

Faculty Assembly Newsletter | 4.2018

April 2018



Contents



Chief Executive Officer

DR. ALICE LETTENY
Chief Executive Officer
Email: alichel@unm.edu
Phone: 505.925.8540
Office: Admin 133

4



Dean of Instruction

DR. LAURA MUSSELWHITE
Dean of Instruction, Professor of History
Email: lmusselwhite@unm.edu
Phone: 505.925.8601
Office: A 114

5



Teaching & Learning Center

SOLEDAD GARCIA-KING
Director, The Teaching & Learning Center
Lecturer III, IT & Spanish
Email: sgking@unm.edu
Phone: 505.925.85
Office: L 139

6



The President's Report

KEVIN M. HOBBS
Assistant Professor in Physical and Natural
Science
Email: khobbs84@unm.edu
Phone: 505.925.8876
Office: A 132A

8



The Writing Center

PATRICIA GILLIKIN
Professor of Developmental English
Email: gillikin@unm.edu
Phone: 505.925.8616
Office: L 137A

9



Library

BARBARA LOVATO
Senior Lecturer III, Library Director
Email: blovato@unm.edu
Phone: 505.925.8991
Office: Library

10



BTFA Division

ALEXA WHEELER
Chair, Business, Technology and Fine Arts
Senior Lecturer III - Digital Media Arts
Email: alexa08@unm.edu
Phone: 505.925.8702
Office: B 114

14



Science & Wellness Division

MELANIE SANCHEZ-DINWIDDIE
Chair, Science and Wellness
Assistant Professor in Biology
Email: melasanc@unm.edu
Phone: 505.925.8875
Office: H 100A

15

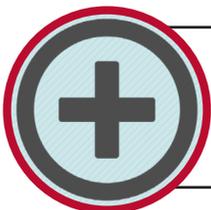


MES Division & Faculty Online Teaching & Review Committee

ELAINE CLARK
Chair, Mathematics, Engineering and Statistics
Associate Professor of Mathematics
Email: ewclark@unm.edu
Phone: 505.925.8618
Office: A 142C

16

PLUS



R2S2 Grant
Next Generation Project
Management Student Presentations
Constructing an Effective Teaching Portfolio
Minutes & Agenda

CAROLINA AGUIRRE
MIRIAM CHAVEZ
ROSA AULETTA
STEPHEN TAKACH
JULIA SO

17+

Musselwhite

DEAN report



Dr. Laura Musselwhite

I want to thank everyone for a great year! As we prepare for graduation week, please know how much I value your contributions to the wonderful work that goes on at Valencia. I especially want to thank Kevin Hobbs and the Faculty Executive Committee for their leadership over this year.

I participated in a taskforce meeting last week of the Redesigning the University initiative put forward by Provost Abdallah. Mine is Taskforce 1: Changing Demographics and Needs of Future Learners and Advances in the Science of Learning and Pedagogy Designed to Meet those Needs and Enhance Learning. (I did not come up with that name, by the way.) The chair of this group is Vanessa Svihla from the Organization, Information & Learning Sciences Program, and her area of study is how people learn. The group was charged with being creative and bold, with a focus on action items rather than

just a “white paper” on learning. I think it will be a productive discussion on how to facilitate learning. We are supposed to wrap up work by the start of fall semester.

Also, the work of the Higher Education Department has been progressing. Common course numbering and the new core curriculum are almost complete, although neither will be fully implemented until fall semester of 2019. The new rules are currently in the “proposed rulemaking” stage for inclusion in the state Administrative Code. Each of the rules has information about a public hearing and comment period here: <http://www.hed.state.nm.us/>, under the Recent Postings section. The actual rules are also posted here, just below the notices. We (both as a campus and as a part of UNM as a whole) have the opportunity to make comment. If you want to contribute anything, please send your thoughts to me, and I will pass

to Alice, as we would like any comment from Valencia to come as a unified statement.

There are still some end-of-year activities in which people can participate. The art show featuring Joy Hill will be up in the gallery until May 4, and the Earth Day festivities are April 19. Lastly, please remember our Faculty Meeting coming up on Friday, April 20th at 9:00am. I will have some kind of breakfast snacks, coffee, and juice for you starting at 8:45am.

Even though I know some of you are teaching over the summer, I hope everyone will take some time to relax and recharge as well. You deserve it!

Graduation Information & Upcoming Events:

- Adult Education/Short Certificate Graduation – Wednesday, May 9 at 6:00pm
- Nurses Pinning – Thursday, May 10 at 6:00pm
- Graduation – Friday, May 11 at 6:00pm
- *on Friday, we will gather as usual in the Academic Affairs Office around 5:00pm for snacks and robing. For all who ordered a robe, they will be ready for you in the office on that day.
- Earth Day – Thursday, April 19th, LRC101A, 11:00am to 2:00pm. Special guest speaker and activities.
-

The Teaching & Learning Center

Soledad Garcia-King

TLC

Faculty Connections 2018 - Call for Proposals

Faculty Connections is an opportunity for faculty to benefit from the opportunity to share professional development on a variety of topics that will help kick off the new academic year. We welcome proposals for interactive training ideas or ideas on tips and strategies others could implement in their classrooms. Sessions could cover a wide variety of topics related to instruction and technology. Sessions will be 30 minutes long and will be held concurrently on campus **Tuesday, August 14th starting at 1:00 PM**. This is a great opportunity to share your ideas with your colleagues.

Proposal Submissions

The event is open to all faculty, part-time and full-time alike.

If you are interested in teaching a session please email, Soledad Garcia-King at sgking@unm.edu by May 1, 2018. Include the title of your proposed session, a short description (50-100 words) of your session that will be published on the event catalog, and any requirements for your session (technology and classroom requirements).

Registration to attend Faculty Connections Is NOT Required

No registration for Faculty Connections is necessary. Simply attend the sessions that interest you. Sign-in sheets will be provided at the session.

Lunch

Lunch will be provided before the sessions begin.

Calendar with workshops and specific dates and times will go out soon to VFAC.

TRAINING & WORKSHOPS



Questions? Contact?
Suggestions for training?

Soledad Garcia-King

sgking@unm.edu



EDUC 293-502 Blackboard for
Instructors: Beginning (Online)

For more information about the course please contact
Soledad Garcia-King
sgking@unm.edu (505) 925-8554

Course Description

The focus of the course will be Blackboard fundamentals for beginners. You will learn how to set up your course shell and customize your lessons. You will also learn how to create assignments, discussions and assessment within learn as well as setting up your gradebook. You do not need prior experience with Blackboard to take this course.



EDUC 293-503 Blackboard for
Instructors: Intermediate (Online)

For more information about the course please contact
Soledad Garcia-King
sgking@unm.edu (505) 925-8554

Course Description

The focus of the course will be intermediate Blackboard tools and features. Having prior knowledge of setting up Blackboard courses is preferred, but you do not have to be very experienced in Blackboard to follow along. A few of the topics covered will be customization, Bb collaborate, accessibility, Kaltura, Bb retention center among other tools and services available.



The President's Report

Faculty
Executive
Committee
Elections

April 18, 2018

Kevin Hobbs
Faculty President

Thank you for letting me serve as Faculty Assembly president this spring. It has been a privilege and a pleasure to fill this role. I look forward to what the next academic year might bring for the UNM-Valencia Faculty. I am thankful to all of you for what you do for the students at this campus.

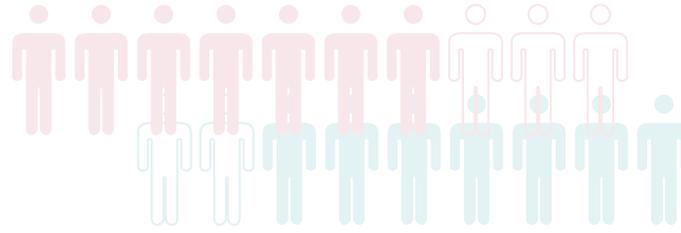


Hobbs

The Writing Center

Patricia Gillikin

The Writing Center Director



Announcements:

- The Writing Center is pleased to host one more Student Reading Series event, April 19, from 11:30 to 12. Come and listen!
- Portfolios and Pizza—free pizza and salad for writers working on their portfolios and other writing projects—is Thursday, April 26, from 12 to 4 and Friday, April 27, from 10 to 12
- Students can arrange to work with a consultant online--phone and e-mail/WordOnline--by e-mailing me at gillikin@unm.edu.
- Our hours are 9 to 4 Mondays through Thursdays, and 10 to 12 Fridays in the Writing Center. A Writing Consultant is also available Wednesdays 4 to 7 in the Learning Commons.
- We offer workshops for Multilingual Writers every Monday and Wednesday at 12, and for Creative Writing every Thursday at 12.

Three of our consultants participated in training at UNM-Main's Writing and Language Center March 2. This is what the consultants had to say about it:

I appreciated the open discussion about creating a positive work environment within the center.

--Rae Silva

I really enjoyed learning about some of the different theories of learning. I appreciated the examples given and the activities where we could see some of the theories applied to different situations.

Another thing that I enjoyed was being reminded of the assumptions that some students make of tutors as well as the assumptions that tutors make of students. These assumptions can really hinder the full potential of a tutoring session. Being aware of how we think and how students might be thinking is really important.

I really appreciated the whole atmosphere of the Writing and Learning Center. It was awesome to witness the engagement and bond between the tutors at main.

--Fernanda Santoro-Savedra

At our last UNM Main Campus training, I learned some good pointers on shared space and our responsibility as tutors and employees to uphold this safe, but also brave space. Through this training I became more aware of how the space we share with the students coming in is as much their space as it is ours. I was also exposed to a new topic about the learning stages we develop as we grow as learners and thinkers which I found really fascinating.

I very much appreciate our training's held at the UNM Main Campus Writing Center, and look forward to attending more. The subject material is always interesting and presented in an invigorating, collaborative style which I thoroughly enjoy. The community made up of peer staff and training leaders are creative, intelligent, and welcoming individuals that I am glad to collaborate and learn along with.

--Felina Maria de la Luz Martinez



At Main Campus Writing and Language Center training.



Summer Library Hours

| | |
|--------------------------------|-----------------------------------|
| May 14, 2018 – May 18, 2018 | Closed for re-carpeting |
| May 21, 2018 - August 17, 2018 | Monday – Friday 8:00am - 5:00pm |
| May 28, 2018 | Closed (Memorial Day) |
| July 4, 2018 | Closed (Independence Day Holiday) |

National Library Week



“Discover your passions and achieve your goals at the library.”

— MISTY COPELAND, National Library Week Honorary Chair

LIBRARIES LEAD

“Libraries Lead” was the theme for National Library Week 2018, reminding all Americans that today’s libraries are not just about what they have for people, but what they do for and with people. Staff and student employees of the Library decided to focus activities and displays on Leaders and the How the library has served to lead its users.

The Valencia Campus Library activities during National Library Weeks included activities on social media as well as an opportunity for library users to share information about where the library has led them and about their favorite leader.

Bulletin Board



The Library also celebrated Snapshot Day on Wednesday April 11, 2018.



Library Snapshot Day at Valencia Campus Library - April 11, 2018

During Library Snapshot Day, the library took pictures of our library visitors and library staff. We had cookies, coffee, cocoa, tea and water (provided by Valencia Campus Student Government), conducted a survey and took statistics to capture “One Day in the Life of Valencia Campus Library”. Above are some pictures and below are some statistics from the Snapshot Day survey.

Library visits: 194
 Printing: 160 prints

An hourly count of activity indicates 18% using computers/printing, 68% Studying and 14% engaging in other activities such as using the copier, scanner or in high top or comfortable seating.

Survey Results

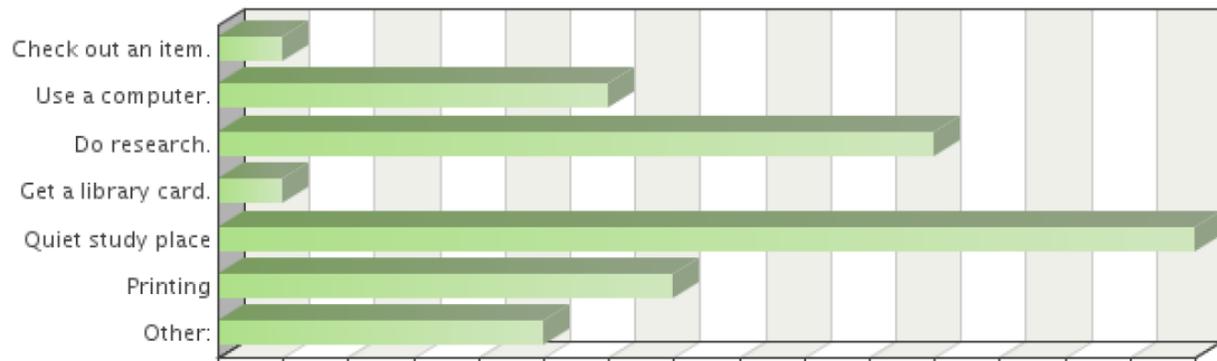
Respondents

| | |
|--------------------------|------|
| Student | 80 % |
| Faculty member | 4 % |
| Staff member | 12 % |
| Community member/Visitor | 4 % |



Reason for using the Library

Respondents could choose more than one reason for their visit to the library.



The primary reason respondents indicated for using the Library was for a *Quiet study place* and *Do research*.

Two open-ended questions were asked in the survey.

Why is the library important to you?

The primary reasons respondents indicated that the library was important to them were similar to their reasons for using the library. Some examples are:

- a place to help with my research
- The library is important to me because I can study there and get work done. I have resources there.
- Nice place to get your work done. Being a mother with three kids it had to be peace and quiet .
- It offers resources to the community.
- As a veteran, the library has been a haven for me for quiet time to get my thoughts/head together and destress. Also to study.
- I like that I'm able to have a place to study and have access to computers.
- Quiet place to study and a helpful staff

Tell us your thoughts on the changes in spaces and furniture in the library.

The responses in this area were mixed. Most respondents liked some of the changes. Many respondents commented on the open feel of the library. There were suggestions for improvements, such as adding more power and charging stations to certain areas of the library and adding more comfortable seating.

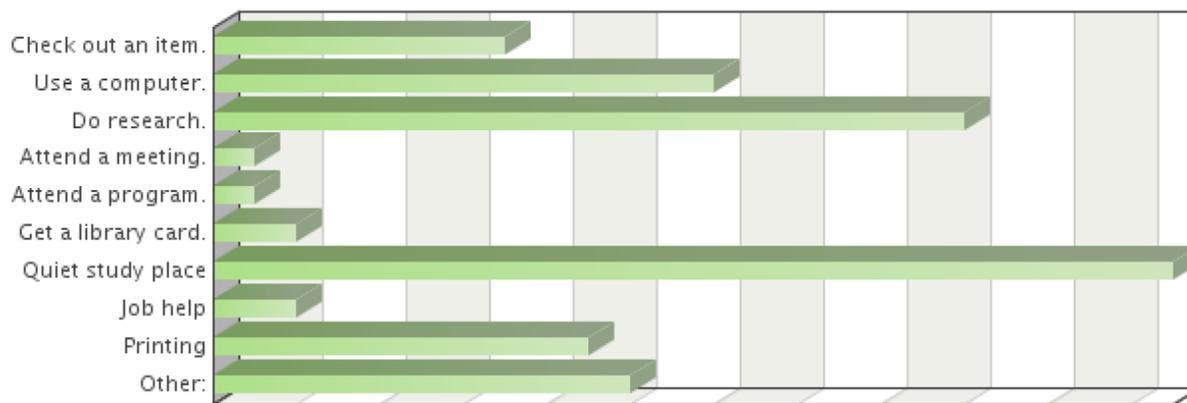
National Library Week email survey

An email survey link was sent out the week before National Library Week and ran from Friday, April 6, 2018 through Friday April 13, 2018. Below are the results from that survey.

Respondents

| | |
|--------------------------|------|
| Student | 56 % |
| Faculty member | 23 % |
| Staff member | 13 % |
| Community member/Visitor | 8 % |

Reason for using the Library



The primary reason respondents indicated for using the Library was for a *Quiet study place* and *Do research*.

Other reasons included: collaborate with library staff, work, interlibrary loans, finding resources for teaching and homework. One respondent indicated, "I do not use the physical library but utilize the online resources."

Two open-ended questions were asked in the survey.

Why is the library important to you?

The primary reasons respondents indicated that the library was important to them were similar to their reasons for using the library. Some examples are:

- For research and books.
- I am a mom of two boys and the library is a place where i can stay focused and do homework or get study time in e before having to be a mom
- Quiet place to study or just collect your thoughts
- The people who work there are awesome!
- The kind library staff are always available to assist me. It has a quiet, comfortable environment. If the library does not have what I am looking for they will search the system to find it. The library offers books that have assisted me in learning as a student and makes purchases which support the courses I teach.
- The Library is a safe meeting place for my friends and I to study together. It is also very beneficial to have multiple resources and data bases for any research papers I have to write.
- It has the books i need to do my coursework. I also really like the magazine section - they have a really good selection.
- I use the library for putting items on reserve, finding films for teaching, helping students learn how to research, and getting research help for my projects. I enjoy the film collection and books!
- It is nice to have a safe space for the students to learn. I appreciate Dr. Lovato's assistance.
- Provides resources for academic preparation and books - lots of books. I use the Learning Express database to help students prepare for the Accuplacer most often. I have also checked out books from the library and used the textbook reserve service.

Tell us your thoughts on the changes is spaces and furniture in the library.

The responses to this question ranged from "I have insufficient knowledge about the former space to offer and opinion" to "I am fairly indifferent about it" to "I like the updated look on the library with the new furniture and chairs. It gives the library a more modern look".

Business, Technology & Fine Art

Alexa Wheeler, Chair

GALLERY REPORT

Julia Lambright

Joy Hill Exhibition



Spring 2018 Gallery Schedule-

Student Exhibition:
Student Gallery
Reception 4:30pm- Wed., April 18

Joy Hill:
April 4 -May 4
Reception- Wed., April 11



We enjoyed having Joy Hill in the gallery working with students for her exhibition. Thanks to all who came out!

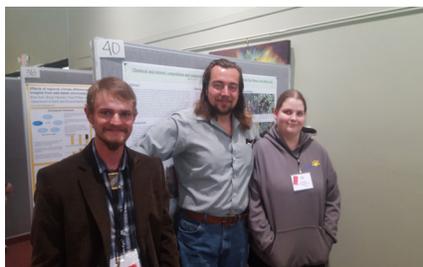
Please join us for a student art show reception on Wednesday, April 18 at 4:30pm to celebrate the work of our students. It will be in the STUDENT GALLERY.



Science & Wellness

Melanie Sanchez-Dinwiddie, Chair

Article submitted by Kevin Hobbs



UNM-Valencia at the NMGS Spring Meeting

On Friday, 13 April, UNM-Valencia students April Bates and Gage Lamborn each presented their research at the annual meeting of the New Mexico Geological Society at New Mexico Tech in Socorro. There were approximately 200 professional, academic, and student geologists in attendance. Gage and April were the only two student representatives from two-year colleges, and their research presentations were well-received and garnered an invitation for collaboration with research labs at Tech. Thanks to the campus's "Reaching Rural STEM Students" project, these students and several others have worked hard all year on their research and are representing UNM-Valencia at conferences around the region.

By chance, we met with UNM-Valencia alumnus Keith Diegel at the conference. Keith is now pursuing a B.S. geology at Tech and was happy to see UNM-V represented at NMGS.



Geology Field Trips – Spring 2018

The students in EPS201L (Earth History) had the option for two field trips this spring. On 23 March, the class visited the Quebradas Byway, and on 14 April, the class hiked through San Lorenzo Canyon. Twelve students visited one or both sites.

Records of the dynamic history of Earth are on glorious display at these locations, and students' observations, sketches, and curiosity led to exciting and engaging discussion both in the field and back in the classroom. Both of these sites are on public land and are easily accessible, should you be in the market for summer day trips.

M(athematics) E(ngineering) S(tatistics) Division

We're still a MES!

Submitted by Elaine W. Clark, Division Chair



Pi Day

Thanks to everyone who participated in and helped with our Pi Day celebration – in particular Annette Hatch and the R2S2 bunch who helped organize the event.

EPSCoR Faculty Leadership and Professional Development Institute

Mychael Smith and Ariel Ramirez will present at the faculty meeting on April 20 about what they learned from the FLPDI this past academic year. I don't know what is coming either, so we can all enjoy learning about this program to help support STEM faculty.

New Mexico Mathematical Association of Two-Year Colleges

The NMMATYC conference, that was held here two years ago, is happening at the Southwest Indian Polytechnic Institute in Albuquerque this May. Several of the math faculty plan to attend, and we may have a couple of students working on research projects with the R2S2 grant presenting as well. Early bird Registration closes April 30, if you are interested in attending.

Hiring

The search committees are still working on finding candidates that will be a good fit for our Engineering position and Mathematics position (both full-time) that are currently open. As I mentioned in an email, we will invite all faculty who wish to attend to come to the teaching demos when we have screened all the candidates.

Annette Hatch Retirement Party

We will have a retirement party for Annette Hatch on Monday, May 7 from 12:00 noon to 1:00 PM in the Physics/Robotics lab. Come give her your best regards! Anyone who would like to pitch in for a gift, let me know. Miriam said she would bring pizza and I'll bring some other options for food – sweet and savory.

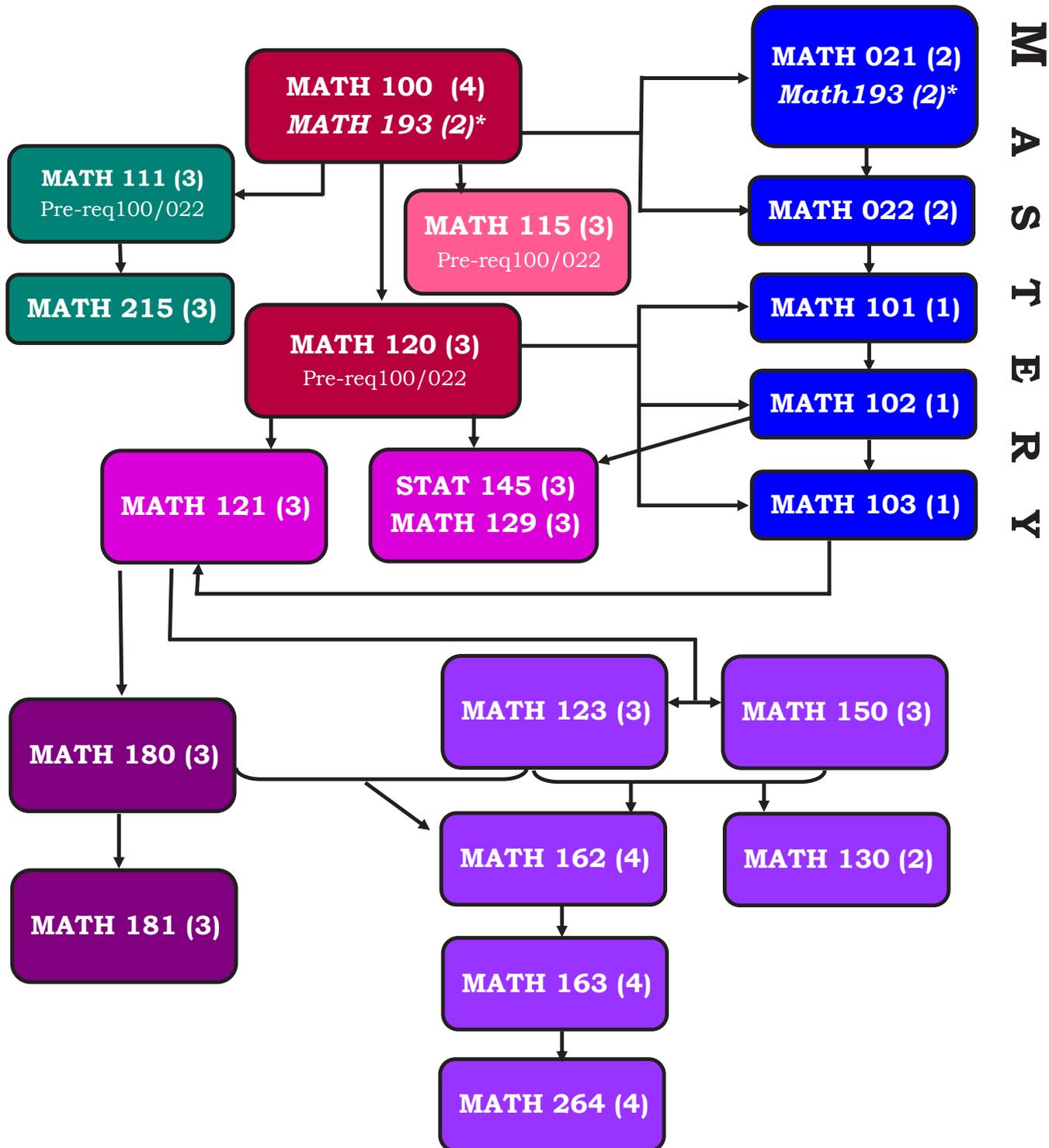
Developmental Math

Ariel Ramirez, Mathias Bali, and I are working on designing our developmental mathematics courses (Math 099/011/012, Math 100/021/022, and Math 120/101/102/103) to follow a stronger co-requisite model. The idea is to get students into the math class they really need sooner, but with support to help those with holes in their knowledge base. Here is what the Math course structure (starting class etc.) will look like Academic Year 2018-19.

clark

UNM-Valencia Math Sequencing

Academic Year 2018-19



Faculty Online Teaching & Review Committee

Online Education Standardization & Changes

Elaine Clark

I apologize to all of the people I slighted last month by not reporting your efforts in the online stuff. Here is an update of more people! Now, let me know if I still left off anyone.

Completed our EDUC 293 training course (all 3 cr. hrs. worth) for teaching online:

- Mary Clark (SP17)
- Cynthia Goodman (SP17)
- James Farslow (SP17)
- Kristian Macaron (SP17)
- Roseanna McGinn (SU17)
- Justin Romine (SP17)

Completed an APPQMR (Applying the QM Rubric) workshop:

- Jeremy Baker (2017)
- Angelica Boyle (2017)
- Cheryl Bryan (2017)
- Marji Campbell (2018)
- Sarah Clawson (2016)
- Cash Clifton (2017)
- Don Dutton (2017)
- Terri Gustafson (2017)
- Barbara Lovato (2016)
- Nick Lucas (2017)
- Mary Moser-Gautreaux (2015)
- Laura Musselwhite (2017)
- Melanie Sanchez-Dinwiddie (2018)
- Jane Faith Schaueremann (2017)
- Kristen Waring (2017)

Completed other workshops given by QM.org (IYOC, DTWYL, etc.):

- Jeremy Baker (2017)
- Sarah Clawson (2016)
- Cash Clifton (2017)
- Don Dutton (2017)
- Terri Gustafson (2017)
- Nick Lucas (2017)
- Kristen Waring (2017)

Completed the Peer Reviewer Course through QM.org:

- Barbara Lovato (2017)

Online Teaching and Learning Conference – April 6, 2018

Alexa Wheeler, Soledad Garcia-King, and Elaine Clark attended the first Online Teaching and Learning Conference hosted by San Juan College in Farmington. Most attendees were from San Juan College, but there were also people from NMSU, CNM, and a few other campuses in the state. The conference organizers said they would like to host this conference again next year, so pencil it in for next April. Here is the link to the presentation Alexa and Elaine gave about what we are doing for quality assurance for our online course offerings, in particular faculty and student training: <https://www.slideshare.net/alexawheeler/online-teacher-and-student-training-san-juan-college-2018>

Articles of Interest

Here is an article that discusses “standardization” in online courses from the perspective of experiences campuses have had with accreditation agencies as well as documented research supporting (or not) some standardization initiatives: <https://www.insidehighered.com/digital-learning/article/2017/09/20/experts-weigh-standardization-accreditor-dings-arizona-community>

Here is an article called “CHLOE 2” which looks at the Changing Landscape of Online Education from an administrative perspective: <https://www.qualitymatters.org/sites/default/files/research-docs-pdfs/2018-QM-Eduventures-CHLOE-2-Report.pdf>



WORKSHOP

Applying the QM Rubric (APPQMR)

REGISTER TODAY

- Cost is \$50 per participant*
- Send the following information to Eileen Davis at 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 or 505-925-8618, or Irene Roselli at iroselli@unm.edu

DATES

July 10 through 23, 2018

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.

**The Fee for UNM-Valencia faculty will be paid by the U.S. Dept. of Ed. Title V Next Generation Project.*

QM Professional Development – Supporting the continuous improvement of your courses.
Visit us at qualitymatters.org

R2S2 Report

Carolina Aguirre

Blast Off to Finals

As the semester comes to a close, the Learning Commons is preparing for the “Blast Off to Finals” event. This event gets better each semester as more faculty join tutors and staff in delivering opportunities for students to review and prepare for finals. Each semester student attendance increases, from 192 students in Fall of 2016 to 264 students in Fall 2017. Last semester tutors worked with students to review for chemistry, math, statistics and sociology finals.

Blast Off to Finals is held in the STEM Center and Learning Center the week before finals, April 30th – May 4th. The Learning Center will be open late during the Blast Off to Finals week. We will be open until 8pm on Tuesday and Wednesday and until 6pm on Thursday.

Blast Off to Finals activities include:

- Review Sessions (peer led or instructor led)
- Topic workshops
- Study groups
- Tutoring
- Snacks
- De-stress time and activities

As always, we are open to your suggestions and new ideas to help students succeed in their finals. Additionally, if you would like to host a review session outside of the regularly scheduled class time, we have space, staff and tutors available to assist you (space is available year-round). If you are interested in participating or have suggestions, please contact Adriana Baca or Shalaine Buck at 505-925-8907.

**Undergraduate
Research Student
Presentations
Monday, April 30
1:30 - 2:30pm in
Health Sciences
Building!**

Miriam Chavez



Students that have been part of the Undergraduate Research Project for the past academic year will be presenting their research posters. On Monday, April 30 from 1:30 to 2:30 p.m. in the Health Sciences Building. Come and see the wonderful work that they have been doing.

Title V Next Generation Project Report

**Integrated
Information
Technology
LAB**

**OPEN HOUSE
April 26, 1 - 4pm**

Rosa Auletta

As announced last month, we have scheduled an Open House for the newly renovated IIT Lab. Please come by on Thursday, April 26 from 1 to 4 p.m. to tour the lab and learn how the program has changed and grown. One of the students, Jesus Velasquez, passed the CISCO test last week. Jesus will graduate in May with his Associate's degree in Information Technology. Congratulations!

On April 10, two representatives from Oracle presented to our students and staff about careers in IT and how they came to work for Oracle. It's not just coding all day. It was wonderful to have two professional women speak to our group. Thank you Dr. Musselwhite for the contact.

Distance Learning: The Faculty Online Teaching and Review Committee met last week. Kudos to this committee's past and present members who have worked diligently over the past three years to develop a well-planned and researched program. The collaboration with other schools including UNM, using Quality Matters standards and attendance at local and national conferences on online teaching allows us to develop high quality online classes now and in the future as this is not a passing fad.

Another APPQMR class will be conducted in July. Watch your email and mailboxes for details. Remember that the Next Generation Project will cover your registration fee. See Elaine Clark's article with a list of faculty who have taken this

and other classes. We will also offer another EDUC 293 class in the summer for faculty new to online teaching or needing a refresher. This class is online.

Travel: I attended the AHSIE Conference in windy Chicago at the University of Illinois where I networked with project directors and staff from many Hispanic Serving Institutions throughout the country. The main message was that we have done a great job in providing access to college to Hispanic/low income students; now we must focus on serving them and helping our students graduate and move on to graduate school and careers. Hispanic enrollment is high, but many students leave because they do not feel that they belong in college.

Soledad Garcia-King, Alexa Wheeler, and Elaine Clark attended the Online Teaching and Learning Conference at San Juan Community College. Elaine's article speaks of their experience and presentation. Soledad also attended SMART Board training in Santa Fe at IT Connect. She is working with a student employee to provide you with assistance with the SMART Boards.

Math: June 4 – 28, Mychael Smith and Cindi Goodman will teach an accelerated Math 100 class which will run four days a week from 9 a.m. to 3:30 p.m. Successful students will earn their 4 credits in one month. If you know someone who needs to take this class and will work hard, they can get it done and still have a July vacation. Refer students to advisement to register.

Happy Spring!

//MANAGEMENT I 13 // STUDENT PRESENTATIONS //
 //NEXT LEVEL NAVIGATOR//PUPOSE//PASSION//PROMISE//

Who you are? Where you are going? How you will get there? Three humbling questions that you may not have the answers to now, but after reading Dear Mr. A and engaging the exercises within, you will.

How can cohesively defining who you are enable you to clearly depict where you are going and confidently delineate how you will get there? You may not have the answers to these questions now, but by the end of this semester with Dear Mr. A you will.

The old business adage states, “*under-promise and over-deliver.*” So why do I make such bold claims to my students to begin the semester? Because consistent with the adage, what is answered during the semester is just the beginning of what will be delivered.



My aspiration in life; to help individuals go from who they are to who they may become, to transcend, this is my purpose. My medium of choice; connecting with others by fostering a community where knowledge, abilities, skills, and experiences flow amongst members, this is my passion. My word to match with my deeds; *Comfort Through Trust; Transcendence Through Community*, this is my promise.

What is your **passion**; what stirs your heart? What is your **purpose**; what do you provide? What is your **promise**; what words must you match with your deeds? The Management I 13 students may not have the answers at the beginning of the semester but after reading Dear Mr. A and engaging the exercises within by the end of the semester they will.

By attending this Management I 13 Student Presentation you, the audience member, will get a glimpse of what is like to be enabled to answer the questions posed above, and the question you will have to ask yourself is this: *How long do I want to continue before knowing these answers for myself?*



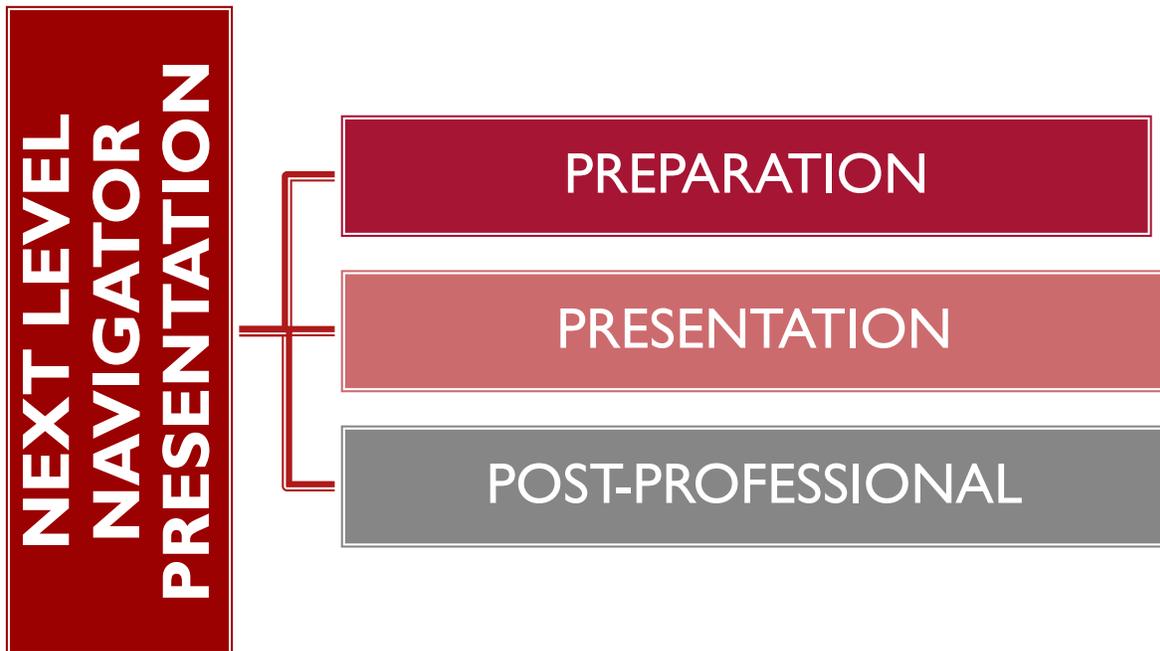
//PREPARATION//PRESENTATION//POST-PROFESSIONAL//

Preparation: Management 113 Students will complete twenty (20) exercises prior to attending the Student Presentation on Tuesday, May 1st, 2018 which will be held in VAAS 101 from 9:00AM – 10:15AM. Students will have read and fully engaged the exercises within their copy of the Management 113 supplemental text authored by George Black:

Dear Mr. A: Letters Revealing the Secrets of an Entrepreneur

Presentation: This will be a one-hour and fifteen-minute Student Presentation session open to all Faculty and Staff Members with Stephen Takach and George Black providing feedback to the Students after their individual presentations (9:00AM – 10:00AM) and answering questions from the audience after all Students have presented their Next Level Navigator (10:00AM – 10:15AM). Through the vigilant use of their allotted three (3) minutes, Students will present The Next Level Navigator for their entrepreneurial endeavor; detailing who they are, where they are going, and how they will get there. Faculty and Staff Members in attendance will be provided with the opportunity to speak with the author of the course supplemental text, George Black, and be provided with handouts to be completed after the Student Presentation to aid them in the creation of their very own Next Level Navigator.

Post-Professional-Development: Stephen Takach will work with all attending Faculty and Staff Members after the Student Presentation date to help these individuals who so desire go from who they are to who they may become, to transcend. Faculty and Staff Members will be provided with Stephen Takach's contact information to enable this to occur over the summer in preparation for the Fall 2018 semester.



UNM VALENCIA

On April 13, Benjamin Flicker, Julia So, and Tracy Terry attended the seminar “Constructing an Effective Teaching Portfolio” presented by Dr. Aaron Haynie, Executive Director of the Center for Teaching and Learning at Main Campus. This presentation details the why and how to put a teaching portfolio together:

CONSTRUCTING AN EFFECTIVE TEACHING PORTFOLIO

Presented by Diane Marshall, Associate Dean of Arts and Sciences
Aeron Haynie, Executive Director, CTL

WHO MUST SUBMIT A TEACHING PORTFOLIO?

- All tenure-track faculty and lecturers in Arts and Sciences who were appointed Fall 2012 or later.
- (Faculty hired prior to 2012 may submit a Teaching Statement containing a detailed teaching philosophy, in addition to the other items required in the dossier.)
- All Faculty who apply for Teaching Awards from the College of Arts and Sciences.

FACULTY ARE EVALUATED ON 4 CATEGORIES:

- Teaching
- Scholarly Work
- Service
- and “Personal Characteristics”
- “In order to earn either tenure or promotion or both, faculty are required to be effective in all four areas. Excellence in either teaching or scholarly work constitutes the chief basis for tenure and promotion.” (faculty handbook, section 1.2)

PURPOSE OF TEACHING PORTFOLIO:

- The purpose of a teaching portfolio is to allow you to document the thought and effort you put into teaching.
- Documenting this process allows you time to reflect on your teaching.
- Documenting this process creates an opportunity for more meaningful evaluation of teaching.
- We are not asking that you teach more, we are asking that you document the thought and creativity that you put into teaching.

BUILD YOUR PORTFOLIO *OVER TIME*

- Ask for teaching observations every semester
- Compile a folder of teaching documents: new courses designed or revised, innovative assignments, letters from former students, etc.
- Note the title and date of all teaching-related workshops you've attended. (unmctl.edu "events")
- Ask for mid-semester feedback from your students, or ask CTL staff to conduct mid-semester feedback sessions. Mitchell 121.

COMPONENTS OF A TEACHING PORTFOLIO:

5-10 pages
with tables, evaluations, syllabi, etc. added as appendices
to the portfolio.

1. STATEMENT OF TEACHING PHILOSOPHY

What are you trying to accomplish in your teaching?

What methods do you use to accomplish your goals?

How will you know if you have succeeded?

2. SUMMARY OF YOUR TEACHING EFFORT:

- Typical course load? # of students? Which courses are new for you or for your department?
- Informal teaching?
- Service activities related to teaching?
- Funded student training programs (for example the NIH funded IMSD program)?
- Mentoring or coaching programs?
- Teaching workshops or other professional development?

3. DOCUMENTATION OF COURSE DEVELOPMENT

- How did you plan this course? What were you trying to accomplish? What did you learn? What will you try differently next time?
- Include complete information for at least one course.
- Information for more courses, up to three, is desirable if you have taught several courses or courses at different levels.
- Give a brief explanation of the reasons behind your choices of each course component. Lengthy course components such as the syllabus itself may be appended to the portfolio.

COURSE COMPONENTS MAY INCLUDE:

- **Syllabus** How does your course fit into the curriculum for your department, your college or the university?
- **Assignments** – these might include quizzes, papers, group work, service components, etc. What components of your course did you think would increase student engagement?
- What were your **learning goals** for this course and how did you know whether students met those goals?
- What were the major **barriers** to achieving your goals?
- The next time you teach this course, what do you plan to **change**? Why? If you have taught this course before, did you change anything? If so, why? Did the change improve student engagement or learning?

4. PEER EVALUATION OF TEACHING

- At least **three letters** from faculty members who have observed your teaching (mentors, colleagues, CTL)
- Not all from one semester or one day.
- If your department does not assign you a mentor, ask colleagues or CTE staff to observe your course.
- Then, write a paragraph about any changes you will make in your teaching as a result of that evaluation.

5. STUDENT EVALUATION OF TEACHING

- Summary of student evaluations of the course(s) described above,
 - a few representative student comments,
 - and other letters from students if you like.

This section should be representative, *not exhaustive*.

Include a paragraph interpreting and reflecting on these evaluations of your teaching. Will this change the way you teach the course?

*CONTEXTUALIZING YOUR STUDENT EVALUATIONS

- Research suggests that student evaluations can be biased:
 - Students rate women instructors lower, even online (MacNell, Driscoll, Hunt 2015)
 - Faculty of color receive lower ratings
 - (Ghorpade, Lackritz 1991; Hammermesh, Parker 2005)
 - Instructors with certain accents are rated more negatively by students. (2015)

HOW WILL PORTFOLIOS BE EVALUATED?

- Each department will be asked to develop a rubric to evaluate excellence in teaching.

SELF EVALUATION OF YOUR PORTFOLIO

- Does your portfolio demonstrate what you are trying to accomplish in your teaching?
- Does your portfolio demonstrate your work to meet the needs of UNM student?
- Does your portfolio demonstrate attempts to improve your teaching?
- Does your portfolio show how you have evaluated student progress toward your learning goals?
- Does your portfolio represent the work you have done to become an effective teacher?

RESOURCES

- Seldin, Peter, *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*, 3rd edition, Anker, 2004.
- [Developing a Teaching Portfolio](#), from the Center for Instructional Development and Research at the University of Washington
- [Curating A Teaching Portfolio](#), from the Center for Teaching Effectiveness at the University of Texas-Austin
- [Teaching Portfolio Handbook](#), from Brown University
- [“The Teaching Portfolio,”](#) an article published by the Professional and Organizational Development (POD) Network in Higher Education



Faculty Assembly Meeting Draft Minutes
Wednesday March 21, 2018 (1:30 – 3:00 PM)
LRC 101

In Attendance:

John Abrams
Justin Bendell
Sheral Cain
Marji Campbell
Miriam Chavez
Elaine Clark
Benjamin Flicker
Victor French

Soledad Garcia-King
Patricia Gillikin
Jerry Godbout
Tina Hite
Kevin Hobbs
Barbara Lovato
Danizette Martinez
Mary Moser-Gautreaux

Laura Musselwhite
Ariel Ramirez
Melanie Sanchez-Dinwiddie
Julia So
Stephen Takach
Tracy Terry
LeAnn Weller
Alexa Wheeler

1. Call to order

President Hobbs called the meeting to order at 1:30 PM.

2. Acceptance of Agenda

Patricia Gillikin motioned to accept the agenda. The motion was seconded by Justin Bendell.

3. Approval of Minutes

The motion to approve the minutes was moved by Marj Campbell, and seconded by Mary Moser-Gautreaux.

4. Chief Executive Officer Report

- We might be receiving 2% salary increase; but the final percentage increase will depend on the Provost Office.
- She shared the photos she took at Valencia, Spain.
- Secretary Darmon was very impressed with what our campus has been doing.

5. Dean of Instruction Report

- Dream Zone training will be held at Valencia on two Fridays (4/27 and 5/4).
- Pi Day is scheduled on Thursday, March 22 from 11:00 to 2:00 in LRC101A.
- To celebrate Women's History Month, a panel discussion, *Woman Leaders in Valencia County*, will be held at A101 on March 29 at 10:30 AM. The panelists are Alice Letteney, Dana Sanders, Nancy Montoya, and Mary Merrell. Laura will be the moderator.

- On April 10, an IT speaker from Oracle, Denise Hobbs, will be on campus to speak on careers in IT.
- Earth Day is scheduled on April 19 from 11 AM – 2 PM at LRC 101
- The Faculty end-of-the-year meeting is scheduled on April 20 from 9 AM to 11 AM.
- The Provost Office has started an initiative to include *Community Engaged Scholarship* in the tenure and promotion process. All branch campuses are asked to submit a statement to the Provost Office by May 11. She called for volunteers to form a sub-committee to craft a proposed statement.

6. Treasurer’s Report (1 minute)

- Justin Bendell reported a balance of \$486.67 in the budget. He also asked for contributions to the snack fund that currently has \$13 in the budget.

7. Faculty Assembly Standing Committee Reports

a. Adjunct Faculty Committee

Ben Flicker had nothing to report.

b. Communications Committee

Alexa Wheeler was absent. No report was submitted.

c. Conflict Resolution Committee

Mary Moser-Gautreaux had nothing to report.

d. Curriculum Committee

Justin Bendell stated that the Curriculum Committee have reviewed several programs that included one on Sustainability and one on Drafting.

e. Faculty Handbook Committee

Elaine Clark reported for Tina Hite on some upcoming changes on the Faculty Online Teaching and Review Committee section of the handbook. She said she sent out a draft last month and received one feedback. The change will be voted at our April meeting.

f. Faculty Professional Development Committee

Ariel Ramirez announced a balance of \$770.00 in the budget.

g. Faculty Program Development Committee

LeAnn Weller announced that the Committee will be hosting a discussion session on dual enrollment students. A copy of the flyer that she passed out is attached.

h. Faculty Online Teaching & Review Committee

Elaine Clark announced that the Main Campus will be starting an online proctoring software. The first training will be on May 8 at Main Campus.

i. Faculty Senate Representative

Dani Martinez reported for Cheryl Bryan. Below are the highlights:

- The Faculty President shared her concern about a lack of cohesiveness among the Regents. This might affect UNM’s accreditation.
- Regent Alex Romero has resigned from the Board of Regents.

- President Abdallah announced that UNM Administration continues to work on a 2% cost of living pay increase. Among the considerations to raise revenue are: (1) raising tuition 3% and using a percentage of that increase for campus safety, (2) moving to a 4-day academic week to save money, and/or (3) offering a new course that would have wide appeal, across degrees, to increase enrollment.
- Interim Provost Rich Wood re-emphasize the accreditation process with a focus on academic excellence, as well as equity and inclusion, including ways to remedy historical injustice.
- The new Athletic Director, Eduardo Nunez, announced that he is looking into eliminating some programs and options to raise funding for the department.

8. Other Committee Reports

- a) Section F Committee— Elaine Clark announced that the Section F Task Force continues to work on Sections 70 and 80 in the Handbook. The two sections are currently in the comments stage.
- b) Assessment Committee—Tracy Terry announced the core course assessment reports are due in May, after semester ends.
- c) Student of the Month – Patricia Gillikin called for nominations. The deadline is March 30.

9. President's Report (3 minutes)

President Hobbs directed everyone to his report published in the March Newsletter.

10. New Business / Announcements

- a. Barbara Lovato announced the National Library Week is from 4/8 to 4/15. Barbara invited every to stop by the library and participate in the Snap Shot Survey. Coffee and Cookies will be available.
- b. Soledad Garcia-King called for proposal to present at the Faculty Connections at the Fall Convocation.
- c. Melanie Sanchez-Dinwiddie announced that Carolina Aguirre asked to be included in the V-FAC list. President Hobbs called for a motion to include Carolina Aguirre in the V-FAC list. Justin moved to accept the motion and Elaine Clark seconded the motion.
- d. Stephen Takach announced his students from the Management class will present their business proposal projects at A101 on Tuesday 5/1 from 9 – 10 AM. George Black, author of *Dear Mr. A: Letters Revealing the Secrets of an Entrepreneur* will be at the presentation from San Antonio. Stephen invited all faculty to attend.

11. Adjournment

The meeting was adjourned at 2:30 PM

Next meeting will be on April 18, 2018.

*Attachment: A flyer on the Discussion and Response to Dual Enrollment Students.

Core Course Assessment Guidance
Teaching and Learning Assessment Committee

One report should be submitted to the Teaching and Learning Assessment Committee (TLAC) for each core course offered during Summer '16, Fall '16, and Spring '17 semesters at UNM-Valencia.

- See the Core Course List where core courses are listed by Academic Area.
- For courses that have **multiple sections** taught during the '16-'17 academic year, all sections of each core course offered at UNM-Valencia should submit data to the author of the report covering the same Student Learning Objective(s).
- For courses with only one instructor on record, that instructor should author the report.
- For courses with more than one instructor on record, the Division Chairs or Subject Coordinators should identify who will author the report.
- Sections of **dual credit** and online courses should submit data for analysis. If multiple sections are offered, only one report for the course should be written. Data for dual credit and online sections may be analyzed separately in the report or combined with data from other sections as desired by the instructors and/or report authors.

All Student Learning Objectives (SLOs) for a course should be analyzed on a 1-3 year rotation for each course.

- Student Learning Objectives for each core course may be found on the Teaching and Learning Assessment website where they are posted by Academic Area.
- If multiple sections for a course are being assessed, all sections should assess the same SLO(s). It is *recommended* that data be collected on a shared assignment or a shared set of questions on an exam, but that is not *required* for the report.
- Most courses will need to assess more than one SLO per year in order to complete the cycle of assessment in 3 years.

Final versions of Core Course Assessment Reports are due by May 19th to the Teaching and Learning Assessment Committee. Reports may be submitted earlier in the semester.

- Graded rubrics and comments on the report are due to The TLAC Chair by June 1st.
- Multiple summary reports by the TLAC Chair and UNM-V Representative to the Provosts Committee on Assessment are due throughout the summer beginning June 15th.

The report should follow the format in the Core Course Assessment Report Template.

- The report should only contain the information requested in the report template.
- If you have questions on how to use the report template, contact the TLAC Chair.

All supporting information should be combined into one appendix file. Supporting information includes the following:

- Documentation of improvements/revisions made in the course's curriculum (changes to syllabus, new activities, etc.) as a result of last year's assessment
- Blank copy of the assessment instrument(s)
- Aggregated assessment data/results
- Documentation of improvements/revisions to be made in the course's curriculum (changes to syllabus, new activities, etc.) as a result of this assessment



**Faculty Assembly Meeting Draft Agenda
Wednesday April 18, 2018 (1:30 – 3:00 PM)
LRC 101**

1. Call to order (1 minute)
2. Acceptance of Agenda (1 minute)
3. Approval of Minutes (1 minute)
4. Chief Executive Officer Report (10 minutes)
5. Dean of Instruction Report (20 minutes)
6. Treasurer's Report (1 minute)
7. AY2018-19 2017 Officers Election (15 minutes)
8. Faculty Assembly Standing Committee Reports
 - a. Adjunct Faculty—Ben Flicker (3 minutes)
 - b. Communications—Alexa Wheeler (3 minutes)
 - c. Conflict Resolution— Mary Moser-Gautreaux (3 minutes)
 - d. Curriculum—Justin Bendell (3 minutes)
 - e. Faculty Handbook—Teresa Goodhue (3 minutes)
 - f. Faculty Professional Development—Ariel Ramirez (3 minutes)
 - g. Faculty Program Development—Jami Huntsinger & LeAnn Weller (3 minutes)
 - h. Online Teaching—Elaine Clark (3 minutes)
 - i. Faculty Senate Representative—Cheryl Bryan (3 minutes)
9. Other Committee Reports
 - a. Section F Committee— Elaine Clark (15 minutes)
 - b. Assessment Committee—Tracy Terry (3 minutes)
 - c. Student of the Month – Josh Owen (3 minutes)
10. President's Report (3 minutes)
11. New Business / Announcements
 - Marcus Gallegos (10 minutes)
 - Soleded Garcia-King (5 minutes)
11. Adjournment

