

# Academic Program Review

Self Study  
Prepared By

The Department of  
Language, Literacy and  
Sociocultural Studies  
(LLSS)

University of New Mexico  
Albuquerque, NM

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December 1, 2006

Dear Review Committee:

Thank you for serving as a reviewer for the Academic Program Review for the Department of Language, Literacy and Sociocultural Studies (LLSS) at the University of New Mexico (UNM). We began our self-study in January, 2006. Our Chair, Dr. Rebecca Blum Martinez, assigned Dr. Penny Pence to be coordinator; Dr. Sandra Musanti, a postdoctoral fellow, assisted. To meet the requirements of the self study outlined in *Academic Program Review: Policies, Principles and Procedures (UNM, 2005)*, the coordinators assembled and analyzed data provided by the UNM Office of Institutional Research (OIR) and the LLSS database. Periodically during the spring term, the coordinators shared their findings with the faculty and obtained their feedback. Because of some discrepancies between the two databases and the lengthy requirements, this process continued throughout the summer. At our retreat in August, the entire faculty reviewed a completed draft, suggested revisions, and began to draft Section 9, "Future Directions," based on our review of the findings. Then at our regular meeting at the beginning of September, we revisited the draft to finalize all sections. That draft was reviewed by a university-wide committee and subsequently revised. We welcome your appraisal of our work as part of our continuing growth as a unit.

As you review this document and peruse its appendices, we ask that you consider the following three questions:

1. To what extent do we live out our mission statement in our work? In other words, do we walk our talk?
2. What suggestions do you have for achieving a more diverse student body, given our context? We are especially interested in addressing the low numbers of Hispanic doctoral students.
3. What suggestions do you have for garnering more resources for our work, given our current workload and fiscal situation?

This report consists of 9 sections that provide you with 1) an overview of our unit; 2) an outline of our degree programs and curricula; 3) a summary of our contributions to UNM; 4) a profile of our students and how we support them; 5) an explanation of how we track student performance during and after the program, and some indicators of student performance; 6) a characterization of our faculty's expertise, diversity, teaching assignments, scholarly work and service; 7) an evaluation of our facilities and available resources; 8) comparisons of our program to similar programs in our peer and regional institutions; and 9) our self-evaluation and plans for the future.

Sincerely,

*The LLSS Faculty*

## 1. General Characteristics of the Unit

Section 1 describes the context in which the Department of Language, Literacy and Sociocultural Studies (LLSS) functions; provides a brief history of our unit; delineates our mission statement and its relationship to the UNM strategic plan; describes how we govern ourselves; and provides an overview of our current faculty, students, and work.

### Context

The Department of Language, Literacy and Sociocultural Studies is situated in a College of Education at the University of New Mexico, designated as a Doctoral/Research University—Extensive, under the Carnegie Classification of Institutions of Higher Education. We are located in Albuquerque, New Mexico, which is in the center of a poor and rural state that also has pockets of extreme wealth. We have an average of 16 persons per square mile as opposed to the national average of 84 persons per square mile.<sup>1</sup> As of 2004, 17.7% of the population and about one in four children lived in poverty.<sup>2</sup> The average per capita income of \$27,912 per year (as reported in 2005) is over \$3,000 below the national average, ranking New Mexico forty-fifth in the nation.<sup>3</sup> Yet we are also home to the fifth highest county in per capita income (\$78,993).<sup>4</sup>

New Mexico is considerably more culturally and linguistically diverse than the overall national population. According to the 2004 census, 43.5% of New Mexicans are of Anglo (white, non-Hispanic) descent, 43.3% of Hispanic or Latino origin, 10.1% American Indian, 2.4% Black, and 1.3% Asian. Non-Anglo groups account for 67% of the New Mexico population, compared to an average of 23% of the national population.<sup>5</sup>

According to the 2000 census<sup>6</sup>, 37% of people five years or older in New Mexico speak a language other than English in their homes, compared with an average of 18% nationwide. Spanish is spoken in 78% of those homes, but New Mexico is also home to 92 languages other than English and Spanish. There are 94 languages spoken in the state, sixteen of those with over 1000 speakers. We have the highest percentage of Keres, Navajo, Spanish and Zuni speakers in the United States. And we rank second in the number of Apache, Hopi and Pima speakers.<sup>7</sup>

Such varied language and culture provide a rich contact zone for learning, and LLSS seeks to facilitate that learning for all of New Mexico's children and adults. Our areas of expertise and commitment to social justice are well suited to our Land of Enchantment.

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<sup>1</sup> Retrieved on November 30, 2006 from <http://quickfacts.census.gov/qfd/states/35000.html>

<sup>2</sup> Retrieved on November 30, 2006 from [http://www.secondharvest.org/export/sites/harvest/learn\\_about\\_hunger/hunger\\_almanac\\_2006\\_pdfs/HungerAlmanac\\_NewMexico.pdf](http://www.secondharvest.org/export/sites/harvest/learn_about_hunger/hunger_almanac_2006_pdfs/HungerAlmanac_NewMexico.pdf)

<sup>3</sup> Retrieved on November 30, 2006 from <http://www.unm.edu/~bber/econ/us-pci.htm>

<sup>4</sup> Retrieved on November 20, 2006 from [http://en.wikipedia.org/wiki/Richest\\_counties\\_in\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Richest_counties_in_the_United_States)

<sup>5</sup> Retrieved on November 30, 2006 from <http://quickfacts.census.gov/qfd/states/35000.html>

<sup>6</sup> Retrieved on September 15, 2006 from <http://www.census.gov/population/cen2000/phc-t20/tab05.pdf>

<sup>7</sup> (Retrieved on September 7, 2006 from [http://www.us-english.org/foundation/research/lia/regions/new\\_mexico.pdf](http://www.us-english.org/foundation/research/lia/regions/new_mexico.pdf)).

## **Brief History of the Department**

A brief history of the College of Education's (COE) restructuring is helpful in understanding the current status and evolving nature of the Department of Language, Literacy and Sociocultural Studies. In Fall of 1991, Acting Dean Peggy Blackwell was given a mandate to restructure the College by Provost Paul Risser. The College structure of eight departments was revised and refined over a period of three years to include six divisions and the Center for Teacher Education. In 1995-1996, LLSS became one of those six Divisions.

At the time of the 1997 APR Report, LLSS offered PhD's and Master's degrees in LLSS and in Educational Thought. The Divisions of LLSS, Educational Specialties, and the Center for Teacher Education shared the responsibilities for preparing teachers for state licensure in early childhood, elementary education, and secondary education. LLSS also shared responsibilities with three other divisions and one other department for graduate degrees, one post-Master's certificate, and five undergraduate degrees in education:

- Ph.D. and Ed.D, concentration in Multicultural Teacher and Childhood Education
- Educational Specialist Certificate, concentration in Curriculum and Instruction
- M.A. in Elementary Education
- M.A. in Secondary Education
- B.S. in Early Childhood Education
- B.A. Ed. in Elementary Education
- B.S. Ed. in Special Education
- B.A. Ed. or B.S. Ed in Secondary Education.

Previously these degrees were offered by the Department of Curriculum and Instruction in Multicultural Teacher Education (CIMTE) that was dissolved when the divisions were created. The department also offered a Ph.D. in Educational Linguistics, through a cross-disciplinary program in conjunction with the Department of Linguistics.

In February, 1999, a Form C was presented by the Director of the LLSS Division, Dr. William Kline, to request that the doctoral program known as Educational Thought and Sociocultural Studies and the master's degree program known as Educational Foundations/Educational Thought be changed to Language, Literacy and Sociocultural Studies. In the rationale for the petition, Dr. Kline argued that "The creation of LLSS grew out of recent movements in scholarship, curriculum reform, and educational policy that have argued for the necessity of understanding (1) the social, cultural, and political contexts of education and (2) how language and literacy are embedded in these contexts. These shifts in scholarship are responses to shifts in the characteristics and needs of schools and communities. Our name-change request is intended to bring the terminology used to describe the doctoral and master's program offered by the Division of Language, Literacy and Sociocultural Studies into line with the conceptual and administrative changes that have occurred as part of the COE restructuring, and, indeed, into line with the identity of the unit" (p.1.2).

In Spring 2001, the new Division Chair, Dr. Ann Nihlen, submitted revisions and changes to the original proposal to fulfill the requirements of the Office of Graduate Studies, the Registrar's Office,

and the Senate Curriculum Committee. In April 2001, the Form C was endorsed by the Dean of the College of Education, Dr. Viola Florez, and the changes approved. In 2004, the COE changed its structure again. The Center for Teacher Education was dissolved, and six departments were established: Teacher Education; Physical Performance and Development; Individual, Family and Community Education; Educational Leadership and Organizational Learning; Educational Specialties; and, of course, Language, Literacy and Sociocultural Studies.

This second restructuring brought the COE into alignment with the rest of the university and situated all degrees within departments, rather than as shared responsibilities or under the purview of the Center for Teacher Education. In Spring 2002, LLSS officially became a Department with one prefix for all courses (LLSS), conferring only graduate degrees and offering only upper level undergraduate courses.

### **The LLSS Mission and Its Relationship to the UNM Mission**

The Mission of the Department of Language, Literacy and Sociocultural Studies is to:

- Create an academic community within the college in which democratic governance, open dialogue, authentic collegiality, and collaboration within and without the college are fostered. This community will create an intellectual culture conducive to maintaining and enhancing faculty vitality, productivity, and adherence to professional and ethical standards of conduct. We are also committed to the recruitment and retention of minority students and faculty.
- Identify and address the educational needs of a community that contains wide diversity with regard to class, race, ethnicity, gender, sexual orientation, disability, and age by providing leadership, resources, and expertise necessary to create programs that foster the collaborative creation and sharing of new knowledge, pedagogies, and programs.
- Facilitate the study of culture, language, and literacy in conjunction with the study of cultural, social, and political contexts in which educational events and practices are embedded.
- Provide courses and pursue scholarly inquiry in both traditional and anticipatory areas of foundational study. This includes historical, philosophical, sociological, and anthropological examinations of power, knowledge, technology, the media, and new cultural intermediaries and their impact on educational processes and institutions.
- Create a community of educators who will link efforts in multicultural education to social action efforts that promote social reform in the wider community. These efforts would be driven by the wider community and result in empowerment and change in both the college and the community.
- Begin a dialogue with other COE programs on the impact of language and culture on the varied fields represented in the College of Education, such as health, technology, leadership, policy, families, communities, etc.

A shortened version of our mission also appears on our website (<http://llss.cte-0027.unm.edu/>):

Language, Literacy and Sociocultural Studies (LLSS) is a multidisciplinary department committed to:

- The study of the social and political contexts of education.
- Scholarly inquiry using qualitative, critical, and innovative research methodology.
- Valuing differences of class, race, ethnicity, language, gender, sexual orientation, disability, and age as sources of leadership and expertise.
- Creating a community of educators devoted to social justice.

LLSS embodies the mission of the University of New Mexico<sup>8</sup> by providing educational programs, conducting research, and serving the community. Our focus is on the educational needs of the citizens of New Mexico, the nation, and the world. We offer masters and doctoral degrees that enable our students to work in P-12 teaching, non-school learning environments, social action, research, educational policy, and higher education. Our research contributes to knowledge of the social and political contexts of education, with a specialty in qualitative and critical methodology. Our service contributes to the quality of life in New Mexico through contributions to public policy, support for first and second language learners, language preservation programs, political activism, and advocacy for the disenfranchised.

### **LLSS Department Goals Compared to UNM Strategic Plan**

The UNM Strategic Plan outlines seven broad areas for improvement: Vital Academic Climate, Public Responsibility, Diversity, Areas of Marked Distinction, Planning, Resources, and Management Systems and Support Functions.<sup>9</sup>

The LLSS Strategic Plan is aligned with the UNM strategic plan, with the first goal being to foster a vital climate of academic excellence that actively engages all elements of our community in an exciting intellectual, social, and cultural life. Specifically, LLSS will:

- Promote interdisciplinarity in order to profit from the many disciplines addressing important questions in language, literacy, and sociocultural studies.
- Foster collaboration with other faculty, students, educational practitioners, and community groups with an interest in education, so that different aspects of a problem and different material and ideological interests can be included in solutions.
- Continue to work toward creating an academic community in which democratic governance, open dialogue, and authentic collegiality prevail.
- Continue to function as a single, integrated department and resist fragmentation into specialized program areas.
- Continue to facilitate a college-wide graduate student colloquium
- Continue to share and rotate core courses of the department to facilitate program development

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<sup>8</sup> The UNM Mission is available at <https://www.unm.edu/~ubppm/ubppmanual/1000.html>.

<sup>9</sup> UNM Strategic Plan is available at <https://www.unm.edu/~unmstrat/stratplan.doc>.

and interdisciplinarity.

In the area of Public Responsibility LLSS will:

- Conduct research and offer programs that serve the state's unique cultural character as well as linking efforts in multicultural education to social action efforts which promote reform in the wider community.
- Challenge false dichotomies such as those that separate theory from practice, or universities from schools.
- Respond with research, teaching, and service to pressing needs in the state, region, and nation to prepare educators in high-need fields such as bilingual education, ESL, and literacy.
- Join the national/state policy conversations shaping literacy, reading, research, etc. in teacher education and to interrupt and problematize these issues.

In the area of Diversity, we will:

- Provide leadership, resources, and expertise necessary to help identify and address the educational needs of community members with regard to class, race, ethnicity, culture, language, religion, gender, age, ability, and sexual orientation.
- Recruit and retain minority students and faculty through a department wide emphasis on cutting edge, integrated curriculum, mentoring, active recruitment of masters and bachelors students, national recruitment of faculty, and continual dialogue within the department.
- Situate the academic content of courses to be reflective of diverse issues within the COE as a whole.
- Work to attract diverse students into teacher education in order to better serve New Mexico's diverse communities.
- Educate the public about the salient educational issues that our state and nation face.

We seek to further develop the following Areas of Marked Distinction:

- Scholarship and expertise related to languages and cultural diversity in educational settings to the state, region, and nation.
- Programs to prepare professionals for the increasingly multicultural schools and other educational institutions.
- Interdisciplinarity, diversity, and democracy within our unit, within the college, within the university, and in the wider community.

With regard to Planning, we:

- Allot time in monthly meetings for planning future department projects and for understanding and supporting existing faculty projects devoted to social justice, language preservation, literacy and language education, and furthering knowledge in these areas

We will capitalize on our Resources to:

- Find ways to better support our graduate students' financial needs and provide them with

- quality mentoring in teaching and research.
- Develop some web-based courses to strengthen our ability to meet the needs of remote students.

In an effort to improve our Management Systems and Support Functions, we will:

- Develop and maintain a database that can provide useful information about the diversity of our students, performance in our programs, and faculty workload.
- Make our criteria for success in our programs clear and accessible to students.
- Make program information clearer and more available to students, including the development of an informative and interactive website.

### **Overview of Faculty, Staff, Student and Community Participants**

As of Fall 2006, LLSS is comprised of 17 full-time tenured or tenure track faculty and 11 faculty who hold the rank of lecturer or emeriti, or who serve in an administrative capacity. Our current number of full time tenured or tenure track faculty is down from an average of 22 in the past five years. The department is supported by one program administrator, three administrative assistants, and two work study students. Part-time or contingent faculty and teaching assistants teach approximately half of all courses.

The faculty of LLSS is of diverse ethnic origin, mirroring the ethnic diversity in the state. Faculty have expertise in language acquisition, bilingualism, literacy development, teacher education, adolescent and children's literature, critical race theory, cultural studies, feminist thought and research methodology, qualitative inquiry methods, American Indian and other indigenous cultures and their relationship to schooling, Hispanic or Latino educational issues, assessment, multimedia, and social activism. LLSS faculty contribute to the local communities and schools, and state, national, and international policy. From 2001 to 2005, LLSS has conferred 182 master's degrees and 50 doctoral degrees. LLSS currently serves 127 active Ph.D. students, 130 active M.A. students, and 144 non-degree students.

### **Leadership, Governance, and Organizational Structure**

The Department of LLSS is as much a democratic organization as is possible within the university system. We have a chair elected for a three-year term by the faculty and who serves at the pleasure of the Dean. We have two standing committees within the department: Graduate and Personnel. The Personnel Committee reviews merit pay applications and makes recommendations to the Chair. It is also in charge of organizing special department activities, such as our colloquium for retirees held in June of 2006. The Graduate Committee reviews curricular issues, scholarship and travel applications from graduate students, and presents decision items to the entire faculty for voting. The faculty holds a regular meeting at least once a month for updates from the Chair and standing COE and LLSS committees, to discuss departmental issues, and to vote upon action items. Decisions about faculty searches are based on needs of the community and our students and on our mission. For example, our most recent hire was based on the numbers of students who need courses in qualitative research and on our need to address issues of African American education, an area of high need in order to further our mission.



LLSS also has working groups to provide oversight for each concentration. These working groups are comprised of faculty with expertise in that particular concentration and chaired by a faculty volunteer. The working groups design curriculum and prepare paperwork for curriculum change, oversee part time faculty and graduate student instructors, review applications for new students, share advisement duties, and make recommendations for student honors. Faculty rotate responsibility for teaching required core courses and periodically conduct a group review of content and assessment of those courses. All faculty are informed of and vote on recommendations from the working groups. LLSS also advises several graduate student organizations, and a graduate student representative is invited to attend LLSS meetings as a nonvoting member. Six faculty also serve as program faculty in Educational Linguistics, a cross disciplinary program housed in LLSS and the Linguistics Department.

In addition to more formal roles, leadership in the department is also informal and shared. Senior faculty are responsible for most committee work, advisement, and comprehensive examinations and dissertations, so that not-yet-tenured faculty can concentrate on their scholarship and teaching. However, not-yet-tenured faculty are not precluded from these roles.

### **Academic Programs<sup>10</sup>**

The Department of Language, Literacy and Sociocultural Studies offers master's (M.A.) and doctoral (Ph.D.) degree programs that focus on language and literacy, bilingual education, language acquisition and on the study of educational concepts and debates in the social foundations of education. We also offer non-degree programs in reading, Teaching English to Speakers of Other Languages, and bilingual education that enable undergraduate and graduate students to obtain teaching endorsements<sup>11</sup> from the state of New Mexico.

#### ***Master's Degree***

The master's degree programs seek to contribute to professional development for educators. Each program requires 36 hours of coursework in one of the following concentrations:

- American Indian Education
- Literacy/Language Arts
- Bilingual Education
- Teaching English to Speakers of Other Languages (TESOL)
- Educational Thought and Sociocultural Studies
- Social Studies

A required seminar, taken in the first year of the program, provides foundational perspectives in LLSS and a 6-hour research requirement encourages students to develop a range of inquiry skills, including practitioner research.

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<sup>10</sup> This section differs from our course catalog copy (See Appendix A) because we wanted to show the unity in the various programs, rather than just delineate individual programs.

<sup>11</sup> An endorsement is an area of specialization added to a teaching license. Teachers apply directly to the NM Public Education Department and are awarded endorsements based on number of credit hours they have accumulated.

## ***Doctoral Degree***

The LLSS doctoral degree program prepares students for college teaching and research in education (including teacher education) and other leadership positions in education, social services and allied professions. The program is organized around concentration areas that are tailored by the student in consultation with his or her Advisor and Program of Studies Committee. The concentration areas are:

Bilingual Education  
Language Arts/Literacy  
Educational Thought and Sociocultural Studies  
English as a Second Language  
Educational Linguistics

Two required seminars, taken in the first year of the program, provide foundational theory and research in LLSS, a 12-hour research requirement and a 3-6 hour internship or field experience provide opportunities for students to develop expertise in research methodology.

## **Major Research and Creative Endeavors**

The scholarly work of LLSS faculty contributes to the literature on creativity and collaboration; the relationship between indigenous culture and education; literacies; critical race studies; gender; sociocultural and political issues in education; educational reform; teacher education; language revitalization; heritage language learning; second language and bilingual development; teaching the arts and literature; assessment; public policy; and social activism.

From July 2000 to June 2005, LLSS faculty has averaged 107.4 publications, creative works, and presentations per year, an average of approximately five per tenured and tenure track faculty per year. Scholarship ranges from traditional books and articles to video and CD-ROM productions to fiction and poetry.

## **Public Service**

LLSS faculty serve on state, regional, national and international editorial and advisory boards. At the national level, LLSS has representation on the following national editorial boards: *Journal of Latinos and Education*, *Journal of Youth and Society*, *Journal of American Indian Education*, *Journal of Mind, Culture and Activity*, *Journal of Linguistics and Education*, *Journal of Literacy Research*, and *Language Arts*. Several faculty members serve on national boards of their particular area of expertise, such as the National Council of the Teachers of English, the National Association of Bilingual Education, and the National Council of the Teaching of Mathematics. In addition, some faculty review proposals for federal granting agencies, such as NSF, and the National Department of Education. One of our faculty members was asked to present oral testimony to the U S Senate of Indian Affairs. This faculty member also serves as on the Advisory Committee to the Heard Museum in Phoenix, Arizona. At the local and state level, LLSS faculty serve multiple constituencies: NM Association of the Teachers of

English, the New Mexico Public Education (NMPED) department's advisory committees, such as the NMPED Evaluation and Assessment Committee, the NMPED Bilingual Advisory Committee, the NMPED, Three-tiered License Committee, the NMPED Teachers of English and Teachers of English to Speakers of Other Languages Standards Setting Committees. Additionally, our faculty are represented on the Boards of Education for the Pueblos of Isleta, Jemez, and Taos, and the Language Advisory Committees for the Pueblos of Cochiti and Acoma. Other local agencies served by our faculty include A Child's Garden, the Albuquerque Rape Crisis Center, and the Albuquerque Gay and Lesbian Association. LLSS faculty also sit on department, college and university committees. Some of the university committees include the Educational Linguistics program, the advisory board for Women's Studies, the Senate Graduate Committee, Faculty Senate, and the Southwest Hispanic Research Institute.

### **Other Major Initiatives**

LLSS contributes to other academic units across the College of Education and Arts and Sciences by offering students the opportunities to focus on diversity, multiculturalism, qualitative research, language, bilingualism, language acquisition, and literacy as they relate to their fields of study. LLSS has strong relationships with the Department of Teacher Education and several institutes. It provides required courses, cross-listed courses, and electives for graduate students. In recent years, LLSS has strengthened its relationship with programs in Gallup and Farmington. LLSS contributes to collegial activities of its graduate students and peers. The entire COE looks to LLSS for leadership in addressing issues of diversity and social justice.

### **Previous Program/Accreditation Review and Subsequent Changes**

LLSS underwent program review in 1997 and was part of the NCATE review in 1999. As describe earlier, the unit has undergone such major structural changes that all recommendations are not directly applicable to our newly formed department. We rely instead on our mission statement and interaction with our students and the general public to guide us.

## 2. Degree Programs and Curricula

As stated in our Mission, LLSS seeks to prepare students who can “identify and address the educational needs of a community that contains wide diversity with regard to class, race, ethnicity, gender, sexual orientation, disability, and age, by providing leadership, resources, and expertise necessary to create programs that foster the collaborative creation and sharing of new knowledge, pedagogies, and programs.” Our students learn how to study power relationships embedded in educational processes and institutions, both within schools and larger cultural contexts. And as a result, they are prepared to take action to bring about a more just society. Our master’s and doctoral programs prepare practitioners and scholars who seek educational opportunity and empowerment for everyone. Our general program requirements, concentrations, educational objectives, and courses are outlined below.

### LLSS Master’s Degree

All M.A. students must fulfill the general admission requirements of the Graduate School<sup>12</sup> and the College of Education.<sup>13</sup> In addition to those requirements, LLSS requires a vita and a writing sample. The bilingual concentration also requires fluency in a language other than English (primarily Spanish and indigenous languages). Each concentration allows students to specialize in particular areas, as outlined in the general program requirements and educational objectives for each. See Appendix A of this document for relevant excerpts of the 2006 UNM Catalog.

### *Program Requirements*<sup>14</sup>

The LLSS Master’s degree requires 33-36 credit hours at the graduate level, including:

- LLSS 500: Issues in Language/Literacy/Sociocultural Studies (3 credits) that “Addresses how social, political, economic and cultural forces shape beliefs about race, class, language, gender, and literacy. Implications for teaching, learning, and educational change [are] examined.” p. 339, UNM Catalog, 2005-6.
- 6 credits focused on research.
- 21-24 credits required for or related to a concentration in one of the following areas. Lists of complete program requirements can be accessed via the URLs beside each concentration or on the advisement sheets located in Appendix B:

American Indian Education (AIE)

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<sup>12</sup> Graduate School requirements are available at [http://www.unm.edu/grad/catalog/catalog01\(2k6\).html#Anchor-Basi-20360](http://www.unm.edu/grad/catalog/catalog01(2k6).html#Anchor-Basi-20360)

<sup>13</sup> COE requirements are available at <http://coe.cte-0027.unm.edu/naw/Qdisp.naw?1=3%232.IPage.1.DBF%231&totalcount=2&outfile=InfoDISP.html>

<sup>14</sup> As in Section 1, Program Requirements are presented in a format different from the catalog in order to emphasize how the unit works as a whole.

<http://iaie.cte-0027.unm.edu/naw/VVindex.naw>

Bilingual Education (BILED) <http://llss.unm.edu/mbil.pdf>

Educational Thought and Sociocultural Studies (ETSS) <http://llss.unm.edu/medt.pdf>

Literacy/Language Arts (L/LA) <http://llss.unm.edu/mlit.pdf>

Social Studies (SS) <http://llss.unm.edu/mlss.pdf>

Teaching English to Speakers of Other Languages (TESOL)  
<http://llss.unm.edu/mesl.pdf>

- 3 - 6 examination or thesis credits. The final comprehensive examination may take the form of a literature review paper, answers to faculty developed questions, an article reporting the student's research, or a teaching dossier/portfolio. LLSS 590: Seminar (3 credits) supports groups of students as they complete their examinations, or LLSS 598 Directed Readings (3 – 6 credits) enables students to receive support of the chair of their committee on graduate studies. The thesis is an extended report of a student's research and is supported by LLSS 599 Master's Thesis (3-6 credits), under the supervision of the student's committee chair.

### ***Educational Objectives of Each Concentration***

Because LLSS also works within the College of Education, the educational objectives of programs that work with licensure students are organized around the COE's Conceptual Framework.<sup>15</sup> The conceptual framework is required for accreditation by the National Council for Accreditation of Teacher Education (NCATE). The conceptual framework outlines understandings, practices, and characteristics of identity valued by the COE. The educational objectives for each program are presented below, as groups of desired understandings, practices, and characteristics of identity.

#### American Indian Education (AIE)

AIE students will develop advanced understanding of:

- The history of Native American education in the United States.
- Local, state, and national issues of sovereignty, culture, language, poverty and oppression that influence American Indian education.
- The nature of American Indian thought and its relationship to western thought.
- How American Indian children and adolescents develop within their communities.
- The diversity of Native Nations differing cultural, social, governmental, and linguistic practices and policies.

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<sup>15</sup> The COE Conceptual Framework is also available at <http://coe.cte-0027.unm.edu/naw/Qdisp.naw?1=35%232.IPage.1.DBF%231&totalcount=2&outfile=InfoDISP.html>.

AIE students will develop expertise in the following practices:

- Adapting to the learning styles and cultural norms of American Indian students in order to meet their needs.
- Developing curricula that honor and incorporate American Indian knowledge, philosophy, people, language, art, science and culture in partnership with tribal communities.

AIE students will develop the following characteristics of identity:

- Appreciation of the contributions that American Indian culture makes to the culture of the Southwest and the world.
- Sensitivity to the learning styles, cultural norms, and needs of American Indian students.
- Ability to work successfully with American Indian communities.

### Bilingual Education (BILED)

BILED students will develop advanced understanding of:

- The history of bilingual education in the United States.
- Local, state, and national issues of culture, language, poverty and oppression that influence the education of the bilingual student.
- Their own language use and developing expertise in a second language.
- How children and adolescents develop fluency in two or more languages.
- Contexts and techniques for helping learners develop competence in speaking, reading, and writing in two or more languages.

BILED students will develop expertise in the following practices:

- Adapting to the learning styles and meeting the needs of bilingual students.
- Ability to provide content instruction in at least two languages.
- Developing curricula that honor and incorporate the cultures represented by all language learners in an educational setting.

BILED students will develop the following characteristics of identity:

- Appreciation of the contributions that Spanish and indigenous languages make to the culture of the Southwest and the world.
- Advocacy for immigrant children and all English language learners.
- Sensitivity to the learning styles and needs of bilingual students.
- Ability to work successfully with Spanish and indigenous communities.

## Educational Thought and Sociocultural Studies (ETSS)

- **SOCIAL JUSTICE** (a) Students should demonstrate a philosophical, theoretical, and historical knowledge of the relationship between social justice and education; (b) Students should demonstrate practical applications of a social justice approach to education.
- **THEORETICAL DEVELOPMENT:** Students should be able to:  
[a] demonstrate an understanding of the various theories informing and explaining the field of education, and [b] situate their work among one or more theories.
- **EDUCATIONAL FOUNDATIONS:** Students should be able to describe, evaluate, and, if necessary, re-envision the contexts and processes of schooling through major theoretical lenses adapted from the social sciences (i.e., anthropology, history, philosophy, sociology, etc.).
- **RESEARCH:** Students should (a) be able to demonstrate a theoretical, philosophical as well as practical and concrete understanding of qualitative research as a whole and its multiple methodologies; (b) have a solid beginning understanding of quantitative research and be, at minimum, an educated reader of this paradigm; (c) be able to conduct research that reflects these understandings.
- **INTERDISCIPLINARY/MULTIDISCIPLINARY APPROACH:** Students should be able to develop a research agenda and approach to teaching that reflects a meaningful understanding of the interdisciplinary and multidisciplinary nature of educational thought and sociocultural studies.
- **FACULTY:** Students will develop working professional relationships with (a) faculty from diverse theoretical perspectives, philosophies and research interests, and (b) faculty who have conducted innovative and creative research surrounding issues of race, class and gender.

## Language/Literacy (L/LA)

L/LA students will develop advanced understanding of:

- The history and structure of the discipline of Literacy/Language Arts to include the study of language and literature and composing and interpreting in print and other media.
- How children and adolescents develop literacy in their first and second languages.
- Sociopsycholinguistic facets of learning to read, write, speak, and listen.
- The interrelationship between language, literacy and culture, especially as reflected in literature, popular culture, and the writing of students.
- Local, state, and national issues of access to literacy, appropriate reading materials for children and adolescents, and assessment.
- The relationship between language, literacy and knowledge.
- How technological advances influence the nature of language and literacy.

- Critical literacy

L/LA students will develop expertise in the following practices:

- Responding to the reading and writing of diverse students in ways that will promote literacy learning.
- Creating environments where students can practice literacy skills that they will use in contexts in the world outside the school, including critical literacy.
- Assessing literacy practices that students have had sufficient opportunity to learn.
- Developing curricula help students to understand their own cultures and cultures other than their own through responding to and composing text in print and other media.

L/LA students will develop the following characteristics of identity:

- Habits of mind and skills of a teacher-researcher.
- Skill in professional communication about literacy and language arts.
- Reflection in light of theory and research in language arts teaching and learning.
- Understanding their own cultural and linguistic histories and their relationship to teaching language and literacy.

### Social Studies (SS)

SS students will develop advanced understanding of:

- The history and structure of the disciplines included in social studies, including history, economics, geography, and sociology.
- How children and adolescents learn in the social studies classroom.
- the ways of participating in the disciplines included in social studies and how to create contexts in which students can authentically participate.
- How various cultures shape and are shaped by what is studied in the disciplines of social studies.
- Local, state, and national issues of marginalization of oppressed social groups, setting standards for learning, and what constitutes authentic assessment in social studies.
- How the various social studies disciplines construct knowledge.
- How technological advances can enhance the teaching of social studies.

SS students will develop expertise in the following practices:

- Analyzing student work to understand their conceptual development in the social studies.



- Creating environments where students can practice ways of thinking, writing, talking, reading, and analyzing that are indicative of the social studies disciplines.
- Assessing knowledge and skills that students have had an opportunity to learn.
- Developing curricula help students to understand the influence of the social studies on public perceptions of various cultural groups.
- Using recent advances in information technology to help students gather and critique information.

SS students will develop the following characteristics of identity:

- Habits of mind and skills of a teacher-researcher.
- Skill in professional communication about social studies and student learning.
- Reflection in light of theory and research in social studies teaching and learning.

### Teaching English to Speakers of Other Languages (TESOL)

TESOL students will develop advanced understanding of:

- The role that English has played in the development of the United States and globalization.
- Local, state, and national issues of culture, language, poverty and oppression that influence the education of the English Language Learner.
- Structure of the English language and its relationship to the structure and meaning of other languages.
- How children and adolescents develop fluency in English when it is not their native language.
- Contexts and techniques for helping English language learners develop competence in speaking, reading, and writing in English.

TESOL students will develop expertise in the following practices:

- Adapting to the learning styles and meeting the needs of English language learners.
- Ability to provide sheltered and supported instruction in English.
- Developing curricula that honor and incorporate the cultures represented by the English language learners in one's educational setting.
- 

TESOL students will develop the following characteristics of identity:

- Appreciation of all languages other than English.
- Advocacy for immigrant children and all English language learners.
- Sensitivity to the learning styles and needs of English language learners.
- Ability to work successfully with parents and communities in supporting English language learners.

## **LLSS Doctoral Degree**

All PhD students must fulfill the general admission requirements of the Graduate School<sup>16</sup> and the College of Education.<sup>17</sup> Doctoral applicants must also include a letter or intent, a vita, and a writing sample. Ph.D. applications undergo extensive review by program faculty, using criteria specific to success in the LLSS program. See Appendix C for these criteria. The bilingual concentration also requires fluency in a language other than English (primarily Spanish and indigenous languages).

The LLSS Doctoral degree program enables students to develop deep understanding of theory and research, contribute to the body of scholarship and new knowledge, and assume positions of leadership related to the following concentrations:

Bilingual Education  
Language Arts/Literacy  
Educational Thought and Sociocultural Studies  
Teaching English to Speakers of Other Languages  
Educational Linguistics

Each concentration allows students to specialize in particular areas, as outlined below in the general requirements and educational objectives outlined above for each concentration. There are no Ph.D. concentrations in Social Studies and American Education, as there are in the master's program.

### ***Program Requirements***

The LLSS doctoral degree is an interdisciplinary program that allows students to construct a program that meets their individual interests and professional needs in the disciplines of language, literacy, and sociocultural studies.

The LLSS doctoral degree requires 90 to 93 credit hours at the graduate level. A maximum of 36 credit hours of transfer/applied graduate credit is allowed in the Ph.D. program. Requirements are:

- LLSS 645 Advanced Seminar in Foundations of Education (3)
- LLSS 640 Seminar in Language/Literacy (3)
- 12 credits in research
- 3-6 credits of Research Internship/Field Experience
- LLSS 650 Dissertation Seminar (3)
- 24 credits in a concentration
- 24 credits in a support area
- 18 dissertation credits

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<sup>16</sup> Graduate School requirements are available at [http://www.unm.edu/grad/catalog/catalog01\(2k6\).html#Anchor-Basi-20360](http://www.unm.edu/grad/catalog/catalog01(2k6).html#Anchor-Basi-20360).

<sup>17</sup> COE requirements are available at <http://coe.cte-0027.unm.edu/naw/Qdisp.naw?1=3%232.IPage.1.DBF%231&totalcount=2&outfile=InfoDISP.html>.

Students apply to a concentration program and then select concentration and support area courses with the help of their program advisor. Students may cross concentrations and take courses in departments outside of LLSS. To encourage interdisciplinarity, 12 credits of the support area coursework must come from outside LLSS. Program advisement sheets help student plan and document their progress through their program are available in Appendix D.<sup>18</sup>

## **Course Offerings**

LLSS offers:

- Three overview core courses, one required for the master's degree and two for the doctoral degree
- Seven courses in qualitative research
- 58 upper level undergraduate and graduate courses in concentration and support areas
- Two field experience/internship courses
- Four courses that support independent study
- Three courses that support the master's comprehensive examination process for the M.A.
- Dissertation credits toward the Ph.D.

Graduate courses in research, concentrations, independent study, and field work are categorized below. Sample syllabi are available in Appendix E.

### ***Core Courses***

LLSS provides one core course for master's degree students (500 level) and two core courses for doctoral students (600 level):

- LLSS 500: Issues in Language/Literacy/Sociocultural Studies (3)
- LLSS 645 Advanced Seminar in Foundations of Education (3)
- LLSS 640 Seminar in Language/Literacy (3)

### ***Qualitative Research Methods***

LLSS provides courses in naturalistic inquiry, ethnographic research methods, practitioner research, action research, and in special topics. These courses are the responsibility of the ETSS faculty, but graduate students in all LLSS concentrations, across the College of Education, and the university take advantage of these courses.

LLSS 501 Practitioner Research (3)

LLSS 502 Naturalistic Inquiry (3)

LLSS 503 Research in Bilingual Classroom and Communities (3)

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<sup>18</sup> Advisement Sheet is also available at <http://llss.unm.edu/phda.pdf>.

LLSS 605 Qualitative Research in Education (Also offered as EDLEAD 605) (3)  
LLSS 623 Ethnographic Research in the Classroom (3)  
LLSS 593 Topics (3), offered on the following topics from 2000 to 2005: Narrative Research, Critical Research Methodology and Case Study Methodology.  
Courses are under review for permanent course status.

### ***Course Offerings by Concentration***

Responsibility for courses lies with program faculty in each concentration. Each concentration has a body of required courses and/or areas. [See program requirements for each concentration.] Students often use courses from multiple concentrations to fulfill LLSS degree requirements. 400-level courses with an asterisk (\*) are advanced level undergraduate courses that can be taken for graduate credit.

#### AIE

LLSS 551 History of American Indian Education (3)  
LLSS 554 Teaching the Native American Child (3)  
LLSS 560/460 Language and Education in Southwest Native American Communities (Also offered as LING 436/536 and Nat Am 460) (3)  
LLSS 564 Issues in American Indian Education (3)  
LLSS 570 Science and Native American Education

#### BILED/TESOL

LLSS 440\* Teaching of French (3)  
LLSS 441\* Teaching of Spanish (3)  
LLSS 446\* Hispanic Folklore for the Classroom (3)  
LLSS 449\* Teaching the Native Language to the Native Speaker (3)  
LLSS 450\* Teaching in Bilingual Programs in Secondary Schools (3)  
LLSS 453\* Theoretical and Cultural Foundations of Bilingual Education (3)  
LLSS 455 \* Teaching Spanish for the Bilingual Classroom (3)  
LLSS 503 Research in Bilingual Classrooms and Communities (3)  
LLSS 545 Spanish-English Bilingualism (Also offered as LING 532) (3)  
LLSS 556/456 First and Second Language Development within Cultural Contexts (3)  
LLSS 557/457 Language, Culture, and Mathematics (3)  
LLSS 558/458 Literacy Across Cultures (3)  
LLSS 559/459 Second Language Literacy (3)  
LLSS 566 Issues in Hispanic Education (3)  
LLSS 568 Alternative Assessment Practices for English Language Learners (3)  
LLSS 569 ESL Across the Content Areas (3)  
LLSS 579/479 The Teaching of Reading in the Bilingual Classroom (3)  
LLSS 580 Seminar in the Education of the Bilingual Student (3)  
LLSS 583/481 Education Across Cultures in the Southwest (3)  
LLSS 585 Issues in the Acquisition and Teaching of Grammar in ESL (3)

#### ETSS

LLSS 511 History of U. S. Education (3)  
LLSS 512 History of Education (3)  
LLSS 515 Philosophies of Education (3)  
LLSS 516 Educational Classics (3)  
LLSS 518 Comparative Education (3)  
LLSS 519 Educational Ideas in Literature (3)  
LLSS 521 Sociology of Education (3)  
LLSS 523 Education and Anthropology (3)  
LLSS 530 Whiteness Seminar (3)  
LLSS 582 Seminar in Sociology of Education (3)  
LLSS 587 Perspectives on Sex and Gender in Education (Also offered as WMST 487) (3)  
LLSS 615 Contemporary Philosophies of Education (3)  
LLSS 593 Topics (3) has been offered on the following topics from 200 to 2005:  
Education, Power & Indigenous Communities, Feminist Epistemologies &  
Pedagogies, Latino/a Identities and Schooling, Paulo Freire, Globalization &  
Education, Critical Race Theory, Race, Ethnicity & Education, Film, Power &  
Education

#### L/LA

LLSS 435\* Remedial Reading Problems (3)  
LLSS 514 Young Children Moving Into Literacy (Also offered as ECME 514) (3)  
LLSS 517 Reading Informational Books, an Instructional Strategy (3)  
LLSS 522 Seminar in English Curriculum and Instruction (3)  
LLSS 527 Studies in Rhetoric for Teachers (Also offered as ENGL 527) (3)  
LLSS 528 Studies in Reading and Literature for Teachers (Also offered as ENGL 528)  
(3)  
LLSS 532 The Reading Process (3)  
LLSS 533 Seminar in the Language Arts (3-12)  
LLSS 534 Seminar in Teaching Reading (3-12)  
LLSS 537 Practicum in Learning Disabilities (Reading) (3)  
LLSS 538 Teaching Reading Through the Content Field (3)  
LLSS 541 Seminar in Children's Literature (3-12)  
LLSS 544/443 Children's Literature (3)  
LLSS 567 Home Literacy and Schooling (3)  
LLSS 593 Topics (3) has been offered on Reading and Writing Assessment and Critical  
Literacy. Courses are under review for permanent course status.

#### SS

LLSS 520 Seminar in Social Studies (3-12)  
LLSS 452/552 Curriculum Development in Mexican History (3)  
LLSS 549 History Education (3)  
LLSS 540 Instructional Trends in the Social Studies (3)  
LLSS 550 Seminar in History Education (3)

#### EDLING

LLSS 555 Seminar in Educational Linguistics (Also offered as C&J/LING 555) (1-3)

Cross-Concentration

LLSS 643 Curriculum Theory Seminar (Also offered as MSET 643)

LLSS 681 Seminar in Multicultural Teacher Education

***Opportunities for Independent Study***

LLSS 591/391 Problems (1-3)

LLSS 592 Workshop (1-4)

LLSS 593/393/493 Topics

LLSS 598/698 Directed Readings (3-6)

***Internships/Field Experiences (up to a total of 12 credits)***

LLSS 595 Advanced Field Experiences (3-6)

LLSS 596 Internship (3-6)

**Interdisciplinary Degrees**

LLSS houses collaborates with the Latin American Studies and the Linguistics Department to offer two interdisciplinary degrees.

***Master's Degree in LLSS and Latin American Studies (MALLSS/MALAS)<sup>19</sup>***

The College of Education and Latin American Studies offer a dual degree program leading to master's degrees in Language, Literacy and Sociocultural Studies and Latin American Studies. This program is intended to allow education professionals to enhance their secondary school teaching with Latin American topics in the humanities and social sciences. The program combines advanced professional development in education with advanced interdisciplinary study of Latin America and is designed to help students integrate the two fields through coordinated advisement and bridge courses.

The program requires 51 credits of course work for students who hold teaching certificates. It includes three components: 21 hours of Language, Literacy and Sociocultural Studies courses with a concentration on social studies education; 21 hours of Latin American Studies course work divided between two of the following concentrations: Anthropology, Art History, Brazilian Literature, Economics, Gender Studies, History, Human Rights, Philosophy and Religion, Political Science, Sociology, Spanish American Literature, and Spanish Linguistics; and 9 hours of bridge courses: two core courses and one elective.

Completed separately, the two degrees would require 69–72 credit hours. Under the dual degree program, full time students would be able to finish in approximately three years.

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<sup>19</sup> This description is taken directly from the UNM Catalog.

Students pursuing this program must meet admissions requirements of both the College of Education and Latin American Studies. Separate applications should be made simultaneously to the Department of Language, Literacy and Sociocultural Studies and Latin American Studies. It is expected that applicants to this program will already have completed the licensure requirements for secondary teaching. Students who are not licensed upon admission may pursue licensure through the Master's in Secondary Education with Licensure (concentration in social studies). This licensure requires 36 hours of course work (at the undergraduate and/or graduate level) in the social studies plus 24 hours of professional education course work.

### ***Doctoral Program in Educational Linguistics<sup>20</sup>***

The Departments of Language, Literacy and Sociocultural Studies (LLSS) of the College of Education and Linguistics in the College of Arts and Sciences at the University of New Mexico offer an Interdisciplinary program leading to the Ph.D. in Education with a major in Educational Linguistics. The Program has particular strengths in:

- 1) child language and language acquisition,
- 2) language maintenance and language revitalization (particularly indigenous languages),
- 3) language policy and planning,
- 4) educational sociolinguistics,
- 5) bilingualism,
- 6) language teaching and TESOL,
- 7) the linguistics of signed languages
- 8) language assessment.

The major is administered by a Coordinator and an interdisciplinary faculty representing Arts and Sciences as well as Education. The degree awarded is a Ph.D. in Education.

The program's approach to linguistic theory takes a primarily cognitive-functional perspective that focuses on language structure as interacting with language use. This orientation emphasizes the study of language typology, change, discourse, interaction, variation, processing and acquisition. This theoretical approach provides the foundation for effectively addressing our commitment to the application of linguistics to social concerns, including minority language maintenance and empowerment of minority and bilingual communities. Thus, the program not only studies and teaches about the applied and educational aspects of linguistics, but also encourages faculty and student involvement as advocates and collaborators with the linguistic communities in which we carry out research.

The doctoral major in Educational Linguistics is a small and selective interdisciplinary program. An M.S. or M.A. in Education, Linguistics or complementary field is necessary for entrance. Graduates may plan careers in university teaching and research, public education, government, private research, TESOL program administration and teacher training, and language education programs in the United States or abroad. Eight LLSS faculty are affiliated with the program.

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<sup>20</sup> This description is taken directly from Catalog.

## ***Program Requirements***

The program of studies for each candidate is tailored by the individual in consultation with a Committee on Studies, and is approved by the Committee on Studies and the Coordinator of the Educational Linguistics faculty.

Each Program of Studies will meet the following requirements:

1. At least 72 semester hours beyond the Bachelor's degree. These 72 hours must include the following (the same course may be counted in two or more of the following areas):

a. At least the following specific core courses in Linguistics (24 hours):

1) Phonology:

- LING 504 Phonological Analysis
- Either: LING 502 Segmental and Autosegmental Phonology **Or** Ling 503 Phonological Representation

2) Grammar:

- LING 522 Grammatical Analysis
- LING 523 Functional Syntactic Theories

3) Sociolinguistics:

- LING 531 Language in Society
- An advanced course in sociolinguistics

4) Psycholinguistics

- LING 567 Psychology of Language
- An advanced course in Psycholinguistics

5) Seminars – take one of the following:

- LING 525 Semantic Analysis
- LING 529 Discourse Analysis
- LING 546 Introduction to Language Change
- LING 554 Cognitive Linguistics

b. At least 24 hours in the College of Education. Courses selected should supplement and strengthen the candidate's professional preparation in education, educational research, and the area of research focus. Courses related to the broad range of areas of Educational Linguistics listed at the beginning of this document are recommended. Appropriate courses are likely to be found in program units in the Department of LLSS:

- Bilingual/TESOL Education
- Early Childhood Multicultural Education
- Educational Thought and Sociocultural Studies

Other areas of interest may be:

- Organization Learning and Instructional Technologies (OLIT)
- Educational Psychology (EdPsy)

Recommended courses depend on candidate's focus area and academic background, but may include:

- LLSS 453 Theoretical & Cultural Foundations of Bilingual Education
- LLSS 456/556 1st /2nd Language Development in Cultural Context
- LLSS 460/560 Language & Education in SW Native American Communities



- LLSS 580 Seminar in the Education of the Bilingual Student
  - LLSS 582 Curriculum Development in Multicultural Education
  - LLSS 522 Seminar in Educational Linguistics
  - LLSS 583 Education Across Cultures in the Southwest
  - LLSS 640 Language and Literacy Seminar
- c. Candidate must display competence at conducting research within her/his field of emphasis, as determined by the Committee on Studies. At a minimum, research courses should include one (1) course in Statistics (e.g. Ed Psych 502 Survey of Statistics in Education) and two (2) courses in Advanced Research Methods in Linguistics and/or Education. Possible research methods courses may include:
- LING 505 Experimental Phonetics
  - LING 513 Linguistics Field Methods
  - LING 529 Discourse Analysis
  - LING 569 Experimental Psycholinguistics
  - LLSS 502 Naturalistic Inquiry
  - LLSS 605 Qualitative Research in Education
  - LLSS 623 Ethnographic Research in the Classroom
- d. At least 24 hours in a field of emphasis in Educational Linguistics.
- e. At least 3 seminars or their equivalents taught by members of the Educational Linguistics concentration faculty or visiting faculty, as approved by the Committee on Studies.
- f. At least 24 hours taken at UNM.
- g. A maximum of 48 hours transferred from other institutions.
- h. At least 18 hours at the 500 or 600 level.
- i. No more than 24 hours in 'problems, readings, or workshops'.
2. Competency in a language other than English is required for graduation. The minimal Acceptable level of competency is a grade of B in a fourth semester of a college level course, or its equivalent.
3. At least 18 hours of dissertation (699); no more than 9 hours in each semester.

### **Non-Degree Endorsements**

LLSS also provides courses for four non-degree endorsements in TESOL, Bilingual Education, Reading, and Educational Media/Library Science. An endorsement is an area of specialization added to a teaching license requiring 24 credits. Teachers apply directly to the NM Public Education Department and are awarded endorsements based on the number of credit hours they have accumulated. These courses may be embedded in a master's and/or doctoral degree. Endorsement requirements are available in Appendix B.

### **Minor (Teaching Field Endorsement)**

The teaching endorsement courses in Educational Media/Library Science (EMLS) can also be taken as a minor.

### ***Educational Media/Library Science (EMLS)***

The College of Education offers a 24-hour planned program as an undergraduate minor or as a teaching field endorsement for those students who hold a bachelor's degree and an existing or future New Mexico teaching license.

***EMLS Courses***

391. Problems. (1-3 to a maximum of 20)

424/524. Fundamentals of Library Science. (3)

425/525. Reference and Bibliography. (3)

427/527. Classification and Cataloging. (3)

437/537. Library Collection Development. [Selection of Materials for Libraries and Media Centers.] (3)

451/551. Books and Related Materials for Young Adults. (3)

457/557. Government Documents. (3) [1-3 to a maximum of 3]

460/560. Organization and Administration of Media Centers. (3)

470/570. Automation in Libraries. (3)

### **3. Institutional Contributions**

LLSS contributes to other academic units across the College of Education and Arts and Sciences by offering students the opportunity to focus on diversity, multiculturalism, qualitative research, language, bilingualism, language acquisition, and literacy as they relate to their fields of study. Section 3 describes our relationship with the Department of Teacher Education, our participation with university institutes and centers, our contributions to other academic programs, collegial opportunities we provide for graduate students, outreach to branch campuses, and collegial efforts within and outside our unit.

#### **Teacher Education**

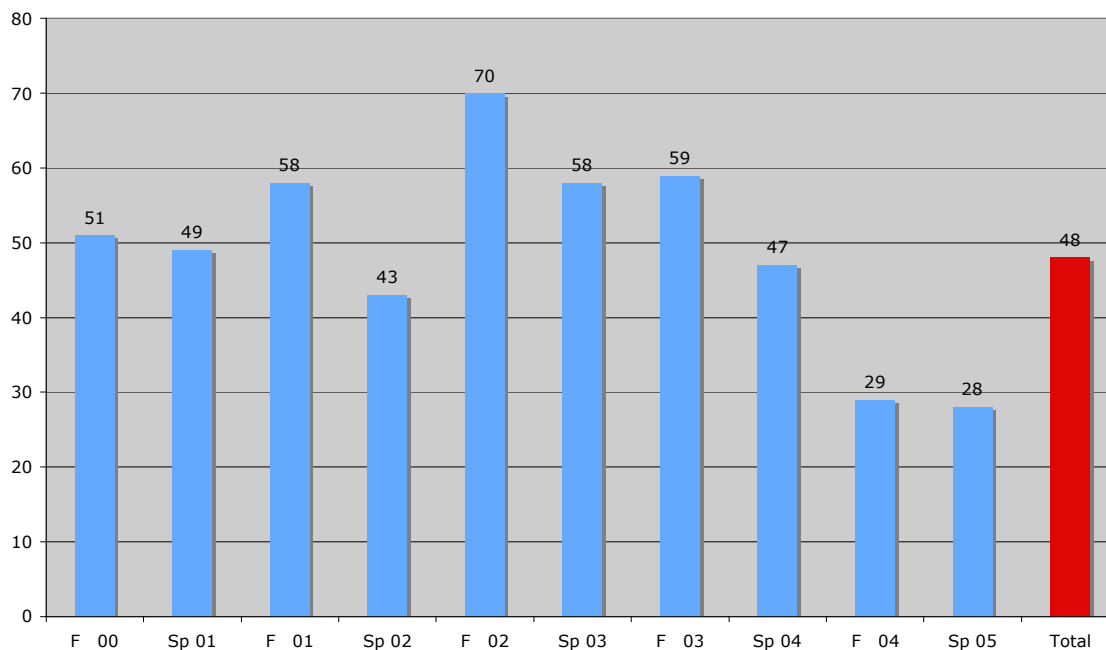
Our most symbiotic relationship is with the Department of Teacher Education. We offer a large number of required and elective courses for undergraduate, graduate, and non-degree teacher licensure programs, and non-degree endorsement programs in reading, TESOL, and bilingual education. Many of our faculty serve as advisors to a large number of licensure students, sometimes as many as an entire cohort of 30 to 35 students, in addition to our LLSS graduate advisees. We collaborate with Teacher Education faculty in program development and oversight.

Specifically, faculty make the following contributions to Teacher Education:

- LLSS bilingual/TESOL faculty serve as advisors, teach and oversee courses, and participate in program development in the bilingual and TESOL concentrations/teaching fields (both B.A. and M.A. degrees in elementary education).
- Literacy faculty teach and oversee courses required for the language/communication arts concentration/teaching fields in elementary education. Even after four undergraduate courses were transferred into Teacher Education in Fall 2004, our faculty continue to oversee and teach those courses.
- Four faculty, from different LLSS programs, serve as advisors, teach and oversee courses, and participate in program development in the Secondary Education Program (both B.A. and M.A. degrees).
- ETSS and Literacy faculty regularly teach EDUC 500 Research Applications to Education.
- ETSS faculty participate in elementary and secondary education program meetings.
- Faculty from all concentrations participate in the admissions process and grading of M.A. comprehensive examinations for Teacher Education.

From 2000 to 2005, approximately half of all courses taught by LLSS faculty, either full or part time, were to provide requirements for Teacher Education programs. Chart 3.1 illustrates the percentage of faculty course load devoted to teacher education by semester.

**Chart 3.1 Percent of LLSS Course Load Devoted to Teacher Educator Programs 2000-2005**



Note that since Fall 2004, the percentage has dropped to almost half of what it was. This drop reflects the reorganization of the College of Education implemented in Fall 2004 that resulted in loss of LLSS faculty. Two tenure track faculty (Rose Mitchell and Leila Florés- Dueñas) and one lecturer (Janet Lear) moved to the department of teacher education. Ms. Lear teaches 8 courses per year, and Drs. Mitchell and Florés-Dueñas each teach five courses per year. Hence 28 courses that were formerly taught by LLSS faculty now are counted toward their loads in Teacher Education. In addition, four courses usually taught by part time faculty are now under the purview of the Department of Teacher Education.

LLSS offers the following courses required in other undergraduate and/or licensure programs. For example:

- LLSS 300 Bilingual Teaching Methods, Materials, and Techniques (Licensure endorsement in bilingual education)
- LLSS 315 Educating Linguistically and Culturally Diverse Students (Licensure in elementary education)
- LLSS 430 Teaching of Writing (Licensure in secondary communication arts)
- EM/LS 451/551 Adolescent Literature (Licensure in secondary communication arts)
- LLSS 432 Teaching of Social Studies (Licensure secondary social studies)
- LLSS 480 Second Language Pedagogy (Licensure secondary bilingual)
- LLSS 482 Teaching English as a Second Language (Licensure secondary TESOL)

- LLSS 436 Teaching of English (Licensure secondary communication arts)
- LLSS 583/481 Education Across Cultures in the Southwest (M.A. elementary)
- LLSS 556/456 First and Second Language Development within Cultural Contexts (M.A. elementary concentration in bilingual/TESOL)
- LLSS 538 Teaching Reading and Writing in the Content Fields (M.A. w/ licensure secondary education)

LLSS faculty teach and collaborate in the oversight of the following courses in the Department of Teacher Education<sup>21</sup>:

- EDUC 330L Teaching of Reading (required in all elementary licensure programs)
- EDUC 331L Teaching Oral and Written Language in the Elementary School (required in language arts teaching field in elementary licensure program)
- EDUC 433 Oral and Written Language Program in the Elementary School (required in language arts teaching field in elementary licensure program)
- EDUC 438 Teaching Reading and Writing in the Content Fields (required in all secondary licensure programs)

### **Centers and Institutes**

LLSS works closely with the Multicultural Education Center, directed by LLSS faculty member Dr. Leroy Ortiz. LLSS has also been instrumental in the success of the College of Education's Office of Latin American Programs in Education(LAPE), as it carries out collaborative educational programs with Latin America, Canada, Equatorial Guinea, and Spain, often in conjunction with the Latin American Iberian Institute (LAI). Several of our graduate students participated in an exchange program with universities in Canada and Mexico, and LLSS has hosted exchange students and visiting teachers from Latin America and Canada. Currently, Dr. Rebecca Blum-Martinez is director.

In 2004, the American Indian Education Institute was established through the hard work of the American Indian faculty, lead by Dr. Joseph Suina, who conceived of the idea and presented the proposal to the COE faculty. The proposal passed unanimously, and the institute received funding of \$900,000 for a three-year period to support American Indian students seeking teaching and administrative licenses. In 2004-5, the AIEI admitted its first group of 31 students. By the end of June 2005, six had graduated and only two had dropped out. The rest continue toward their undergraduate and graduate degrees.

LLSS houses the High Desert Writing Project, an affiliate of the National Writing Project. Directed by Dr. Rick Meyer, the project offers summer institutes and follow-up workshops to improve the teaching of writing. LLSS also houses the Summer Language Institute, directed by Dr. Holbrook Mahn, which provides teachers with courses in TESOL during the summer.

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<sup>21</sup> These courses were housed in LLSS until they were transferred into the Department of Teacher Education in 2004.

## **Courses for Other Graduate Programs**

Across the College of Education, students from other graduate programs may use LLSS courses to fulfill their diversity, multicultural, and research requirements and/or to develop support areas. (See, for example, M.A. in Art Education, Ph.D. in Counseling, Education Specialist and Ed.D. in LEAD.) Many programs specifically suggest LLSS courses in their program requirements:

- LLSS 557 Language, Culture, and Mathematics (M.A. elementary MSET concentration diversity requirement)
- LLSS 582 Curriculum Development in Multicultural Education (M.A. in elementary and secondary education diversity requirement)
- LLSS 583 Education Across Cultures in the Southwest (M.A. in elementary and secondary education diversity requirement)
- LLSS 501 Practitioner Research (M.A. in elementary and secondary education research requirement)
- LLSS 502 Naturalistic Inquiry (M.A. in elementary and secondary education research requirement. Ph.D. in OLIT)
- LLSS 605 Qualitative Research in Education (Ph.D. in OLIT)
- LLSS 623 Ethnographic Research in Education (Ph.D. in Multicultural Teacher and Childhood Education—MSET Concentration)
- LLSS 681 Seminar in Multicultural Teacher Education (Ph.D. in Multicultural Teacher and Childhood Education—MSET Concentration)

## **Cross Listed Courses**

Eight LLSS course are cross listed with other departments:

- LLSS 560/460 Language and Education in Southwest Native American Communities (Also offered as LING 436/536 and Nat Am 460) (3)
- LLSS 605 Qualitative Research in Education (Also offered as EDLEAD 605) (3)
- LLSS 545 Spanish-English Bilingualism (Also offered as LING 532) (3)
- LLSS 587 Perspectives on Sex and Gender in Education (Also offered as WMST 487) (3)
- LLSS 514 Young Children Moving Into Literacy (Also offered as ECME 514) (3)
- LLSS 528 Studies in Reading and Literature for Teachers (Also offered as ENGL 528) (3)
- LLSS 555 Seminar in Educational Linguistics (Also offered as C&J/LING 555) (1-3)
- LLSS 593 T/Feminist Epistemologies and Pedagogies (WMST 393) (3)
- LLSS 593 T/Latino/a Identities and Schooling (CHST 393/493) (3)
- LLSS 643 Curriculum Theory Seminar (Also offered as MSET 643) (3)

## **Outreach**

In 2004-5, the partnership between LLSS and the Gallup branch campus was evaluated for quality and

procedural purposes. LLSS faculty in the literacy and bilingual/ESL programs met with instructors from Gallup to review programs and course content. A procedure for requesting LLSS courses was established for offerings in Gallup and Farmington. We have begun to use these processes, but issues remain regarding staffing, the relationship between Teacher Education degrees and LLSS endorsements and concentrations, and the development of course content that meets the needs of Gallup and Farmington constituencies.

### **Collegial Activities for Graduate Students**

LLSS sponsors and provides advisors for Educators for Dialogue and Inquiry, a graduate student organization. Activities of EDI include organizing panels (Charter School, Spring 2005), sponsoring lectures by visiting scholars (Michael Apple, Fall 2001; Sofia Villenas, Fall 2004; Zeus Leonardo, Spring 2005; and Joel Spring, Spring 2006) and UNM scholars (Tiffany Lee, Fall 2005 and Lois Meyer, Spring 2006), organizing workshops (Ann Nihlen and Teresita Aguilar, Spring 2005) and funding graduate student research and travel (year round).

One of our most profound contributions to the entire College of Education was the inception of the yearly Graduate Student Colloquium. The Colloquium provides graduate students with opportunities to present their on-going work in a conference format that simulates the format of national conferences. Graduate students from across the College present and attend this spring event. Begun as a departmental function in 1997 by Dr. Betsy Noll, it has grown to a college-wide event sponsored by the Dean's office. LLSS faculty continue to exercise leadership in organizing, obtaining keynote speakers, and encouraging graduate students to participate.

### **Collegial Activities with Colleagues**

Over the past five years, LLSS has been instrumental in promoting faculty and student dialogue through symposia, panels, informal talks, and guest speakers. These events include the following:

- LLSS hosted the 10<sup>th</sup> Annual International Symposium on Qualitative and Ethnographic Research in Education.
- Numerous faculty have offered Brown Bag talks for the College.
- Dr. Lois Meyer organized a panel forum entitled "Teaching Under Siege: Speaking Freely about the Right and Responsibilities of Democratic Teaching in Wartime."
- Many of our faculty have publicly critiqued the No Child Left Behind act, federal policy, current testing policies, and the effect on marginalized children.
- LLSS has sponsored numerous talks by scholars in language, literacy, and sociocultural studies. Speakers include Jill Abdullah, visiting scholar from the Centre for Aboriginal Studies at Curtin University in West Australia; Courtney Cazden, Professor of Linguistics, Harvard University, Boston, MA; and Lily Wong Fillmore, Professor Emerita from the University of California at Berkeley.
- LLSS was pivotal in developing a definition of diversity used across the college and university

in its strategic planning. Six LLSS faculty participated in the Task Force on Diversity for the COE, under the leadership of Rebecca Blum-Martinez. The Task Force developed a comprehensive definition of diversity for the COE that serves to focus each department's attention on this important issue. The definition, initiatives and areas of concern were presented to the faculty and adopted in a COE faculty committee. These have become the blueprint for the COE in the area of diversity. The full text of the definition appears in the Appendix F.

- LLSS has received funding for CEMELA (Center for the Mathematics Education of Latinos). A collaboration with the Department of Educational Specialties and among four universities, CEMELA will become operational in August 2009. Dr. Sylvia Celedon-Pattichis is co-director.

Selected articles and brochures about LLSS activities are included in Appendix F.



#### 4. Student Profile and Support Data

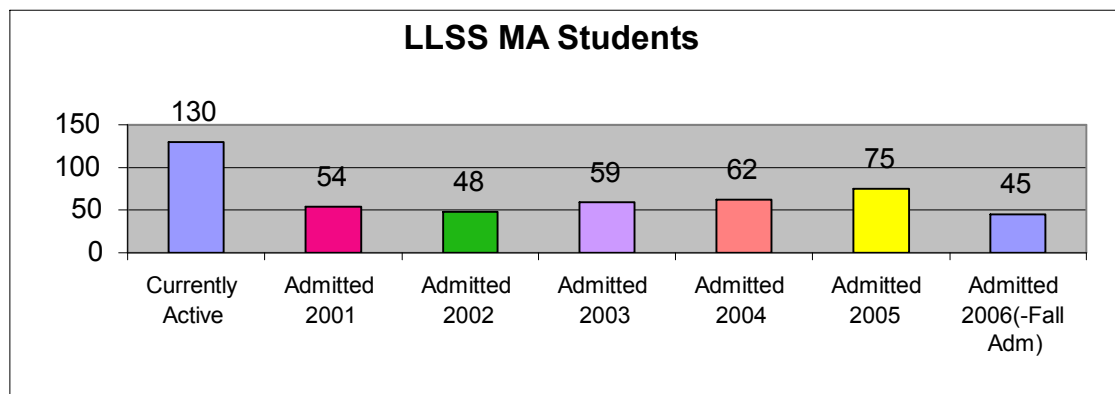
Section 4 profiles our students and the level of support they have received over the past five years. For both master's and doctoral students, the student profile includes reports of current students and admission trends, enrollment trends, degree completion, and demographics of the student population, accompanied by rough estimates of time to completion for each ethnic group. The description and analysis of student support includes both academic and financial support.

##### Current Students and Admissions Trends

###### *Master's*

LLSS admits, on the average, 57 master's degree students per year since 2001. We currently have 130 currently active master's degree students. Chart 4.1 illustrates admissions trends for our master's degree programs.

Chart 4.1



The spike in admissions in 2005 may be attributed to the state of New Mexico's new requirements for advanced degrees in order to attain Level III licensure and a significant pay raise.

###### *Doctoral*

Currently, LLSS has 127 active Ph.D. students, including 20 from Educational Linguistics. Since 2001, LLSS has admitted an average of 22 students per year to doctoral level study. Educational Linguistics has admitted an average of 5 per year. An average of 27 students are admitted per year to both programs. LLSS and Educational Linguistics show a downward trend in doctoral admissions. We limited admissions in 2006 in anticipation of a significant decrease in graduate faculty. Charts 4.2 and 4.3 illustrate trends in the numbers of admissions.

Chart 4.2

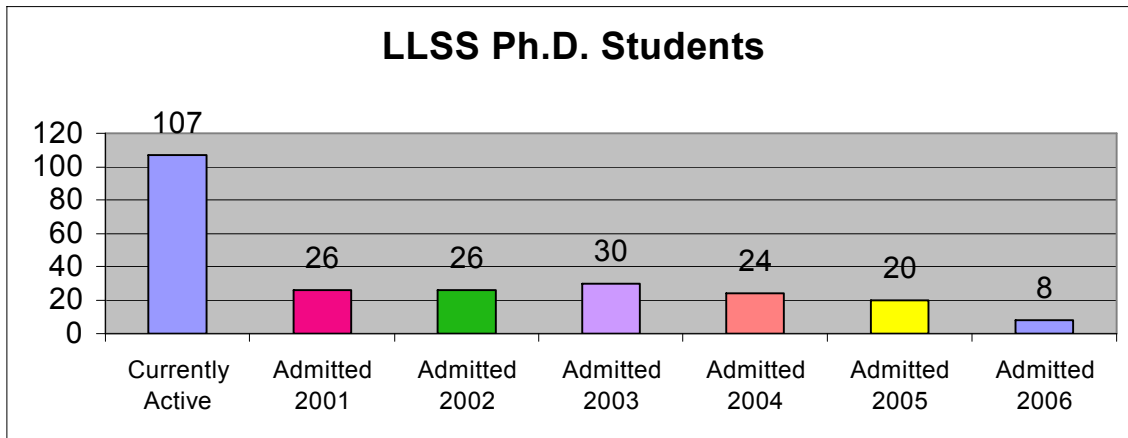
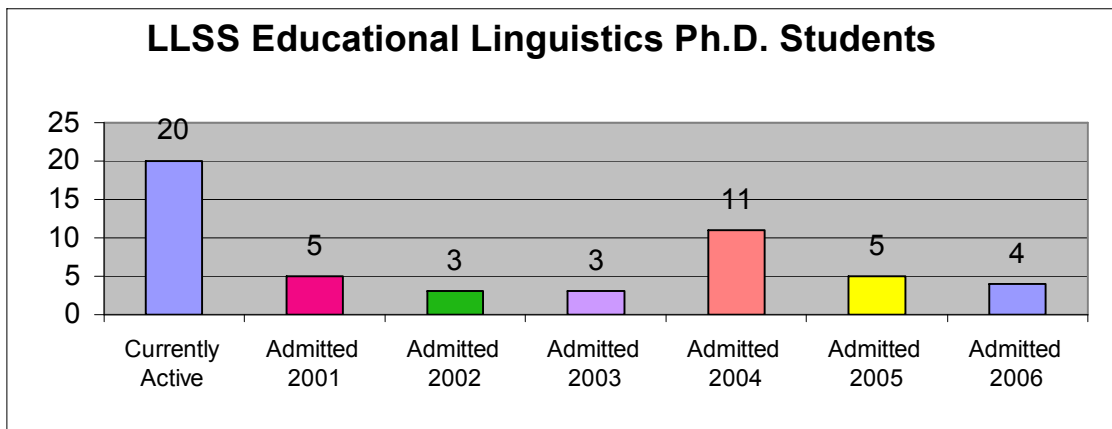


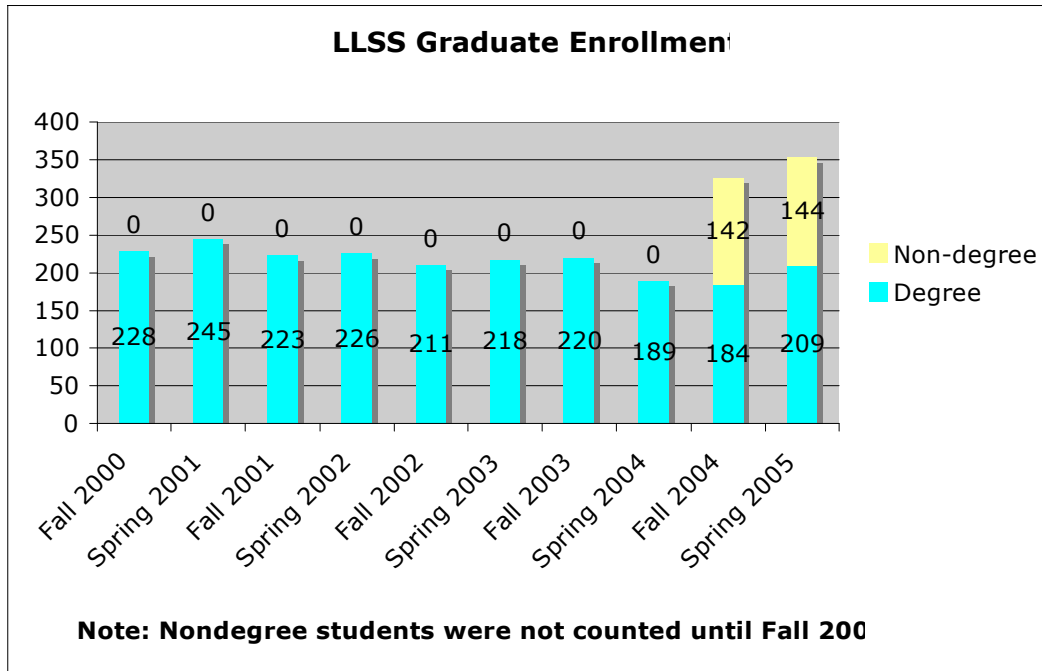
Chart 4.3



## Enrollment

Since Fall 2000, LLSS has had an average enrollment per semester of 215, with a high enrollment of 245 in Spring 2001, and a low enrollment of 184 in Fall 2004. We began tracking non-degree students enrolled in LLSS courses in Fall 2004 and Spring 2005, which raised our total enrollments by 142 and 144 in each year. Graduate enrollment has fluctuated +/- approximately 30 students over the course of five years. Currently, we are 6 students below the five-year average. The number of non-degree students has not fluctuated significantly in two semesters. See Chart 4.4 for illustration of these enrollment trends.

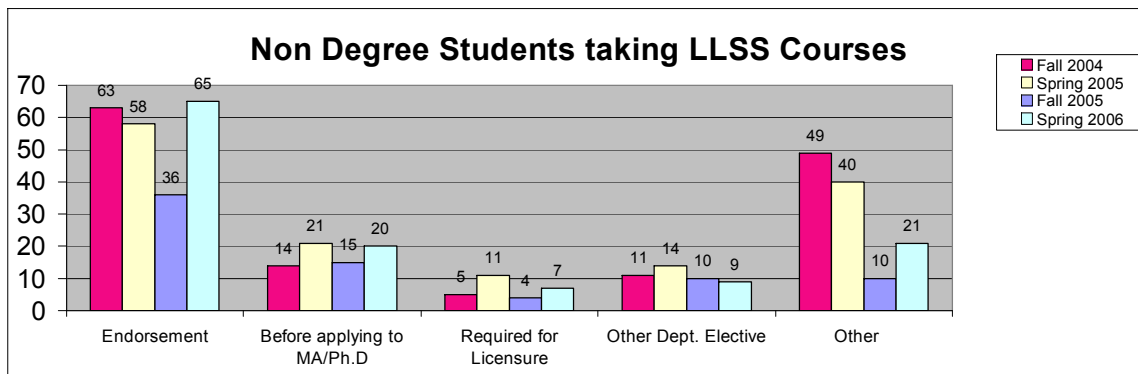
Chart 4.4



### Non-Degree

Since Fall 2004, we have polled non-degree students to determine why they enrolled in our courses. Non-degree students enroll in LLSS courses primarily to gain endorsements and teaching licenses, as electives for other departments, prior to applying to the M.A. or Ph.D. programs, and for other unspecified reasons. Chart 4.5 shows the number of non-degree students per semester and their reasons for taking our courses.

Chart 4.5

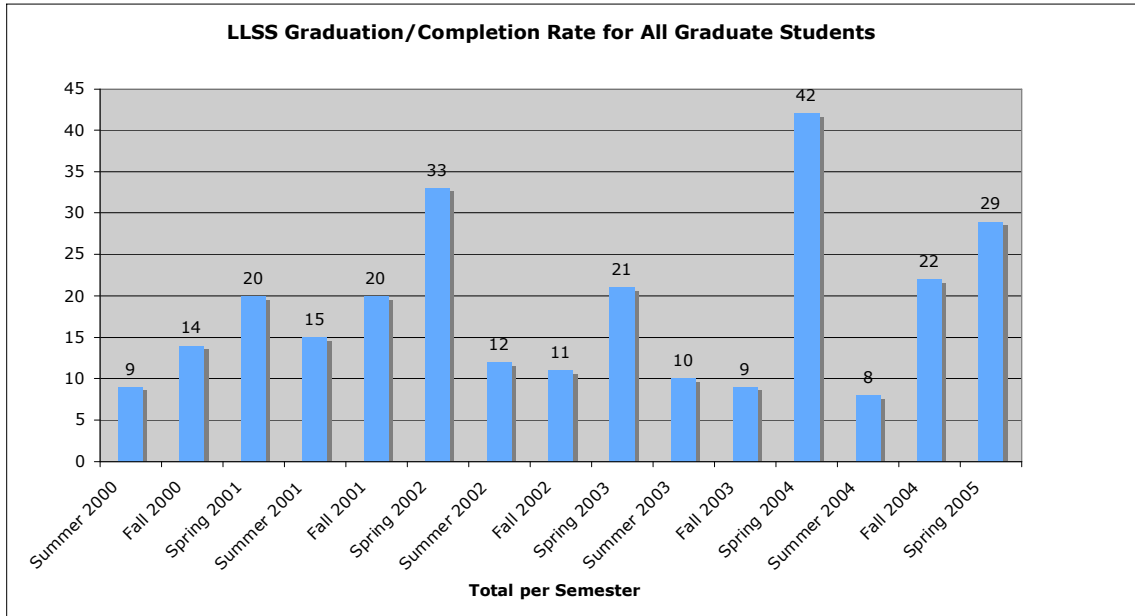


### Degree Completion

LLSS conferred 275 graduate degrees from Summer 2000 to Spring 2005, for an average of 55 per year, with a range of 43 to 68 graduates per year. Chart 4.6 illustrates trends in

graduation rates by term. Graduates per year were calculated by adding summer, fall, and spring terms, from summer 2000 to spring 2005.

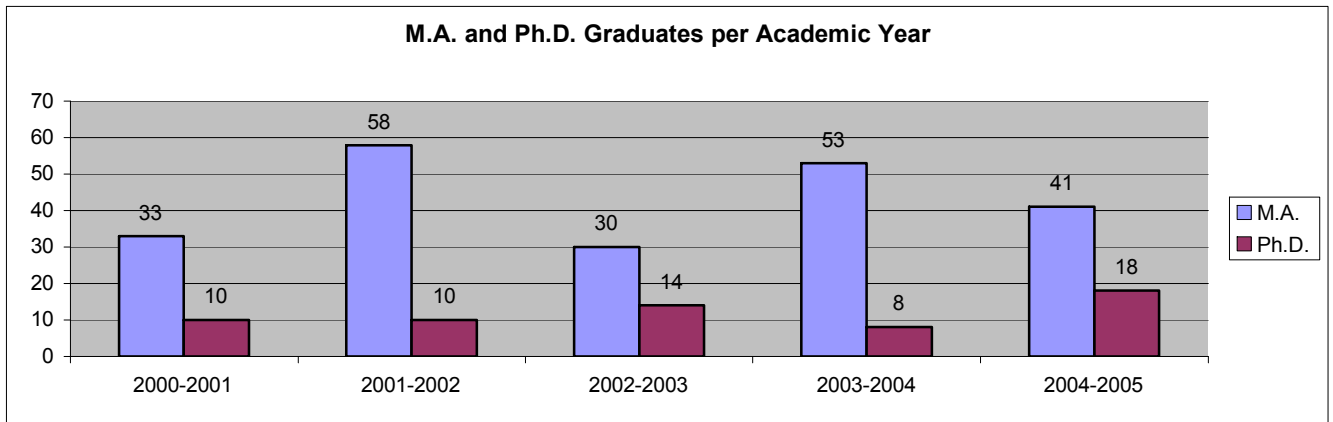
Chart 4.6



Of these graduate degrees, 215 were M.A. degrees, and 60 were Ph.D.'s. From Summer 2000 to Spring 2005, LLSS granted an average of 43 master's degrees (with a high of 58 and a low of 30) and 12 doctoral degrees per year (with a high of 18 and a low of 8).

Chart 4.7 shows graduation trends for both M.A.'s and Ph.D.'s.

Chart 4.7



By comparing our admissions rate to our completion rate for the last five years, we can gain a general sense of persistence and time to degree. From 2001 to 2005, LLSS admitted 286 master's level students and awarded a total of 182 master's degrees, indicating that almost two thirds of MA students complete their degrees within four years. During the same period, LLSS admitted 154 doctoral students and awarded a total of 50 doctoral degrees, indicating that approximately one third of our doctoral students complete their degrees within four years.

## Demographics

Given our commitment to “social justice and the recruitment and retention of minority students” (LLSS Mission Statement), we began tracking the ethnic and gender diversity in our student population in 2000. As stated above, we admitted 286 master’s students, and 154 doctoral students, for a total of 440 students from 2000 to 2005. Forty six percent of all of our graduate students are Anglo; 39% Hispanic; 7% American Indian; 6% Asian; 3% identify themselves as Other; and 2% are African American. Eighty nine percent of our graduate students are female, and 21% are male. Charts 4.8 and 4.9 illustrate the ethnic and gender diversity of all graduate students admitted to our department from 2000 to 2005.

Chart 4.8

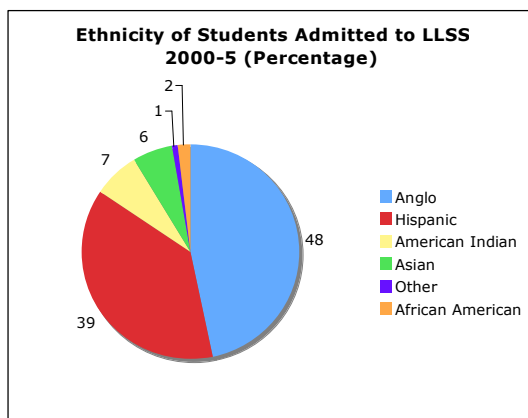
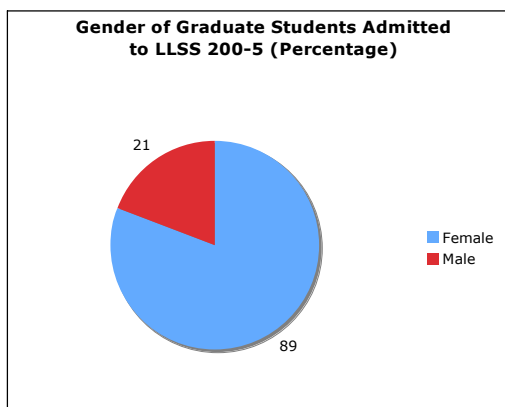


Chart 4.9

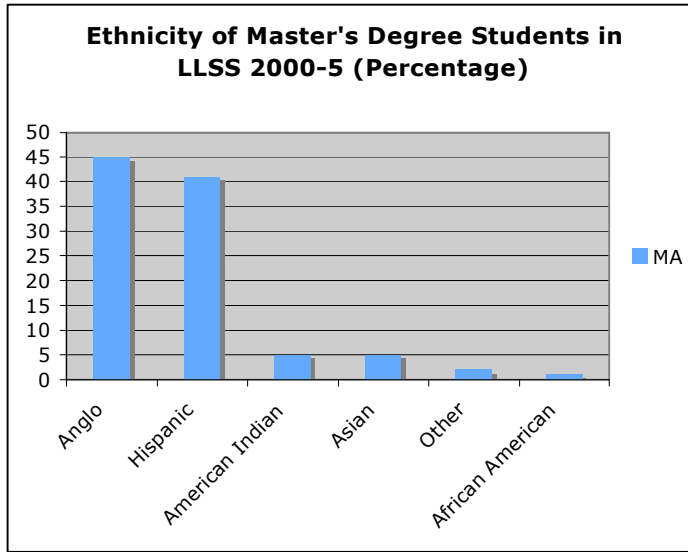


### *Master's*

#### Ethnicity

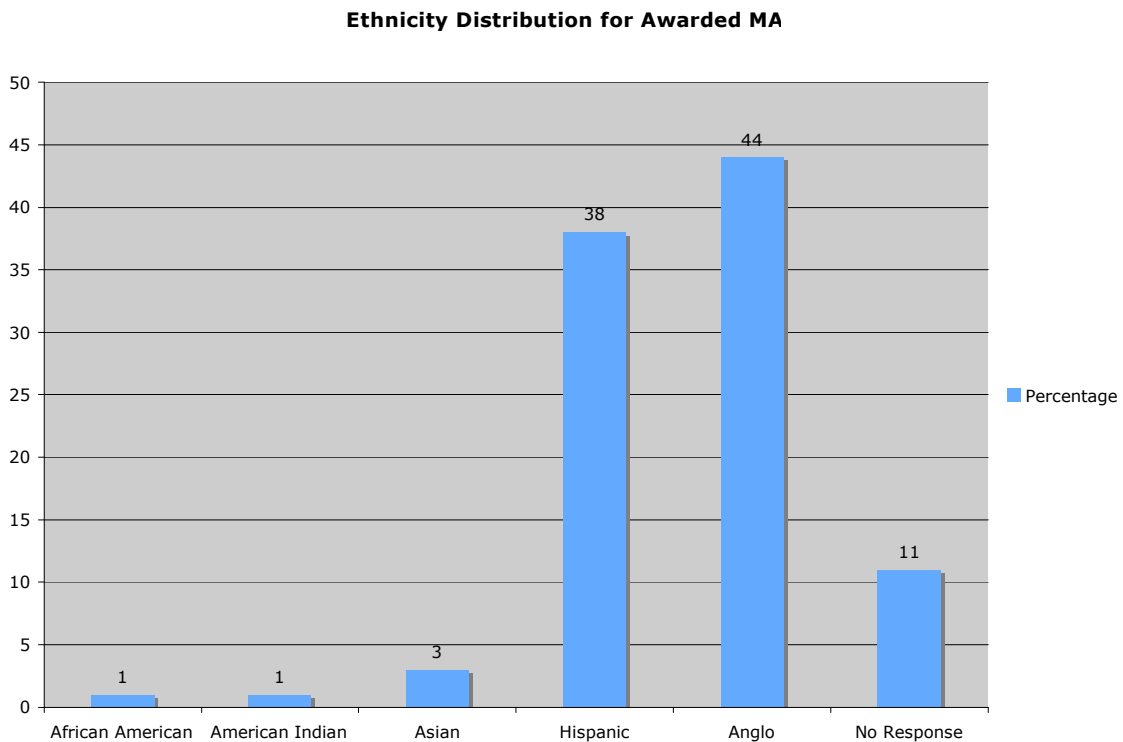
The ethnic makeup of master’s degree student population from 2000 to 2005 was 45% Anglo; 41% Hispanic, 5% American Indian, 5% Asian, 3% Other, and 1% African American. Chart 4.10 shows the ethnicity of master’s degree students admitted to LLSS.

Chart 4.10



During the last five years, 43% of LLSS master's degrees were awarded to Anglo students; 42% to Hispanic students; 4% Asian; 4% American Indian; 2% African American; and 5% reported their ethnicity as other than these categories. Chart 4.11 illustrates these trends in graduation

Chart 4.11



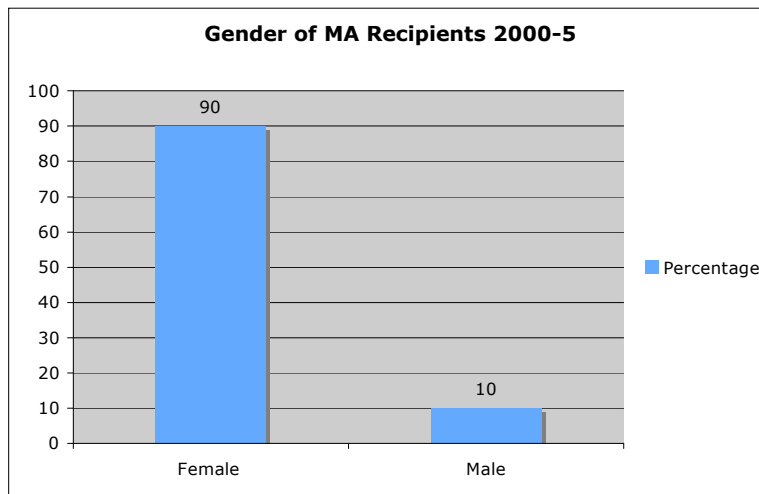
We estimated student persistence by comparing the overall percentage of students from different ethnic groups in our entire master’s degree database (whether or not currently active) with the percentages of LLSS master’s degree recipients. Anglo students comprise 45% of master’s students, and 43% of degree recipients. Hispanic students comprise 41% of all students and 42% of master’s degree recipients. American Indian students comprise 5% of all students and 5% of awarded degrees. Asian students comprise 5% of all students and 4% of master’s degree recipients. African American students comprise less than 1% of all students and 2% of awarded degrees. Given these data, it can be inferred that the master’s degree programs graduate a similar percentage of each ethnic group, indicating that once in a program, students from varying ethnic groups have a similar chance of graduating.<sup>22</sup>

Give 2004 population estimates (US Census Bureau), the percentages of Hispanic, Anglo, and African Americans in our population are representative of percentages of ethnic groups in the state population. However, American Indians are underrepresented. Ten percent of the state population is American Indian, but only 5% of our M.A. recipients are American Indian. Asian populations are slightly over-represented, but this is again most likely because many are international students.

### Gender

Eighty eight percent of LLSS master’s degree students are women, not surprising when most of our graduate students are teachers and over 80% of teachers are women. Ninety per cent of LLSS master’s degrees were awarded to women and 10% to men. Chart 4.13 illustrates the predominance of female M.A. recipients.

Chart 4.12



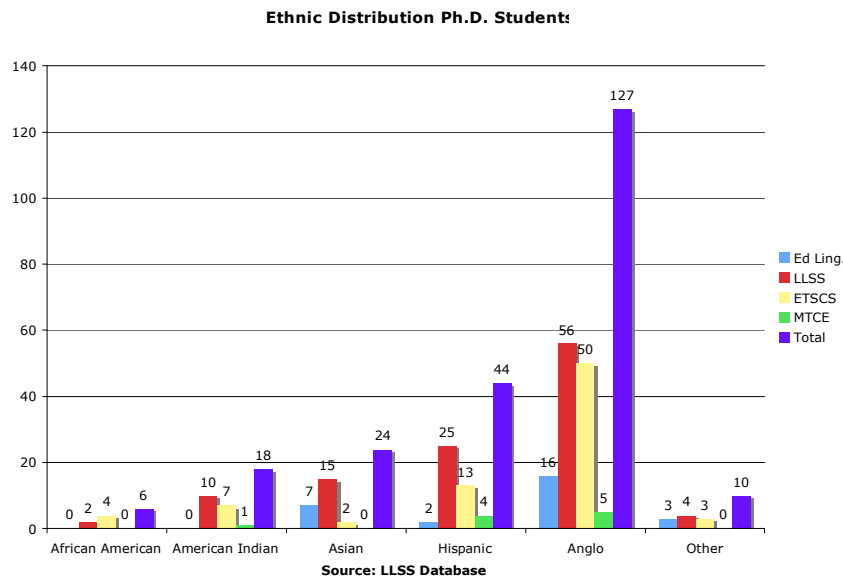
<sup>22</sup> All percentages are rounded, so sometimes percentage of graduates may exceed admission percentage. Percentages may vary slightly because of students graduating who started prior to 2000. We realize that these are very rough estimations of each program’s impact on ethnic groups, but we were not able to calculate exact time to degree given our current data.

## Doctoral

In the last five years, we have recorded 229 doctoral students in our database. Two percent of our students have been African American; 8% American Indian; 10% Asian (all foreign students); 19% Hispanic (both U.S. citizens and foreign students); 55% Anglo (both U.S. citizens and foreign students); and 4% designating themselves as Other.

Analysis of the ethnic diversity in each concentration (including concentrations no longer offered) shows that the LLSS program (including Language Arts/Literacy and ESL/Bilingual concentrations) attracts the greatest number of Hispanic students, mainly concentrating in ESL or Bilingual Education. ETSS is the only concentration with African American Students. Chart 4.13 shows the numbers of students from each ethnic group in each concentration.

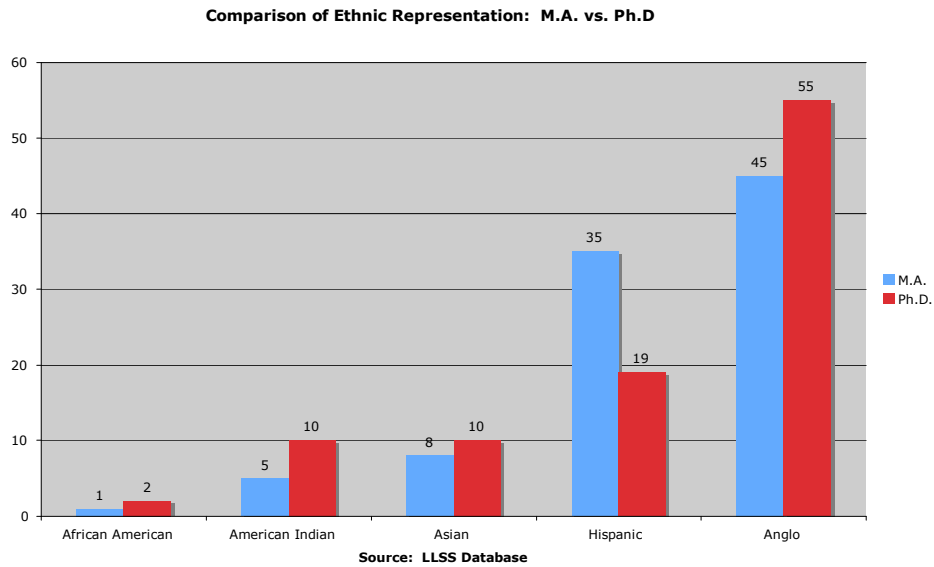
Chart 4.13



However, the percentage of Hispanic Ph.D. students is only 19% at the doctoral level, as compared to 35% at the master's level. The percentage of Anglo students rises to 55% at the doctoral level, as compared to 45% at the master's degree level. The percentage of Native American students doubled and is more representative of the New Mexico population. Chart 4.14 compares the master's and doctoral programs.

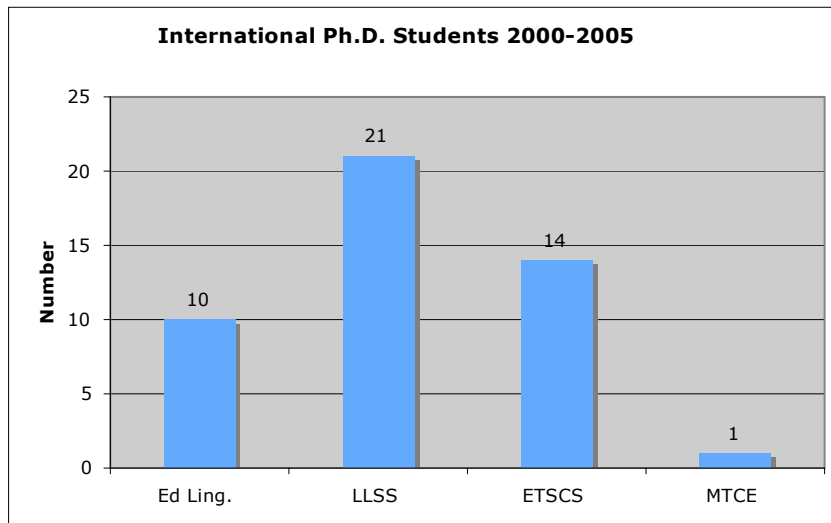


Chart 4.14



Over the past five years, LLSS has also served 46 international Ph.D. students, comprising 20% of our population. Chart 4.13 shows enrollment numbers in each Ph.D. concentration.

Chart 4.13



## **Support for Students**

### *Academic*

Upon acceptance into LLSS, graduate students are assigned an academic advisor for the duration of their coursework. The advisor chairs the Program of Studies Committee and oversees the students' comprehensive examinations. At the master's level, most students begin their coursework together by taking LLSS 500: Issues in Language/Literacy/Sociocultural Studies. This course provides students with an overview of the field in which they are studying, an orientation to the program, and an introduction to the faculty. During their final semester, students can elect to take comprehensive examinations or write a thesis. On average, less than one student per year elects to write a thesis. Students who are ready for their comprehensive examinations, with the exception of those in the ETSS concentration, are required to take LLSS 590: Seminar. This seminar supports students as they write their comprehensive examination. ETSS students take LLSS 598: Directed Readings and work individually with their chair and their committee.

At the Ph.D. level, students are also assigned an academic advisor for the duration of their coursework. As in the master's program, the advisor chairs the Program of Studies Committee and oversees the student's required comprehensive examination. Upon completion of the comprehensive examination, students may elect a new chair and a dissertation committee different from their Program of Studies Committee. Doctoral students usually begin their coursework together by taking LLSS 640: Seminar in Language and Literacy and LLSS 645: Seminar in Sociocultural Studies. These courses provide an overview of concepts and issues important to LLSS, an orientation to the program, and an introduction to the faculty and their areas of expertise. Students receive coaching in academic writing in all courses and a topics course on academic writing has been offered each year. As students prepare their proposals, they are required to take LLSS 650: Dissertation Seminar.

In Fall 2006, Dr. Betsy Noll, LLSS faculty member and Associate Dean for Graduate Programs, spearheaded the development of the Writing Studio. Through her experience with graduate students in LLSS, Dr. Noll saw the need for additional support for our graduate students and conceived a plan and carried it through. The Writing Studio offers individual peer tutoring in writing for graduate students in the College of Education. The first tutors are LLSS graduate students.

### *Financial*

From 2000 to 2005, LLSS offered its doctoral students an average of 46.2 assistantships per year. These include graduate, project, research, and teaching assistantships plus teaching associates. Given an average yearly enrollment of 215, this means that 21% of all graduate students receive assistantships. LLSS has a policy of distributing assistantships mainly to Ph.D. students who are nearing the end of their studies. Table 4.1 delineates the numbers and types of assistantships awarded.

Table 4.1

<b>Department of Language, Literacy, and Sociocultural Studies Assistantships by JobTitle As of October 31, 2005</b>						
<b>Job Title</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
Graduate Assistant	23	16	17	14	9	16
Project Assistant	8	7	5	8	6	11
Research Assistant	2	2	3	2		2
Teaching Assistant	7	14	13	11	13	8
Teaching Associate		4	5	2	1	2
Total	40	43	43	37	29	39

Students also received other forms of financial aid, with an average of 80 graduate students per year receiving some sort of full-year financial aid. Table 4.2 below summarizes full-year financial aid for LLSS students.

Table 4.2

<b>Full-Year Financial Aid Support by Student Level <sup>1</sup> For Students Enrolled in the Fall Semester (Fall 2000 to Fall 2006) All Financial Aid Combined – Language Literacy &amp; Sociocultural Students –</b>						
	Num. of Students Receiving Aid	Avg. Aid Amt.	Num. of Students Receiving Aid	Avg. Aid Amt.	Num. of Students Receiving Aid	Avg. Aid Amt.
Level	2000		2001		2002	
Graduate	70	\$8,837	70	\$9,086	78	\$7,232
Undergraduate <sup>2</sup>	4	\$6,743	2	\$750	5	\$6,577
Non-Degree					1	\$6,944
All Levels Combined	74	\$8,724	72	\$8,855	84	\$7,190
Total Enrollment	158		150		152	
Percent Receiving Aid	46.8%		48.0%		55.3%	
	2003		2004		2005	
Graduate	96	\$7,174	88	\$8,674	79	\$9,518
Undergraduate <sup>2</sup>	4	\$6,393	5	\$7,482	2	\$1,869
Non-Degree						
All Levels Combined	100	\$7,143	93	\$8,610	81	\$9,329
Total Enrollment	199		215		220	
Percent Receiving Aid	50.3%		43.3%		36.8%	

<sup>1</sup> Actual awards  
paid

<sup>2</sup> Undergraduate enrollments exclude University College students.

Most graduate student financial aid is in the form of scholarships and loans, as shown in Table 4.3 below. Most scholarships are the result of grants obtained by LLSS faculty for Bilingual education and American Indian students.

Table 4.3

**Full-Year Financial Aid Support by Student Level <sup>1</sup>**  
**For Students Enrolled in the Fall Semester (Fall 1996 to Fall 2006)**  
**By Type of Financial Aid**  
**– Language Literacy & Sociocultural Students –**  
**Graduate Students**

Type of Aid	Num. of Students Receiving Aid	Avg. Aid Amt.	Num. of Students Receiving Aid	Avg. Aid Amt.	Num. of Students Receiving Aid	Avg. Aid Amt.
	2000		2001		2002	
Grants						
Jobs/Workstudy	1	\$6,138	1	\$517	2	\$924
Loans	35	\$11,670	30	\$12,940	31	\$11,584
Scholarships	47	\$4,340	53	\$4,667	61	\$3,331
	2003		2004		2005	
Grants	2	\$400				
Jobs/Workstudy	4	\$2,589	2	\$2,830	1	\$3,333
Loans	39	\$12,510	50	\$11,529	50	\$12,054
Scholarships	69	\$2,748	48	\$3,774	43	\$3,392

<sup>1</sup> Actual awards paid

## 5. Student Performance Measures

Section 5 focuses on student performance measures and is divided into two parts: Tracking student achievement as they move through the program and indicators of graduate student achievement, including their job placements, presentations and publications, and awards. To collect data for the second part, we surveyed the faculty to determine the whereabouts of graduates, performed database searches for each graduate's name to try to locate them and find any publications, and contacted current students and recent graduates via the LLSS listserv.

### Tracking Student Achievement

Our expectations for what LLSS graduate students should know and be able to do are outlined in our goals for each concentration in section two of this report, Degree Programs and Curricula. These expected student outcomes directly correspond to the content of program courses. As per university guidelines, graduate students are expected to earn a grade of B or above in all of their courses and to demonstrate how they have synthesized and extended what they learned. In both the master's and doctoral programs, course grades represent attainment of understandings, practices, and characteristics of identity relevant to each concentration. Master's and doctoral degrees have different requirements and procedures for this culminating project. Evaluation procedures are grounded in an expert judge model, which relies on the communal values of evaluators and frequent dialogue about papers that appear to be on the borderline between passing and failing. Every year the faculty as a whole discusses the quality of our students' work and our process for determining their success in our program. Endorsements and minors have no culminating project.

#### *Master's*

Upon completion of their coursework, students are required to demonstrate how they have synthesized what they have learned. Master's degree students must either take a comprehensive examination or write a thesis. The thesis is an independent research project written under the guidance of a chair and two committee members. The committee evaluates the thesis according to OGS criteria. Only upon successful completion of a thesis or comprehensive examination is the degree awarded.

The comprehensive examination may take the form of a) written answers to questions derived by concentration faculty or b) an academic paper of publishable quality. In the past year, LLSS also experimented with an option of completing a dossier to fulfill the examination requirement. The comprehensive examination is selected by over 95% of our students, and the department may have up to 30 students completing their exams in any given semester. A group of faculty developed LLSS 590: Graduate Seminar to support students as they prepare their comprehensive examinations. In this seminar, students are apprised of the criteria for successful completion of the examination, shown examples of prior student work, and taught specific lessons in how to compose an academic article. The class operates as a workshop to provide students with extensive

peer and instructor feedback during the process of writing. Upon completion, the student's Program of Studies chair (academic advisor) and two other program faculty review the exam using a Decision Guide developed by the faculty. Students are expected to complete a clear, well-written synthesis of their learning, supported by scholarship in their field. See Illustration 5.1 for the Decision Guide.

Illustration 5.1

<b>LLSS Master's Level Comprehensive Examinations Decision Guide for Faculty</b>					
After you read a student's comprehensive examination, circle characteristics below that characterize the quality of the paper. After you circle the characteristics, circle an overall score and describe any other factors not listed that entered into your score decision.					
STUDENT:		FACULTY REVIEWER:			
Needs Improvement	Acceptable	Outstanding			
Argument is difficult to follow and/or understand.	Argument is articulated well, but may have several places where connections are difficult to follow.	Argument is clearly articulated. Each part builds upon earlier parts.			
Organization is confusing or it is organized as a list of summarized scholarship around a topic.	Thoughtful claims are supported by reasonable interpretations of scholarship.	New insight is created through analysis and/synthesis of scholarship.			
Scholarship is inaccurately cited, quoted, or summarized.	Scholarship is accurately cited, summarized and/or quoted.	Scholarship is seamlessly integrated into the argument.			
Accounts of personal experience or descriptions of findings are not situated within existing scholarship.	Data or reflection on personal experience is explained by existing scholarship.	Synthesis of existing scholarship provides a critical lens for analyzing personal experience or data.			
Style deviates from style guidelines (APA, MLA, Chicago, etc.) in ways that would prevent publication.	Chosen style (APA, MLA, Chicago, etc.) is followed with a few unobtrusive deviations.	Use of chosen style is publishable.			
Significant errors in language usage.	Language usage is acceptable for final editing phase. Errors are minimal and do not interfere with flow of reading.	Language usage is eloquent, and of publishable quality.			
SCORE (Circle one) <table style="margin-left: 100px; border: none;"> <tr> <td style="padding: 0 20px;">Does Not Pass</td> <td style="padding: 0 20px;">Pass</td> <td style="padding: 0 20px;">Pass with Distinction</td> </tr> </table>			Does Not Pass	Pass	Pass with Distinction
Does Not Pass	Pass	Pass with Distinction			
Other factors that influenced my decision (Use back if necessary):					

On a trial basis, LLSS offered students an additional option for their comprehensive examinations in Spring 2006. This option was developed in response to teachers' needs to develop a Professional Development Dossier in order to advance to their New Mexico teaching license to Levels II and III. This more practice-oriented version used the

Guidelines for the Development of a Professional Development Dossier<sup>23</sup> to guide students in preparation, and we developed a Decision Guide, based on the College of Education’s Conceptual Framework. Our intent was to allow our students to be able to use their comprehensive examinations for the additional purpose of seeking licensure advancement. In the dossier version, students are expected to demonstrate their learning through portfolio-like documentation of their instruction (Strand A), student work (Strand B), and assessment of student learning (Strand C), supported by explanations of how scholarship in the field is evident in their teaching. One must be a practicing teacher in order to complete the dossier. The Decision Guide for this option is included in Illustration 5.2.

Illustration 5.2

<b>LLSS MA Comprehensive Examination Dossier Version Faculty Decision Guide</b>	
MA Candidate:	Reviewer:
<p>The Dossier version of the Comprehensive examination has three parts or strands, similar to the New Mexico Public Education Department’s Professional Development Dossier. A summary of the requirements is provided. The criteria below are derived from the COE Conceptual Framework specifically for the dossier. The part of the Conceptual Framework assessed by each criteria follows each item (in parentheses).</p> <p>Rate each strand of the dossier and its overall presentation using the criteria below, assigning a rating of Outstanding, Acceptable, and Needs Improvement. Then use your ratings to inform your overall score on the comprehensive examination.</p> <p><b>CRITERIA</b></p> <p>Rate Strand A: Instruction according to the extent to which it demonstrates the teacher’s ability to:</p> <ul style="list-style-type: none"> <li>• Organize instruction primarily around the development of concepts and strategies that are applicable to other situations in your discipline and/or that move students toward increasing independence. (Contextual Content Knowledge)</li> <li>• Design coherent, that is goals, classroom activities, and assessments are aligned. Students are assessed on what they are taught. (Coherence)</li> <li>• Provide all students with opportunity to learn. Instruction provides students with information and opportunities to interact in multiple modes. Students have support from the teacher and peers. (Learner Awareness)</li> <li>• Explain levels of achievement on concepts or skills and support that explanation with citations from the student work and from research and theory on student learning in the subject taught. (Coherence/Learner Awareness)</li> <li>• Use knowledge of students and/or academic sources to support and explain instructional decision-making. (Reflection)</li> </ul> <p>Rate Strand B: Student Learning according to the extent to which it demonstrates the teacher’s ability to:</p> <ul style="list-style-type: none"> <li>• Consider each student individually. (Assignments may be different for each student or different, but there should be clear evidence that you understand each student as an individual.) (Learner Awareness)</li> <li>• Hypothesize how student beliefs or concepts may have contributed to their work. (Hypotheses should make sense in light of student work.) (Learner Awareness)</li> <li>• Support hypotheses with 1) specific references to their work, 2) information gleaned from your observations of and interactions with students, and 3) a synthesis of theory and research on how students learn in your discipline. (Reflection)</li> <li>• Communicate high expectations with a positive and caring attitude toward students and how they learn. (The language used provides insight into these dispositions.) (Professionalism)</li> </ul>	

<sup>23</sup> These guidelines are available at <http://teachnm.org>

Rate Strand C: Professional Learning according to the extent to which it demonstrates the teacher's ability to:

- Select an area for improvement and explain the information or guidance provided by the resources consulted (e.g., readings, mentors, students, workshops, etc.) (Reflection)
- Show how the information or guidance influenced his/her performance in the classroom (as represented in lesson plans, assessments, journal, student feedback, new materials, explanation of new insights, disappointments, successes, etc.) (Reflection)
- Contribute to school, local, state, or national learning communities of parents, colleagues, community members, and/or scholars). (Professionalism)

Rate the overall presentation of the dossier on the following (Professionalism):

- Organization
- Thoughtful use of scholarship
- Use of language conventions

### SCORE

Given my analysis of this MA Dossier, I assign the following SCORE (Circle one):

Pass with Distinction

Pass

Does Not Pass

Other factors that influenced my score decision:

LLSS conducted research into the use of the dossier version, and is in the process of deciding its future as an M.A. comprehensive examination option. Our research revealed that faculty agree 95% of the time on the overall score, and most students appreciated the opportunity to prepare a dossier. We are unsure, however, if the format of the dossier used by the state allows teacher's to accurately synthesize their learning. The state guidelines are not sufficiently focused on our areas of concentration; hence, we will most likely alter them to better suit our needs by Spring 2007.

### *Doctoral*

Doctoral students are required to take comprehensive examinations upon completion of their coursework. Their Program of Studies Advisor acts as chair of a three-faculty committee that evaluates the examination. Students may elect to write in response to questions derived in conjunction with their committee or submit a publishable paper. In the Ph.D. comprehensive examination, students are expected to demonstrate 1) deep understanding of research and theory; 2) ability to synthesize, analyze, and critique that material in ways that contribute to new knowledge; and 3) skill in academic writing. Upon completion of the comprehensive examination, the graduate student is admitted to candidacy and selects a dissertation chair and committee to guide their development of a research proposal. The research proposal is presented to the committee at a Proposal hearing, and the committee assesses the design of the study, the appropriateness of candidate's knowledge to the study, and the candidate's ability to complete the study prior to starting their study. Upon completion of the study, the committee reviews the dissertation draft and the candidate presents the work orally in a defense. The committee



evaluates the dissertation according to Office of Graduate Studies (OGS) criteria, included in Appendix G.

### Indicators of Student Performance Over the Past Five Years

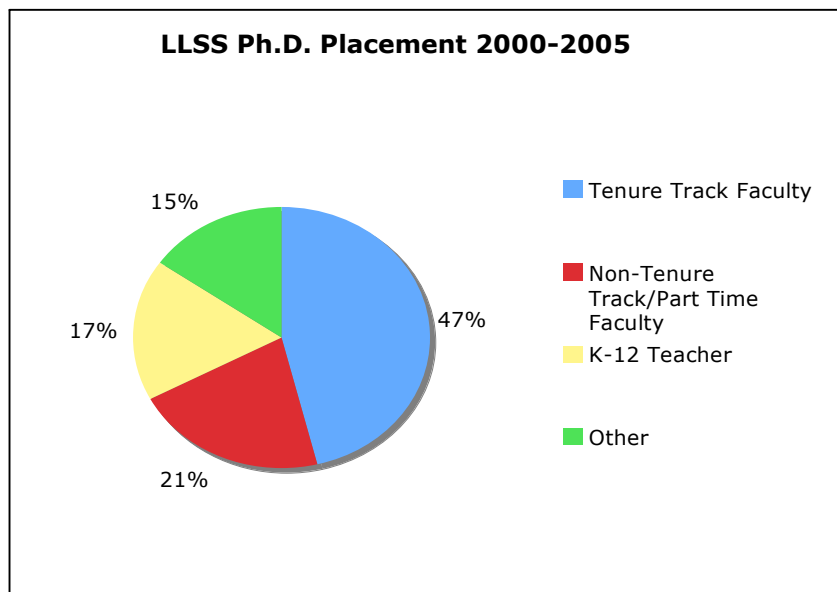
Indirect indicators of student performance can also provide information about program success. As part of this self-study, we investigated where our students are working during their time with us and after graduation; what awards they have won, and what they have presented and published.

#### *Work Placements*

Most LLSS master's degree students are practicing teachers seeking to maintain or enhance their professional positions as teachers or other school personnel. It is doctoral students who most often seek job change and new employment. The Ph.D. program is aimed primarily at preparing people for the professorate, research, leadership and policy roles, although a few of our Ph.D. graduates remain in K-12 teaching.

We were able to track the placement of 50 Ph.D. degree recipients. The majority (47%) hold tenure track positions at universities in the United States, Latin America, and Thailand. The second most common placement (21%) is as non-tenure track or part time faculty, and the third most common is teaching in a K-12 setting (17%). A few K-12 teachers also work as part time faculty at local colleges and here at UNM. Eight individuals (15%) hold other positions: One person is a Dean, two work for the New Mexico Public Education Department, one works as a medical researcher, one is employed by a local think tank, one is self-employed, one works for the National History Day project, and one had a post doc here at UNM. Chart 5.1 shows Ph.D. shows relative proportions of student placements in these categories for 50 graduates.

Chart 5.1



### *Graduate Student Presentations and Publications*

Another indicator of student success in the field is the number of presentations and publications. A survey of active Ph.D. students and graduates and a search of the ERIC and WilsonSelectPlus databases revealed a large and diverse body of scholarship produced by our students and published nationally and internationally.

#### Currently Active Ph.D. Students

##### **Robert George:**

George, R. The Race Card: An Interactive Tool for Teaching Multiculturalism. *Multicultural Perspectives* (Official Journal for NAME) Vol 3. Accepted for publication for Fall 2006

##### **Daniel Otter:**

Otter, D. *Teach and Retire Rich*. <http://teachandretirerich.com/>

##### **Yanghee Kim:**

Kim, Y.H. (forthcoming). A Newly-Arrived Korean Family: Studying Funds of Knowledge and Home Literacy Practices. *Literacy*.

Kim, Y.H. (2006). English fever in Korea: Impacts on the teaching of English and social issues that arise. *International Journal of Language, Society and Culture* (16).

Kim, Y.H., & Kim, J.Y. (2005). Teaching Korean university writing class: Balancing the process and the genre approach. *Asian EFL Journal*, 7(2).

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##### **Heidi Huckabee:**

Huckabee, H. (forthcoming). "Bio Buddies." In "Stepping Into the Classroom," *The English Journal*, (due out Summer, 2006)

Huckabee, H. (2004). *Cemetery Stories*. American Folklore Society's *Education and Folklore Newsletter*, <http://www.afsnet.org/sections/education/Spring2004/>

##### **Jennifer Yasawa:**

Yasawa, J. (2000). "A Supervisor's Toolbox" in UNM Center for Teacher *Education Supervisor's Survival Guide*.

Yasawa, J. (1989) "Looking Within the Larger Community," *Pacific Citizen*, Vol.109, No. 16.

Yasawa, J.(1988). "Omatsuri Fest Commemorates Act of 1952," *Pacific Citizen*, Vol.107, No. 6.

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**Don Halquist:**

Hall, L., Fisher, C., Musanti, S., & Halquist, D. (in press). Professional Development in Teacher Education: What can we learn from PT3? *TechTrends*, 50(3).

Halquist, D. (2006). Dancing with Howard Gardner: Teaching dance to the whole person through multiple intelligences. In Fleetham, M. (Ed.). *Multiple intelligences in practice: Enhancing self-esteem and learning in the classroom*. Stafford, England: Network Educational Press Limited.

Halquist, D. (2003). *Red, Yellow, Blue: A Primary Study of the Strengths, Limitations and Challenges of Arts Magnet Schools*. ED477146. Educational Resources Information Center.

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Rankin, B. and Halquist, D. (Spring 2001). Learning Through Playing with Technology. *The Reporter*, New York State Association for the Education of Young Children.

**Sara Otto-Diniz:**

Otto-Diniz, S. *Architecture: Defining Spaces/Defining Times* Gallery Guide. (2005). Albuquerque, NM: University of New Mexico Art Museum.

Otto-Diniz, S. *Architecture: Defining Spaces/Defining Times* Educational Binder. (2006). Albuquerque, NM: University of New Mexico Art Museum.

Otto-Diniz, S. *Jaune Quick-to-See Smith: Made in America* Gallery Guide. (2005). Albuquerque, NM: University of New Mexico Art Museum.

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*Visions of Peace: Edward Hicks' The Peaceable Kingdom*

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*The Great American Quilt Story: Craft as Historical Document*

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Otto-Diniz, S. *Prints Make an Impression: The Aesthetics of Multiplicity*. Teaching Guide. (1997). Albuquerque, NM: Art in the School, Inc.

Otto-Diniz, S. *Navajo Weaving: Craft a Life of Beauty*. Teaching Guide. (1997). Albuquerque, NM: Art in the School, Inc.

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*Chagall, Ernst, Magritte and Miro: Painters of Dreams and Fantasy*  
*Starships, Earthships and Multi-Family Homes: An Architecture for the Future*  
*M.C. Escher: The Aesthetics of Symmetry*

Otto-Diniz, S. *ART: Your Passport to the World*. (1994-1995). Albuquerque, NM: Art in the School, Inc.  
*Itinerary India: Princely Paintings of the Rajputs*  
*Meet the Maya: Royal Relief Sculpture*  
*Greek Odyssey: Classical Temple Architecture*  
*African Safari: Craft a Mask*  
*Journey to Japan: The Aesthetics of Hokusai's "Great Wave"*

### **Mary S. Earick:**

Earick, M. (Submitted) "The White Knight: Power Privilege and Race in the Early Childhood Classroom", *Multicultural Perspectives*.

Earick, M. "What Does Preschool Literacy Look Like?" In *The Family Development Journal*, Fall 2003 Issue. Albuquerque: FDP/UNM.

Earick, M. "Developmentally Appropriate Assessment". In *The Family Development Journal*, Spring 2003 Issue. Albuquerque: FDP/UNM.

Earick, M. *Edgewood Speaks: Politically, Historically, Scientifically and Ethically* (1999). In *Human Environmental Relationships*. New Haven: Yale-New Haven Teachers Institute.

Earick, M. *Reflections in a Latin American Mirror* (1998). In *20<sup>th</sup> Century Latin American Literature*. New Haven: Yale-New Haven Teachers Institute.

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### **Juan De Dios Pineda Guadarrama:**

*El Estudio de la Nueva Ciencia Política* (2006). México: Gobierno del Estado de México. (Co-author & editor).

*Conflicto Político y Negociación: Una Perspectiva General de Estudio* (2005). México: Colegio Nacional de Ciencias Políticas y Administración Pública. (Co-author)

*Una Revisión Institucional sobre Cuatro Experiencias del Servicio Civil y/o Profesional de Carrera*, in *Servicio Profesional de Carrera Journal*, vol. 2, #4, 2nd semester 2005.

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*Seguridad Jurídica y Moralidad Gubernamental*, in *Revista IAPEM*, #57, January 2004. (Co-author).

The New Institutionalism in Mexico: Reflections on Mexican Public Administration (2004). Mexico: School of Public Administration at the University of New Mexico and Universidad Autónoma de Aguascalientes. (Co-author & editor)

Enfoques Contemporáneos de la Administración Pública: Política Pública, Relaciones Intergubernamentales y Nuevo Institucionalismo (2002). México: Instituto de Administración Pública del Estado de México & Benemérita Universidad Autónoma de Puebla. (Author).

El Estado y la Gestión Pública en un Mundo en Transformación (2002), VIII Volumes. México: Colegio Nacional de Ciencias Políticas y Administración Pública. (Co-author & editor).

Textos Clásicos en Materia de Filosofía Política y Administración Pública, (2002). México:

Universidad Autónoma del Estado de Campeche, Universidad Autónoma de Coahuila & Universidad de Occidente. (Co-author & editor).

Instituciones, Políticas Públicas y Gobierno Local (2000). México: Ford Foundation, Universidad Nacional Autónoma de México & Universidad Autónoma del Estado de Hidalgo. (Co-author & editor).

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Los Retos del Transporte Urbano (1996). México: Japan International Cooperation Agency. (Co-author & editor).

Anuarios de Transporte y Vialidad, (1994). México: Coordinación General de Transporte. (Editor).

Bibliografías y Bibliotecas en Ciencias Políticas y Administración Pública (1992), II Volumes. México: Consejo Nacional de la Cultura y la Artes. (Co-author & editor).

Enlace (2000-2002), Editor in Chief, Colegio Nacional de Ciencias Políticas y Administración Pública. México.

Rumbos Políticos (1999 – 2001), Weekly Columnist in El Sol de México Journal. México.

Tsuru (1995-1997), Editor in Chief, Asociación de Exbecarios de México en Japón, endowment of the Japan International Cooperation Agency.

Rumbos Políticos (1991-1996), Weekly Columnist in Diario de México Journal. México.

## Ph.D. Graduates

### **Dr. Carol Brandt:**

Brandt, C. B. (2006). Narratives of location: Epistemology and place in higher education. In *Innovations in Educational Ethnography: Theory, Methods and Results*, pp. 321-344. George Spindler and Lorie Hammond (Eds.). Mahwah NJ: Lawrence Erlbaum & Associates.

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**Dr. Anne Fairbrother:**

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Fairbrother, A. (2005). Into the Forest: The Teacher Heart of a Researcher. Journal of Education, 185 (1), 39-45.

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**Dr. Judith Franzak:**

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**Dr. Rosario Hernandez de Santis:**

Hernández, R. (In press). The Academic Needs of International Students: The Case of a Doctoral Student from Latin America in a US University. University of New México, USA, Web page.

Hernández, R. (2005). Intercambio estudiantil y marginalidad cultural. En *Educación Global (9)*. Guadalajara, México: Asociación Mexicana para la Educación Internacional AMPEI.

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**Dr. Kiran Katira:**

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**Dr. Laurel Standley:**

Standley, L. (2005). Sociolinguistic Perspectives on Deaf Education. *Proceedings of the 4th International Symposium on Bilingualism*. J. Cohen, K. McAlister, K. Rolstad, & J. MacSwan Eds. pp. 2180-2188.

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**Dr. Sandra I. Musanti:**

Hall, L., Fisher, C., Musanti, S., & Halquist, D. (in press). Professional Development in Teacher Education: What can we learn from PT3? *TechTrends*, 50(3).

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#### **Dr. Stacy Miller (sj):**

Miller, sj (in review). Demythologizing "Real" ity TV: Critical Implications for a New Literacy.

Miller, sj. (forthcoming). Foregrounding preservice teacher identity in teacher education. *Teacher Education & Practice* (19)1. Pp. Xx-xx.

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**Dr. Monica Pini:**

Gorostiaga J., Pini M, Donini A. and Ginsburg M. (2006). Education Research and Policy: Steering the Knowledge-Based Economy, en Jenny Ozga, Terri Seddon and Thomas S. Popkewitz (Eds.), World Yearbook of Education 2006, New York: Routledge.

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**Dr. Hinako Takahashi-Breines:**

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*Awards*

Many of our students have received recognition as outstanding scholars and leaders. Thirteen graduate students reported awards and honors in response to an e-mail call for information. Table 5.1 shows what they reported.

Table 5.1

<b>Name</b>	<b>Award</b>
Michelle Ueland Current student	Teaching Assistant of the Year Award in 2002
Heidi Huckabee ABD	New Mexico Graduate Scholar's award, 2005-06 2004/05 Delta Kappa Gamma Society International Scholarship 2002/2003 New Mexico Christa McAuliffe Fellowship Award
Robert F. George Current student	Teaching in Excellence Award, June 2004
Toni R. Black ABD	UNM Valencia Teacher of the Year in 2000, 2001, & 2005 Chosen for Who's Who in Science and Engineering - 2005 Chosen for Who's Who Among Executive and Professional Women - 2005
Denise Sanchez ABD	08/2003- present Holmes Scholar for the College of Education, University of New Mexico 12/2000- University of New Mexico graduation with distinction 1991-1992 Outstanding Graduating Senior for the College of Education, New Mexico State University 1991-1992 Outstanding Graduating Chicana/o Student for the College of Education, New Mexico State University
Sara Otto-Diniz ABD	Salute to Educators from Families and Work Institute, MetLife Foundation and Avaya, 2002 Exemplary Visual Arts Program, from Association for Supervision and Curriculum Development, 1993 Recognition Award from College of Fine Arts, University of New Mexico, 1991 Governor's Award, Outstanding New Mexico Women, 1989

	<p>Distinguished Service Award from New Mexico Art Education Association, 1989          "Inheriting the Theory: New Voices in Discipline-Based Art Education," 1989</p> <p>One of 100 invited participants, and only New Mexico representative Bravo Award from Albuquerque Arts Alliance, 1988          Phi Kappa Phi, The University of Texas at Austin, Austin, TX, 1978</p>
Jennifer Yasawa ABD	<p>Invited to present research at American Anthropological Association          2005 National Conference New Scholars Poster Session</p> <p>Pi Lambda Theta (International Honor Society &amp; Professional Association in Education, 1999.</p> <p>National Board for Professional Teaching Standards Certification, 1998</p> <p>Who's Who Among America's Teachers 1994, 1998, 2000, 2001</p> <p>Albuquerque Human Rights board Certificate of Appreciation, 1994</p> <p>Teacher Excellence in Language Arts award from John Adams Middle School, 1993-1994.</p> <p>Kappa Delta Pi (Honor Society in Education)</p> <p>Phi Kappa Phi (Academic Honor society)</p> <p>University of Wisconsin Dean's List</p> <p>University of Wisconsin Regents' Scholarship</p>
Don Halquist ABD	2005 Scholarly Incentive Award: <i>Sibling to Sibling: Becoming Literate in Relation</i> , SUNY College at Brockport
Melissa Bruce ABD	Graduate Dean's Dissertation Year Fellowship, University of New Mexico, 2005-2006 Honorary Member, Phi Eta Sigma National Honor Society, University of New Mexico, 2005
Carol Brandt	Postdoctoral research fellowship, Center for Informal Learning and Schools, University of California Santa Cruz, September 2004
Rosario Hernandez de Santis Graduate	1996. Sabbatical Year granted by the University of Guadalajara 1995 Award for Academic Excellence. <i>Estímulo al Desempeño Académico para Académicos de Alto Rendimiento</i> , University of Guadalajara
Anne Fairbrother	Distinction on M.A. Comprehensive Exam Outstanding Academic Achievement Department Award 1998

Graduate	
Sandra Musanti Graduate	Distinction on Ph.D. Comprehensive Exam Distinction on Dissertation Award for outstanding dissertation in teaching by education from the American Association for Curriculum and Teaching (AACT).
sj Miller Graduate	AERA new faculty mentoring program,-invite only- Division C, given a mentor, <i>Spring 2006</i> Approved for full eligibility of graduate school teaching, <i>Spring 2006</i> Kate and Paul Farmer Award, Most outstanding article published in <i>English Journal</i> , for “Shattering Images of Violence in Young Adult Literature: Strategies for the Classroom”, NCTE, 2005 AERA travel grant to attend 2005 PFLAG (Parents and friends of lesbian and gays), scholarship award for dedication to the rights of queer youth, <i>Honoring Diversity Award</i> , 2004 Recipient of student and district selection for teaching excellence, <i>Super Scholars</i> , 1999-2004 Mayor’s Award for dedication to community service, 2001 House of Representative Award; volunteer Santa Fe Rape Crisis Center, 2000 Human Right's Award Recipient; humanitarian and social justice award advocate for gay/lesbian/bisexual/transgendered youth, 2000 Most influential teacher from SFHS, 2000(nominated by former student attending MIT) Who’s Who Teaching Award, 1998-2004 Teacher of the year, Santa Fe High School, 1998
Dana Van Tilborg	Postdoctoral Fellow in Women's Studies at Florida International University- 2004-2005.  Selma Greenberg Dissertation Award from Research on Women and Education (RWE), SIG of AERA, 2005.

## 6. Faculty Matters

Section 6 is devoted to faculty matters. We begin with a description of current faculty, including an analysis of the diversity of the faculty. Then we present an analysis of faculty workload by analyzing teaching assignment patterns, credit hour production, and use of part time and contingent faculty. We finish with an overview of faculty productivity in scholarship, advisement, institutional leadership, honors, and service.

### Current Faculty and Their Areas of Expertise

Currently in Fall 2006, LLSS includes twenty-eight tenured and tenure track faculty, lecturers, administrators, and emeriti. They are listed in Table 6.1 below by rank, with their areas of expertise and full or part time status with LLSS. Vitae reflecting their work from 2000 to 2005 are available in Appendix H.

Table 6.1

Faculty	Areas of Expertise	FT/PT Status with LLSS
<b>Full Professors</b>		
<b>Richard Meyer</b>	Young children's literacy development, critical literacy, politics of teaching and teacher education, teacher study groups, beginning teachers and literacy teaching	FT
<b>Richard Van Dongen</b> (On Sabbatical Spring 06)	<b><i>Children's literature, literacy, history of education; formerly COE Associate Dean of Graduate Programs</i></b>	<b>FT</b>
<b>Don Zancanella</b>	<b><i>Adolescent language and literacy, language arts curriculum, and teacher education.</i></b>	<b>FT</b>
<b>Associate Professors</b>		
<b>Mary Jiron Belgarde</b>	American Indian education, educational policy, charter schools	FT
<b>Holbrook Mahn</b>	ESL Literacy, Vygotskian studies	FT
<b>Lois Meyer</b>	Second language acquisition, bilingualism, bilingual education, and language policy	FT
<b>Leroy Ortiz</b>	Teacher education, curriculum and instruction (with specialization in bilingual/multicultural education) and language education (with specialization in literacy development, bilingualism, and sociolinguistics)	FT
<b>Lynette Oshima</b>	Secondary social studies education, history, and technology	FT
<b>Sylvia Celedon-Pattichis</b>	Mathematics and bilingual education	FT
<b>Lucretia Pence</b>	Assessment and culture, secondary English education, composing, applications of literacy theory in classrooms, creative drama	FT
<b>Assistant Professors</b>		
<b>Ricky Lee Allen</b>	Racial identity, deconstruction of racial imagery in pop culture, critical pedagogy, and critical theory	FT

<b>Ann Calhoon</b>	Language, literacy, cognitive processes in early literacy development, community programs/schools supporting cultural/social capital for improving achievement, Cherokee literary canon	FT
<b>Tryphenia Peele Eady</b> (new this year)	African American education and culture, qualitative research	FT
<b>Ruth Trinidad Galvan</b>	Global and transnational issues as they pertain to all immigrants and campesinas in particular, diverse pedagogical practices as experienced and lived out by third and fourth world peoples, feminist research, and multicultural issues	FT
<b>Glenabah Martinez</b>	Critical educational studies, critical ethnography, historical literacy, indigenous studies	FT
<b>Christine Sims</b>	Keresan languages, language policy and planning, language pedagogy	FT
<b>Lecturer</b>		
<b>Leslie Chamberlin</b> Librarian and Instructor	Librarianship and children's literature	FT
<b>Members of LLSS in Administration</b>		
<b>Rebecca Blum Martinez</b> Associate Professor LLSS Department Chair	Bilingual education, language maintenance and use in bilingual communities, bilingual children's development, heritage language learning	FT
<b>Greg Cajete</b> Associate Professor Director of Native American Studies	American Indian education, educational thought, sociocultural studies	PT
<b>Elizabeth Noll</b> COE Associate Dean of Graduate Programs	Literacy, culture and schooling; academic writing; children's and young adult literature; teacher education	PT
<b>Shiame Okunor</b> Assistant Professor, African American Studies Director	Second century Christianity in North Africa, cultural implications in education, education of African Americans, revolutionary education, education for development, theology, revolution theology, class, and race	PT
<b>Eliseo Torres</b> Professor, Vice Pres, Student Affairs	Multicultural education	PT
<b>Denise Wallen</b> Adjunct, Special Assistant to the Vice President of Research	<b>Educational research</b>	<b>PT</b>
<b>Emeriti</b>		
<b>Edward DeSantis</b> Professor	Foundations and history of education	
<b>Ann Nihlen</b> Associate Professor Retired Spring 06	Interpretation of gender, race, culture and social class in education; practitioner research; the art of naturalistic and qualitative inquiry	
<b>Anita Pfeiffer</b> Associate Professor Retired Spring 06	Bilingual and American Indian Education	
<b>Vera John-Steiner</b> Regents' Professor Retired Spring 06	Psycholinguistics, creativity, Vygotsky, psychology of women	

<b>Joseph Suina</b> Associate Professor Retired Spring 06	American Indian education
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## Faculty Diversity: Gender and Ethnicity

Of these 28 faculty, 17 are female and 11 are male. Thirteen are Anglo; 7 American Indian; 5 Hispanic American; 2 African American; and 1 Asian American. Ethnicity and gender of current tenured, tenure-track, affiliated administrators, and emeriti faculty are reflected in Table 6.2:

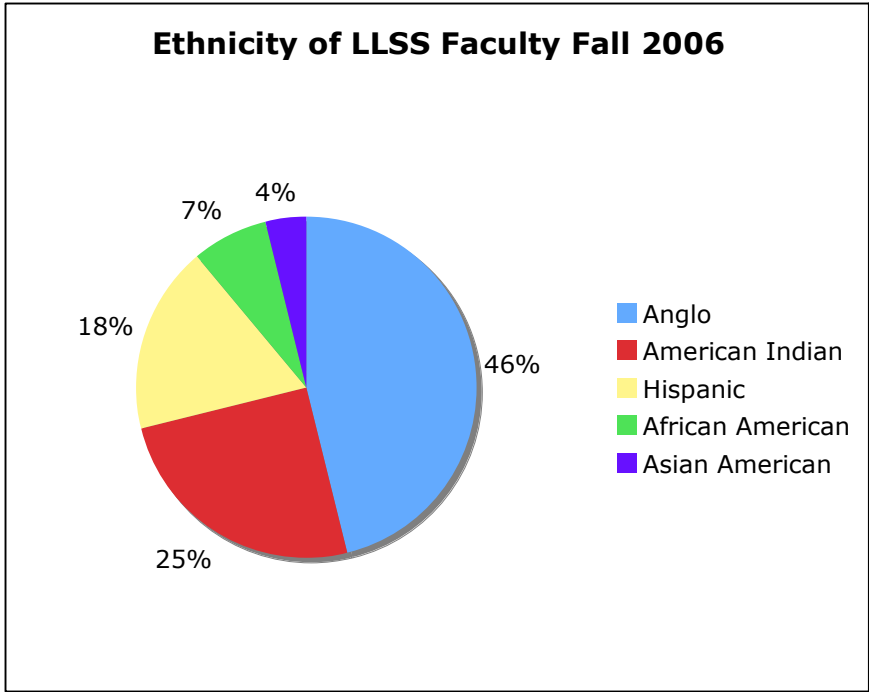
Table 6.2

Gender	Female	Male	Total
	17	11	28
Ethnicity			
Anglo	7	6	13
American Indian	5	2	7
Hispanic	3	2	5
African American	1	1	2
Asian American	1	0	1

Overall, 61% of our faculty are female, and 39% male. Forty-six per cent of the faculty are Anglo; 25% American Indian; 18% Hispanic; 7% African American; and 4% Asian. Chart 6.1 illustrates the current ethnic makeup of our faculty.

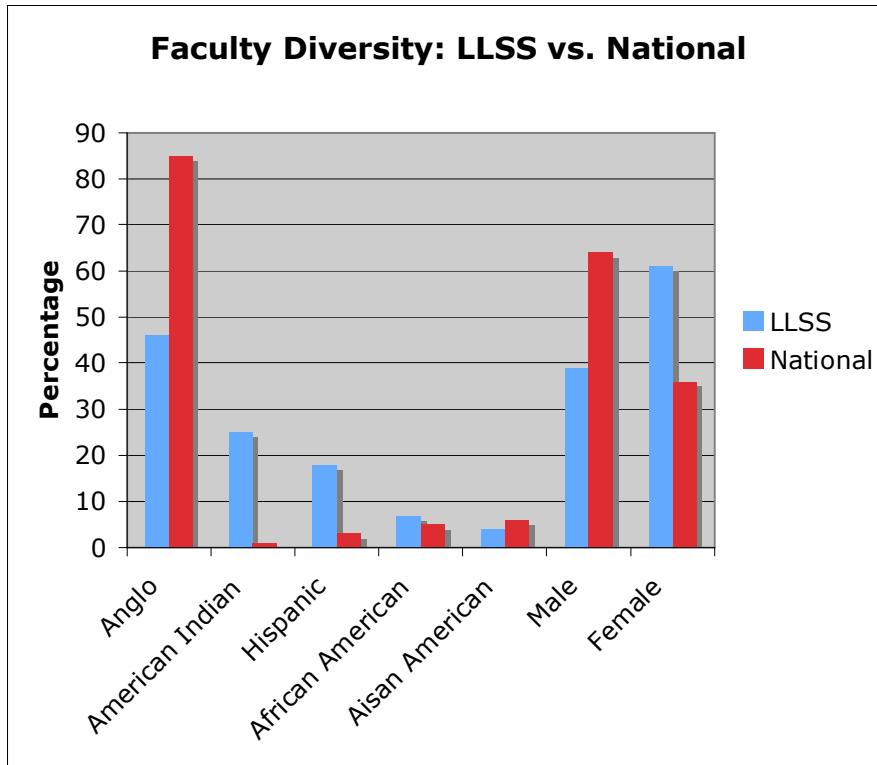
Chart 6.1





A National Center of Education Statistics report, *Gender and Racial/Ethnic Differences in Salary and Other Characteristics of Post-Secondary Faculty: Fall 1998 (2002)*, states 36% of full-time instructional faculty are women and 64% are male, with the following ethnic representation: Caucasian 85%, African American 5%, Asian/Pacific Islander 6%, Hispanic 3%, and American Indian 1%. When compared to these statistics, the LLSS faculty is more diverse than the national averages. Chart 6.2 illustrates how LLSS compares nationally in terms of diversity of faculty.

Chart 6.2



### History

LLSS has a history of seeking out members of ethnic groups typically marginalized in American higher education to join and stay with our faculty. From 2000 to 2005, the number of American Indian faculty doubled. The number of White/Non-Hispanic faculty decreased from 13 to 10. The number of Hispanic faculty has remained fairly stable, ranging from 5 to 6, and our Asian American faculty member has remained with us. However, in Spring 2006, two American Indian Faculty retired, bringing our total down to 4. In Fall 2006, an African American female joined LLSS as an assistant professor in the ETSS program. Women consistently comprise the majority of the faculty. The number of women on the faculty during this period has ranged from 14 to 17, and the number of men from 4 to 9. Table 6.3 delineates the ethnic and gender diversity in LLSS faculty in the past five years.

Table 6.3

Tenure and Tenure Track Faculty by Sex and Ethnicity							
Ethnicity	Sex	2000	2001	2002	2003	2004	2005
African American/Black	F						
African American/Black	M						
African American/Black	Total						
American Indian	F	2	2	4	4	4	5
American Indian	M	1	1		1	1	1

American Indian	Total	3	3	4	5	5	6
Asian/Pacific Islander	F	1	1	1	1	1	1
Asian/Pacific Islander	M						
Asian/Pacific Islander	Total	1	1	1	1	1	1
Hispanic	F	4	4	5	5	5	4
Hispanic	M	2	1	1	1	1	1
Hispanic	Total	6	5	6	6	6	5
White, non-Hispanic	F	7	7	7	7	5	5
White, non-Hispanic	M	6	5	4	3	4	5
White, non-Hispanic	Total	13	12	11	10	9	10
All Ethnic Groups Combined	F	14	14	17	17	15	15
All Ethnic Groups Combined	M	9	7	5	5	6	7
All Ethnic Groups Combined	Total	23	21	22	22	21	22

### *The Future*

OIR data indicates that from 2000 to 2005, LLSS has maintained a faculty of 21 to 23 tenured or tenure track faculty. However, in Spring 2006, four full-time tenured faculty retired, bringing us down to 17 full-time tenured or tenure track faculty members, including the chair of the department and our new Assistant Professor. Two of our retirees were American Indian, decreasing full time American Indian faculty from six to four. We also anticipate the retirement of two more faculty within the next year, which will deplete our numbers even further.

### **Teaching Assignment Patterns**

Since Fall 2000, LLSS faculty has offered an average of 86.8 courses per fall and spring semesters, with a low of 65 courses offered in Spring 2001, and a high of 106 courses offered in Spring 2005. As explained in Section 3: Institutional Contributions, an average of 42 courses per semester were taught for undergraduate teacher preparation, about half of all LLSS courses taught.

Full-time faculty taught an average of 52.8 courses per semester, and part-time faculty taught an average of 33.4 courses per semester. Sixty percent of LLSS courses were taught by full-time faculty and each tenure track faculty averaged 2.4 courses per semester, reflecting our 3/2 course load and release time for administrative duties. Table 6.4 delineates these patterns.

Table 6.4

### **Teaching Assignment Patterns**

Academic Year	Courses Taught for Undergraduate Teacher Preparation	Total of Courses Taught by FT Faculty	Total of Courses Taught by PT Faculty	Total Courses Taught
Fall 2000	40	60	19	79
Spring 2001	32	47	18	65

Fall 2001	50	58	27	85
Spring 2002	35	58	23	81
Fall 2002	55	60	19	79
Spring 2003	42	31	25	72
Fall 2003	56	56	39	95
Spring 2004	49	57	47	104
Fall 2004	32	52	60	102
Spring 2005	30	49	57	106
Total	421	528	334	868

### Credit Hour Production

OIR reports a drop of credit hour production for LLSS, but general credit hour production is an oversimplified indicator of our program. LLSS is primarily a graduate unit who also provides upper level undergraduate course for Teacher Education degrees. In the last five years we have also undergone restructuring of the College of Education that impacts our numbers for undergraduate credit hours. Table 6.5 summarizes our overall credit hour production:

Table 6.5

#### LLSS Credit Hour Production

	2000-1	2001-2	2002-3	2003-4	2004-5
Freshman	8	0	0	66	129
Sophomore	0	0	0	0	0
Junior	4,967	5,593	5,905	6,866	4,166
Senior	9,972	10,462	10,158	9,228	7,360
Graduate	9,228	9,172	8,864	10,768	10,367
Total	24,175	25,227	24,927	26,928	22,022

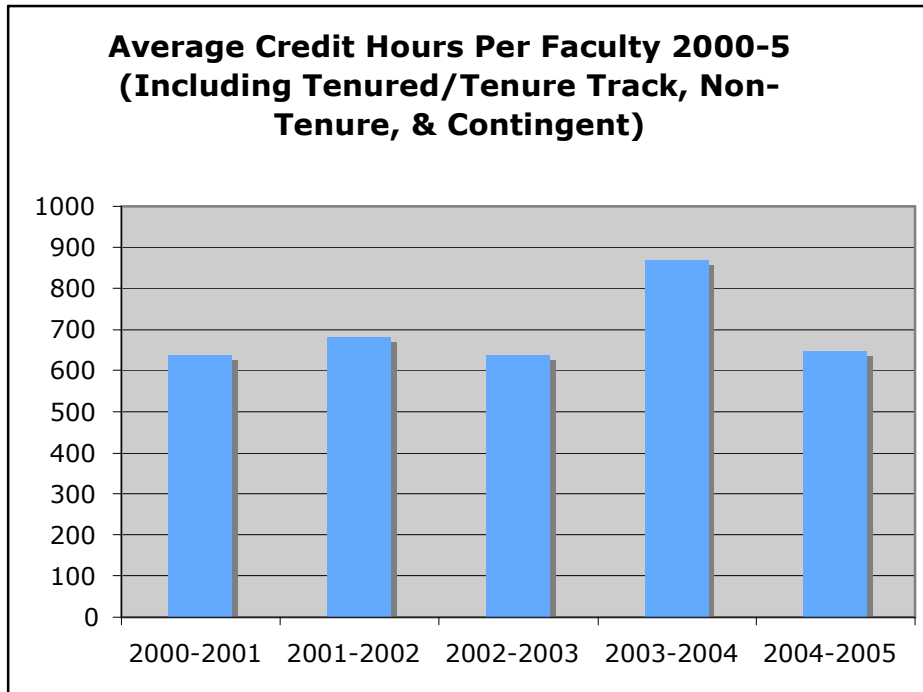
The average credit hour production from 2000 to 2005, is 24,652. Our highest number of 26,928 was generated in 2003-4 and was 2,276 above the average. Our lowest number was generated in 2004-5, and was 2,630 below the average. In 2003-4, we were 9.2% above the average and 10.6% below the average in 2004-5.

The drop in credit hour production is most likely due to two occurrences. The first was the disintegration of the partnership agreement with the Albuquerque Public Schools in 2004-5. Five different partnership programs provided tuition and release time for six cohorts of approximately 30 in-service teachers to obtain a master's degree. The second was the reassignment of a set of undergraduate courses, typically taken in the junior or senior year, to the Department of Teacher Education (See Section 2 Curriculum for a full listing of these courses). The resultant drop of a total of 4,568 credit hours appears as a drop in LLSS credit hours because part time faculty who taught those courses were now paid through the Department of Teacher Education. Full-time faculty also taught three courses now attributed to Teacher Education credit hours.

In spite of these occurrences, the average number of credit hours per faculty (including Tenure Track, Non-Tenure Track, and Contingent Faculty) has been fairly consistent

over the past five years. Our average number of faculty is 35.8 over the last five years, with our low being 31 in 2003-4 and our high being 39 in 2002-3. The average number of credit hours per faculty in the past five years is 694, with a high of 868 credit hours per faculty in 2003-4, and a low of 636 per faculty in 2000-1. Chart 6.3 illustrates the pattern in credit hour production per faculty member over the last five years.

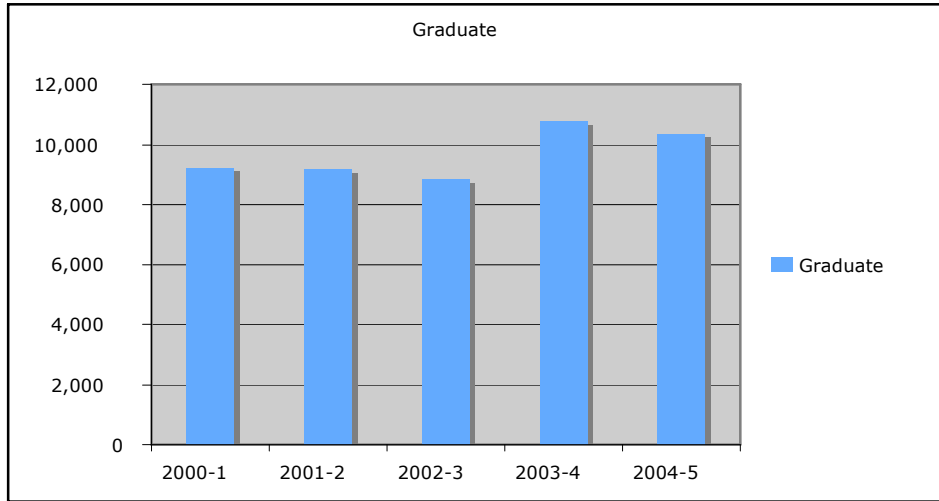
Chart 6.3



Since LLSS is primarily a graduate unit, it is most important to look at our *graduate* credit hour production. Chart 6.4 below characterizes the trend in the generation of graduate credit hours in the last five years. The average graduate credit hour production per year during this period was 9,680, with a range of 8,864 to 10,768. Even though we had a slight decrease last year, we are still 687 graduate credit hours above our five-year average and 1.8 below our average number of faculty.

Chart 6.4

#### **LLSS Graduate Credit Hour Production 2000 to 2005**



### Non-Tenure and Contingent Faculty

From 2000 to 2005, LLSS employed an average of 14 contingent faculty per school year. In the past two years, LLSS used one-third fewer contingent faculty in 2004-5 than in 2000-1. Table 6.6 summarizes this trend.

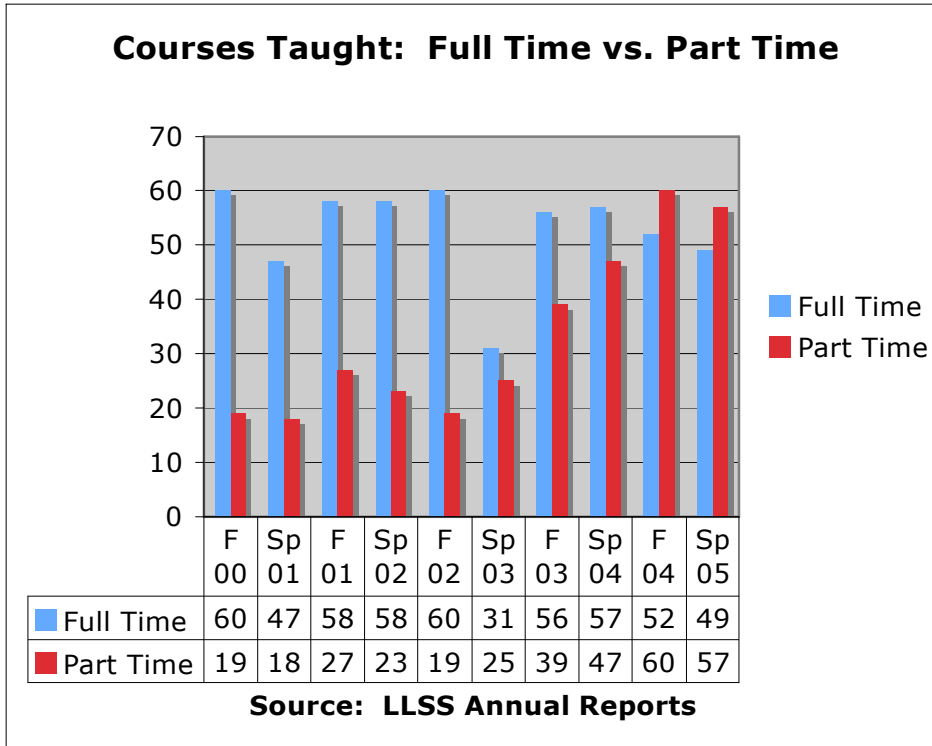
Table 6.6

### Total of Faculty by Contract Type and Faculty Category

<i>Academic Year</i>	<i>Tenure/Tenure Track</i>	<i>Non-Tenure (visiting, instructional, etc)</i>	<i>Contingent Faculty</i>	<i>Total</i>
2000-2001	21	2	15	38
2001-2002	22	2	13	37
2002-2003	23	2	14	39
2003-2004	21	1	9	31
2004-2005	22	2	10	34

However, LLSS has almost tripled the number of courses taught by part time faculty (teaching assistants, adjunct and contingent faculty) since 2000, until, by 2004-5, over half of our courses were taught by part time faculty. In order to meet programmatic needs, faculty have mentored a large number of graduate students and LLSS graduates in teaching specific courses. Many of these part time faculty have remained with us throughout this time period and teach multiple courses. Chart 6.5 illustrates this trend.

Chart 6.5



### Scholarship

The scholarly work of LLSS faculty contributes to the literature on creativity and collaboration, the relationship between indigenous culture and education, literacies, critical race studies, gender, sociocultural and political issues in education, educational reform, teacher education, language revitalization, heritage language learning, second language and bilingual development, teaching the arts and literature, assessment, public policy, and social activism. From July 2000 to June 2005, LLSS faculty has averaged 107.4 publications, creative works, and presentations per year, an average of approximately five per tenured and tenure track faculty per year. Of these, 81 were refereed articles, averaging 1.2 per year. The total of non-refereed articles was 42, averaging 8 per year. Book chapters and prefaces totaled 71, averaging 14.2 per year. There were also 14 books, 4 CD-ROMs, 3 video productions, and 7 works of fiction. Conference presentations totaled 254, averaging 2.3 per person per year. Table 6.7 summarizes faculty scholarship.

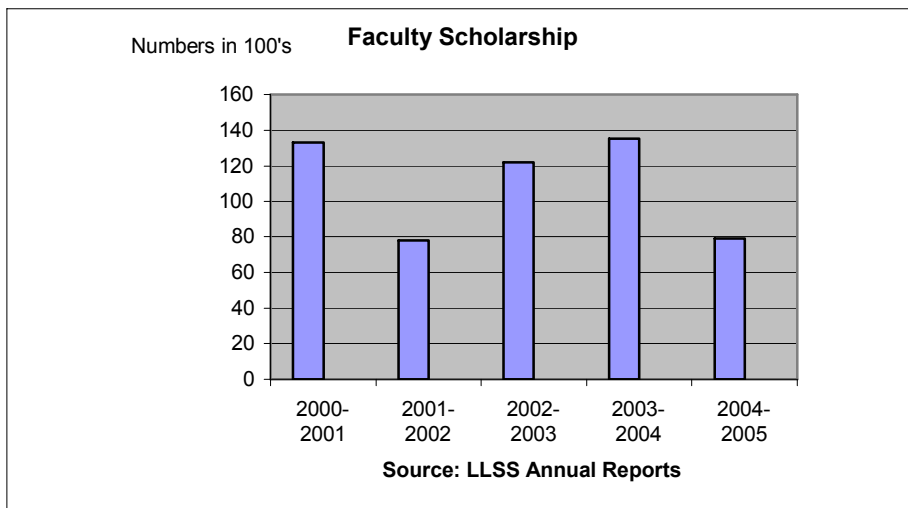
Table 6.7

## Faculty Scholarship

Academic Year	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
<b>Books</b>	3	0	2	5	4
<b>Book Prefaces</b>	2	0	0	0	0
<b>Book Chapters</b>	18	7	8	17	19
<b>Book Reviews</b>	2		0	0	0
<b>Refereed Articles</b>	15	13	30	7	16
<b>Non-refereed Articles</b>	4	11	2	17	8
<b>Curriculum Guides</b>	3	1	0	0	0
<b>ERIC Documents</b>	3	0	0	0	0
<b>CD-ROM Program</b>	1	0	1	1	1
<b>Evaluations</b>	5	0	0	0	0
<b>Creative Works-Fiction</b>	1	1	0	5	0
<b>Presentation in Conferences</b>	65	44	51	67	27
<b>Invited Presentations</b>	7	6	25	14	4
<b>Video Productions</b>	0	2	1	0	0
<b>Total</b>	<b>129</b>	<b>76</b>	<b>120</b>	<b>133</b>	<b>79</b>

Faculty scholarship fluctuates and may move in cycles, as Chart 6.6 might predict.

Chart 6.6





## Student Advising and Mentoring

In the last five years, current LLSS tenured and tenure-track faculty (including affiliated faculty from other departments) served as advisors for 161 Ph..D. students, chaired 73 dissertations, and filled 108 positions as members of dissertation committees. The following table shows the advising work of tenured and tenure-track faculty (these data do not include the advising work of affiliated or retired faculty). Each tenured faculty had an average of 7.9 graduate advisees, chaired and average of 3.9 dissertations, and sat on an average of 5.6 dissertation committees. Each tenure-track faculty had an average of 6.8 advisees, chaired an average of 2 dissertations, and sat on an average of 3.4 dissertation committees.

LLSS tries to maintain a reduced advisement load for tenure track faculty. Tenured faculty carry 58% of the graduate advisement load, and non-tenured faculty 42%. Non-tenured faculty have an average reduction in advisement 16% below that of their tenured peers. Table 6.8 demonstrates this trend.

Table 6.8

### Faculty Ph.D. Advisement Load

<b>Faculty</b>	<b># of Faculty</b>	<b>Advisor in Program of Studies</b>	<i>Average per faculty</i>	<b>Dissertation Chair</b>	<i>Average per faculty</i>	<b>Committee Member</b>	<i>Average per faculty</i>
<b>Tenured Faculty</b>	16	127	7.9	63	3.9	91	5.6
<b>Tenure-Track Faculty</b>	5	34	6.8	10	2	17	3.4

Four tenured faculty also advise undergraduate and graduate students for the Secondary Education Program, serving approximately 15-40 students each year.

- Bilingual Education / TESOL: Dr. Rebecca Blum-Martinez and Dr. Leroy Ortiz
- Language Arts/Communication Arts: Dr. Penny Pence (undergraduate)  
Dr. Don Zancanella (post B.A)

- Social Studies: Dr. Lynette Oshima

## Leadership and Governance Roles in the College and University

*LLSS faculty engage in numerous leadership roles in the College and University. Tenured and tenure-track faculty have served in a variety of university and college committees, with LLSS faculty serving on a average of 46.8 committees per year, averaging approximately 2 committees per LLSS faculty per year. Table 6.9 shows the participation rate over the last five years.*

Table 6.9

### University and College Committees

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
University Committees	5	9	35*	97*	9
College Committees	34	16			29
Total	39	25	35	97	38

Source: LLSS Annual Report

Note: LLSS Reports did not discriminate between categories.

### Service

LLSS faculty dedicate a large portion of time to service to our professional, local, state, and national communities. They serve on editorial boards and as guest editors and referees for national journals, including *Youth and Society; Research in Middle Level Education; Educational Research; Teaching and Teacher Education; American Educational Research Journal; English Education; Mind, Culture and Society; Journal of Narrative and Life History; Linguistics and Education; Theory Into Practice; Anthropology and Education Quarterly; The New Advocate; Journal of Children's Literature; English Journal; Research in the Teaching of English; Urban Education; Journal of Literacy Research; Journal of American Indian Education; Journal of Autism and Developmental Disorders; Journal of Equity and Excellence in Education; Critical Educators for Social Justice, Scholars and Advocates for Gender Equity, International Journal of Qualitative Studies in Education; Human Development; Contemporary Psychology; and Journal of Latinos and Education.*

LLSS faculty are members and leaders of international and national professional organizations, including the International Reading Association, National Council of Teachers of English, American Educational Research Association, National Association of Bilingual Educators, National Reading Conference, and National Council for the Social Studies. They belong to university and college committees devoted to increasing diversity in faculty and student populations.

The faculty work in our communities. They are members of advisory boards for tribal initiatives; state councils, task forces, and advisory committees on literacy, homelessness, ESL, bilingual education, and excellence; area school boards, including alternative schools and Native American charter schools; institutes on racism; international institutes on indigenous health education; and museums. They appear on TV, write letters to the editor, and speak in local bookstores and on the radio. They are judges for science fairs, organizers of contests, trainers and raters for standardized assessments.

Table 6.10 attempts to quantify faculty contributions but cannot begin to capture the essence of our service. Wherever we go, we speak up for the marginalized and the oppressed; we work toward social justice and quality education for all.

Table 6.10

**Public Service**

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Editorial Boards	11	3	6	9	4
National Advisory Boards	6	9	5	10	11
Referees for journals and book reviewers	18	8	30	30	11
Referees for book publishers	5				
National Organization standing committees	4	4	5	10	19
Conference Proposal Reviewers	9	5	7	6	2
Journal Guest or Special Editor	4				
Editorial Award for Special Edition	1				
Service at local, state, community, boards committees	12	18	22	32	25

**Awards, Recognitions and Honors**

From Fall 2000 to Spring 2005, LLSS faculty have received major awards and honors. These include:

2000-2001

- Dr. Betsy Noll won the Regent’s Lectureship.
- Dr. Lucretia Pence received the Rural Education Research Award from the National Rural Education Association. Awarded for Circles of Support: Teaching and Learning in Multicultural Settings, with S. Gradisar, C. Wood, & L. Tadros-Connors.

2001-2002

- Dr. Chris Sims was recognized with the prized Ramon Santiago President's Award at the National Association for Bilingual Education conference for her work in Language Revitalization.
- Dr. Elizabeth Noll received recognition with an award for the first Harvey Foundation Graduate Faculty Mentor from the Office of Graduate Studies
- Dr. Anita Pfeiffer was elected President of the National Indian Health Scholarship Committee under the Department of Health and Human Services.

2002-2003

- Dr. Rebecca Blum Martinez was honored for her work in Bilingual Education with the Matias L. Chacon Hall of Fame Award.

2003-2004

- Dr. Sylvia Celedón Pattichis and Dr. Richard Kitchen received recognition for their research on the HP High Achieving School Initiative.
- Dr. Chris Sims was recognized by the NM State Legislature for Contributions to Native Language and Culture Preservation.
- Dr. Lucretia Pence received the Research Award, from the Albuquerque Chapter of Phi Delta Kappa.
- Dr. Leroy Ortiz was the first recipient of the Chester Travelstead Endowed Faculty Fellowship for Teacher Education.

2004-2005

- Dr. Richard Meyer received the Zimmerman Library Award for scholarship.

## **Practices and Policies Regarding Strategic Planning for Faculty Hires**

The need for faculty hires is determined by analyzing the number of courses offered in each program area in relationship to the number of tenured or tenure track faculty, vacancies that have resulted due faculty leaving and/or retiring, community need, and directions in which we would like to take curriculum. The Department Chair then negotiates our request with the Dean.

## **Retiring Faculty and/or Roles for Emeriti Faculty**

Four faculty retired in Spring 2006: Dr. Vera John Steiner, Dr. Anita Pfeiffer, Dr. Joseph Suina and Dr. Ann Nihlen. In June 2006, we held a Colloquium to honor them, and they will continue to be eligible to teach courses for LLSS and serve on dissertation committees. Professor Edward De Santis continues to teach occasionally and serve on dissertation committees.

## **Faculty Involvement In Interdisciplinary or Cross-Unit Academic Programs**

Many LLSS faculty are engaged in interdisciplinary or cross-unit academic programs:

- Dr. Leroy Ortiz has coordinated the Multicultural Bilingual Education Center. The Center's main goal is to help recruit more students into the college, especially those with diverse backgrounds, and give them the multicultural preparation they need to be effective teachers in New Mexico's school systems. The Center collaborates with other departments to develop multicultural education programs that provide mentoring, continuing education and guidance for teachers. The center funds these programs and provides financial and programmatic support for Bilingual Ed/ESL undergraduate and graduate students through a series of grants.
- Dr. Rebecca Blum Martinez directs Latin American Program in Education (LAPE). LAPE's main goal is promoting educational exchanges and establishing continued and varied cooperative projects with, and technical assistance to Latin American countries and other Spanish-speaking countries. It does so by involving a large number of University and College of Education faculty, staff, and students in a variety of programs ranging from on-campus lectures to long-term studies in other countries.
- Most faculty teach courses in articulation with the Teacher Education department for the Elementary and Secondary Education Programs.
- Dr. Lynette Oshima has taught in the freshman learning communities for three years.
- Seven LLSS faculty are part of the Educational Linguistics program.

## **Support for Faculty Development**

From 2000 to 2003, seven LLSS faculty participated in the Shared Vision Project, the goal of which was to promote the integration of technology into teacher education methods courses and to mentor faculty into the use of technology. Faculty participated in ongoing training in different technology applications and received a laptop computer, software, and books to facilitate their learning.

Faculty shared research at COE Brown Bag lunches.

Six tenured faculty were granted sabbaticals for professional development endeavors:

2001-2002 Greg Cajete, Dr. Betsy Noll, and Dr. Don Zancanella (Spring)

2004-2005 Dr. Penny Pence

2005-2006 Dr. Holbook Mahn and Dr. Mary Belgarde

## **Policy for Use of Contingent Faculty**

Contingent faculty are used whenever courses need to be taught and there are not enough full-time tenure track faculty to teach them. Our first priority is to give our graduate

students teaching experience in higher education, so they are our first choice. We also have a pool of UNM graduates with appropriate credentials on whom we rely. Tenured faculty mentor contingent faculty in the teaching of a specific course prior to teaching that course.

### **Faculty Retention Efforts**

The College of Education sponsors a college-wide new faculty mentoring program for new faculty in their first year. The mentoring program provides monthly informational meetings with assigned mentors. Within the department, faculty retention efforts are informal. However, we have an excellent record of retention of faculty of color, with only one faculty member of color leaving the unit to accept a position at another institution in the last five years.

## 7. Facilities and Resource Bases

In this section, we summarize and evaluate our facilities and resource bases, including support staff, space, libraries, technology, revenue generated and received, credit hour production, and budget. The section ends with a discussion of our plans for the future regarding maintenance of our facilities and resources.

### Support Staff

During the last five years, LLSS has maintained a staff of four or five people. However, there has been a shift in the rank of the members of our staff; we have shifted from a predominantly professional staff to a predominantly clerical/secretarial staff. As Table 7.1 indicates, the number of professional staff has been reduced since 2001, from 4 to 1, and the number of Clerical/Secretarial Staff has been increased from a low of 1 in 2001 to 3 in 2005.

Table 7.1

#### **Department of Language, Literacy, and Sociocultural Studies Total Staff by EEO-6 Category As of October 31st**

<b>EEO-6 Code</b>	<b>EEO-6 Category</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
3	Professional	3	4	1	1	1	1
4	Clerical/Secretarial	2	1	3	3	4	3

Source: OIR

### Space

Currently the department is allocated 6,701 square feet of office and conference room space. Over the last five years, LLSS has occupied 33 offices in Hokona Hall, including the main office and a mailroom. Faculty have single occupant offices. But graduate assistants have no office space. We also share six meeting rooms with other departments for program, department, and committee meetings and for dissertation proposals and defenses. Formerly, LLSS was in charge of meeting rooms and could do our own scheduling of meetings. Now, the rooms in Hokona Hall are controlled by the university scheduling office, giving us less latitude in using the rooms for department purposes. Evening seminars also meet in these rooms.

### Libraries

UNM has six libraries devoted to different areas of specialization: Law; Fine Arts; Business and Economics; Health Sciences; Science and Engineering; and Education, Humanities, and Social Sciences. The College of Education also supports a collection of instructional materials in Tireman Library. Since LLSS encourages students to bring various disciplines together in their programs and research, all are valuable resources for

LLSS graduate students, but materials directly related to language, literacy, sociocultural studies, and education are housed in the Education, Humanities, and Social Sciences library and in Tireman Library and the Multicultural and Gender Equity Resource Center.

### *Zimmerman Library*

Zimmerman Library is the largest of the six libraries and houses the Education, Humanities, and Social Sciences collections. Faculty and staff in Zimmerman Library provide reference service and instruction in the use of the library's many electronic, microform, and paper resources through individual assistance, workshops, courses, and special orientations. The University Libraries Website also enables students and faculty to search the collections, electronic databases, and access inter-library loan and e-reserve services from their offices and homes.

### *Tireman Library and the Multicultural and Gender Equity Resource Center*

Tireman Library and the Multicultural and Gender Equity Resource Center (MGERC) are administratively separate from the general library. They are housed in and supported by the College of Education. Tireman Library is a designated Regional Evaluation Center for Instructional Materials for the New Mexico Public Education Department. The instruction collection represents about 20,000 materials for use in current classrooms, for many content areas and grade levels. MGERC reflects the College of Education's long and solid commitment to linguistic and cultural diversity. It houses 9,000 printed and multimedia materials related to bilingual and multicultural education, especially pertaining to cultures of the Southwest. This collection is nationally noted for its collection of American Indian materials. LLSS faculty utilize Tireman and MGERC extensively, often making assignments that require students to analyze, evaluate, and use these materials. Leslie Chamberlin, head librarian, for these collections, is a lecturer in the Department of LLSS, who teaches courses in Educational Materials/Library Science. She is especially good at making faculty aware of new materials and information related to multicultural teaching.

### **Technology**

Every LLSS faculty member has a personal computer allocated for his/her use. Support is available through the Information and Technology Services (ITS) department, but because the need for technical support is often personal and immediate, LLSS also employs a work study student who can provide this service.

The Department also has two laptops with LCD projectors that faculty can check out. The department also has two televisions with DVD players for use in the building. Two conference calling machines are used regularly to include long distance dissertation committee members in hearings and defenses.

LLSS also has access to four computer labs, two smart classrooms, and a portable lab of wireless computers in the nearby Technology in Education Center. Instructors can



request labs and rooms for a few classes or hold all of their classes for an entire semester. TEC support staff is knowledgeable and provides support in the labs and sometimes troubleshooting our office computers. TEC resources are outstanding, when available, but LLSS has to compete for use of these facilities with all of the other departments in the college for use of the facility and equipment. We look forward to the new COE building to provide us with additional smart classrooms and labs for our use.

### **Revenue Generated and Received**

From 2000 to 2005, LLSS faculty members received funding for a total of 88 grants, totaling over \$15,000,000. Most of these grants are not funded through the department so LLSS receives minimal overhead funds for use in the department. Funding flows mainly through Dean’s office and the various institutes with which the faculty associate. (See Section 3 Contributions and Section 6 Faculty Matters for further detail.) Table 7.2 summarizes the total dollar amounts of grants obtained by LLSS faculty.

Table 7.2

<b>Period</b>	<b>Number of Grants Funded</b>	<b>Total \$</b>
2000-2001	18	1,691,379
2001-2002	17	5,013,518
2002-2003	17	2,075,542
2003-2004	23	3,521,218
2004-2005	13	3,051,628

Consistent with the mission of LLSS, these grants provided scholarships for minority students and ESL teachers; support services to increase the number of American Indian teachers and administrators; math education for Latino students; professional development to enhance teacher quality through collaboration; resources for international study and collaboration; professional development and master’s degrees for bilingual teachers; training for teachers in language preservation; and implementation of New Mexico Three-Tiered Licensure assessment.

### **Budget**

Across the College of Education, 83-94% of direct instructional expenditure from 2002 to 2004, was in the form of salaries, as indicated in Table 7.3.

Table 7.3

## Instructional Unit Costs, Research, and Public Service Expenditures

	FY 2002-2003	FY 2003-2004
Total FTE faculty	192.8	210.1
Tenured/tenure-track faculty as % of total	49%	41%
Total FTE instructional faculty	191.8	210.1
Direct instructional expenditure/SCH (\$)	\$184	\$178
Direct instructional cost/FTE student (\$)	\$4,609	\$4,418
Personnel cost as % of direct instructional expenditures	94%	93%
Research exp/FTE tenured & tenure-track faculty (\$)	\$611	\$0
Public service exp/FTE tenured & ten-track faculty (\$)	\$0	\$0
Research & public serv exp/FTE tenured & ten-track faculty (\$)	\$611	\$0

The largest instructional cost in LLSS is also salaries. Since the budget has remained virtually the same for the past five years, we will use the most recent to illustrate. For the fiscal year just ended (05/06) the department's salaries as a percentage of the total budget are as follows:

Faculty	83.20%
Staff	7.90%
GA.s/TA's	2.90%
Postdoc	.06%
Work Study	.08%

Department salaries add up to approximately 94.14% of the LLSS budget, leaving 4.6% of the annual budget, or \$66,994 for everything else—tuition waivers, telephones, office equipment, travel, copying expense, etc. Faculty travel alone could take up \$20,000 of that amount, if every faculty member uses his/her \$1,000 allotment per year. The Dean does occasionally supplement travel, especially for international presentations, but given recent rises in airfare, each faculty is funded for approximately one national conference per year. Research assistants have been available only sporadically, and when available, they are allocated first to new tenure track faculty. Hence, supported research experience for our graduate students is less than adequate.

### Future Direction

State, university, and college policies do not bode well for program development. The budget for our department is based on decreasing state allocations for higher education. The university does not differentiate between undergraduate and graduate credit hour production. By not weighting graduate credit hours to reflect smaller class sizes necessary for quality graduate education, the university makes a graduate unit like LLSS increasingly vulnerable to funding formulas based on credit hour production. In addition, there is no mechanism for replacing faculty positions once a faculty member takes a job elsewhere or retires. All departments compete for an ever-decreasing number of new job positions. In spite of our net loss of three faculty positions, LLSS will most likely be

granted only one new hire for next year. Our response to decreasing full time faculty in the past five years, and most likely for the next five years, has been to mentor and hire part time faculty so that we can maintain sufficient course offerings.

We see the need to seek more extramural support that contributes directly to our department to be able to maintain, service, and buy new equipment; support additional travel and visiting teachers and professors; and to provide additional paid research opportunities for our graduate students. Our faculty has been somewhat reluctant to seek this funding in the past five years because of lack of COE support for grant oversight. However, the COE has remedied this situation and seeking additional grant money is now a viable option for the future.

## 8. Parallel Institutions

LLSS Department's Programs and Degrees' offerings were compared with the following seven parallel institutions:

Peer Institutions – Doctoral/Research University—Extensive

- The Ohio State University, The School of Teaching & Learning, **Program of Language, Literacy and Culture**. <http://www.coe.ohio-state.edu/edtl/programs/lc.htm>
- Northern Illinois University, College of Education, **Department of Literacy Education**. <http://www.cedu.niu.edu/ltcy>
- University of Pennsylvania, Graduate School of Education, **Program of Language and Literacy in Education**. [http://www.gse.upenn.edu/degrees\\_programs](http://www.gse.upenn.edu/degrees_programs)
- Penn State University, College of Education, Department of Curriculum and Instruction, **Program of Language & Literacy Education**. <http://www.ed.psu.edu/CI/ciOptionLangLitEd/about.html>

Regional Institutions – Doctoral/Research University—Extensive

- The University of Georgia, College of Education, **Department of Language and Literacy Education**. <http://www.coe.uga.edu/lle/>
- The University of Arizona, College of Education, **Department of Language, Reading and Culture**. [http://coe.arizona.edu/pages/dep\\_lrc/index.php](http://coe.arizona.edu/pages/dep_lrc/index.php)
- University of California, Berkeley Graduate School of Education, **Program of Language and Literacy, Society and Culture**. <http://www-gse.berkeley.edu/program/lc/lc.html>
- University of Utah, Department of Education, Culture and Society, [www.ed.utah.edu/ecs/index.htm](http://www.ed.utah.edu/ecs/index.htm)

Table 8.1 summarizes each program's mission and goals, organization, whether or not they offer undergraduate degrees, what graduate degrees are offered, and the nature of the courses they offer.

Table 8.1

University	Mission and Goals	Organizational Status	Undergraduate degrees	Graduate Degrees	Courses
Ohio State University	Professional education of	Program of Language,	Yes	M.Ed. M.A.	English education Drama Education

	practitioners and scholars who can provide leadership in the interdisciplinary domain of language, literacy, and culture.	Literacy and Culture		Ph.D	Social Studies and Global education Foreign and second language education, Language arts, literature and reading education.
Northern Illinois University	Prepare socially responsible practitioner scholars to work and learn within multicultural and multilingual contexts and to foster literacy and language development for all learners	Department of Literacy Education	Special education	M.A. Ed.D.	Courses in the following areas: Special education courses Multicultural education Language arts reading
University of Pennsylvania		Program of Language and Literacy in Education	No	M.S. M.Ed Phil. Ed.D. Ph.D.	Courses offered in the following areas: Educational linguistics Intercultural communication Reading/writing/literacy TESOL
Penn State University	Interdisciplinary, theoretically rigorous, self-reflective, and contextual work in the broad fields of language, culture, and pedagogy. Focus on issues of culture and power, teacher education, childhood and youth studies, indigenous knowledge, language politics, curriculum, etc	Program of Language & Literacy Education	Yes	M.S. M.Ed. Ph.D. Reading specialist certification	Areas of emphasis: bilingual education, children's literature, cultural studies and critical pedagogy, critical and school literacy, situated literacy and policy studies, secondary English education, critical media literacy, women's studies, world languages.
The University of Georgia	Preparation of highly-quality educators for elementary, middle and high school levels. Help to shape	Department of Language and Literacy Education	Yes	M.Ed. Ed.S. Ph.D.	Courses for following programs: Children's literature and language arts Secondary English education Reading education Foreign language education TESOL

	policy and practice that guides literacy education, English educ, foreign lang. and ESL. Research on language and literacy.				
The University of Arizona	Study of teaching and learning of literacy and biliteracy in the educational context of cultural and linguistic diversity	Department of Language, Reading and Culture	Yes	M.A. M.Ed. Ed.S. Ed.D. Ph.D.	In areas such as: literacy, bilingualism, children's and adolescent literature, culture and education, educational linguistics, indigenous language education, American Indian education, reading and writing, language, etc.
University of California - Berkeley	Studying, designing, and taking part in transformative approaches to individual and social development, approaches within schools and classrooms, across diverse contexts in communities.. combining examination of talk, activity, language and literacy, with the social, cultural, political and economic contexts of education and schooling. Especial focus on the poorly served in urban settings	Program of Language and Literacy, Society and Culture	No	M.A. Ph.D. Ed.D.	Basic concepts and theories in language and literacy learning, reading, writing, literature, education of language minority students, socio cultural and developmental vision of oral and written language, anthropology, linguistics, sociology, psycholinguistics, and sociolinguistics.
University of Utah	To better understand the sources of current educational policies and practices that will lead to a	Department of Education, Culture and Society	No	M.A. M.S. Ph.D.	Courses in history, philosophy, sociology, language, culture curriculum, educational theory. feminism, race theory.

	more democratic society.				
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The LLSS graduate program seems to be fairly similar to departments and programs devoted to graduate study of bilingualism, TESOL, language development, literacy, racism, and sociocultural issues in education. We are organized as a department, like three of our peer and regional institutions. Like the University of California Berkeley, the University of Utah, and the University of Pennsylvania, we offer no undergraduate degrees and are ancillary to undergraduate teacher preparation. Curriculum requirements and course selection are similar, and the interdisciplinarity of our program and our commitment to an intellectual community are echoed in many of the other programs.

## **9. Our Future Direction**

In this section, we discuss what we learned through our self-study—our strengths and areas of concern. Then we present a plan for our future growth and development.

### **Strengths**

The shared vision articulated in our LLSS mission is the source of our many strengths. Our commitment to democratic governance has unified the faculty in the department in a way that is unique in the College of Education, and perhaps, the university. It has guided us in hiring and keeping the most diverse faculty of any in the university and well beyond the average diversity profile in the nation. And we have done this without additional or special funds. We are leaders in the strategic area of diversity for UNM and, through our committee participation, have contributed greatly to strategic planning. We meet monthly to make decisions democratically for the department, and in the past five years have engaged in numerous discussions about how we can enact our mission. Although we have different areas of expertise, we share information with each other and seek to move in directions that are for the good of the whole department.

We are committed to educating teachers and other professionals to be better able to work with native, bilingual, and minority populations, to understand how current social structures and policies create injustice and to become more proactive in creating a just society for the future. We offer education in the areas of greatest need for schools in the state, namely bilingual education, English as a second language, literacy, and American Indian education. Our master's degree concentrations are recognized for their quality and attract large numbers of teachers and other educators, and our doctoral program attracts local, national, and international students. Students from populations typically marginalized in higher education comprise approximately half of our student population.

We seek to attract typically marginalized students to our program. Our admissions process does not include the Graduate Record Examination, Miller's Analogies or any other standardized tests because of their long standing record of adverse impact on minority students. Our students' progress and success in our programs is proof that our faculty and our graduate programs are rigorous and accessible to students with varied backgrounds. In the past five years, we have systematized our admissions processes for the doctoral program and our assessment process for master's comprehensive examinations. We have initiated a dossier comprehensive examination that prepares our students for the state assessment that allows them to achieve advanced licensure. Our students hold professional positions in public and private P-12 institutions, non-profits, and institutions of higher education. Our doctoral students and graduates publish extensively and have received numerous awards for quality research.

We constantly seek to make the process of higher education more transparent for our students in order to ensure their success, and all faculty are dedicated to advising our students well, in spite of our large advisement load. In order to check our progress, we maintain and constantly revise a student database. This database has proven



indispensable in completing this report, and is also proving to be invaluable in the upcoming NCATE review of the whole College.

Our faculty play important leadership roles and have been recognized at state, national and international levels for their work. They have sought and received funding to help hundreds of teachers receive their master's degrees in the past years and continue to do so for the future. Their scholarship is innovative, rigorous, and oriented towards evoking change in our communities. We have found creative solutions to the problem of the decreasing number of faculty by mentoring TA's and contingent faculty in teaching particular courses that they can refine and teach numerous times, in order to maintain the quality of those courses.

### **Areas of Concern**

We are extremely concerned by our continuously stagnant or dwindling resources. We have made great strides toward valuing diverse voices in our curriculum, our faculty, and our students, but more work needs to be done.

### Resources

We meet the standards of a graduate unit in a research university, and we have strong programs in each concentration. But, as a department, we are struggling under the high need for master's degrees in bilingual education, TESOL, and literacy. Our commitment to serving so many master's degree students in the highest need areas for our state, has not allowed the faculty in these concentrations to improve doctoral level programs. The ETSS concentration is a strong doctoral concentration, with a larger selection of innovative special topics courses and sufficient course offerings for its students each term. As a result, some students, after being admitted to the doctoral program in the concentrations of bilingual, TESOL and literacy education, switch their concentration to ETSS, where there are sufficient courses. Without sufficient resources, our other doctoral concentrations struggle to offer courses to meet the needs of their doctoral students. If these were not such high need areas in our state, and in the country, we could easily concentrate at the master's degree level. However, the areas of literacy, bilingual education and TESOL are the areas of most urgent need not only in New Mexico, but in the nation. UNM must play a leadership role in graduating students who are experts in this area.

Both the Bilingual/TESOL and literacy programs need additional faculty. The Bilingual/TESOL program accounts for the majority of our credit hour production, first because of the needs of local teachers and second because of their efforts to obtain funding for their master's degree students. Master's degree courses are large, and tenured and tenure track faculty teach full loads of five courses per year. However, because of the large number of master's level students, many courses need to be staffed by TA's and contingent faculty to meet the demand. Recent and anticipated retirements with little hope for replacement portend even more reliance on part time faculty. Teaching and coordination of part time faculty leaves little time for program

development. The state of New Mexico leads the region and the nation in these areas. Several neighboring states have instituted repressive legislation in regards to students who are English language learners. In the last several years, we have recruited students from California and Arizona who desire to work in a state that respects the rights of students and teachers regardless of their linguistic backgrounds. Without more full-time faculty to staff the courses, we will not be able to capitalize on this advantage. Furthermore, our ability to develop leaders in these areas will be severely curtailed.

The literacy program suffers from a slightly different problem. Prior to 2003, literacy had five full time tenured or tenure track faculty, three tenure track faculty with half-time commitments in other programs, and one lecturer who taught most undergraduate courses. As of Fall 2006, we are down to three full time tenured faculty and one tenure track with half-time commitment to American Indian Education program. The decimation of program faculty came as a result of two tenure track faculty leaving UNM, one tenured faculty moving into the position of Associate Dean of Graduate Programs, and one tenured faculty and the lecturer being transferred into the Department of Teacher Education. We are currently negotiating the role of literacy faculty in teacher education but at this time have little decrease in workload as a result of reorganization. Surveys conducted in school districts in central New Mexico, list literacy as one of the high need areas. Several literacy faculty are proactively reaching out to these school districts by offering Reading concentration master's degrees in neighboring districts. But this necessarily requires reduced time for faculty on campus, thus limiting the offerings for main campus. Furthermore, most literacy programs in similar institutions, have up to six or seven full-time faculty. Literacy also needs additional faculty in order to maintain and strengthen an already viable program.

In addition to decreases in program faculty, our graduate students need additional funding. Graduate students struggle under huge financial burdens. Most of them maintain full time jobs to support families, resulting in a large number of our students attending only part time and slow completion rates. Of those who receive GA's and TA's, most receive only .25 assignments so that we can support as many full time students as possible. Therefore, if we are truly to live up to our mission, there is still a need to attract more American Indian, Hispanic/Latino, and African American students to our programs. We also need to more carefully track the students who have been admitted to our programs but become inactive before they finish.

### Curriculum

Many of the curricula issues are affected by our need for more faculty. The ETSS faculty and curriculum primarily serve doctoral level students. Over the years, more MA degree students, and undergraduate students from other departments in the College have been interested in taking courses in this area. Because of very heavy doctoral student loads, ETSS faculty have been unable to develop courses at the master's and undergraduate levels. As has been stated above, the bilingual, TESOL, and literacy programs have the opposite problem. Their primary focus has been on master's and endorsement level courses which has prevented the faculty from developing doctoral level courses. In

addition, courses offered in Gallup and Farmington need to be offered more regularly and more systematically aligned with main campus curriculum.

### **Plans to Address Our Concerns**

Basically, our mission and strategic plan outlined in Section 1 continue to be useful in guiding our endeavors. Although we have achieved success, we still intend to improve our data collection, programs, and support for students.

#### Data Collection

- Use our database to follow up with the 75 students who have become inactive and find out why they are not making progress through the program.
- Refine our database and work with the new Banner system to collect and provide easily accessible data reports, since they are necessary for programmatic review.
- Develop an on-line survey system for contacting current and former students periodically and storing data about their current employment, recent publications, and honors.

#### Student Population

- Actively recruit Hispanic, Native American, and African American teachers into the master's program and continue to seek funding for their tuition.
- Continue to attract diverse American and foreign Ph.D. students.
- Seek funding for research so that our graduate students gain more experience in data collection and analysis while being financially supported.

#### Program

- Build strong arguments for faculty hires that support program development as we adjust to our new position in relation to teacher education.
- Encourage program expansion by investigating the feasibility of on-line courses and other vehicles for distance learning in an effort to better serve teachers in our rural state.
- Refine student outcomes and align coursework and assessment with those outcomes.
- Continue to go beyond a focus on schooling and become more involved in communities in our scholarly work, teaching, and service.

- Maintain flexible standards for the form that scholarly work takes in order to foster creativity and innovation.
- Support and reward faculty for work in educational policy and action research that will lead to social justice.
- Educate the public and the legislature about our department and its expertise, especially on issues related to language, bilingualism, social justice, and literacy.

LLSS is a relatively new academic unit that was born of a desire to contribute to a more just society through scholarship, service, and teaching. We have made great strides toward our goal of creating an academic community where issues of oppression can be discussed and acted upon. We seek to, as Judith Simmer-Brown explains, “engage with the other person or the other community.” We have a commitment to “communicate with and relate to the larger world—with a very different neighbor or a distant community” in ways that dismantle dominant culture. We believe that differences open up spaces for learning, so we strive to embrace and learn from diversity. We know that speaking to power is frustrating, but we value the struggle. Much of our time is spent defending the worth of our work to legislators and the university, responding to public policy that works against democratic education. The data driven climate in education does not allow much time for re-imagining and reshaping the academy or K-12 schooling. Nevertheless, despite the negative educational climate, our faculty maintains a commitment to academic rigor, to research agendas that serve and promote social justice. Our students reflect the needs and aspirations of our state. Our programs are focused on understanding and improving educational practice in New Mexico, the nation and the world. This work is not easy, but its promise maintains our collective spirit.