

Academic Program Review

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

College of Education, The University of New Mexico

A Report by the External Review Committee:

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March 15, 2007

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INTRODUCTION

As part of the regular, periodical reviews of its academic programs, the University of New Mexico (UNM), Office of the Provost for Graduate Education, appointed an external committee to participate in the on-going review of the Department of Language, Literacy, and Sociocultural Studies (LLSS). This Department is located in the College of Education. Three faculty members external to UNM, assisted by one faculty member from UNM, but not in the College of Education, conducted the review which is summarized in this report.

The Charge:

The Department's extensive self study asked for our appraisal of their work, keeping in mind its goal of continuing to grow as a unit. We were to peruse their document and consider three questions:

1. The degree to which their work responded to their mission statement. We were to assess whether they "walked the talk."
2. Suggestions for achieving a more diverse student body, given their context, especially for increasing the numbers of Hispanic doctoral students.
3. Suggestions for garnering more resources for their work, given their current workload and fiscal situation.

In her letter of appointment to the Review Committee, dated December 12, 2006, Dr. Amy B. Wohlert, Vice Provost for Graduate Education and Dean of Graduate Studies, the University of New Mexico, also asked us, the External Review Committee, to consider those questions along with specific ones the team had identified related to:

1. Overall quality of the unit
2. The unit's contribution and admission as related to the strategic directions of UNM
3. Impact and visibility of instructional programs
4. Profile and distinction of faculty and students
5. Student success and learning outcomes
6. Contributions to other academic units and collaborative initiatives
7. Community service and the experiential learning opportunities
8. Opportunities for further development
9. Appropriateness of short-and long-term goals
10. Implications for accreditation, where appropriate

The process:

Prior to our site visit, we received, in hard copy, the *Academic Program Review, Self Study, Prepared by the Department of Language, Literacy, and Sociocultural Studies (LLSS), of the University of New Mexico, Albuquerque, New Mexico (LLSS Self Study)*. This comprehensive report was the product of extensive meetings by the faculty across almost one year.

Site Visit

A breakfast meeting in Hokona Hall on Wednesday morning, January 24, 2006, began our site visit (Appendix A). For three days we met with clusters of faculty members from each of the academic programs within the LLSS, with Dr. Viola Florez, Dean of the College of Education (COE), with Provost Reed Dasenbrock, Vice Provost Amy B. Wohlert, Deputy Provost Richard Holder, and with other University administrators. We observed a class session conducted by a tenure track faculty member and spoke with some of the students in that class. We met with a representation of doctoral students. We traveled to Jemez Pueblo and were greeted by tribal leadership at the Creative Learning Center (Jemez Civic Center). In Jemez Pueblo we visited three schools (San Diego Riverside, Walatowa High School, and Jemez Valley High School). At a social reception at UNM, we met some of the community members who are working with faculty of LLSS, graduate students, faculty, and staff of the College of Education. One morning we spoke via conference call with the internal member of our Committee, Professor Sedillos-López, who had been unable to accompany us during our site observations and interviews.

Keeping the focus questions listed above in mind, our assessments are informed by document review, observations, interviews, and discussions with pertinent participants.

Organization of this Academic Review Report

1. Brief comments on the structure of the Department and its programs
2. Comments on the courses, the teaching, and impact beyond the campus. Included in this section are strengths and challenges
3. Comments on funding, research and creative endeavors
4. Overall comments and recommendations

1. The Department of Language, Literacy, and Sociocultural Studies and its Relationship to the Mission of the College and of the University

The Department of LLSS, nested in the College of Education, is a relatively young entity, having gained its present status of Department in spring 2002. This Department's genesis and path reflect the re-structuring and organizational history of the College of Education, in the recent past, from fall of 1991 and through 2004, when COE reached alignment with the rest of the university. All degrees granted are now situated within one of its six Departments. The LLSS confers only graduate degrees, although it also offers upper division undergraduate courses. (*LLSS Self-study*, 1.4)

The LLSS is defined by an institutional culture of innovation and ambition to render educational scholarship that it is socially committed, visionary and above all, that addresses the needs of the various ethnic communities and pueblos that surround the University of New Mexico. Significantly, New Mexico is one of the few states that has declared commitment to bilingualism and multilingualism in recognition of the plurality of languages and cultures that coexist within its borders. LLSS has taken up the issue of

the educational needs of the state of New Mexico centrally in its organization. This commitment is amply manifested in its curricular emphasizes and course offerings and through the Department's attention to diversity and representation in the composition of the department's faculty and student bodies. Below, please find elaborations of these statements.

The LLSS is comprised of 17 tenured or tenure-track faculty members and 11 regularly employed instructors who are lecturers or emeriti or who serve in administrative capacities. The faculty members are of diverse ethnic origin that mirrors the students' as well as the ethnic diversity in the state of New Mexico. The faculty members teach and advise students in six programs. Most of these professors also teach in other programs of the COE and advise numerous students in non-degree programs. Part time or contingent faculty and teaching assistants are responsible for teaching approximately half of all courses offered.

2. The Programs, the Teaching, and Impact Beyond the Campus, Strengths and Challenges.

Questions: What are the strengths of the programs? Are the enrollments healthy? Are the courses required for completion offered regularly? Is time to degree about average for the COE?

Six programs / concentrations are currently offered in the LLSS at the Master's level and five at the level of the Doctorate. Students identify themselves with one of these upon admission.

Master's level programs:

American Indian Education (AIE)

Bilingual Education (BILED)

Educational Thought and Sociocultural Studies (ETSS)

Language/Literacy (L/LA)

Social Studies (SS)

Teaching English to Speakers of Other Languages (TESOL)

Doctorate programs

Bilingual Education (BILED)

Educational Thought and Sociocultural Studies (ETSS)

Language/Literacy (L/LA)

English as a Second Language (ESL)

Educational Linguistics (EL)

The Department of Language, Literacy and Sociocultural Studies (LLSS) is a unit distinguished by a set of highly admirable goals and accomplishments. We saw its emphasis on diversity and social justice and its commitment to bilingualism in a state where several languages are spoken. Its interdisciplinary emphasis on collaborating with

other units across campus, its collaboration with Latin American Studies to offer a dual Master's are also impressive features of the department's endeavors. LLSS is above all committed to the surrounding communities and to the state, taking on as a substantial part of its mandate the preparation of students for teaching and professional licensure in the New Mexico State school system. These efforts respond directly to the Department's mission statement which underscores an emphasis on diversity and linking educational scholarship to community.

The program requires one core course for all Master's Degree students in LLSS and two for those seeking the doctoral degree. In addition, the LLSS doctoral program requires a minimum of 12 credits of research methods. It is worth noting that the ETSS program offers six of the seven courses in Qualitative Research Methods of LLSS. Students from across the COE and the University benefit from being able to enroll in these courses.

A perusal of the requirements and list of courses offered for a degree from LLSS, finds a curriculum very strong in the basics foundations (core) and rich in the concentrations. It is reassuring to see the care with which the programs are supported by the course requirements, which include field work and research methods.

2.1 Summary sketches of academic programs

We found five of the academic programs to have strong enrollments and with a solid base of tenure-track faculty.

The American Indian Education (AIE) program offers a Master's degree in which students can select either plan I (30 + 6 hours of thesis preparation) or plan II (36 hours of course work). A significant feature of this program is that the majority of the faculty are Indigenous and courses are taught by the six faculty with specialization for each course offering. The program attracts students from across the United States, from Canada, and from other parts of the world. Students from within the university such as the Arts and Sciences and from the local community are also attracted to the program. The quality of the mentoring and its challenging, scholarly program appear to be important draws of this program. An additional strength is its community outreach initiative. AIE faculty have developed partnerships and collaborative efforts to assist communities and local school districts with teacher training, curriculum development, and program assessment. The AIE faculty are national level figures. This program sponsors numerous activities on campus, such as the recent Indian Education Summit.

The Bilingual Education program offers a Master's and a Ph.D. degree. The program serves a large number of full-time as well as part-time students. The non-degree seeking students take courses that lead to certification and/or endorsements in the areas of bilingual and English as a Second Language (ESL). The faculty provides mentoring to their students as well as providing graduate seminars and meeting with students individually once a month. The faculty are recognized at the national and international levels. They are leaders in language education research. Their presentations at AERA (American Educational Research Association) and NABE (National Association for

Bilingual Education) are sought out. They serve on national committees and boards. In addition, faculty have been involved at the Federal policy level, for example, one faculty member provided testimony on the Ester Martinez Language Bill 4766 hearings held in Albuquerque, New Mexico.

The Language/Literacy program offers a Master's and a Ph.D. program. A unique feature of the program is that it has a site-based cohort program in Rio Rancho. As is the case of the other LLSS programs, the core faculty in this concentration are highly involved with community outreach and student mentoring. These faculty, along with those in Bilingual Education and ESL/TESOL, have key roles in the dual Masters Program with Latin American Studies. Their scholarship and leadership has high visibility at the national and international levels.

The ESL/TESOL program is a highly solicited concentration, as is that of Bilingual Education. Master's and Ph.D. degrees are offered with this specialization. As mentioned above, the LLSS is committed to serving the large need for the knowledge and skills offered by this program. The faculty in this program are among the top in their field, contributing to the scholarship and policy issues concerning students and teachers in New Mexico, the United States and globally, particularly in Latin America. They have a presence in NCTE (National Council of Teachers of English) and TESOL (Teaching English to Speakers of Other Languages), as well as in AERA.

The Educational Thought and Sociocultural Studies program offers a Master's and a Ph.D. The program currently has a healthy enrollment of 70 students (MA and Ph.D.), with courses taught by four full-time faculty. Among the distinctions of the ETSS is their leadership in qualitative methodology scholarship and teaching. As mentioned earlier, this program's six courses in qualitative methodology are an invaluable resource to LLSS Department, to the COE, and to the University. The faculty are engaged in critical studies of immigration, gender and race discrimination, and other inequities that affect pedagogy in current times. The students we interviewed remarked on expansion of their intellectual lenses prompted by their studies in this program.

The Educational Linguistics program offers a Ph.D. interdisciplinary degree program. There are 10 students currently in the program. Unique features of the program include the requirement of two doctoral education seminar courses and an exit interview upon completion of the degree. The program attracts students from this country and from abroad. As with the other LLSS programs, the mission of the Department, including orientation towards social justice, is incorporated into the development and training of studies of linguistics in the service of education and schooling.

Recapping our brief statements on the above programs, we found these concentrations to have strong organization of knowledge and curricular bases. We found a keen investment in the Department to become a cohesive unit. Many of the courses serve more than one program. There was significant depth and breadth in research methodology, with emphases on history, socio-cultural, and language inquiry. We also

found that the success of the programs and the commitment to serving the immediate needs of the state are resulting in some stresses and challenges to the faculty.

2.1.1 The Master's program in Social Studies poses a stark challenge, primarily due to scarcity of faculty. Only one tenure-track professor is assigned to this program. We, the Review Committee suggest serious attention to this matter at the Department level. Responses might be to augment its academic support or to incorporate the program, and its remaining faculty member, into other components of the Department.

2.1.2 Demand on courses and programs. A related concern is that the Department is struggling under the high need for Master's degrees in Bilingual Education, Literacy, and TESOL and American Indian Education. The Department is committed to serving the largest concentration of need for these programs in the state. And, these Master Degrees are recognized for their quality, thus, attracting a large demand by teachers and other educators. The doctoral specializations attract local, national, and international applicants. The reduced faculty in those concentrations and the heavy demand for the Masters' curriculum makes it difficult for the Department to meet its commitment to offering the full complement the doctoral level courses in the graduate catalog. As a consequence, many students who want to pursue a doctoral specialization in Bilingual Education, Literacy, ESL/TESOL, or American Indian Education, sometimes switch their concentration to Educational Thought and Sociocultural Studies (ETSS), where a full array of courses is offered. While we are very impressed by the quality of the work of ETSS, it should not be the default program for MA graduates who wish to develop their research knowledge and skills in one of the other specialties.

2.1.3 Non-degree programs. A challenge related to the exemplary quality of ETSS instruction and the extraordinary demand from the field is one resulting from the LLSS courses and advice provided to other parts of the COE curriculum. This involvement can be categorized as institutional contributions (*LLSS Self Study*, 3.1). In particular, this issue is felt in the teaching and advising requirements of non-degree teacher licensure programs and of the four non-degree endorsements: (1) TESOL, (2) Bilingual Education, (3) Reading, and (4) Educational Media/Library Science. An endorsement is a specialization added to a teaching license. The courses that support these endorsements may be embedded in the Master's and/or doctoral degree programs. Many LLSS faculty are advisers to a large number of the licensure students, at times of entire cohorts of 30 to 35 students. The Review Committee saw the high quality of the culminating projects that were products of the field work being supervised by the LLSS faculty for the endorsements. Discussions with the faculty in LLSS showed that many feel obligated to these programs, identifying with the need to serve the practitioner members of the education field, and feeling gratified by the quality of the student work. At the same time, they acknowledge the drain of this responsibility on their time and energy. The Review Committee urges serious attention to this dilemma. In the last section of this report, we offer some suggestions for addressing this concern.

2.2 The Students

2.2.1 The enrollments are strong, although in 2006 there was a dip in doctoral admissions. This was done purposefully because of four faculty retirements in fall, 2006. Since 2001, LLSS has admitted an average of 57 Master's level students per year. At the Doctoral level, LLSS and Educational Linguistics admit an average of 27 students per year (LLSS 22, EL 5), (*LLSS Self Study*, 4.1). There is record of persistence to degree. That is, once the students enroll, there is a high probability that they will complete the degree. This persistence is seen across all ethnic groups. The self study points out the figures of the ethnic distribution of the students. The Anglo and African American groups seem to be represented in proportion to their numbers in the State of New Mexico. The Asian population is over-represented (10%) in these figures; however, these are all international students enrolled in the program. At the Master's program the Hispanic enrollment is 35%, in the Ph.D. program only 19% are Hispanic, including students from Latin America. The Hispanic population of New Mexico is 43%. The self study rightfully identifies this discrepancy as a concern. The American Indian population, which is 10% of the state, has only a 5% enrollment in the Master's programs. At the doctoral level there has been a recent dramatic increase in American Indian students, approximating the state population for this group.

Most of the students in the Master's Degree programs are full-time teachers seeking to enhance their professional positions. In the majority of these cases, they will stay in the local school systems. The doctoral students, however, generally seek to move into academic, administrative, policy making, or research positions.

2.2.2 Time to degree issues. Because most of the students in the LLSS graduate degree programs, Master's and Ph.D., are full-time practitioners, their time-to-degree is longer than if they were full-time students. We were not able to ascertain if this is also the case for most graduate students in the COE or other graduate students at UNM. Along with anticipated decrease in graduate faculty (*Self Study*, 4.1), the pace to completion, along with the lack of secure, adequate base of funds to support them, appear to be reasons for admitting fewer students to the doctoral programs this past year—A reduction from a minimum of 20 for the previous five years to 8 admitted in 2006.

2.3 Teaching: On Quality of Instruction and Advising

2.3.1 The faculty's academic training and syllabi. The LLSS Faculty members are graduates of some of the most prestigious universities in the country (e.g., University of Wisconsin, UCLA, UC Berkeley, Claremont Graduate University). Most have national and international standing in their academic specialties. It does not necessarily follow that renown scholars place importance in their teaching and advising. However, this group of professors does take this component of their job very seriously. The Review Committee found this strength to be one of the most important of the Department. The current course syllabi indicate that the students are receiving outstanding academic instruction. The syllabi are extensive, coherent, and include recent publications of the most prominent authorities on pertinent topics. Since some of the foremost authorities are local, these are

also appropriately included. A review of one course reader (369 pages) shows the high expectations of the instructor. Another notable component, found in most syllabi, is statements of how the particular course responds to the University Mission. The Review Committee finds this detail to be very important, as its inclusion keeps the rationale of the course and the mission present in the on-going development of knowledge and skills across the semester's study.

2.3.2 Teaching observed. During our site visit, we observed a class in session and witnessed a masterful teacher drawing sophisticated critique from a group of students. The students had viewed a PBS video. When we walked in, a series of questions posed by the instructor to guide the viewing was serving as a springboard to relate the contents of the video to the readings assigned and to the students' own experience. The Review Team had asked permission to observe that class only a few minutes prior to showing up. Therefore, the students could not have been prompted on how to behave nor how to respond. The course, LLSS 460/560, Language and Education in Southwest Native American Communities, had some 30 students from within the Department and from other parts of the campus. The Review Team members sat with different work groups and all three of us saw the personal engagement of the students with the material and the ideas. Although this session was one at the beginning of the spring semester, the instructor, Assistant Professor Christine Sims, had created the setting for those students to contribute their analyses of the video, their understandings of the readings, and to tap their own and their families' personal experiences for the benefit of the course' goals. If this type of teaching is the norm in LLSS, then the Department of LLSS has enviable, exemplary teaching.

2.3.3 Impact of teaching and mentoring: Beyond the impact of course work, the doctoral students who met privately with the Review Committee singled out the exceptional nature of the mentoring they were receiving from their advisers and all the professors they had studied with. This group included international students from Italy, Mexico, Argentina, Ecuador, and an American Indian student from Arizona. They all remarked on the unexpected level of personal growth as scholars they were being encouraged towards. They pointed out the important process of unit called Graduate Student Writing Studio, where they receive detailed attention to their academic writing. They were grateful for the opportunities to assist with teaching university classes and to participate in professors' research and outreach activities. Reflecting the LLSS faculty's identification with scholarship and practice, all of the students we interviewed, those from this country, as well as the international students, indicated a desire to pursue careers that combine the application of scholarship to complex social issues and challenges. We have every reason to believe that the comments of these students are representative of others' in the LLSS programs.

2.4 Scholarly Productivity of Graduate Students and Recent Graduates.

The type of mentoring received by the graduate students in the LLSS programs towards the importance of participation in scholarly and professional conferences and publications is to be applauded. The Self Report contains an extensive list of conference presentations and publications by currently active doctoral students and those recently graduated.

Those lists testify to the success of the program in preparing their graduate students for those important components of academia and the professional world—research productivity, publications, and contributions that positively affect the schools (*Self study*, 5.6-16)

2.5 Impact of LLSS Across UNM and Beyond the Campus: The Native American Communities, the Albuquerque Public Schools and National / International Arenas.

2.5.1 Placements in the field. The doctoral programs aim to prepare graduates for the academic job market. In a recent survey of 50 LLSS Ph.D. recipients, graduating from 2000—2005, forty-seven percent (47%) had obtained tenure-track appointments. Fifteen percent (15%) had non-tenure track or part-time academic appointments (*Self Study*, 5.5). Graduate students, and those with degrees from LLSS, are very visible in the academic and professional conferences and publications. These are indicators that the LLSS graduates are competitive in the academic job market. There are graduates of this Department in many renown universities across the country and clusters can be found in the Southwest. We learned of one very recent graduate who will begin teaching at California State University Stanislaus in fall, 2007, her candidacy triumphing over applicants from numerous other universities. Thus, the outstanding knowledge development and training and commitment to social justice engendered in the LLSS Department are being carried forth through these graduates.

2.5.2. Impact on Native American Communities, for the Albuquerque Public Schools, and at the State and National/ International levels.

The work with the Native American Pueblos in New Mexico and beyond deserves praise at many levels. Our site visit coincided with a scheduled presentation of the American Indian Education Program to the campus. Here we heard and saw informative presentations by four of the faculty members of the American Indian Education (AIE) program. The presentations and the discussion following the formal presentations indicated the scholarship and depth of involvement of the faculty in this program with the American Indian communities in the Southwest and in North America. In the audience were faculty members and students from the College of Education and across the campus. In addition, a distinguished Professor Emerita was in attendance.

A rare privilege was given to the Site Review Committee with a field trip to the Jemez Pueblo. This visit was possible only because of the established relationship of the American Indian Education program faculty with the Jemez Pueblo. We were greeted by the leadership of the Jemez Pueblo and saw a video of the education work being conducted by that community. One of the LLSS / AIE professors, Dr. Mary Jiron-Belgard, is seen in the video working alongside the community members. We visited three schools in the Jemez Pueblo: San Diego Riverside Elementary School, Walatowa High School and Jemez Valley High School. During our visit to San Diego Riverside, we observed the cultural richness of the Jemez people throughout the school. Student artwork, student writing samples (in the Jemez language), and cultural decor were evident of the commitment of the local community as well as the staff, teachers and the administration. The school is committed to providing students a high standard of

excellence. Our visit to Walatowa High School was a memorable experience. The core component of the curriculum of the school is to prepare its students in the areas of academics, leadership, American Indian culture, and wellness. In addition, the school is implementing an extraordinary Study Abroad Program for freshman, sophomores, juniors and seniors. Students have the opportunity to take study trips to India, Mexico, and New Zealand, as well as to travel to Washington, D.C. In the nation's capital the students interact with congressional representatives, tour Federal offices and buildings, and meet with national Indian organizations. The Review Committee was delighted to know that one of the head teachers of the very impressive Walatowa High School was currently a student in the LLSS American Indian Education program. This visit made explicit the important relationship between the LLSS Department and the American Indian Community.

In addition to the invaluable involvement with the Pueblos mentioned above, the LLSS faculty have conducted important work with indigenous communities in Gallup and Farmington.

2.5.3. With the Albuquerque Public Schools. Time constraints did not permit us, the Review Team, to visit any of the schools in Albuquerque where LLSS faculty and LLSS programs are directly involved. However, the palpable impact of the LLSS faculty on the Albuquerque Public Schools was felt in a variety of ways. We mention a couple: At the social reception, we learned of workshops being given for the Albuquerque Public Schools (APS) as part of a compliance agreement with the Office of Civil Rights. The head of the program which provides these workshops related the extent to which he was using materials and ideas he had encountered while in courses of the ETSS (Educational Thought and Socio-cultural Studies). At this reception, we also met the Principal of one of the APS exemplary bilingual schools, where a number of LLSS faculty members have long made important contributions. This school has reached national award levels, in good measure due to the collaboration, scholarship and leadership of LLSS faculty. The schools in the APS, and therefore, the community at large, are the direct beneficiaries of the various professional credential programs with which the faculty of LLSS identify so closely.

2.5.4 With the State Legislature and Federal legislation, Curriculum and Standards. The faculty of LLSS are deeply involved with education issues at the level of policy. The faculty includes some of the foremost authorities on New Mexico's education issues and are regulars in providing expert testimony and working on task forces, such as for curriculum guidelines and standards. Earlier we mentioned the testimony provided on the Ester Martinez Language Bill 4766. Almost every faculty member in the LLSS has been or is currently involved with education policy issues at the state level.

2.5.5 In National and International Arenas. Many members of the LLSS faculty and the Department's graduates have long-established collaborations with research organizations and research institutions in this country and internationally. Hosting the 10th Annual International Conference on Qualitative and Ethnographic Research in Education speaks

to the status of the LLSS faculty's studies in qualitative research methodology. The Latin American Program in Education (LAPE) and other collaborations with educational projects in Latin America have kept the UNM presence in this part of the world. At times, field work by LLSS faculty in other parts of the United States, or in other countries, results in recruitment of doctoral students from those nations. At the present time, an indigenous doctoral student from Ecuador, attracted to UNM in that way, is enrolled in LLSS.

This Department's faculty engage in public debates concerning topics of their expertise. Their commitment to the underserved or marginalized populations finds them in expert-witness chairs and as public intellectuals appearing in the mass media. For instance, several members of this faculty have conducted research showing the harm of some of the components of the No Child Left Behind (NCLB) policies. Some have been the eyes and ears of schools' and educators' conflicts in other parts of the world. An instance of this type of involvement is the case of the recent teachers' strikes in Oaxaca, Mexico.

2.5.6 Impact on across the UNM campus, committees and leadership. The faculty of LLSS have an important presence in academic programs and student committees across campus. We have mentioned the interdisciplinary program in Educational Linguistics and the Dual Masters with Latin American Studies. The faculty are involved with Institutes and Centers housed within COE. Several faculty members also have leadership positions in Academic Senate Committees. They are in Master's and Dissertation Committees for other Departments across the campus.

The LLSS Department sponsors Educators for Dialogue and Inquiry (EDI), a dynamic graduate student organization, supporting and participating in their rich program of symposia, panels, workshops, and Brown Bag lunches. With the assistance of the COE and the Dean's office, LLSS regularly hosts guest lectures by world scholars of language, literacy, and socio-cultural studies, e.g. Western Australia, Harvard, UC Berkeley (*Self Study*, 3.5)

LLSS faculty have provided leadership on campus for the important work of the Task Force on Diversity. For instance, the LLSS faculty representation, Chaired by Professor Blum Martinez, developed the UNM operational definition for diversity.

This part of the report could be expanded many times, we have included only a short sample of the ways LLSS is important component of the campus.

Despite the very stellar achievements of their programs, we identified some important challenges. Some of these were incorporated above. Next, we elaborate a few of these.

2.6 Faculty Concerns

2.6.1. Shortage of faculty. Some of the challenges seem to stem from recent organizational changes in the COE, the creation of Teacher Education as a separate department, for instance. The faculty vacancies recently created by four senior faculty retirements was another source of stress on the LLSS faculty. We were unable to see the efforts in place to ameliorate the relationship between LLSS and Teacher Education, despite the clearly overlapping interests of the two Departments. The non-degree programs were taking a toll on LLSS faculty. The faculty expressed being overwhelmed by increasing teaching and advising loads and the extent of their community-based commitments.

Of the four recently created faculty vacancies of the LLSS Department, one was to be filled this spring. There was uncertainty that the others would remain in the Department. At the present time, one of the program concentrations, the Social Studies Master's was especially challenged by lack of faculty resources.

2.6.2 Teaching and advising loads. For a Department in a research university, we found the teaching and advising load for most faculty members to be very heavy. Many faculty members are teaching 3/2 and 4/2 course loads. We understood that dissertation committee chairs can get course credit (course release) if they are chairing at least eight dissertations. Other research universities grant course releases to faculty chairing at least three dissertation committees. While there was a stated attempt to avoid heavy advisee loads on Assistant Professors, we heard testimony of Assistant Professors being on as many as 20 student committees. Nevertheless, in spite of the heavy demands for developing new courses and responding to university obligations at several levels, the faculty, nevertheless, seemed to be very devoted to their advising roles. Still, the Review Committee perceived that all the programs are challenged by the desperate need for more faculty lines.

2.6.3 Senior faculty. Our observation on the issues of faculty resources is that there is a need for more extensive senior faculty presence in the program. Currently, the majority of faculty reside at either the Associate or Assistant Professor level: Three Full Professors, seven Associate Professors, and six Assistant Professors. Although we recognize the current LLSS faculty is outstanding, first-rate doctoral programs benefit from having a good proportion of Full Professors. The ideal situation would be for the recently vacated faculty positions to remain in LLSS, to have these three appointments filled as soon as possible, and for at least two of those appointments to be at the Full Professor Level. Below we encourage promotion of several of the current faculty at the Associate Professor level. We believe the Department will more quickly gain the stature and visibility it deserves with a larger number of senior faculty.

2.7 Student Funding

The scarcity of funds available to graduate students in LLSS programs means most of them have to keep at least a part-time position. Graduate Assistantships and Teaching

Assistantships are very scarce, and in order to help the largest number of students, these appointments are made at 25%. While the persistence rate for LLSS students in degree programs is good, most of the students who begin a program finish it, the time to degree is longer than it might be. For international students funding is a very serious problem, since their visa status limits them to finding part-time jobs on campus. We urge the faculty and the university to work on strategies for obtaining more funding for students. The last section of this report contains some suggestions for this issue.

2.8 Challenges of Space

Throughout of site visit, the challenges posed by lack of space surfaced. There appears to be severe constraints on scheduling. The university scheduling norms seem to have been established without consideration for classes serving a population of working adults. A professional school needs a building to adequately carry out its work. The nature of the curriculum and students /practitioners served is expected to be considered in its program. At the present time severe barriers to attendance are caused by the scheduling requirements of the UNM. The scheduling constraints comprise one part of the problem; the other is simply lack of available space to hold the classes for the LLSS programs. When our review team asked to visit a class in session, the response by the instructors holding classes that evening was, “You’re welcome, but there is no room in that classroom for one more person.”

One way LLSS is responding to these problems is by holding classes in the community, in schools. This practice is by no means conducive for optimal graduate education. While holding professional development sessions in the schools is appropriate, we believe that graduate level courses should be held on the University campus. Students and faculty need easy access to libraries and media centers available on campus. Plus, for the graduate students being on campus and taking advantage of the other enrichments there, such as lectures, colloquia, and exhibits, should be part of the graduate student experience.

Appropriately, the administrative offices of the COE are in a comfortable building, distinguished by a spectacular stained-glass wall designed by the award-winning artist Tatschl. On the other hand, the current offices of the LLSS are in Hokona Hall, a former college dormitory. This modest setting does not reflect the important work that is being conducted by the students or the faculty of this Department. We understand there is a plan for an Education building, but that plan is currently stalled. We urge the COE and the University to increase the pressure on the appropriate forces to obtain this much needed building.

3. Funding and Research and Creative Activity of the Faculty

3.1. Scholarly productivity. during the past five years, the LLSS faculty have maintained a sustained their own research agendas, in addition to supporting that of their students

and colleagues. They have Chaired an average of four Dissertations Committees yearly and most have been on six additional ones as committee members. The faculty of LLSS serve on editorial boards and are editors and guest editors for refereed journals. LLSS faculty provide leadership in international and national professional organizations. They serve on advisory boards for tribal initiatives, Native American charter schools, institutes on racism, international institutes on Indigenous health education and museums. Additionally, they provide service to local school districts, Pueblo Indian tribes, and local media. A number of faculty have been recipients of awards, at the local, state and national levels.

The scholarly productivity of the faculty has a very healthy rate. The amount fluctuates from 120 to 79 items annually, with the three most frequent types of products being conference papers (31 in 2004-2005), book chapters (19 in 2004-2005) and refereed journal articles (16 in 2004-2006). Four books were published by LLSS faculty in 2004-2005 and five the previous year (LLSS Self Study, 6.10, table 6.7). The research agendas of all have address critical needs in education. Their work is presented and showcased in national and international conferences and published in a variety of journals. A review of curriculum vitae of the faculty indicates that several persons at the Associate Professor level have records sufficiently robust to be Full Professors. We encourage them to seek that promotion. The education field already counts them as leading theorists and researchers. In some cases, as is appropriate for professors in education, their trajectory has centered their research on applied issues. The Department's mission statement includes the goal of linking educational scholarship to community, assuring that community is served by scholarship. Of interest is the current initiative in research intensive campuses (e.g. Duke, Stanford, Michigan, UCLA) which is urging that work in frontiers of knowledge include projects in civic engagement. This initiative is prompting evidence that the major universities are staying in touch with the real world. One way to respond to this request is through engaged research. An overview by the Review Committee of the work being conducted by the LLSS faculty shows that this Department has been ahead of that national initiative. We, the Review Committee believes this seminal work merits recognition by the University.

We are impressed with the scholarly track record of the Assistant Professors, to date. The six professors at this level are engaged in intensive research projects. Some have books in press or already published.

3.2 External Funding. In the area of funding, LLSS faculty have been successful in securing funding from state and federal levels for programs that help support the local community and school districts. Some faculty members have secured research grants from other agencies. At the present time, one of the LLSS faculty members is Co-Director on a sizeable multi-campus National Science Foundation grant. CEMELA (Center for Mathematics Education for Latinos/as) addresses teaching, doctoral training, and research on the critical issue of mathematics, focusing on Hispanic students.

We encourage the faculty to seek other large grants that can support their research and also provide funding for the graduate students. The current CEMELA grant shows that

the LLSS faculty have the pulling power for such awards. Below we provide specific recommendations for obtaining increased funding for research and student support.

4. Summary Comments and Recommendations

We recap our assessment, listing the strengths we found. We also provide suggestions for addressing the challenges identified. We return to the questions of our charge and elaborate some of the points made earlier.

In its mission statement, the LLSS has committed itself to:

1. Enhancing diversity
2. Meeting the educational needs of the community
3. Sustaining programs of educational excellence

We were asked to judge the degree to which LLSS was “walking the talking.” To an admirable degree the LLSS has indeed “walked its talk” with respect to its mission and that of the COE and the University of New Mexico: Foci are on the study and practice of education through teaching, research, and service. Their goals include addressing critical educational issues, testing new ideas and approaches to teaching and learning, and educating professionals who can facilitate human growth and development in schools, homes and communities and work places. The mission statement also asks for attention to preparing students for participation in a complex and challenging society. (Source: The UNM Graduate Catalog, cited in Course syllabus for Dr. Leroy Ortiz, (2006) *LLSS Self Study*, Appendix E).

There is evidence that the shared vision and commitment to democratic governance of LLSS are bearing positive gains by doing what the university wants done (*LLSS Self Study*, 9.1). LLSS is an impressive department of highly committed, extremely hard working faculty. The unit is distinguished by highly note-worthy features and accomplishments. We summarize some of these here.

4.1 Enhancing Diversity. The Department has a notable record of enhancing the diversity of the students and faculty. Their statistics tell the story: Of the 28 faculty, 17 are female and 11 are male. Thirteen are Anglo, 7 American Indian, 5 Hispanic, 2 African American and 1 Asian American. The LLSS has a history of seeking out members of ethnic groups to join its faculty. For example, from 2000 – 2005, the number of American Indian faculty has doubled. In addition, within the past five years, (2000-2005), the program has admitted 229 Ph.D. seeking students into the program. Of these, 2% are African American, 8% American Indian, 10% Asian (foreign students), 19% Hispanic, 55% Anglo and 4% who designated themselves as other. At the Master’s degree level, between 2000-2005, 45% of the student population were Anglo, 41% Hispanic, 5% American Indian, 5% Asian, 1% African American, and 3% as other. The Review Committee sees the accomplishments with this broad goal as meriting recognition as a model for COE and the University.

4.2 Response to Local and State Education Needs. The level and intensity of the faculty's commitment to orienting its scholarship to address the needs of underserved communities and broad educational needs of the state of New Mexico is outstanding. This Department is providing highly qualified teachers, bilingual education professionals, and educational leadership in numerous ways. The depth and extension of community service distinguish it and make it praiseworthy for relevant educational scholarship and practice. The Department has enviable trust and collaboration with the general population of New Mexico and has gained particular effectiveness in their work with the American Indian and the Hispanic communities of the state.

The interdisciplinary range of its programs and evidence of collaboration within and outside the college are also impressive features of LLSS as a unit.

4.3 Innovations in Teaching and Research. The Department of LLSS is an innovative department pushing teaching and scholarship to new levels of educational excellence. Students speak in praising terms of the way professors teach—making you think in different ways (remarks from doctoral students, community educators, and observations in Dr. Sim's class). Classes are offered in schools in the surrounding underserved communities. Graduate students are mentored carefully and they are encouraged to participate in research projects and to develop publishable papers. Graduate students and faculty members have a solid record of research and creative work. They are highly visible in professional and academic journals. They are leading presenters at professional and academic conferences. Faculty members are modeling the importance of publications for their students.

4. 4 Sustaining and Enhancing Current Strengths and Accomplishments

The section that follows contains recommendations for reaching even higher degrees of success as a Department. We have one suggestion for enhancing the curriculum program and then we offer suggestions for addressing the stressful factors identified.

4.4.1 On curricular requirements. The current curricular offerings, as mentioned in section 2.1, are excellent. The students are receiving outstanding guidance in their knowledge and skills development. The graduates of the LLSS are finding merited satisfaction in their subsequent positions. We applaud the level of qualitative methodology expertise offered to the doctoral students. We recommend that one course in basic quantitative methods be added to the research methods requirements. Tier one universities (e.g. Stanford, UCLA) require skills in two types of research methodology, with advanced courses in one type, quantitative or qualitative, and at least one course in the other. While in graduate school students of LLSS may not foresee conducting quantitative research in their careers. However, such knowledge will be important in guiding future researchers. Furthermore, for academics, having a strong array of research tools is a big advantage in the job market.

4.4.2 Showcasing engaged research. With respect to challenges currently felt by the faculty, we recognize that the pursuit of their mission with intense energy and

commitment also has resulted in stresses for these dedicated professors. They are aware of many of their strengths and also of their challenges. The intent of this section of the report is to suggest specific ways the Department and faculty strengths can be channeled for responding to some of those challenges.

Dedication to the educational needs of the community provides enormous satisfaction and nourishes the faculty's sense of contributing to real-world needs. Their involvement at the state level for the education issues of New Mexico and their work with the American Indian and Hispanic communities of the area is admirable. However, much of the ongoing work and its products, among which are curricula and training compact disks, appear to be largely under-appreciated by the University. We recommend studying ways to re-orient that work for the benefit of the research community as well. The faculty are using their scholarship to drive practice. Their working models should also be of practice driving scholarship. To this point, it appeared to the Review Committee that the LLSS does not have good documentation of its engagement with communities and of the impact of those relationships. Perhaps they are minimizing the potential importance of that work. For example, the faculty have taught for the Southwest Indian Institute. Research reports can be developed from that work, demonstrating practice grounded in theory. Analyses of a series of those projects can be the base for advancing theory.

4.4.3 Towards a research center. The unique set of strengths of the LLSS faculty and the nature of the students they are drawing in makes for a natural setting for a major Research Center for the Study of Language and Literacy and Sociocultural Studies. The multiple languages and cultures of the LLSS context are a foregrounding of the country in coming years. The work now conducted has the potential for significant national impact and should be harnessed and showcased. A research center, such as we envision, would exemplify the identity of this Department. The socio-cultural foundations theoretically framing the Department are firmly in place at the academic instructional level. The languages and cultures of New Mexico provide the context for analyses and development of theories and research designs. The Center would promote a clear articulation of those relationships. Such a Center would seek University seed funds and consult with COE and University technical resources for obtaining large research and training grants. The Center would be a place for work that included and expanded the University's definition of scholarship and creative work.

In addition to its critically important work with Hispanic populations of the Southwest and Latin America, the University of New Mexico and the LLSS are uniquely poised for national recognition of its work on American Indian Education. Seminal work is being conducted by LLSS faculty in the pueblos of New Mexico. The Review Committee found several outstanding projects that although not currently presented as scholarship should be studied as models for a potential larger research agenda. Faculty members have led language revitalization projects, for instance. Insights gained and methodologies developed by these faculty members are needed in many parts of the world where language revitalization movements are taking place. We have mentioned a video by the Pueblo of Jemez which testifies to the education work being done in collaboration with

LLSS faculty. Department faculty have worked on numerous other educational products that can serve to support proposals for funding a major Research Center.

Among the benefits of having a major research center, such as we suggest, in addition to becoming a Mecca for leading theorizing in concerns of LLSS, there would be support for faculty research. Furthermore, it would have invaluable potential for training doctoral students in LLSS issues. Conducting research in American Indian, Hispanic, and other communities that have been disfranchised, for instance, requires very specific, careful and sensitive orientation and training. There exists a sizable potential and opportunity for faculty in LLSS to be the forerunners on American Indian and Hispanic American Education Studies. The time is right and the faculty have demonstrated the desire, expertise and commitment to these important communities. We are confident that such study can be supported by grant funding.

Furthermore, the prevailing concern, for funding graduate students, mentioned several times in this report, would be greatly ameliorated. In fact, future doctoral students may be drawn to the UNM because of those unique characteristics of the doctoral studies available for them.

4.4.4 New Faculty Appointments and a Major Grants Person. We encourage the faculty of LLSS, COE, and the University to take advantage of the extraordinary self study of this Department and of the current vacancies in LLSS. We urge them to think BIG in terms of faculty needs and funding for graduate students.

With respect to the recently vacated positions, LLSS will be hiring one tenure-track faculty in the spring 2007 semester. That appointment will help with faculty loads in the areas of advisement, teaching, dissertation and thesis committees. Beyond reiterating our recommendation that the other three faculty lines be kept in LLSS, filling at least two of those at the Full Professor level, we want to emphasize our recommendation of seeking funds for a major research center.

Although the LLSS faculty have been successful with acquiring external grant funding from the New Mexico State Department of Education, in expanding our recommendation for a major research center, we suggest that a grants person be hired. Such a person would assist the LLSS in acquiring grants from external sources such as private foundations and the Federal government. The center we envision would be led by a full-time tenure-track faculty member with release time to assist the faculty with RFPs (Requests for Proposals) and grant writing. This research center would also raise external funds to help with hiring of staff personnel as well as full-time graduate assistants.

We urge the LLSS, COE and the University to consider attracting, and keeping their own top names. Competitive salaries and start-up funds for initiatives such as the suggested research center are examples of enticements for further building the strength of the current faculty and programs.

4.4.5 Addressing student funding. Diversity of students in the programs is an asset to the university. However, many of these students do not have the financial resources to be full time students. The amount of financial support currently available to students is extremely limited. Where available, Graduate Assistantships or Teaching Assistantships are made only at the 25% level. Since the research center idea suggested will take time to be realized, we urge approaching the University for greater assistance for funding students. LLSS should project that at some point in the future, every graduate student in the Department will be funded at some level, as do many tier one universities. In the meantime, individual faculty, or small clusters of professors, should be offered encouragement and technical assistance for pursuing research grants. Such support would be an immediate boon to the quality of the doctoral experience as well as to the research program of the faculty.

4.4.6 On easing teaching and advising overloads. As a consequence of faculty retirements, reorganization of the COE, and the continued commitment to working for underserved communities, faculty in LLSS are overextended. They teach more courses than are required of other graduate schools (3/2 and 4/2 course loads). They are advising as many as 20 students, in some cases. They are providing substantial service at the level of the department, university, and nationally.

In addition to granting Ph.D. and Master's degrees, the LLSS also provides coursework for teachers who are interested in seeking non-degree endorsements. Between fall 2004 and spring 2006, this student population numbered 222 teachers.

For addressing over-extension of teaching and advising we offer the following suggestions:

1. Establish a graduate advisement office within COE where non-degree seeking students can acquire advisement as needed. This office will help free up the tenure track faculty by reducing their advisement loads and concentrating their efforts on degree seeking students.
2. Replace the four vacant tenure track faculty positions as soon as possible.
3. Have the LLSS Department re-examine the number of courses offered every semester, along with student enrollment for each class.
4. Explore the possibility of establishing cohorts for each semester. This arrangement would also assist with streamlining course offerings.

4.5 Concluding Comments

The LLSS Department at UNM is an impressive unit. In the relatively short period of five years since its formation in 2002, the Department has reached a significant identity. Its strengths are carrying out the mission of the Department, the COE, and UNM in very specific ways. We list some of these: 1) responsiveness to the most pressing education needs of the state of New Mexico, 2) diversity representation in the faculty and student body, 3) innovations in pedagogy, and (4) leadership in engaged scholarship. The faculty receive enormous satisfaction from their work on critical issues affecting underserved

communities. The faculty and the Ph.D. graduates have national and international presence in their specializations.

The Department's leadership and its faculty are doing very important work, under some important challenges. There is severe need for augmentation of resources. Some of the doctoral specializations are being disadvantaged by the lack of faculty, in an effort to cover the non-degree programs. The recent departure of four faculty members has worsened the overloads in teaching and advising. There is a severe shortage of funds for student support. The Department's instructional program is hampered by the university's scheduling norms and by a grave scarcity of classrooms available to them.

We offer suggestions for enhancing the accomplishments of the Department to date. The recently vacated faculty positions should stay in LLSS and these searches should begin immediately. We highly recommend that the university provide seed money for the development of a major research center. There should be specific efforts to bring in fellowship programs to fund graduate students, particularly those from Hispanic and American Indian communities. The Department's self study notes the value of international students; bi-national scholarship programs might be explored.

We applaud the accomplishments of the dedicated, talented faculty of the LLSS. We recognize the skillful leadership of the Department Chair, Professor Blum-Martínez, with which the Department is forging models for other units of UNM to approach its mission. We find the levels of diversity of faculty and students in the LLSS to be particularly praiseworthy. Each faculty member contributes unique strengths to the Department and we regret not mentioning the particular contribution of each professor by name.

We appreciate the opportunity to assist with the Academic Program Review of the Department of Language, Literacy and Sociocultural Studies at University of New Mexico. We are confident this Department will continue to do distinguished work.

Concepción M. Valadez, University of California, Los Angeles
Willard Sakiestewa Gilbert, Northern Arizona University
Cameron McCarthy, University of Illinois, Urbana-Champaign
with Antoinette Sedillo-López, University of New Mexico
(Internal Reviewer)

March 15, 2007

**APPENDIX – A Language Literacy and Sociocultural Studies
SITE VISIT SCHEDULE - January 24, 25, 26, 2007**

Day one: Wednesday, January 24th

Time	Activity	Person or unit responsible, Location	Notes
7:15 a.m.	Review team picked up at hotel, driven to campus	Unit	
7:30 - 8:30 a.m.	Orientation breakfast with review team, Amy Wohlert, Vice Provost for Graduate Education/Dean of Graduate Studies; Bessie Gallegos, APR Coordinator; Nancy Middlebrook, Accreditation Director; self study committee	Unit – /APR Coordinator Hokona Hall, Room 160 Ok w/ Karla	APR Coordinator arranged for breakfast at LLSS Hokona Hall, Room 160
8:30 - 9:00 a.m.	Team planning and orientation	Unit/APR Coordinator	Discussed itinerary with Reviewers, Unit and APR Coordinator
9:00 – 9:15 a.m.	Break	Unit	
Mandatory meetings 9:15 - 11:00 a.m.	Meetings with program coordinators and Rebecca Blum-Martinez, Dept Chair	Unit	Hokona Hall, Room 160
11:00 – 11:45 a.m.	Facility/Campus tour	Unit	(Saw Tatschl award winning stained glass wall at COE Admin Bldg)
12:00 - 1:15 p.m.	Lunch - Institute of American Indian Education (faculty is holding a forum on their work)	Unit	Simpson Hall
1:30 – 2:00 p.m. 2:00 - 2:30 p.m. 2:30 – 3:00 p.m.	ETSS BLE/ESL Literacy	Unit –	Hokona Hall, Room 160
3:00 – 3:15 p.m.	Break		
3:15 – 3:45 p.m. 3:45 – 4:15 p.m.	Social Studies/ EMLS American Indian Education	Unit	Hokona Hall, Room 160

4:15 – 4:45 p.m.	Ed Ling	Unit	Hokona Hall, Room 160
5:00 – 6:00 p.m.	Visit to Dr. Sim’s class (Modification at the request of the Review Team)		Rebecca Blum Martínez
6:00 - 9:00 p.m.	Working dinner @ Wyndham Hotel- Review Team Members	APR Coordinator arrangements made w/ Wyndham	

Day Two: Thursday, January 25th

Time	Activity	Who is responsible? Where?	Notes
7:30 – 8:30 a. m. 8:30 a.m.	Breakfast at Hotel with Dean Florez Pick up at hotel; dropped off at Scholes Hall	UNIT	1/5/07 s/w Shawna ok Dean Florez
Mandatory meetings 9:00 – 9:30 a.m.	Meeting with Reed Dasenbrock, Provost/Vice President for Academic Affairs	APR Coordinator Confirmed w/ Diane 10/20/06 – Scholes 235	
9:30 - 10:00 a.m.	Meetings with key University Administrators including Amy Wohlert, Vice Provost for Graduate Education/Dean of Graduate Studies; Peter White, Vice Provost for Undergraduate Education; Richard Holder, Deputy Provost; Denise Wallen, Dir Res Devt and Initiatives Ofc Research and Economic Development	APR Coordinator Confirmed w/ Karla Scholes 226 Ok w/ Karla, Cruz Confirmed w/ Theresa 12/04/06	
10:00 – 10:15 a.m.	BREAK		
Confidential meetings 10:15 a.m. - 11:15 a.m.	Meetings requested by faculty or students or community members	Unit/APR Coordinator Scholes Hall 226	Four graduate students and one post-doc attended this meeting
11:15 – 11:30	Walk back to LLSS		LLSS faculty

a.m.			member
11:30 a.m. – 12:30 p.m.	Depart to Jemez	Unit	
12:30 - 1:30 p.m.	Lunch in Jemez	Unit	
1:30 – 3:30 p.m.	Visit Jemez Valley Schools and Walatowa		
3:30 – 4:30 p.m.	Travel back to UNM		
5:00 – 6:30 p.m.	Reception at Faculty Club	UNIT	
6:30 – 7:00 p.m.	Transport to hotel	UNIT	
7:00 -9:00 p.m.	Working dinner @ Wyndham Review Team Members	APR Coordinator	

Day Three: Friday, January 26th

Time	Activity	Who is responsible? Where?	
7:30 – 8:15 a.m.	Breakfast at Barelás Coffee House with Rebecca Blum Martinez, Chair	Review Team	
8:15 a.m.	Transport to UNM	Unit	
8:30 – 9:00 a.m.			
9:00 a.m.– 12:30 p.m.	Team meeting to draft report; Breaks as needed;	UNIT - Beverages and Lunch will be provided in work room	Hokona Hall, Room 160
1:00 to 2:00 p.m.	Exit meeting attended by: External and Internal Reviewers; Viola Florez, Dean College of Education; Richard Holder, Deputy Provost; Amy Wohlert, Vice Provost for Graduate Education and Dean of Graduate Studies; Peter White, Vice Provost for Undergraduate Education; Denise Wallen for Terry	Unit/APR Coordinator Confirmed w/ Karla Theresa Nevada, Cruz s/w Shawna - ok	s/w Diane and scheduled Provost Dasenbrock 10/20/06 Simpson Hall Room 135

	Yates, VP for Research; Rebecca Blum-Martinez, Unit head; Penny Pence, Chair of the self-study; representatives of the FS Graduate Committee, Ann Massmann ; Quincy Spurlin Undergraduate Committee; Jerome Hall Curricula Committee; Nancy Middlebrook, Accreditation Director; Barbara Carver, Assistant Dean Office of Graduate Studies; Tom Root, Assessment Manager; Bessie Gallegos, APR Coordinator		
Deliver External Reviewers to hotel.		Unit	
