

Cover Page

Name of the proposed unit: Teaching, Learning & Culture OR Education, Culture & Literacy Studies (TBD)

Name, address, phone number and email information of the person(s) to contact about this proposal:

Bruce Johnson, P. O. Box 210069, phone: 626-8700, e-mail: brucej@email.arizona.edu
Norma Gonzalez, P. O. Box 210069, phone: 626-2586, e-mail: ngonzale@email.arizona.edu

List of the current units that will be reorganized or consolidated:

1. Department of Teaching and Teacher Education
2. Department of Language, Reading and Culture

List of the existing academic undergraduate, graduate, and professional programs, and if appropriate at this time, a list of the proposed reorganized, eliminated, or newly formed academic programs:

1. Department of Teaching and Teacher Education - Current academic programs:
 - Ph.D. in Teaching and Teacher Education
 - Ed.D. in Teaching and Teacher Education
 - M.A. in Teaching and Teacher Education
 - M.Ed. in Teaching and Teacher Education (Teach Arizona) (with secondary teacher certification)
 - B.A. in Elementary Education (with optional teacher endorsement in bilingual education)
 - B.A. in Early Childhood Education (with teacher certification)
 - B.A. in Secondary Education (with teacher certification)
 - B.S. in Physical Education (with teacher certification)

We are proposing to eliminate three degree programs: Ed.D. in Teaching and Teacher Education, B.A. in Secondary Education (with teacher certification) and B.S. in Physical Education (with teacher certification)

2. Department of Language, Reading and Culture - Current academic programs:
 - Ph.D. in Language, Reading and Culture
 - Ed.D. in Language, Reading and Culture
 - Ed.S. in Language, Reading and Culture
 - M.A. in Language, Reading and Culture
 - M.A. in Bilingual/Multicultural Education
 - M.Ed. in Bilingual/Bicultural Education

We are proposing to eliminate two degree programs, the M.Ed in Bilingual/Bicultural Education and the M.A. in Bilingual/Multicultural Education. Students currently in these programs will be given the option of completing their programs with those degrees or with the MA in Language, Reading and Culture; after February 1, 2009, new master's students will be admitted into the M.A in Language, Reading and Culture.

Body of the Proposal

1. Discussion of the advantages to students, employers, and the University of Arizona of the reorganization of the academic programs

Faculty members in LRC and TTE have long shared common interests in teacher education and professional development, literacy and language learning, and social justice and diversity. At the same time, each department has distinctive emphases and missions. LRC has developed internationally recognized graduate programs in literacy acquisition, sociocultural theory, Indigenous education, heritage language revitalization, the study of households and community settings, and children's and adolescents' literatures and literacy. TTE has the largest undergraduate program in the College and has internationally recognized graduate programs in science and mathematics education, environmental learning and sustainability, curriculum theory, classroom organization and management, and teacher education and development. The merger of LRC and TTE faculty will expand the range of possible courses and programs for undergraduate and graduate students in the College of Education, increasing opportunities for innovations in teacher education, graduate preparation, and research. For example, LRC provides an especially rich transcultural perspective on teaching and learning for undergraduate students, teachers-in-training, and graduate students. TTE, in turn, provides expertise in classroom pedagogy, science and mathematics learning, curriculum analysis and development, environmental sustainability, and teacher development. Because of its large site-based teacher preparation effort, TTE also provides broad access for collaborative education and research in local schools and classrooms and an opportunity to expand available venues for putting sociocultural theory into practice within undergraduate education and professional development. In addition, both faculties share a common interest in early childhood development and, thus, can jointly explore organizing such a specialization in light of the recently awarded contract for the statewide First Things First evaluation.

Finally, both departments have been successful in recruiting and supporting diverse populations of undergraduate and graduate students. A merger of the departments will allow us to coordinate student recruitment strategies to draw an even more diverse population into the teaching profession.

2. Discussion of changes or eliminations of the existing undergraduate and graduate programs

At the undergraduate level, the combined expertise of the departments will support the development of additional Tier I and Tier II course offerings to supplement those currently provided by the College of Education. Teacher certification programs are currently undergoing review and revision, and the merger will provide several benefits for this process. First, it will be possible to achieve better collaboration and articulation for certification/endorsement programs, such as early childhood and bilingual education, which are now split between TTE and LRC. A similar advantage can be achieved for coordinating certification courses currently taught in LRC—children's literature and adolescent literacy—with methods courses taught in TTE.

Second, the merger will expand opportunities for doctoral students to work as GTA's in a wider range of undergraduate courses as part of their preparation for university positions. Both

departments have highly diverse doctoral student populations and so undergraduate students will benefit from having courses taught by GTA's who are diverse and who often have recent classroom experience. Third, the merger will allow for an expanded range of community partnerships across TTE and LRC for the placement of students in field sites for learning how to work with a wide diversity of student populations. Finally, the combined diversity of the graduate student populations will increase opportunities for minority recruitment and outreach to communities to recruit undergraduate students to enter teaching. Native graduate students for example can engage in recruitment for undergraduate teaching majors within Native communities.

At the level of graduate programs and coursework, the merger will provide an opportunity to reduce duplication and overlap by eliminating redundant courses, combining courses with related content, or expanding the scope of existing courses. For example, it might be possible to combine LRC 576, Teacher Research, with TTE 597, Action Research. Similarly, it might be possible to offer Discourse Analysis one time with a focus on literacy and one time with a focus on mathematical discourse, thus reaching a wider range of students. Such changes will also increase opportunities to make courses available to students. Efficiencies will also be gained in coordinating scheduling for the many students in both departments who currently take major and minor coursework across programs. Such changes will result in richer course offerings for students and fewer under-enrolled courses. Finally, it will be possible to formalize the College of Education Bilingual Education Faculty (COEBE) Committee, which is currently split between TTE and LRC, and, therefore, integrate planning and collaboration across programs and projects.

We are working on proposals to eliminate two undergraduate degree programs (TTE's B.A. in Secondary Education and B.S. in Physical Education) and three graduate degree programs (LRC's M.Ed. in Bilingual/Bicultural Education and M.A. in Bilingual/Multicultural Education, and TTE's Ed.D. in Teaching and Teacher Education). The undergraduate Secondary Education program will be phased out in favor of our very successful and growing M.Ed. with teacher certification program, Teach Arizona. Students interested in becoming high school or middle school teachers of history, social studies, English, or foreign languages will get their undergraduate degrees in their content area and then enter our program as graduate students. This change will result in better preparation for the students and will allow us to operate our secondary program through outreach rather than with state funds. Our Physical Education program will also be phased out as it is not one of the highest need areas for public education. The M.Ed in Bilingual/Bicultural Education program and the M.A. in Bilingual/Multicultural Education program will also be phased out. Students with interests in these areas will be able to take courses in this focus within the general M.A. in Language, Reading and Culture.

A department merger is quite likely to stimulate discovery and invention, especially in graduate programs. For example, it will be possible to create graduate seminars with combined theoretical orientations or strengthen programs in such areas as border studies, heritage language teaching, or cultural and linguistic diversity in science and mathematics teaching. A merger will also increase capacity for preparation in technology and new literacy studies, as these issues go across programs.

3. Explanation of how the consolidation will strengthen the unit's teaching, service, and research or creative activities

The consolidation of LRC and TTE will strengthen the new unit in teaching, research and service in the following ways:

a. Enhancement of the curriculum will be achieved through a unification of related programs now in different units and a closer integration of theory and practice of pedagogy through direct contact with classrooms and schools. For example, the preservice elementary methods program, taught currently by a combination of clinical and tenure-line TTE faculty, will benefit from direct contact with an even broader range of professors with expertise in literacy, language learning, and community perspectives. In the same way, LRC faculty engaged mainly in research and in work with graduate students will have more direct access to preservice teachers and to schools where theories and conceptual frameworks are being applied. In addition, a larger pool of experienced graduate students will be able to work more closely with undergraduates and professors to design and teach courses for pre-education and education majors. Clinical faculty members will have more flexibility to collaborate and consult with tenure-line faculty members on topics in their specialty areas (social studies, language arts, technology, science education, bilingual education, etc.). These enhancements will be especially important in areas that currently overlap the two departments, such as reading and language arts, bilingual and early childhood education, and social justice and multicultural education. Consolidation will also leverage opportunities to increase our offerings in international education. The partnerships that LRC and TTE faculty members already have in a variety of international contexts as well as with Latin American Studies, American Indian Studies, and Middle Eastern Studies on this campus will help to prepare students who can contribute to the state, nation, and the world. Graduate education will be enhanced as graduate students from both units will have greater flexibility to create programs of study and have mentors from a variety of disciplinary perspectives. Finally, courses in Indigenous studies will now be more readily available to a wider range of students interested in pedagogy, curriculum, and teacher preparation.

b. Greater opportunities for collaboration on research projects will be realized in at least two ways. First, bureaucratic and administrative constraints on research partnerships will be eliminated through the joining of the two units and questions of administrative oversight, cost-sharing, accountability of relative effort and responsibility, ICR allocation, and other such considerations will be simplified. Second, common research interests (early childhood development and education, second language acquisition and pedagogy, curriculum development, professional development of teachers, reading and language arts, the education of language minority students, and others) can be more easily explored within a single administrative unit. Similarly, interdisciplinary collaborations across seemingly unrelated topics will be encouraged and facilitated through the new unit. In addition, clinical and adjunct faculty members in both units will find it easier to collaborate with tenure-line faculty members on grant-writing and research projects on site with teachers, student teachers, students, parents, and school districts.

c. More opportunities for direct participation in outreach and service activities will be facilitated. Across TTE and LRC there is a rich history of involvement in outreach and service to the local, regional, national, and international communities. The joining of the two units will strengthen this capacity and open avenues for additional ways of being helpful.

4. Explanation of how the reorganization will raise the unit's and the university's ranking or reputation

The merging and consolidation of two strong units will create additional opportunities for collaboration along the educational spectrum. In particular, TTE and LRC are currently collaborating on an Early Childhood Certificate that spans both departments. Given the emphasis of the state of Arizona as well as the nation on early childhood programs and policies, the new unit will be a player in advancing policy, particularly with the First Things First initiative. Early Childhood Education is an area of critical importance to the state and to the achievement of equity and excellence in K-12 education. There are a limited number of excellent higher education programs in early childhood education and a limited number of nationally prominent faculty in this area. There is an opportunity for the University of Arizona to establish national prominence in early childhood education with a focus on biliteracy / bilingualism.

Given the changing demographics of school districts throughout the nation, the academic achievement of ELLs will continue to be a major component of educational policy at all levels. TTE and LRC faculty are visible players nationally in formulating language policy and developing teacher preparation and development programs in this area. A consolidation will foster deeper engagement with these issues. Currently TTE and LRC share faculty whose interests overlap in terms of reading and literacy in elementary, secondary levels and adult levels, and in the preparation of teachers. The recently approved State Reading Certificate, for example, will be more readily accessible to inservice teachers within a consolidated unit.

International children's literature is an integral component of how LRC/TTE will position itself internationally with a goal to promoting educational equity and excellence. In brief, given the increased diversity of the state of Arizona and the nation (as well as the increased need for international understanding), international children's literature provides teachers with tools to promote reading achievement, enhance motivation for learning, and promote intercultural understanding. With the additional resources of the proposed merger, the international children's literature effort has promise of achieving national prominence.

In addition to these strengths, LRC and TTE have collaborated on a number of STEM grants and programs that have strong potential for future directions. The TTE Science Scholars program admits Ph.D. students with a strong interest in teaching science to linguistically and culturally diverse populations. These students are enrolled in LRC as their minor department, but a merger will facilitate their coursework. Plans are already underway to expand this program to include mathematics education Ph.D. students. In addition, both LRC and TTE have been integral to CEMELA, the Center for the Mathematics Education of Latino Students. Both units have doctoral students who are CEMELA Fellows. A consolidated unit with strengths in both STEM and multicultural and social equity issues will be well positioned for enhanced grant funding and a national reputation.

Discussion of the meetings that your team held to vet this proposal with faculty, students, appointed personnel, staff, and relevant external constituents.

Both departments have held several departmental meetings including tenured, tenure-stream, clinical and adjunct faculty, staff, and graduate students throughout this process. All affected stakeholders have been consulted.

Summaries of comments from the groups impact by the reorganization along with a tally of the faculty votes for, against, or abstaining on the proposed transformation plan.

Staff are concerned that current departmental staff positions will be reclassified and salary adjustment made accordingly to UA designated pay grades, and how duties will be distributed amongst merged staff (payroll, budget, travel, p-card, P&T, dossier, curriculum, annual report, etc.). They also voice concerns about having to reapply to reclassified positions in the merged department, and who would be their immediate supervisor.

Junior faculty are concerned about the Promotion and Tenure process within a merged department. All **faculty** are concerned about maintaining program integrity and identifiability within the merged department. The administrative structure of the new department has not yet been determined.

Students have voiced generally positive comments about the opportunity to work with a greater range of faculty and increased possibilities for GAships. There is concern about maintaining program integrity.

Votes

All tenured and tenure-stream faculty in TTE and LRC were given the chance to vote on the proposal. Anonymous paper ballots were used to voting except in the case of those on leave who send an email vote to a staff member.

Results:

TTE	n	%	LRC	n	%
YES	14	93	YES	11	100
NO	0	0	NO	0	0
ABSTAIN	1	7	ABSTAIN	0	0
Total	n	%			
YES	25	96			
NO	0	0			
ABSTAIN	1	4			

Budget Page

Current positions in the current departments

TTE

Administrators:	1 (department head)
Tenure-stream faculty:	15 (including department head)
Non tenure-stream faculty/academic professionals:	16 full time
Staff:	3

LRC

Administrators:	1 (department head)
Tenure-stream faculty:	11 (including department head)
Non tenure-stream faculty/academic professionals:	3 full time
Staff:	3

New Department

Administrators:	1 (department head)
Tenure-stream faculty:	23 (including department head)
Non tenure-stream faculty/academic professionals:	16 – 17 full time
Staff:	4 state-funded

Explanation of the changes

Administrators: There will be one department head, so there is a savings of one department head stipend when one department head changes from a fiscal to academic salary.

Tenure-stream faculty: Three TEE faculty members will not return next year, so there will be three fewer faculty than in the current departments.

Non tenure-stream faculty/academic professionals: There will be two to three fewer full time faculty and two to three fewer part time adjuncts due to proposed program eliminations described earlier.

Staff: There will be a total of six staff positions in the new department, but we plan to move up to two of these positions away from state funds. One of these two staff positions would be devoted to managing our growing outreach programs and would be funded through money generated through outreach. The other position would focus on grant support and would be funded partially through grants and partially through outreach money.

Estimated Savings

Administrators:	\$15,000 to \$20,000
Tenure-stream faculty:	\$190,000
Non tenure-stream faculty/academic professionals:	\$120,000 to \$160,000
Staff:	\$60,000 to \$65,000

In addition, we anticipate cost savings from curriculum consolidation (\$90,000) and shared colloquies, etc. (\$10,000).

Total savings should be in the range of \$485,000 to \$535,000.