **LLSS**

website needs to be revised for ease of navigation and to include a coherent sense of who the faculty and students are, what the programs are, and how to apply.

Related to the exemplary commitment to equity as articulated across program goals, the committee suggests further collaboration and partnership with the Consortium for Social Transformation, which includes a variety of partners from Native American Studies, Chicana and Chicano Studies, Africana Studies, Women's studies, Peace studies, Sustainability Studies, Southwest Hispanic Research Institute and the Institute for the Study of "Race & Social Justice" among other potential partners.

CRITERION 2: TEACHING AND LEARNING CURRICULUM

Overall Findings: Met (M)

Findings on strengths:

LLSS creates exemplary collaborative transdisciplinary spaces (e.g., integrative curriculum experiences that integrate STEM, art, literacy with community knowledges, transformative ways of engaging teaching and learning that are culturally rooted, particularly in Indigenous and Latinx communities). The review team remains impressed by the breadth and depth of the offerings.

In addition, we want to commend the Indigenous faculty for developing culturally relevant Pueblo, Navajo, and Apache Indigenous curriculum for K-12 and LLSS Department for supporting these efforts. Likewise, the foresight to collaboratively work with surrounding universities and community colleges in Arizona and New Mexico to streamline the articulation among these institutions of higher education and to honor shared students' cross credits is highly unique and beneficial not only to the Indigenous students but also to Indigenous communities.

The committee commends you for these expedient administrative milestones.

Findings on areas for growth:

To meet student demand, the Review Team strongly recommends that the next **LLSS** hires be centered on race, equity and education in their scholarship and teaching; currently there are about 140 doctoral students, over 60 MA students, 30 TESOL graduate students and numerous undergraduate students that are attracted to **LLSS** because of their interest in race and equity.

In addition, **LLSS** needs to strengthen the history of education and literacy/biliteracy education to meet the growing demographic needs of your region, your state, the nation, and international communities.

The Review Team also highly recommends that faculty create more opportunities for intentional mentoring through grants, professional and annual conference (co-authored doctoral/faculty) presentations, university and statewide committee participation, co-authoring articles, curriculum innovation and development, collaborative action research projects, etc. These opportunities need to be intentional given the faculty's desire, time, and workload.

University of New Mexico has many university wide diversity majors, faculty collaboratives, and programs of studies that would be so beneficial not only to students but also to faculty to cross pollinate the collective knowledge, expertise, and experiences across disciplines. Thus, the Review Committee highly recommends that **LLSS** create more incentives for planning and professional development that enhances interdisciplinary collaborations.

The Committee strongly recommends a need to reevaluate research methods sequence in ways that would deepen and streamline them (e.g., currently there is only one quantitative methods and three qualitative methods requirements; consider providing options so that students that want to do two quantitative and two qualitative courses may do so.) Also, core research methods courses should be offered by faculty in the department. Those wanting a specialization in qualitative and quantitative training beyond the required coursework would be encouraged to do so and you could potentially establish both certificate programs.

CRITERION 3: TEACHING AND LEARNING Continuous Improvement

Overall Findings: Met (M)

Findings on strengths:

The Committee found strong evidence of attention to reflexive curriculum development from graduate students' consistent commentaries, course syllabi, and faculty interviews. For example, the MA graduate cohorts cited that the summer Reading Institute was highly transformative given that they were veteran teachers. "It made sense." "Answered so many questions not only about the complexity of the reading process but also how to organize the teaching and learning to promote student success." Likewise doctoral students commented on the focus of the intersection of the diversity of their course work related to race, ethnic, class, sexual orientation, immigrant, and gender studies at national and international levels.

The Committee also commends the LLSS faculty for engaging in the development of a Bilingual Teacher Education Licensure for Spanish/English and Indigenous populations. Your collaboration with the state, Albuquerque Public Schools, and Indigenous communities is admirable and highly innovative.

Findings on areas for growth:

Graduate Students' Programmatic Needs: Graduate students need to be more aware of systematic processes to assess progress; there is also evidence of uneven advising. Need to establish a "living document" for each Graduate student that tracks his/her progress electronically, i. e., as course work and milestones are completed, they are noted in the document.

There is a need for matching advisees with mentor faculty more appropriately and if there is not a match, a respectful way to switch accordingly. The document for milestone advancement/completion needs to be revised so that it is more functional and useful to the students, faculty and staff that house the forms/electronically and in hard copies.

Updates and monitoring need to be part of the quarterly process in order to streamline the data base so that is current. Given the large number of Graduate students, LLSS Department and faculty would be poised to access programmatic information more readily at a click of the mouse.

Need for Tools and Faculty to Improve Programmatic Information, the Quality of Teaching and Diversity and Research Methods Curricular Needs:

Another area of growth is the dire need for guidelines on the comprehensive exam expectations and deliverables as well as dissertation prospectus, which currently appear to be uneven. By having a more concise, visual/infographic and yearly timeline of the Comprehensive Exams and Dissertation Prospectus expectations, students as well as professors would benefit. Clear shared communication in many forms is better for everyone and ensures transparency and accountability.

The Committee also found that results and consistent evidence were not available that document how assessment is used to improve the quality of teaching and learning, which includes both students and faculty.

As mentioned above regarding the offerings of both Quantitative and Qualitative Research Methods within the **College of Education/LLSS** Department, the Committee strongly recommends that **LLSS** needs two hires that would add value to the portfolio of expertise already present in **LLSS**. As **LLSS** grows, the Review Committee recommends the need to hire a renowned scholar that specializes in Race as it would be a big draw for students. A second and important hire with expertise in quantitative methods that is solely dedicated to meeting the needs of the large **LLSS** graduate student community will also strengthen **LLSS**.

CRITERION 4: STUDENTS

Overall Findings: Met With Concern (MC):

The **LLSS** program attracts both international and national students. The review team remained impressed by the unanimity students expressed in terms of feeling valued and respected by **LLSS** faculty because diverse research interests were valued, nurtured and respected. Students also lauded the flexibility in course taking. After taking the required coursework students commented that they were able to tailor their own programs and course taking to their specific interests, including Linguistics, Educational Thought, International Education, English as a Second Language, and Native American Education.

Students were also deeply appreciative of the accessibility of faculty and they also found it helpful that over the last few years there was increased full time funding the Graduate Student Excellence Awards. Historically LLSS had not received a representative allocation from the College of Education, but this situation has improved. The Committee highly recommends that this continues as well as increasing the budget accordingly based on need.

Findings on areas for growth:

In the spirit of continuous improvement the committee makes several suggestions that can strengthen the strong foundation for student success that already exists in the department.

Streamline Admissions Process: The review team suggests that LLSS consider streamlining the admissions process. It is our understanding that students who are interested in applying are required to contact one or two faculty members in advance of their application.

We also understand that there are several layers of reviews that take place before a student is formally admitted. This process may be streamlined if there was a standing admissions committee chaired by one specific faculty member. Because this work is labor intensive, we recommend that the Graduate Chair receive a Special Administrative Component (SAC) and a course release for tasks related to student recruitment and advising.

In addition, the recommended proseminar (discussed in the next recommendation) should count as part of the Graduate Chair faculty member's regular course load.

Fall Orientation Day for All Entering Cohorts, Proseminar and Colloquia:

Institute an annual orientation for all new students and returning students. The review team felt that students would benefit from the creation of a Fall proseminar (1 credit) for all new cohorts (If a student enrolls in the Spring then they would be expected to join the next proseminar cohort in the Fall). A one credit proseminar directed by the Graduate Chair could facilitate the creation of a cohort effect based on the entering year's cohort coordination and faculty accountability.

Each week (on a given day close to the lunch hour 11-12pm, 12-1pm), the proseminar would be held. All faculty would take turns (one or two faculty in the 60 minute time slot) to discuss their research and teaching. If any time remains, the rest of the weeks can be dedicated to issues of concern to students (e.g., expectations for adequate progress, comprehensive exam process, preparing to teach, IRB training and other issues of concern for students, etc.).

We also recommend that **LLSS** consider instituting a formal colloquia series. This could be “calendarized” (e.g., the third Friday of every month at the lunch hour). This would also create an opportune time for faculty and students to share works in progress for feedback before presenting at a national conference or sending for publication. It is our hope these small improvements enhance an already vibrant scholarly community.

Improving Communications: Listserve and Website. The review team understands that upon registration students receive instructions about how to opt in to the department listserv; however students would benefit from automatically being added to the **LLSS ALL-L** as a matter of course (this would be the most inclusive listserve as it would include all member of the **LLSS** community, undergrad/grad students, staff, faculty, part-timers, alumni, emeritus faculty, etc.).

Anyone in this listserve should be able to post to it. This would enhance the opportunity for them to learn about important events, deadlines and announcements even before they step foot on campus - as soon as they have accepted the admissions offer.. Alumni would also benefit from announcements so they can opt out once they leave or automatically be kept in.

The **LLSS** should also consider creating a listserv for official business that would be restricted to voting faculty **LLSS FAC-L** (all voting faculty including tenured/tenured-track and lecturers; once a faculty member is emeritus or leaves they will be removed but kept on the **LLSS ALL-L**).

The review team also reviewed the website and believes that the tabs on current and prospective students could be updated. For example, the tab on prospective students should have a two more tabs for undergraduate and graduate students as it all appears to be in one page and may be confusing. Within both the Graduate and Undergraduate tabs there should be another tab for funding opportunities.

Application deadlines also need clarity and there should be a faculty contact and staff contact for prospective graduate students for both the undergraduate and graduate application tabs. It would also be helpful to include a list of all the graduate students currently in their program, cvs and their placement post graduation.

Finally, including individual and group pictures of staff students and faculty on the **LLSS** tab would add a visual about the uniqueness of your program (Right now you can google individual faculty members and eventually find their information, but it's not uniform. Some have cv's other don't). Also, the tab on the **LLSS** front page to faculty doesn't have any listing or pictures or cvs of faculty or basic info like the courses they teach, room numbers, telephone numbers, email areas of research etc.

The **COE** should dedicate staff time for enhancing the "public face" of **LLSS** through strategic improvements and continual updates to the website (e.g., pictures of the community engaged work being conducted by faculty and graduate students).

Annual Review of Graduate Students: The review committee felt that there is a pressing need to create a regular annual review of graduate students that is convened by the Graduate Chair. The graduate advisor should convene an annual meeting (no later than April every year) where all faculty convene to discuss each individual student's progress by cohort, beginning with the last admitted cohort and going backwards.

In preparation for this meeting, each student must fill out the progress form and append a copy of an updated cv. The form should identify accomplishments over the past year and plans for the next several years. This will allow for sharing of information regarding the progress or challenges faced by students. After this meeting, the Graduate chair will send a tailored letter recognizing accomplishments and concerns and action plan to support student degree completion. This small change in departmental norm can enhance the success of students.

There is some evidence that there is an imbalanced faculty advising, dissertation workload, which makes it challenging for both faculty and students. Perhaps one way of addressing this need is to create formal research areas of expertise where advising responsibilities rotate with each entering student/cohort. Another strategic way of addressing this is by

engaging in strategic hires in areas that have the highest student need such as race and equity as well as Native American education.

Program of study with Milestones: Students would also benefit from having a clear understanding of the trajectory/course of study for student success. This would enhance transparency about the milestones that need to be completed at each stage of the graduate career. This can be made available to students as a document that includes a tentative course of study and expected progress and deliverables at the end of any particular stage in the graduate career. This document should also improve the effort to communicate with students even before they arrive on campus.

We also see a wonderful opportunity for **LLSS** to actively recruit local graduate students and particularly those from underrepresented racial and ethnic background from the **UNM** ethnic studies programs, including Chicana and Chicano Studies, Native American Studies, Africana Africana Studies and other programs like Women Studies that are deeply committed to transformative social justice in education. For example, **LLSS** could consider developing a 3-2 program that could fill the need for ethnic studies teachers in Albuquerque Public Schools (APS) and potentially other districts that will begin instituting critical and intersectional ethnic studies in high school, middle school and elementary schools (See districts in CA, OR, AZ, TX, NM).

These teachers could also be especially attractive for schools seeking teachers with expertise for teaching New Mexico History classes, which are state requirements for middle school and high school students. If these teachers want to complete master's' degrees they would be especially strategically positioned to offer dual credit courses to student who may be particularly inspired to continue college and potentially graduate programs in education with a concentration in intersectionality, ethnic studies, race and social justice and NM history.

This type of **Grow Your Own** Program is a strategic investment that can meet the needs of the state of New Mexico and dovetails nicely with the strategic plans of the ethnic studies at **UNM** as they are currently working on building graduate programs.

As part of professional development, it would be important to provide student opportunities for engagement in the decision-making processes of the academy. For example, a student representative can rotate from the

LLSS Graduate Student Organization and serve on the graduate committee to ensure the presence of student voice in departmental decisions that affect their success. Students should also serve on faculty search committees. Student engagement in decision-making could help guide improvements that will enhance the opportunities for improving the graduate experiences vis-à-vis mentoring and advising, which may be somewhat haphazard.

As previously mentioned, perhaps institutionalizing and “calendarizing” (e.g., making it a regular and predictable day of the month such as first friday of every month at 12noon), a brown bag or colloquia series for student and faculty work in progress can provide a space for students, faculty, and staff to collaborate in the creation of these spaces and their organization.

Institute a Recruitment Days: The review team recommends the creation of a recruitment weekend for prospective students. Special invitations could target the ethnic studies programs at **UNM**. Another variant of that weekend could be focused on attracting already admitted students before they accept their offers. This would allow potential cohort members to meet. This strategy is used in many doctoral programs at **UNM** and across the country and although it is a small investment in terms of funding, the rewards are multifaceted in that students who may have otherwise chosen to go elsewhere, are compelled to choose **UNM** when they meet their potential cohort members and interact with their potential faculty mentors. If cost is not possible, virtual meeting platforms such as skype, zoom and other web page media programs can be used for virtual meetings with current students, staff and faculty.

CRITERION 5: FACULTY

Overall Findings: Met (M)

Findings on strengths:

In many ways the **LLSS** faculty is a model for other units at **UNM** and for academic units nationally. The **LLSS** faculty represents crucial racial and ethnic diversity that in many ways reflects that of New Mexico and the communities **LLSS** and **UNM** serve (which include important international research and teaching partnerships as well, for example in Mexico). This is

particularly important considering **LLSS** is charged with working with teachers and graduate students doing work in schools that are increasingly home to a students of color majority.

Although we are impressed by the necessary representation of Indigenous and Latinx faculty, we believe still further hires of faculty from those communities is needed (especially in light of the large numbers of Native and Latinx students in the schools and communities of New Mexico as well as the important international work going on in **LSSL**, for example, in Mexico). This diverse faculty attracts national and international student who themselves represent rich racial, ethnic, and regional diversities.

The committee was also very impressed with the amount of high level, engaged, funded scholarship the **LLSS** faculty participate in across New Mexico, nationally, and globally. This is another hallmark of the **LLSS** faculty and one that many units can learn from.

Findings on areas for growth:

Although we describe a number of strengths above, the committee ultimately decided to evaluate this criterion as “Met” but not “Exceeds” due to several areas of needed growth.

First, even with the necessary representation of faculty of color, we are very concerned that there is only one Black tenure-track (tenured) faculty member in **LLSS** (indeed, in the entire **COE**). Given how central the understanding of Black experience and education is to the fields of education, language and literacy studies, and teacher education, this lack of Black faculty is alarming. It is also alarming when considering the need for collaboration and community that all faculty and students have.

We highly encourage a search to hire additional faculty with expertise in African American education. The University might consider a cluster hire across units of scholars across the disciplines doing work focused on African Americans and equity (the University of California, Riverside and University of Minnesota just successfully used that approach).

We are also concerned with the lack of full professors in **LLSS**. The unit and **COE** need a plan to promote Associates to Full. This will necessarily

include some release time, even in this moment of increased fiscal challenge. Mentoring and clear guidelines and other incentives are also important. There is a looming gap in Full professors that must be addressed from within given there are so many highly productive Associate Professors.

We also noted the limited professional development funding (e.g., travel funding for conferences). Such funding is directly linked to strong national and international reputations for scholars, units, and the college, which in turn increases opportunities for broad collaborations and for external funding.

We noted that adjunct faculty taught at least one core course (in research methods). Notwithstanding that fact that that adjunct faculty might well be qualified, we would encourage ways to make sure those courses are staffed by tenure-track professors that will ultimately be guiding masters and doctoral research projects and serving and chairing degree committees and writing references for job searches.

CRITERION 6: RESOURCES AND PLANNING

Overall Findings: Met with Concerns (MC)

Findings on strengths:

Taken together all LLSS programs provided ample evidence of effective community engagement and partnerships that are mutually beneficial for LLSS students seeking mentoring and hand-on experience with teaching and research. This work was highly valued by community partners.

Findings on areas for growth:

The review team felt that LLSS is severely understaffed compared to other programs. The large number of doctoral students require more faculty lines. Given the national and international visibility of such a robust unit, better institutional support is definitely required. The continual reductions in staff support is not sustainable. Given its size, quantity of external grants, graduate assistants, and accounting responsibilities, LLSS needs its own accountant to manage site based/department day to day accounting and grant responsibilities more expeditiously and effectively in a timely manner. There

is a growing need for overall administrative support in managing external research grants. LLSS does not have an accountant.

One way of meeting the administrative needs of any academic unit is to utilize undergraduate students as work study assistants. LLSS would benefit from employing at least two undergraduate and/or work study students. The benefits of employing students is that it provides them with a window to the program and it could provide a potential pipeline like experience for a future graduate student.

The position could be advertised as seeking applicants with a demonstrated commitment to diversity, equity and inclusion and it could mention that part of the administrative duties would involve assisting the Graduate Advisor and sitting in the weekly proseminar so that student would learn more about graduate students and faculty research interests. The ad could also specify that you are especially interested in student interested in intersectionality, African American, Chicana and Chicano, Native American and/or disability studies. The work study students would mostly provide administrative support to the core fulltime staff in the LLSS office, but they would be used to help with some of the preparation for LLSS courses and even provide some support for faculty (e.g., attendance, attendance tallies, etc.) if time permits.

CRITERION 7: FACILITIES

Overall Findings : Met (M)

Findings on strengths:

The LLSS facilities overall provide adequate space for students and faculty to undertake the work of the unit. Teaching space also seems adequate, with ample technology for the needs of the unit.

Findings on areas for growth:

The review team felt that a large common multipurpose space (that accommodates 30-40 individuals, should for available for exclusive use by LLSS faculty and graduate students. The review team was also concerned

that graduate students did not have a dedicated space to work or computer room for exclusive use by **LLSS** students (The current shared facilities for all **COE** students require room reservations and may not be available during after hours and weekends). It is also not clear if students even have a place to leave their belongings (lockers).

We would encourage the development of two spaces: **LLSS** communal space for faculty and graduate students with a sink, refrigerator, microwave, sofas and lounge chairs. This space could also serve as a space where the **LLSS** colloquia could be held and where people can come and warm their meals. A bulletin board could also be placed in this space where students can all post a bio and a picture, faculty/student recent publications, etc.

A second workspace for graduate students is also needed. This space would be stocked with computers, printers and possibly lockers or mailboxes for students to leave and receive mail, etc. This would also help with a sense of collaboration and cohort identity among doctoral students in particularly **LLSS**.

CRITERION 8: PROGRAM COMPARISONS

Overall Findings: Met with Concerns (MC)

Findings on strengths:

There are some areas where the **LLSS** program exceeds national norms when compared with similar academic programs at peer institutions. One primary strength is the engaged scholarship of **LLSS**.

Among faculty, the racial and ethnic diversity is particularly strong (though still inadequate) among Native American and Latinx faculty (more on this below). This specific faculty diversity in many ways is reflective of the Indigenous and Latinx communities of New Mexico communities and schools.

The **LLSS** faculty as a group have a stellar national and international reputation for engaged scholarship on language, literacy and culture in teaching and learning. Across curriculum, faculty diversity, student

diversity, and faculty scholarship and productivity, the committee sees LLSS as a national leader.

Findings on areas for growth:

Although the racial and ethnic diversity of the faculty is a hallmark strength of LLSS. The committee would like to further contextualize in terms of recommendations for growth. The relative (though not yet adequate) representation of Native American and Latinx faculty across the unit translates into inequitable mentoring, teaching and service workload.

We noted that Native and Latinx faculty shoulder a huge load due to their ongoing and necessary community engaged work, and due to the needs of students in LLSS who seek their support. This burden is particularly apparent in the service and engaged scholarship load of Native faculty. We suggest looking for ways to have **UNM, Highland, NMSU and tribal colleges** working together to fill the need for more Native faculty in LLSS and across the state.

Both Dr. Chris Sims and Dr. Glennabah Martinez are carrying too many grant responsibilities as well as programmatic and teaching assignments. The Committee highly recommends that their workload be lightened so that they can be effective in administering the federal and foundational grants. These are very prestigious awards and they need to be supported by hiring additional Indigenous faculty to teach their teaching workloads.

Given LLSS's important and explicit commitments to racial, linguistic, literacy and other forms of social justice as compared to other programs nationally, LLSS needs more faculty who specialize in race specifically and social justice more broadly. Many Native faculty are engaged in language and cultural revitalization work that is extraordinarily important and also extraordinarily time intensive. Additional hires to join this work are needed.

As we have mentioned elsewhere in this report, while the committee lauds the relative diversity of the faculty as a whole, the fact that there is only one tenure-track (tenured) African American faculty member in LLSS and in the entire COE is unacceptable when compared to programs nationally. This is a concern for LLSS and the COE as African American educational experiences remain central to the work of educational equity both in New Mexico and nationally.

Given the size of the Department of LLSS, 140 doctoral students, 60 MA students, and 30 TESOL students, an assessment of how many additional faculty lines are needed to meet the demand is strongly advised. Faculty are currently overwhelmed and overworked. As budgets are developed, short and long term plans for faculty lines need to be outlined and funded. This will require Institutional support at both the college and university levels given the high demand as evidenced by student enrollments across the doctoral, master's, and certificate programs.

Doctoral students need more opportunities for graduate funding needs such as Graduate Teaching/Research Assistantships, Work Study, and Campus wide part time positions. This would be a plus in competing for the best graduate students.

Likewise, given that many of the doctoral students are local and are full time teachers, the Committee is highly recommending that **LLSS** create more opportunities for professional communities to interact and collaborate. Currently **LLSS** professional communities are relatively weak. **LLSS** Summer Institute Master's cohort is a very viable example that could be used as a model for the doctoral students around common topics, research questions, and/or burning issues. Likewise, **LLSS** might also consider creating more opportunities for practitioner research that connects teachers from different programs.

CRITERION 9: FUTURE DIRECTIONS

Overall Findings: Met (M)

Findings on strengths:

Graduate students reported that there has been significant progress in centering students needs made over the last two years. The committee concurred that current faculty and leadership in **LLSS** should continue in this direction forward.

The current **LLSS** Chair, Dr. Rick Meyer, is to be commended for his leadership, vision, administrative acumen, student centered advising, faculty relationship building and professionalism. Under his leadership during his tenure as Chair, he has not only improved programmatic aspects but also

resolved many departmental concerns. For **LLSS** to continue growing at this pace, the quality of leadership has to mirror the current one. The Chair needs additional college and university administrative support and authority to continue in this positive direction.

Given the myriad strengths of **LLSS** as detailed across this report, the committee sees tremendous opportunities for the expansion of **LLSS** programs to meet the emerging needs of language and literacy education within New Mexico and internationally (e.g. trilingual program in interpreting; certificate program in educational interpreting; international programming and research with collaborators in Mexico; qualitative methods certificate; ongoing work in Indigenous communities within the New Mexico).

Findings on areas for growth:

The following three areas of growth are highly recommended not only for the benefit of **LLSS/TEELP** but also for the **UNM/COE** outreach and deliberate articulation with school districts in the state of New Mexico, especially Albuquerque Public Schools and surrounding area districts.

As veteran teachers retire within the next 10-20 years, strategic collaborative plans will be vital to providing a professional teaching force to meet the needs of our public schools' challenges, innovations, and future community and state needs. This will entail public schools, community colleges, and university deliberately working in concert instead of silos to create programs, procedures, and processes to institutionalize seamless articulations for a teaching career pathway beginning in elementary schools, middle schools, high schools through higher education.

1. GROW YOUR OWN (GYO) – pipeline from high schools through college & grad school, in particular next generation of Latinx, Indigenous, Black students, teachers and faculty. It is important to note that the licensing programs will be critical for reaching tribal communities and growing teachers from Native American communities; however, there was concern about fully online teacher education programs; teacher evaluation programs need to be created by Native American and other marginalized teachers; scholarships and tuition free programs will be necessary to reach

underrepresented communities; promising loan forgiveness for those earning a high school diploma with a Bilingual Seal of Biliteracy, and Dual Language teacher preparation/graduate programs.

2. Recruitment Efforts need to Strategically Reach students of color in the local New Mexico region; Kellogg and Golden Apple Foundation can provide fellowships and scholarships to promising students who want to become teachers. By offering them financial assistance, eligible students can plan their career goals without monetary worries.

3. Foundations: Seek **Opportunities** to increase student funding (e.g., identify funding streams for pipeline programs anchored in diversifying the teaching profession and academia). The Department of **LLSS** has an opportunity to apply for nationally competitive programs for creating the next generation of scholars of equity that focus on providing upper-level undergraduate students with experiences in conducting mix-methods courses as well as increasing diversity in education sciences.(See RISE program at North Carolina Central University (NCCU). Tenured faculty who undertake such a grant development program should be granted teaching release to identify the federal, state and private funding sources that would fund such a program.

CONCLUSION

In **Ten years** we fully expect **LLSS** to continue leading the **COE, UNM** and the nation in the creation of critically responsive engaged and empowered scholar teachers and doctoral graduates.

We envision this result of major collaborations and institutionalized curriculum and teaching coordination between **TEELP & LLSS** facilitated through joint appointments while each department retains their sustained identities and missions will grow and positively impact the region and the state as well as our nation and internationally.

We anticipate that **UNM** will feature **LLSS** as a **Treasure** that can be featured more prominently as part of the embodiment of inclusive excellence or the idea that excellence, diversity, equity and inclusion are interdependent and mutually reinforcing.

We also envision vibrant collaborations between the ethnic studies departments and the synergies that can flourish from growing your own via tuition waiver programs and loan forgiveness programs as well as strategic cross-disciplinary hires in race, equity and inclusion.

We are also encouraged by the conversations between the Center for Education Policy Research and faculty in the College of Education and particularly those with the expertise from **Language, Literacy and Sociocultural Studies**.

The present **LLSS** is already bright as a leading program in educational equity. We believe the future can and will be even brighter.