



UNM VALENCIA

# Faculty Newsletter March 2016

save  
the date!

monday, april 11, 2016  
see  
noon to 2:45 p.m.

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Retirement Party for:  
**Claudia Barreto**  
**Cindy Chavez**  
**Julie DePree**  
**Richard Palmer**

## **President's Report**

*Heather Wood*

As John Muir wrote in his book *The Wilderness World of John Muir*, "spring work is going on with joyful enthusiasm." This is also the case for faculty on campus. As instructional parameters were set in the first eight weeks of class, professors are now poised to introduce new material after Spring Break. At this time of year, the potential for student growth is unlimited. Many on-campus events complement instruction on campus, including Pi Day and the upcoming Women's History Day Reading on March 31. Several professors will be reading the work of esteemed authors whose writing touches on the history of women's participation in Western life. In addition, several faculty members attended the NM HEAR Conference recently in Albuquerque. This was a great opportunity to network with fellow colleagues around the state, discussing issues of assessment and retention crucial to our student body. Finally, there will be an upcoming Town Hall meeting on March 30, which should be very informative for all. Please be sure to put it on your calendar. Best wishes to all for a productive spring season serving our students and campus community.



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## **Dean of Instruction Update**

*Laura Musselwhite*

I planted seeds in my coldframe near the end of January, and I now have various little shoots coming up, as you can see in the picture. But, as you can also see, the seeds were not universally successful – no carrots at all, but the white radishes are crazy. Maybe the carrots just need more time, or perhaps the seeds themselves didn't have enough energy to thrive, or perhaps I didn't care for them in the right way. Probably we could say something similar about our students, or our colleagues – everyone comes with his or her own strengths and needs. Hopefully we meet them in the right place and can push them to the next level. I firmly believe we work in a community of fellow teachers, students and staff. How we meet those people and create meaningful interactions is critical to success, both in the classroom and out. Are all the seeds going to grow? Probably not, but it should be our goal to create the proper atmosphere for growth whenever we can. I applaud how we practice this philosophy each day, and hope we can continually find new ways to expand our efforts.



Now that you're in a good mood, let me remind you of the Faculty Meeting on Friday, April 29<sup>th</sup> at 9:00am. I just noticed that I mentioned having such a meeting one year ago, in the March 2015 newsletter. I am going to have some kind of breakfast snacks, coffee and juice for you. That is also an assessment mentoring day, but Claudia has given me the green light. As I mentioned last year, this will be a good way to close out the academic year, just as our Convocation meeting starts off the year.

Lots of people have been active in the faculty hiring process. To date, we have made tentative offers this spring semester to James Hart (Information Technology), Ben Flicker (Biology), and Jinxia Xie (Mathematics). These are in addition to Roseanna McGinn (Health Information Technology), who joined us in January. We also have current searches running in the following areas: English, Natural Science, Nursing, and Business. Thank you to everyone who has served and is serving. Faculty search committees are extremely important to the life and growth of the campus.

I also want to acknowledge our retirees this year, who will be sorely missed:

Claudia Barreto  
Cindy Chavez  
Julie DePree  
Richard Palmer

Please let them know how appreciated they are! We are only as strong as our faculty, and they will leave big shoes to fill.

Please enjoy the beginning of Spring!

# Business, Technology and Fine Arts Division Report

*by Michael Ceschiat, BT&FA Division Chair*

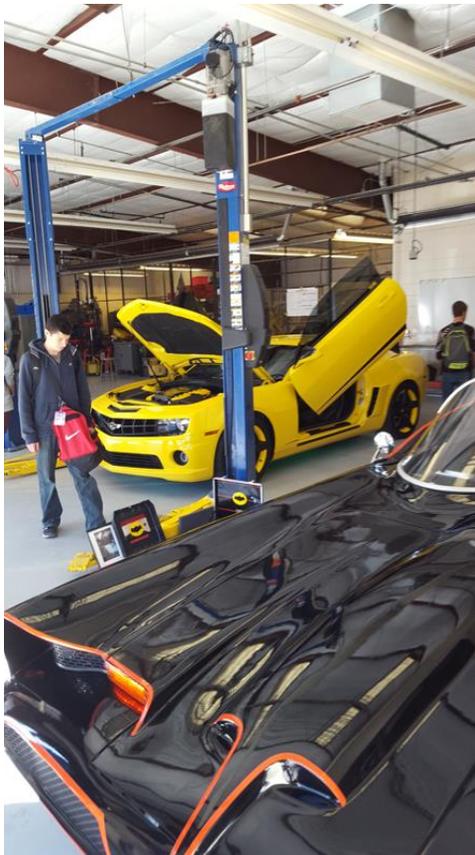
Congratulations to full time faculty members Cindy Chavez and Richard Palmer for their upcoming retirements. Cindy has 30 and Richard 8 years as full time faculty members for UNM Valencia. Please be sure to thank them for their commitment and service. Party information will be announced.

## **Career Technical Education Information**

Career Technical Education (CTE) at UNM Valencia continues to improve. The search for a new full time faculty in Information Technology is almost complete. This additional faculty member will coordinate the complete revamp of our existing program curriculum to align with industry certifications.

Automotive Technology is on the move. Faculty member Anthony Chavez attended the ASE Automotive Service Excellence Expo in Kansas City, MO. Anthony and I recently gave the program curriculum alignment an overhaul. It is now designed for stacking ASE Industry certification as students complete individual classes. Anthony also successfully organized the Valencia High School Auto Shop Car Show February 12<sup>th</sup>. Turnout was great and there were a lot of cool cars including the Batmobile.

In effort to promote UNM Valencia CTE programs I presented at the CTE Expo Belen High School hosted on March 10<sup>th</sup>. Eileen Davis represented the Allied Health program and our dean was there too. I must thank Laura for being a steadfast supporter of CTE.



## **Perkins Grant**

Spring Break is gardening and Perkins Grant writing time for me. Our new grant application will continue to assist CAD 3D Printing and include the new Health Information Technology program.

## **Fine Arts Gallery**

Current show is the "13th Annual Santero del Rio Abajo" March 1 - March 29 with the artist reception March 24, 5 to 7 pm. Be sure to stop by and appreciate our local artists' traditional New Mexico works.

Our next show will be a unique sampling of North American rug hooking folk art by members of the Adobe Wool Arts Guild. The show will run April 5<sup>th</sup> through May 3<sup>rd</sup> with a presentation by artist Mary Schnitzler in A101 at 4:30 on April 14<sup>th</sup>.

Thank you for supporting the local arts!

# 13TH ANNUAL SANTEROS DEL RIO ABAJO



MARCH 1 - MARCH 29, 2016  
RECEPTION MARCH 24 5:00 - 7:00 PM

 **UNM VALENCIA** | *Fine Arts Gallery*  
280 LA ENTRADA LOS LIJAS NEW MEXICO 87031 505.925.8711

MONDAY - FRIDAY 9 - 5  
[WWW.UNM.EDU/~VCFA](http://WWW.UNM.EDU/~VCFA)

## Julia So



Last November, two renowned economists-- Anne Case and Angus Deaton--from the Woodrow Wilson School of Public and International Affairs at Princeton University published an alarming report on the incremental rise of mortality rate among Whites, both males and females, between 1999 and 2013. The authors also point out the sharp rise particularly among middle-age Whites without a college degree. Both phenomena correspond to the renewed heroin epidemic and an upsurge use of painkillers and opioid drugs such as Vicodin and OxyContin.

Raising public awareness is the main reason that brought Jennifer Weiss-Burke, Executive Director of Healing Addiction in Our Community, to our campus on March 1. Since Ms. Weiss-Burke lost her 18-year-old son to heroin in 2012, she has been working tirelessly to help heroin addicts to cope with addiction in their journey of recovery and provide support to addicts' families.

The event was well attended with 69 students, faculty, and staff. Based on the program evaluations that were returned, the majority of the audience loved the event. Many said it was both informative and educational, while others felt an emotional connection with Ms. Weiss-Burke upon hearing her personal story—her unsuccessful attempt to save her son from heroin addiction.

I thank the staff at the Office of Academic Affairs for their tremendous help in making this event possible. I appreciate those that attended, particularly the faculty members that brought students. Valencia Speaks would not have been successful without your participation. Thank you!



## **Bill Nevins**

The Valencia Leading Edge Film Festival will come to UNM VC on Wednesday and Thursday April 13 and 14, 2016, all day each day in the SCC. Free and open to the public! And this year we will have Food Trucks on campus--yum!

We'll have guest speakers, panel discussions and screenings of films both made by our UNM VC students and faculty, and from the vast outside world of movies! And musical guests! Details and full schedule available soon.

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## **March Faculty Newsletter for Title V Next Generation Project and the Learning Center**

Your **Faculty Alcove** located in the Learning Center is ready for you. We are waiting for the workstations that have been ordered. In the meantime, we have a table, computer and a white board for you to use with your students. We hope to add some art work to the walls to accompany the recent Frankenthaler acquisition, *What Red Lines Can Do*. Please invite your students to meet with you for one of your weekly office hours in the Learning Center. Students who see you in the Center are more likely to approach you for help. Snacks and drinks are now allowed in the Learning Center, but please, not in the computer labs.

The Writing Center had served 113 students since it opened in January. With six well trained consultants (tutors) and Patricia Gillikin at the helm, we anticipate greater participation in the second half of the semester. Please let your students know that they can find excellent help in the Writing Center with whatever paper they need. Consultants have helped students with art history, history, psychology, sociology and math papers as well as English. We even have a former Student of the Month, Berenice Garcia, who volunteers in the Writing Center. Berenice attends all the training that Patricia provides and can help other students whose primary language is Spanish.

The Math Center is working on providing training to faculty and tutors on the use of the SMART Board 6000 to further engage your students in learning. There will be a professional trainer on campus on Friday, April 1 from 9 to noon.

An offer has been made for the Integrated Information Technology (IIT) faculty position. More details next month.

Happy Spring,  
Rosa Auletta

# Writing Center Report

## Patricia Gillikin, Director of the Writing Center

Writing consultants in the Writing Center continue to learn more, prepare for and conduct workshops, make the Center space inviting, and help writers become better writers. Every day brings something new—donated art (thanks to Michael Ceschiat), the owl puzzle closer to completion, or a writer who we haven't worked with before. We've worked with our first staff person on her writing for graduate school, and we are conducting synchronous online appointments. Kristian Macaron's Creative Writing workshops Wednesdays at 3 are delightful and well-attended.

The second half of the semester promises to be just as fulfilling. In addition to continuing to study effective strategies for working with English language learners, consultants will, on April 8<sup>th</sup>, participate in the Safe Zone training conducted at UNM-Valencia by UNM-Main's LGBTQ Resource Center. Meanwhile, I'll be at CCCCs learning more that I can bring back to trainings.

In the following weeks the Writing Center will have workshops on many topics in writing, including topics to assist students who are preparing for the grammar and usage tests in English 110, 112, 113, and 120. Special workshops will happen at the end of April to assist students with end of semester Portfolios and major papers; these will include pizza and salads for hardworking writers and will be our Writing Center's participation in the Write-In, an event organized by Swarthmore's Writing Center that intends to include over 100 writing centers worldwide.

Come on by to see how our Writing Center continues to grow!



Writing Consultants Berenice Garcia and Deirdra Velasquez (left to right) with one of the Center's most used resources, the Pocket Style Manual.



**March 2016**

***Submitted by Barbara Lovato***

## National Library Week



National Library Week (April 10 - 16, 201) is a time to celebrate the contributions of our nation's libraries and library workers and to promote library use and support. From free access to books and online resources for families to library business centers that help support entrepreneurship and retraining, libraries offer opportunity to all.

This year's theme is "Libraries Transform." Libraries transform lives and communities by providing free access to technology, career development resources and the skills to help people thrive and succeed in the digital age. No matter who you are the library has something for you, with a trained specialist to set you on the path to discovery— a librarian. Visit your library today!

The Valencia Campus Library will have a bulletin board, book display, postings on social media as well as various activities throughout the week. Be sure to come in Wednesday April 13, 2016 for Snapshot Day to see what is happening and have some cookies and coffee in the library.

### Library Snapshot Day at Valencia Campus Library - April 13, 2016

During National Library Week, many libraries take a one-day "snapshot" – collecting information to capture the impact that libraries have on their communities on a typical day. It is called "Library Snapshot Day." This year Valencia Campus Library's Snapshot Day is April 13, 2016. Data on activities such as computer use, group and individual study, printing, photocopying, gate count and circulation of library materials will be compiled and shared.



## **Public Performance Rights for media**

Public Performance Rights (PPR) are the legal rights to publicly show a film or video (media). Normally the media producer or distributor manages these rights and can assign PPR to others through a Public Performance License.

PPR are **not** required in the context of face-to-face teaching in the service of regular curricula if the following conditions apply:

- The teaching activities are conducted by a non-profit educational institution
- The performance is in connection with face-to-face teaching activities.
- The performance takes place in a classroom or similar place devoted to instruction.
- The person responsible for the performance has no reason to believe that the videotape was unlawfully made.

(<http://www.copyright.gov/title17/92chap1.html#110>)

PPR **are** required for all screenings of copyrighted media to audiences outside of regular curricula, including:

- Student club events
- Extracurricular sponsored events such as general lectures
- Special events
- Film series



*The library generally purchases media without public performance rights, so they can be borrowed by individuals for home use or in face-to-face classroom teaching situations. However, the library owns a few titles that include Public Performance Rights. For assistance or further information, please feel free to contact us at 505.925.8990 or unmvclib@unm.edu.*



## WORKSHOP

# Applying the QM Rubric comes to Valencia!

## REGISTER TODAY

- Cost is \$50 per participant (**free for UNM Valencia faculty**)
- Send the following information to Eileen Davis at [eileend@unm.edu](mailto:eileend@unm.edu) or 505-925-8974
  - Name
  - Email Address
  - Affiliation
  - Phone Number

## QUESTIONS?

If you have any questions about the workshop you may also contact Elaine Clark at [ewclark@unm.edu](mailto:ewclark@unm.edu) or 505-925-8618

## DATES

March 29 – April 12

## TIME

Arranged

## DESCRIPTION

The Applying the Quality Matters Rubric (APPQMR) workshop is QM's flagship workshop on the QM Rubric and the process of using the QM Rubric to review online courses. It is intended for a broad audience, including but not limited to faculty, instructional designers, administrators, and adjunct instructors who wish to understand more about the QM Rubric and process of course review.

The APPQMR is the prerequisite for the Peer Reviewer Course, which is the required course to become a QM Peer Reviewer.

QM Professional Development – Supporting the continuous improvement of your courses.  
Visit us at [qualitymatters.org](http://qualitymatters.org)

## KUDOS TO MARCH STUDENT OF THE MONTH: MATTEA DEMICK

Submitted by Sarah Garde

This month's Student of the Month is Mattea Demick, who was nominated by Alexa Wheeler for her outstanding achievement, as well as her positive influence on her peers in ARTS 130: Electronic Art.

Mattea is characterized as being wise beyond her (17) years. Her educational background includes being home-schooled her entire life, and now has smoothly transitioned to college. With her life experiences, Mattea has attained "an unexplainable understanding of and empathy for the world and its inhabitants." Her art work is characterized as very sophisticated. She enjoys taking on challenging topics such as objectifying women, social biases, stereotypes, racial and social injustice, and mental health. Mattea includes drawing from her own experiences to address difficult topics so as to add to class discussions in a safe environment.

One project Mattea created was a conceptual experimental film that dealt with eating disorders. Discussion of the project not only elicited valuable, helpful commentary from peers, but also positively influenced those who had not yet presented projects.

According to Alexa, "A handful of students who had yet to participate in the critique process up to that point in the semester felt the desire to add to the discussion and participate, and the work from that point on in the semester from EVERYONE was much more developed and successful. She inspires her entire peer group to regain a self-confidence in their own work that they may have lost over time due to a lack of human empathy. She (Mattea) makes the world a better place and, specifically, uses art to do this."

We are fortunate at UNM-Valencia to have such a talented and inspiring young student. Congratulations Mattea – and thank you Alexa for nominating this outstanding young woman!



Mattea Demick, March Student of the Month, proudly displays her certificate as she poses with Alexa Wheeler, her nominating faculty member.

## **STUDENT OF THE MONTH NOMINATION FORM**

The Student of the Month Committee invites faculty to nominate students who deserve recognition for extraordinary effort and accomplishments.

The accomplishments may include but are not limited to:  
Academic achievements, service to fellow students in the classroom or on campus, significant improvement, dedication and persistence in the face of obstacles, and attitude to learning.

All faculty may nominate both college and ABE students WHO ARE IN THEIR CLASSES DURING THE CURRENT SEMESTER.

Please, return nominations to Sarah Garde (Chair) by e-mail: [sgarde@unm.edu](mailto:sgarde@unm.edu) or submit to The Learning Center, by 5 p.m. April 4. The nomination form is included below. You can also contact other committee members: Khaled Kassem [khaled@unm.edu](mailto:khaled@unm.edu); Joshua Owen [jowen2@unm.edu](mailto:jowen2@unm.edu); Yolanda Pino [ypino@unm.edu](mailto:ypino@unm.edu); or Richard Sylvestre [risylves@unm.edu](mailto:risylves@unm.edu) THANK YOU!

\*\*\*\*\* To nominate a student, provide the following information: \*\*\*\*\*

THE STUDENT'S NAME (please print clearly):

\_\_\_\_\_

THE NOMINATING FACULTY NAME(S) AND CONTACT INFORMATION:

\_\_\_\_\_

CLASS TIME AND ROOM WHERE THE NOMINATING INSTRUCTOR TEACHES THE STUDENT (usually we award the recognition certificate in classroom, in the presence of the nominating instructor)

Time/days: \_\_\_\_\_ Building/Room: \_\_\_\_\_

BELOW DESCRIBE THE STUDENT'S ACCOMPLISHMENTS (the more details, the better decision can be made, thank you! (Please provide attachment if more room is needed.)



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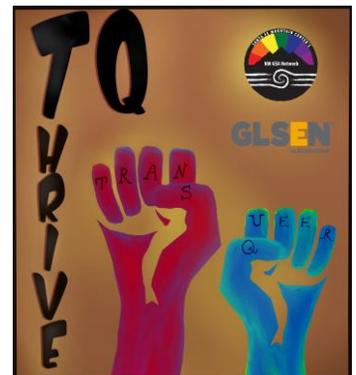
### *Julia So*

On February 23, Julia So chaperoned 14 students to the Albuquerque Headquarter of FBI. Like in the past, students toured the Gun Vault, Evidence Room, and the lab of the Evidence Response Team. Besides having the rare opportunity of seeing (not trying) some real narcotics such as burnt heroin, cocaine, blue methamphetamine (which looks like rock candy), and spice, a synthetic marijuana; students also learned about the corrosive and damaging property of these drugs on the body. This time, students did not have their picture taken because the photographer was out visiting an FBI-adopted elementary school with the newly arrived Special Agent In-charge, Terry Wade. However, everyone had fun and learned a lot.

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### **Trans + Queer Thrive Education Conference** **Patricia Gillikin**

On March 19<sup>th</sup>, I attended the Trans + Queer Thrive Education Conference—TQ Thrive—co-hosted by GLSEN Albuquerque and the New Mexico GSA Network and held at Dane Smith Hall at UNM-Main. The conference was about how “transgender and queer youth can thrive by building community, engaging in supportive programs, and having supportive adult allies” (from the welcome in the schedule). A particularly wonderful part of TQ Thrive was the way youth voices were integral: key sessions were reserved specifically and only for youth aged 24 and under, and many attendees, presenters, and organizers were youth leaders.



I attended along with a student who is a member of UNM-Valencia’s Equity and Inclusion Committee who approached the day with great interest and excitement and who was able to attend youth sessions. I participated in sessions on students’ rights, inclusive curriculum, and healthy responses to micro-aggressions. The last one, which made excellent use of role-playing, was especially powerful.

## NMHEAR Patricia Gillikin

This year at NMHEAR, I attended a preconference session run by Chris Burnham and Susan Wood, “Teacher Inquiry 101: The Power of Reflection.” We wrote about what we wish to improve in our teaching practice and focused especially on clarifying how we say what it is we are looking for.

Once the main part of the conference began, the first session I attended was about retaining Native and Hispano/Latino students. The presenters, Alicia Fedelina Chavez and Susan Diana Longerbeam, explained that they used an anthropological lens applied to teaching and learning, looking at assumptions, values, beliefs, and behaviors. They contrasted individuated and integrated cultural frameworks, and provided teaching tips for approaching students using both frameworks.

Erin Lebacqze and Chuck Paine presented on transfer in the teaching of writing, asking us “What specific skills and habits of mind do you believe should transfer?--From first year comp to later coursework? From college writing to life and the workplace?” We identified skills such as rhetorical flexibility and discussed what techniques in writing classes could be used to assist the transfer. My notes from the session include these insights: “To transfer: learners have to 1) detect a relationship with prior learning, 2) elect to pursue it, and 3) connect: work out a fruitful connection.”

NMHEAR turned out to be a good conference for UNM-Valencia English faculty to connect with the UNM-Main Core Writing Program. Many of us attended the session “Writing Portfolio Assessment at UNM: Developing a Model Assignment Prompt” conducted by Soha Turfler, Julianne Newmark, and Beth Davila. Additionally, writing teachers from across the state met for lunch after the conference, the beginning of what I suspect will become a NMHEAR tradition.



Here we are performing early to late drafts of a question for the pre-conference workshop on reflection; workshop leader Chris Burnham is on the far right.

## Report from the Road: Global Game Jam, Albuquerque Site

Patricia Gillikin



Peggy Garcia-Marquez and Patricia Gillikin at the 4<sup>th</sup> Annual Unidos Project Coaching, Advising, Counseling Collaborative

On March 17, I attended a daylong conference with folks from UNM, CNM, and APS at the CNM Workforce Development Center. One significant session I attended was “Serving Undocumented & DACA-mented Students” conducted by Armando Bustamante and Alejandro Mendiaz Rivera from UNM El Centro de la Raza. They explained that DACA—Deferred Action for Childhood Arrivals—is a two year deferral of deportation, a means of applying for a work permit, but is not a pathway to legal permanent residency or citizenship, nor is it the DREAM Act. They discussed undocumented student rights in general and UNM policies and practices, as well as what support El Centro de la Raza provides—for UNM-Valencia as well as UNM-Main students. It was good to find out the details behind this statement: “In accordance with state law, UNM does not discriminate in the admissions process based on immigration status.” Armando

and Alejandro shared their slide show which includes resources (organizations) and scholarships for undocumented and/or DACA-mented students. I will be sharing this with my colleagues on the Equity and Inclusion Committee.

Another good session was “Strengths Quest: A Strengths Based Perspective.” The workshop leaders for this session explained that the key elements of having a strengths perspective are self-knowledge and moving from a deficit model to a strengths model. They first had participants choose five strengths from a larger list of items such as “adaptable,” “adventurous,” “agreeable,” and “brave.” We then wrote about a current difficult situation we are facing, and finally wrote and discussed how we could apply our identified strengths to addressing that situation.

No matter the name of the conference I attend, I make it into a Writing Center conference these days, and this one was no exception. I can certainly use the information and approach of these two sessions in the Writing Center. Meanwhile, the most important thing that happened at this conference was getting to catch up with Matt Maez, who works with tutors, including writing tutors, at UNM-Main. We talked at great length with much enthusiasm, and I got some good ideas for the Writing Center and an invitation to come visit UNM-Main’s Writing and Language Center, this time when it is in operation. Matt and I also discussed getting UNM-Valencia’s Writing Consultants and writing tutors at Main together for joint training sometime in the fall, and I invited Matt and Katie Denton—who directs the Writing and Language Center at Main—to visit our Center and campus.

**Faculty Assembly Agenda**  
**Wednesday, March 23, 2016**

- 1.** Call to order (1)
- 2.** Approval of agenda (1)
- 3.** Approval of minutes from February 2015 (1)
- 4.** Chief Executive Officer Report—Alice Letteney (10)
- 5.** Dean of Instruction Report —Laura Musselwhite (10)
- 6.** Treasurer Report—Eva Rivera (1)
- 7.** Update on Lecturer Promotion Guidelines (10) —Laura Musselwhite
- 8.** Vote on New Evaluation Form (10)—Michael Ceschiat
- 9.** Section F Main Campus Task Force (5)—Elaine Clark
- 10.** Committee Reports
  - a. Faculty Online Teaching & Review—Elaine Clark (5)
  - b. Teaching & Learning Assessment—Claudia Barreto (3)
  - c. Communications—Alexa Wheeler (3)
  - d. Handbook—Julia So (10)
  - e. Program Development—Eva Rivera (3)
  - f. Conflict Resolution—Julia So (10)
  - g. Curriculum—Cindy Chavez (3)
  - h. Cultural Enrichment—Laura Musselwhite (3)
  - i. Professional Development—Heather Wood (3)
  - j. Faculty Senate Representative—Eva Rivera Lebron (3)
  - k. Student of the Month—Sarah Garde (3)
  - l. Adjunct Faculty – Ben Flicker (3)
- 11.** Teaching and Learning Center Report— Michael Brown (5)
- 12.** President’s Report (3)
- 13.** Introduction to Skype for Business—John Abrams (10)
- 14.** Announcements/New Business (5)
- 15.** Adjournment

**Faculty Assembly Minutes**  
**Wednesday, February 17, 2016**

Alice Letteney	Joe Barbour	LeAnn Weller
Laura Musselwhite	Julia So	Rosa Auletta
Heather Wood	Elaine Clark	Khaled Kassem
Tracy Terry	Claudia Barreto	Mary Moser-Gautreaux
Alice Lawson	Miriam Chavez	Marji Campbell
Melanie Sanchez-Dinwiddie	Patricia Gillikin	John Abrams
Michael Ceschiat	Ben Flicker	Alexa Wheeler
Danizete Martinez	Annette Hatch	Richard Palmer
Julie DePree	Sarah Garde	

1. Call to order - 1:33 pm
  
2. Acceptance of agenda
  - Motion (Elaine Clark)
  - Second (Annette Hatch)
  
3. Approval of minutes from November 2015
  - Motion (Sarah Garde)
  - Second (Melanie Sanchez-Dinwiddie)

4. Chief Executive Officer Report— Alice Letteney

The budget has passed the legislature and the governor has indicated she will sign the budget. The cuts for higher education at over 16 million dollars. The only college that came out relatively unscathed was CNM, we are in the middle with about 2.5% cut. We were anticipating additional funding because of our performance, but that is gone. We are anticipating close to a \$200k cut.

The legislators are trying to force localities to pay more for their community colleges by lowering the burden on state funds.

We are very frugal, we are not looking at layoffs. CNM and UNM are looking cutting positions.

There is talk around the legislature on future cuts in this year's budget and a special session to look at this in two months.

We are small and relatively flexible because of that. We have great support from our local schools...31.5% of our headcount was dual credit.

As we move forward, we will probably have to adopt the oversight used on main campus such as justification for re-filling or opening positions.

Main campus is looking to increase health care. They are lowering the potential increase, but lowering it by increasing deductibles and removing some options.

Our gala is coming up February 27<sup>th</sup> and we would love to have more silent auction items if you can donate items.

Miriam's friend has donated \$20k to sponsor the Gala.  
We raised close to \$5k through the Soup-R-Bowl.

We did not get the S-STEM grant through the NSF, but we will be working with the Science Foundation of Arizona Kickstarter program to improve our applications and resubmit.

#### 5. Dean of Instruction Report — Laura Musselwhite

The Curriculum Committee accepted Marji and Annette as new members.

Main campus has put together multiple committees to review items for re-accreditation. One of the important things they are looking into is that each campus is equivalent. I received a request from a co-chair to insure that learning outcomes are equivalent across campuses. If you are interested in working with her, Kate Krauss, please let me know.

Next year, all adjunct and part time faculty will be required to do safety and sexual harassment training.

The main campus budget will go to a tuition sharing model, so each college within the university will receive and manage the money from their own students.

We have a group of elementary kids coming in April and we need faculty to volunteer to entertain the students with topical material. I'll send an email about this in the future.

We are filling all of our retiree positions over the year except for Cindy Chavez and her position has changed intentionally.

#### 6. Treasurer Report

[Heather] We have \$351 for faculty assembly funds remaining. Please donate petty cash for meeting food.

#### 7. Presentation of New Evaluation Form – Michael Ceschiati

For each section (Teaching, Service, Professional Development) we have categories and ratings with criteria described for each category. The ratings are 'exceeds expectations, meets expectations, needs improvement, and unacceptable.'

This document is minimal in that it does not include categories that are exclusive to individual courses or programs.

We have two more faculty assembly meetings this semester in order to accept this document.

-Please email this to us. [Khaled]

-We will along with information on how to send feedback.

-Please email us a final draft a week before the next meeting so that we are able to vote on this at the next meeting. [Rosa]

#### 8. Section F Main Campus Task Force – Elaine Clark

The full information is in the newsletter. Carol Parker has called a committee together to update Section F in the main campus Faculty Handbook. One thing that needs clarification are the degree requirements for teaching/hiring/tenure. Our first working meeting occurs this Friday.

A link included in the newsletter connects to Section F and all its contents. The entire section is up for review.

## 9. Committee Reports

### a. Faculty Online Teaching & Review — Elaine Clark

Three different grants fund the online teaching improvement activities on our campus.

Our main initiatives are improving student success, supporting faculty certification and professional development, and reviewing online and blended courses for quality design.

We have learned from our initial student survey and will develop a new survey to distribute later this spring semester.

We would like to require faculty to be certified in order to teach online. You can either take the courses online through QM, through our campus beginning this summer (EDUC 293 for 3 cr) , or through CNM. The course offered through this campus will be free for our faculty. The grant will pay tuition for those taking the QM courses. Contact Rosa and Eileen Davis for the QM courses.

We will soon require review of course design for all online courses and we will begin reviewing more established online courses in the fall.

### b. Teaching & Learning Assessment—Claudia Barreto

Core Course Assessment is coming up in April. Please, sign up for an assessment time any Friday, April 9-25, between 9 am and 1 pm.

I will send out documents to help you prepare your course assessments. If you teach a course with multiple sections, please coordinate your reports.

Email Tracy for help if you have questions.

Files are now available here: <http://valencia.unm.edu/academics/faculty/assessment-info.html#core-assessment>

### c. Communications—Alexa Wheeler

The old link to the faculty website still exists, so make sure you update your bookmarks or link to the website through the new UNM-Valencia website.

We are going to look into Skype for Business and show you how to use the functionality.

[John Abrams] It comes with Microsoft Office and was originally called Link 2013. All faculty and students automatically have an account, even if they have never used it.

[Melanie] I updated the vfac list Jan 25<sup>th</sup> and I may have accidently dropped you from the list. Please contact me if you are not getting emails. You should have gotten the newsletter, faculty assembly agenda, and old minutes via vfac email this week.

d. Handbook—Julia So

[Laura] Two items are being changed from the faculty handbook. First, we created a second level of stipend for dual credit instructors to compensate those who are doing more than just entering grades for dual credit courses.

The second section is just a clarification of compensation for practicum courses.

[Rosa] I am concerned for the ECME practicum course. The payment for that course seems contrary to this statement and we do not want it modified in the future to comply.

[Laura] Once you get to 10 students, you pay as in a normal course.

[Heather] Please email your feedback to Julia and Laura and they will present this at the next meeting.

e. Program Development—Eva Rivera

[Sarah] There is a TTT next Wednesday on SmartBoard next Wednesday. We need you to sign in to participate. Bring your tablets/phones/computers to interact with the technology.

f. Conflict Resolution—Julia So

We sent a survey out last semester on the expectations for the Conflict Resolution Committee and conflicts on campus.

We had 41 responses with 10 reported conflicts over the last 5 years. None of the 10 cases of conflicts were reported to the committee. One conflict mentioned in the survey included a 'physical attack'. (full presentation is posted below)

We are considering a name change to align with main campus, and modifying our statement of purpose.

[Elaine] Check the constitution on possible restrictions to a name change and we can vote on the name change in March.

If you are interested in the full survey results, please contact the Conflict Resolution Committee through Julia So.

g. Cultural Enrichment— Laura Musselwhite

We have not met this semester, but we do have many activities this semester: Valencia Speaks, a STEM speaker, Pi Day, the film festival, a band, Earth Day, etc.

h. Professional Development—Heather Wood

We have some funds that have recently become available...\$428...so please apply to use them.

- i. Faculty Senate Representative— Eva Rivera Lebron

[Heather] They are still discussing Freedom of Speech on main campus and we may receive a survey on this soon.

- j. Student of the Month— Sarah Garde

Luis Garcia was student of the month in November. He was nominated by Tracy and Heather. Please get your nominations in by Feb 29<sup>th</sup> for the next student.

- k. Adjunct Faculty – Ben Flicker

We have finalized a survey for adjunct faculty and will be adjunct faculty soon by email and also through their academic mailboxes.

- 10.** Teaching and Learning Center Report— Michael Brown

[Heather] Wireless technology will be rolled out before the end of Feb for each classroom. Classroom capture was having issues, but they should be resolved.

- 11.** President's Report

Thanks to Melanie and Alice for the food.

- 12.** Election for Faculty Senate Representative for the year 2016-2018

[Melanie] Would anyone like to nominate a candidate?

[Dani] I nominate Heather Wood.

[Melanie] Are there any other nominees? As there is only one nominee, I declare Heather Wood the new Faculty Senate Representative from the Valencia campus.

- 13.** Announcements/New Business

At Valencia Speaks, we will be discussing heroin. The speaker's son died of an overdose.

- 14.** Adjournment – 3:08 pm

## Faculty Conflict Resolution Committee (FCRC) Survey Results

presented by  
Julia W. So, PhD

Faculty Assembly February Meeting  
2/17/2016

## Methodology

- Members provided suggestions for the questions.
- **Exploratory Study** with 8 questions
- Administered via **Survey Monkey** (10/23 to 11/2/2016)
- **Variable of interest** = Reported conflicts
- **Control variables** = respondents' rank & respondents' experience of conflict

## Background

- Formed in 1999
- **Current Committee members:** Joe Barbour, Patricia Gillikin, Jami Huntsinger, Mary Moser-Gautreaux, & Julia W. So.
- **No institutional memory** on any self-assessment conducted
- A consensus to find out how FCRC does

## Results

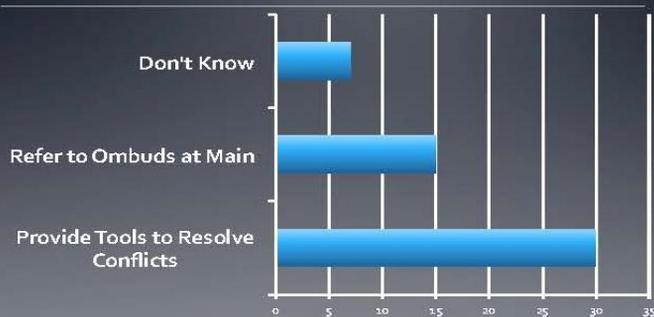
**n = 41**

- 12 adjunct professors
- 13 lecturers
- 16 tenured or tenure-track professors
- **10 reported conflicts in the last 5 years**

## Research Questions

1. What is the perceived role of the FCRC?
2. To what extent has there been any significant conflict among faculty members during the past five years?
3. If so, what are the sources of reported or perceived conflict?
4. What type of services do Assembly members believe the FCRC should provide?

What is your perception of what FCRC does? (n=41)



## Perceived Role of FCRC by Rank (n=41)

	Adjunct	Lecturer	Tenured & Tenure Track	Total
Provide tools to address conflict	8	5	6	19
Refer cases to Ombuds at Main	1	1	2	4
Both tools and Ombuds	2	3	6	11
Don't Know	2	3	2	7
<b>Total</b>	<b>13</b>	<b>12</b>	<b>8</b>	<b>41</b>

## Conflict Status by Faculty's Rank

	Reported conflict (n=10)	Did not report conflict (n=31)	Total
Adjunct	3	10	13
Lecturer	1	11	12
Tenured/tenure-tracked Professor	6	10	16
<b>Total</b>	<b>10</b>	<b>31</b>	<b>41</b>

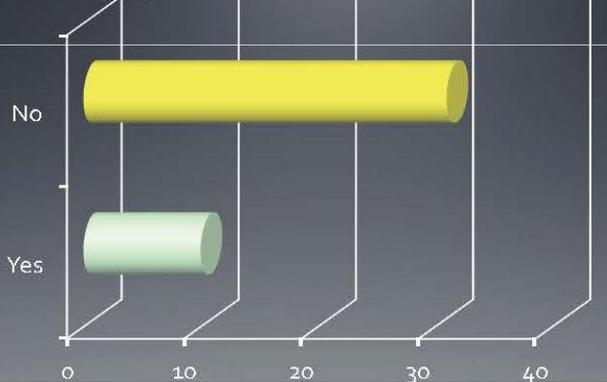
## Perceived Role of FCRC by Conflict Status

	Reported conflict (n=10)	Did not report conflict (n=31)	Total
Provide tools to address conflict	4	15	19
Refer cases to Ombuds at Main	2	2	4
Both tools and Ombuds	3	8	11
Don't Know	1	6	7
<b>Total</b>	<b>10</b>	<b>31</b>	<b>41</b>

## The Top Three Reported Sources of Conflict (n=10)

- Communication breakdown (5)
- Task related disagreement (5)
- Disagreement with supervisor (4)

## Any conflict in the last 5 years



In the last five years, when you had conflict with another faculty member at VC, did you seek assistance from the CRC?

Of the 10 faculty members that experienced conflict, **no one** sought assistance from the CRC.

## The Top Three Perceived Sources of Conflict (n=41)

- Disparity in workload (28)
- Disagreement between peers (17)
- Disagreement with administrator (16)

## Suggested Services by Ranks (n=41)

	Adjunct	Lecturer	Tenured & Tenure-Track	Total
Help resolve conflict among faculty	7	7	11	25
Provide tools to de-escalate (with other faculty)	8	10	11	29
Provide tools to de-escalate (with students)	9	8	9	26
Provide tools to de-escalate (among students)	8	9	10	27
Refer to Ombuds at Main	2	6	4	12

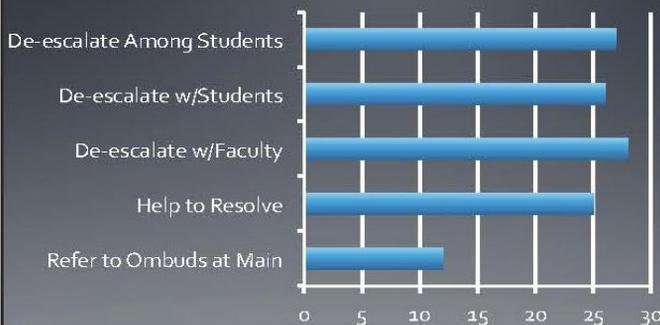
## Primary Perceived Sources of Conflict (n=31)

	Access to Resources	Task Related	Disagreement with Peers	Disagreement with Administrator
Adjunct	2	3	4	1
Lecturer	1	3	1	3
Tenured/Tenure-track Professor	0	8	4	4

## Suggested Services by Conflict Status

	Those reported conflict (n=10)	Those did not report (n=31)	Total
Help resolve conflict among faculty	6	19	25
Provide tools to de-escalate (with other faculty)	8	21	29
Provide tools to de-escalate (with students)	5	21	26
Provide tools to de-escalate (among students)	5	22	27
Refer to Ombuds at Main	4	8	12

## Suggested Services (n=41)



## Other Comments

- One incident resolved amicably
- One physical attack (details not provided)

## Conclusion

- Lack of open conflict  $\neq$  a lack of conflict
- **Communication is the key**
- An overwhelming request for training in de-escalation

## Shall we also modify the statement of purpose?

Modify the purpose of the committee to meet the campus need  
To "resolve any faculty dispute before positions harden to a point where the more formal grievance procedures are requested."

## Recommendations

1. A baseline for future studies
2. **Name change**
3. Modify statement of purpose

**Thank you!**

## The Committee voted

...to change the name of committee to align with that of [Main Campus](#)

ODR = Office of Dispute Resolution