

Academic Program Review

The Department of Teacher Education, Educational Leadership, & Policy

Site Team Reviewers

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This report is based off of information and materials provided by the Department of Teacher Education, Educational Leadership, & Policy prior to the on-site visit and information gathered from faculty, staff, and students on April 5-7, 2022.

Report Summary

Overall Strengths

The Department of Teacher Education, Educational Leadership, & Policy (TEELP) has created and sustained innovative programs for novice teachers and administrators. Through the support of strong community partners, the preparation of new teachers and administrators has resulted in UNM prepared educators who are well-prepared to serve local school districts. The TEELP faculty members have developed and sustained several strong partnerships within the Albuquerque School District.

Criterion 1. Introduction and Background
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Overall Findings: Met (M)

The content provided offered complete information on the history of varying programs. They clearly demonstrated how they adapted to different challenges and capitalized on various opportunities. The TEELP department within the College of Education and Human Sciences is a premier department in New Mexico tasked with preparing education professionals who, in turn, educate other professionals in the state.

Criterion 2. Teaching & Learning: Curriculum
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Overall Findings: Met (M)**Program Strengths:**

- Strong focus on culturally responsive teaching and reflective practices in all courses
- Good representation of alignment among scope and sequence, student learning objectives and curriculum

The courses include the importance of educators gaining a comprehensive knowledge of student differences (e.g., development, interests, culture, and abilities/disabilities) and developing culturally and linguistically responsive teaching and learning that values and affirms the students of New Mexico.

Educational leadership demonstrated the continued updating of the curriculum taking into consideration the evolving needs of the community in which many graduates end up pursuing a career.

Opportunities for Growth

- LLSS/TEELP. Because many courses that are required by teacher preparation are instructed in both TEELP and LLSS, this is often cause for confusion and results in friction points in LLSS and TEELP collaborations. These points of friction should be identified, reviewed and revised in order to reduce poor communication among faculty and improve the functionality of curriculum and instruction of teacher preparation coursework.
- A number of individuals mentioned there is a lack of a bridge between how theory translates to practice in teacher preparation pedagogy. Many individuals shared the concern that the teacher preparation programs are too theory heavy and should focus more on practical skills, such as classroom management or real time instructional strategies.
- The number of paths or degree concentrations in teacher preparation results in confusion for students and administrators. It seems the variety of specialized pathways are overly complex. This may need to be revisited in order to simplify the process.

Criterion 3. Teaching & Learning: Assessment
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Overall Findings: Met (M)**Program Strengths:**

- Strong focus on culturally responsive teaching and reflective practices in all courses
- Use of rubrics as related to student growth
- Continued use of program goals and Student Learning Outcomes

The courses include the importance of educators gaining a comprehensive knowledge of student differences (e.g., development, interests, culture, and abilities/disabilities) and developing culturally and linguistically responsive teaching and learning that values and affirms the students of New Mexico.

TEELP gathers and analyzes data to inform their decisions to improve their programs. The teacher education programs have a clear assessment process that includes key assessments that align to the NMPED Elevate NM rubric and the CAEP accreditation assessment guidelines.

The Educational Leadership Programs collect and analyze data aligned to program goals through the use of Student Learning outcomes.

Opportunities for Growth:

- Offer training in Tk20 to ensure all stakeholders understand how to use the system or consider using another data collection software and ensure all stakeholders are trained on how to use it and include training for students in one of their courses
- Make PTI's aware of key assessments and their role in implementation
- Establish a concrete review process for the data that is gathered (analysis to revisions)

During interviews with students and faculty members, concerns were raised about the problems encountered when using the Tk20 system that holds the assessment data. The team recommends more trainings are provided to students on how to use this system.

The team recommends that TEELP continue to evaluate and refine their assessment processes to capture long-term impacts of their graduates in the community.

Criterion 4. Students (undergraduate and graduate)
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Overall Findings: Exceeds (E)**Program Strengths:**

- Student impressions of faculty are positive and they view faculty as knowledgeable, passionate and supportive
- Students report importance of diversity and reflection is foundational in their courses
- Student-centered approaches engage students effectively

TEELP faculty and staff recruit at the local level through the creation and sustainment of innovative programs that serve the community. The faculty members are immersed in their communities and have developed professional partnerships that serve both the districts and the students of New Mexico public schools.

During the visit the review team met with undergraduate and graduate students in TEELP. All students interviewed reported faculty members who cared about their students' learning and success. Students indicates a strong focus in all their courses to prepare them to support, value and affirm different cultures and backgrounds in their own classrooms.

TEELP faculty members have collected and analyzed data on their graduates completed by the administrators at the local districts they serve. The data demonstrates that the administrators who have hired UNM TEELP graduates recommend hiring a UNM graduate. During the review, the team interviewed local administrators who affirmed the exceptional quality of UNM TEELP graduates.

Opportunities for Growth:

- Create more opportunities for students to put theory into practice
- Review existing advising practices to ensure communication among all parties
- Develop a COEHS recruitment plan (delineate faculty roles as it relates to workload)

Students shared with the team that they wanted more information on different endorsement (e. g. TESOL, Bilingual, gifted) earlier in their program so they would be able to make crucial decisions about the courses they would need *before* they finished their programs.

Some students communicated that the courses were too theory focused and felt that a more “application” approach would support their work in the classroom. Continue to include instructional strategies that bridges the gap between theory and practice.

Criterion 5. Faculty

Overall Findings: Exceeds (E)

Program Strengths:

- Highly qualified faculty members promote and celebrate diversity in all its forms
- TEELP faculty are actively engaged in scholarly and creative works

- Faculty members are innovative and developed and sustained unique programs to support community needs
- Newly developed residency program in response to state and university needs

The faculty in TEELP engage in research, outreach, and professional development and earned over \$5 million in grant support during the 2020 and 2021 academic years. Faculty members have developed innovative programs that support the local community.

Through strong faculty leadership, Educational Leadership Program at the University of New Mexico has developed and maintained the POLLEN Program. This program has increased the number of licensed school administrators serving Native American students throughout the state of New Mexico.

Through strong faculty leadership, the Department of Teacher Education developed and implemented a residency pathway, the Albuquerque Teacher Residency Partnership. This award-winning program has improved the preparation and retention of effective, diverse teachers for high-need schools in the Albuquerque Public Schools.

Opportunities for Growth:

- Suggest courses offered in teacher prep have clear demarcation between TEELP/LLSS
- Consider impact that 90% of instructors are PTI in teacher preparation (sustainability)
- Prepare a continuity plan based on upcoming retirements in Educational Leadership

Interviews with the faculty members indicate a strong dedication to the program but a concern that the current demands on faculty is leading to low morale. The faculty members shared with the review team that the program and students would benefit from having full time faculty members instead of hiring part-time or adjunct faculty members.

The team noted that there are insufficient faculty members to sustain the number of faculty projected to retire especially in the Educational Leadership program.

The Department of Teacher Education does not have a full time math teacher or a full time secondary science teacher.

Criterion 6. Research, Scholarship, and Service

Overall Finding: Met (M)

Program Strengths

- Research productivity is commendable, given the available resources and heavy service loads.

TEELP faculty members sustain an active publication agenda. They publish and disseminate their research findings in journals relevant to their fields of study. In this manner, TEELP faculty

members actively steer the scholarship in those key educational areas across relevant publication venues.

- Publications and presentations enhance the research mission of the COEHS.

Publishing in key educational research and practitioner journals give TEELP faculty members opportunities to enhance the research mission of the COEHS. Faculty members share their research findings in a variety of publications that highlight the impact of their scholarship, and this brings positive attention to the COEHS. Such attention fosters the Carnegie Research 1 (R1) efforts at The University of New Mexico (UNM).

- Maintain strong research projects in the community.

A very important aspect of faculty scholarship and research productivity is the way in which TEELP faculty members remain deeply rooted in the communities that they serve. A review of publication lists and vitas indicate that TEELP faculty members do more than research “on” participants, but rather, they engage communities in the research process so that beneficial outcomes of research are implemented. This is a strength of scholarly process that reflects the values and ethics of the TEELP faculty and enhances the research goals of the COEHS.

Opportunities for Growth

- Explore the impact of increased service responsibilities on faculty scholarship productivity.

Given recent faculty retirements and departures, current TEELP faculty members have borne the brunt of additional service commitments outside of their own existing responsibilities. Interviews with faculty members presented outcomes that support the high levels of stress that TEELP faculty members are feeling. The added pressures are adding anxiety to faculty members who are bearing more than a “traditional” service load. It will be important to follow the scholarly trajectory of faculty members given these increased demands. Efforts to support TEELP faculty members are needed. In this way, such efforts could support a positive departmental climate.

Criterion 7. Peer Comparison

Overall Finding: Met (M)

Program Strengths

- UNM is the only Carnegie R1 in New Mexico, and holds unique status as both a Hispanic Serving Institution (HSI) and Carnegie Research 1 (R1) institution.

The University of New Mexico (UNM) is the only Institution of Higher Education (IHE) in the state of New Mexico to earn Carnegie Research 1 status, and is one of about twenty institutions nationwide to hold the dual designations of HSI and Carnegie R1. These designations reflect the University’s commitment to supporting Latinx students and others from traditionally

underserved backgrounds. The designations also reflect the scholarly engagement and productivity of the faculty regarding their contribution to the Carnegie R1 classification. TEELP faculty contribute to the numbers of publications with regards to this.

- Peer institutions like ASU and UNLV are also R1, but have much larger student enrollment than UNM.

The University of New Mexico (UNM) has identified several peer institutions. These include Arizona State University (ASU) and the University of Nevada-Las Vegas (UNLV). They, like UNM, hold the Carnegie R1 classification. Yet, both of the aforementioned institutions have higher enrollment numbers than UNM. This indicates that UNM students and faculty are prospering, despite smaller enrollment numbers than the two peer institutions that are also R1. TEELP faculty members play an active role in helping to keep UNM's Carnegie R1 classification through their scholarly productivity and dissemination of empirical research.

Opportunities for Growth

- Utilize peer comparisons to inform future programmatic revisions in TEELP.

A recommendation is for COEHS leaders to collaborate with TEELP faculty members in identifying peer institutions from UNM's selected list, and determine which institutions offer similar programming like TEELP. After determining the peer institutions, then a review of the programmatic offerings at those institutions needs to be conducted. In this way, TEELP faculty members can identify program models that can serve as guides for any future programmatic revisions or reform efforts.

Criterion 8. Resources & Planning

Overall Finding: Met with Concerns (MC)

Program Strengths

- Maintain discussions of alternative avenues to generate additional revenue while sustaining programmatic quality and rigor.

Several groups interviewed as part of the external review process stated that discussions regarding possible forms of alternative ways to help generate revenue for the COEHS while sustaining programmatic quality and rigor. Individuals understood that it was important to maintain the high quality and rigor within programs to reflect the preparation of educators and educational leaders to support the children of New Mexico today and in the future.

- Continue engaging advisory panels

Given the strong connection with TEELP alumni and with school district partners in the area, continuing to engage advisory panels regarding programmatic goals and reform efforts is highly important. It was evident from interviews with stakeholders that the feedback received from

advisory panels proved beneficial. By continuing to engage advisory panels, TEELP faculty members can support program growth and possible curricular revisions based on the experiential knowledge of the advisory panel members.

Opportunities for Growth

- It is imperative that a Department Administrator be hired immediately.

A critical theme brought forward from a variety of interviews was the value of continuity and stability within TEELP. Faculty and staff members who are already feeling overtaxed sensed another urgency with the departure of a long-time Department Administrator. It is important that this vacancy be filled quickly so that continuity of programmatic efforts can continue seamlessly while faculty and staff can focus on their own dedicated roles and not take on additional responsibilities that heighten feelings of anxiety.

- Consider cluster hires to support TEELP organizational infrastructure. For example, a three-year hiring plan needs to be established prioritizing areas of need (full professors, assistant professors, PTIs).

It is important for COEHS leaders and TEELP faculty members to work together to develop a three-year hiring plan outlining priorities for faculty hires. This is imperative given recent and upcoming retirements that are leaving junior faculty members to bear the brunt of the teaching and service workloads.

Criterion 9. Facilities

Overall Findings: Met with Concern (MC)

Program Strengths:

- Use of interactive classrooms model how to engage students in their own classrooms
- Science lab is well-equipped and utilized
- Faculty teach off-site at local schools to support students

The interactive classrooms in the Technology and Education Center provide students and instructors with the opportunities to use and model the latest hardware and software in the classroom.

Opportunities for Growth:

- Without appropriate upgrades/expansion/changes, growth in enrollment may be hindered.
- HVAC concerns in Hokona Hall (poorly heated/air conditioned learning/office spaces)
- Lack of technology access in older buildings

The offices and classrooms in Hokona Hall need repairs and updates. The aesthetics are uninviting with older furniture and cramped conditions. The classroom technology in Hokona Hall is detrimental to the learning process for students.

Conclusion, strategic planning

The review team met with faculty from teacher preparation, faculty from educational leadership, the provost leadership team, clinical supervisors, students from teacher preparation and educational leadership and the executive leadership team in the COEHS. The primary themes that arose from the conversations during this visit were as follows:

- 1) Students have an overall positive impression of the teacher preparation and educational leadership program;
- 2) the shared curriculum between LLSS and TEELP has resulted in points of friction among curriculum and faculty;
- 3) the service workload requirements for faculty in combination with a lack of staff have negatively impacted scholarship and teaching;
- 4) the reduction of permanent faculty positions over the past 7 years has impacted sustainability and continuity in curriculum and productivity;
- 5) there are no faculty with expertise in mathematics;
- 6) there are a variety of pathways of the various degree programs, which may be overly complex; and
- 7) there are communication concerns among faculty, staff, students and administrators as related primarily to advisement.

Strategic Planning

The above themes were captured by the review team but there was insufficient time to obtain specific evidence regarding these concerns. It may be prudent to bring in a consulting firm or host a series of workshops to assist with exploring the above stated challenges faced in this unit.