

FACULTY NEWS



University of New Mexico
Valencia



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Upcoming Events

Faculty News Deadlines

Wednesday, October 12

Wednesday, November 9

Owl Show

September 7 - October 5

Photography by Philip Leimbach

October 12 - November 9

Reception: Oct 19, 5- 7 pm

Recent Works by Elaine Soto

November 16 - December 14

Reception: November 30, 5- 7 pm



Pictured from left to right: Peggy McCormick and Claudia Barretto
Photographer: Aaron Sweet

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Faculty Assembly Meeting

Join your colleagues

Wednesday

September 28, 2011

1:30 pm to 3:00 p.m.

LRC 101C

**Faculty Executive
Committee Officers**

President

Elaine Clark
925-8618

***Vice President/
Treasurer***

Kalid Kassem
925-8609

Secretary

Melanie Sanchez-
Dinwiddie
925-8875

***B&T
Representative***

Alexa Wheeler
925-8702

***A & S
Representative***

Dani Martinez
925-8728

***Adjunct
Representative***

Rob Paixao
925-8600

President Report

Submitted by Elaine Clark



Greetings Faculty,

Welcome all to the 2011-2012 semester! Particularly welcome to our new Dean, Dr. Richard Sax, and all our new faculty and staff. We had a delightful lunch on Wednesday, Sept. 21 with our Interim Provost, Dr. Chaouki Abdallah. He stated that his first and primary goal is to facilitate the teaching and learning of students at UNM, including the branch campuses, and to prepare them for the job market. We discussed several concerns that can help facilitate our efforts in this regard.

In other news, we are continuing the work of at least one previous handbook committee to refine and update our Faculty Procedural Handbook. There is a lot of information in the handbook! Be sure you read the current version so that you know what procedures you should follow concerning canceling classes, scheduling class meetings other than at the regular times, and so forth. We are quickly approaching midterms and Fall Break (yay!) so also be aware of the need to let your students know how they are doing so far.

This year we also plan to update our Faculty Constitution and to revisit the distribution of classes and programs combined into Divisions. Basically, it seems like a good time for housekeeping and getting all our governance and procedural documents and structures in order.

It's also a good time to celebrate New Mexico! I know Dr. Sax is supporting and directing efforts in our centennial celebrations, kicked off by the Cultural Enrichment Committee's first cultural event for the academic year – presentation by John Taylor about his book "Catholics Along the Rio Grande" on Sept. 21. Many of us who live here fully understand why this state is called the "Land of Enchantment."

Oh Fair New Mexico, we love, we love you so. Our hearts with pride o'er flow, no matter where we go..." And how many of you know the tune that goes with those words? Let me know!—



Message from Dr. Letteney

To My Colleagues:

It is great to see our students returning to campus—so energetic and hopeful. It was good to see so many of you at convocation where we began our 30th Anniversary Celebration.

A major issue of concern has been the creation of a new funding formula. I am sharing the comments I have sent to the President's Office regarding the issues that we as a branch campus have with the current state of this formula. Following are my comments:

- Branch campuses in New Mexico serve the largest percentage of minority, economically and academically disadvantaged college students in the state. By creating a formula that is based on course completion, small, rural campuses in particular, are severely impacted because many of the services that are provided for these students are provided up front and will not be reimbursed. Such services include teaching, tutoring, and other academic support services. What are the consequences to the new funding formula for access to these student populations and the state's workforce? Are we closing the door on our most needy students?
- HED has not run numbers showing the difference between the current funding formula and the new funding formula. It is essential that institutions see these differences as we determine whether one formula will benefit our campuses over another.
- The current formula is essentially an "unfinished product." There are no measures other than graduation as "add-on" performance measures. The ultimate goal of branch campuses is transfer. Without that measure or a Student Progress Measure in place, branch campuses are not being recognized for their primary purpose. How can branch campuses sign on to a formula that is "in progress," not knowing what the final product will look like? Under the old CHE definition of transfer that Mark uses for the fact book, Valencia transferred 74 students to main in the Fall of 2010; this year the number is 115. Of course, we understand that that definition is very limiting and that many more students leave our campus to go to main. However, it is clear that without a transfer or Student Progress Measure (12, 24, credits successfully completed towards a degree) that the branch campuses are not being credited for their work.
- One of the original tenets of the new formula was that the funding base would be the FY 2012 base. When the formula was presented however it included a "one-time" utilities increment for some of the colleges, thus breaking this original tenet. For those colleges whose funding was significantly decreased because the legislature arbitrarily cut some portions of workload funding, the question has to be raised, why can't other funds be restored on a "one-time" basis to our base? Valencia's enrollment has continued to grow over the past several years, but because of the workload cut for dual credit and remediation, we lost nearly \$400,000 in those two items during the base year.

-
- Another issue regarding the utility funding is why colleges have no incentive to save energy. Valencia, among other energy saving institutions, see their appropriations cut in this formula draft, rather than seeing an incentive to continue to save energy. Finally, I want you all to know that we have as of this writing (September 21) received informal word from Senator Udall's office that we will be awarded two Title V grants. One is Cooperative Grant with NMSU Grants, and one is a stand-alone Title V STEM grant. We are obviously thrilled at this news and expect to receive official documentation within a few days.

In anticipation of the official announcement I would like to thank all the faculty and staff who worked so hard to make these grants happen. In particular, I want to thank our STEM faculty who brought ideas to the table as these grants were being developed. Among them are Julie Depree and Najib Manea our Principal Investigators, Michael Ceschiati who worked on both grants, Alexa Wheeler, Miriam Chavez, Clifton Murray, and many others. I also want to thank Cindy Shue who developed and will administer the new STEM grant, Diana Ortega whose work as a STEM transfer advisor is increasing our number of transfers to main campus, Rosa Auletta and Lucille Farrington who assisted with both grants, and of course our budget office especially Andy Sanchez, Sally Hebert, Cheryl Klein and Shireen McDonald in Human Resources. Also assisting with the Title V Co-op Grant, Rita Logan, and with both grants, Hank Vigil. Finally, none of these grants would be produced without the overall supervision, much of the writing, and the attention to detail of Ann-Mary MacLeod, our Development Officer.—

Dean of Instruction Update

Dear Colleagues,

I have enjoyed my first seven weeks on the job here! I feel truly welcomed, both individually and collectively, by the campus and regional communities, and I will continue to endeavor to be your faculty advocate, even as we all collaborate to create and maintain an exemplary learning environment for our students, dedicated to their learning outcomes.

As most of you know, we are in the final stages of completing the Academic Affairs portion of the Annual Report, due at the end of the month. I appreciate the input that I have received, and I am impressed with the range and quality of activities that I am able to report in the "Publications, Papers and Notable Achievements" section. In terms of periodic reports and guidelines, I would like to remind people that our current Strategic Plan is dated from 2009-2012, so my understanding is that later in this fall term, we need to start thinking (and meeting, concerning the institutional standing committee) about our next multiyear Strategic Plan.

Thanks to the Chairs and Program Directors who have helped in determining which courses require "sunset exceptions" and which can be allowed to be pulled from the Main Campus Catalog. We met the mid-September deadline, and the two courses for which we sought such sunset exceptions should be voted on (and presumably approved) within the next month at the university-wide Curriculum Committee meeting.

At our September 7 Instructional Council meeting, we agreed by consensus that Valencia campus should serve as the pilot for the entire UNM system for online student evaluations of faculty members. For the current (Fall, 2011) term, online evaluations will occur for all classes that meet in computer classrooms or that are delivered in an online modality. Our intrepid Program Manager in the Teaching & Learning Center, Dr. Najib Manea, will provide more information concerning online student evaluations later in this month's meeting.

Please keep in mind that we continue to do Program Reviews in the remainder of those areas which were not assessed last year, as we seek to continue the progress made toward continuing to establish a true campus wide culture of assessment.

Preliminary brainstorming and planning meetings concerning UNM-VC's possible plans for the New Mexico 2012 Centennial were held on September 22 and 23. We are in the process of classifying and arranging the plethora of ideas, and we hope to move forward soon, organizing our interests and initiatives, and aligning those initiatives with other individuals and groups with allied intent across the state.

I am continuing to contact faculty members for 1-on-1 meetings with the (not-so-new, at this point) dean. Please feel free to contact me if I have not yet contacted you; I am approximately halfway through, with a little more than a month to go on my self-imposed end-of-October deadline. I appreciate the time that you have afforded me, and I hope to be able to advocate better for your professional needs and concerns as I learn more about our campus community.

Respectfully yours,
Richard Sax

Business, Technology and Fine Arts Division

Digital Media Art Article *Submitted by Alexa Wheeler*

The Digital Media Arts Program is off to a great fall 2011 semester start! One of the most exciting developments is the fact that DMA has benefitted from the S-STEM NSF grant the campus was awarded. Because of this grant, 7 DMA students were awarded generous scholarships for disbursement over the next 3 years. Along with that, the DMA Program has now been able to offer an official paid tutor position through The Learning Center! We are so happy to have Monica Morales as a tutor available for DMA students three days a week. She has already been tutoring students successfully from the moment she was hired. Thanks to Ann-Mary, Cindy Shue, and all who worked on the grant and made it a success, and for Susan Jackson and Cindy Chavez working with me to devise a tutoring schedule that could accommodate the students and staff in B&T.

We are looking forward to more developments as the year progresses. The DMA Open Lab (located just beyond the B&T Computer Lab) will be upgraded to allow for all DMA campus computers to be running the same software with the hardware it needs to run it. This is a much needed and welcome change! Please let your students know that the DMA Open Lab is equipped with the Adobe Design Premium Suite CS4 (Photoshop, Illustrator, Flash, Dreamweaver,

Fireworks), Final Cut Pro 7, Maya 2011, AutoCad and 3DS Max. This lab is specific for using these software programs as opposed to Word, PowerPoint, etc...., but is a great studio for those students, faculty, and staff needing access to these programs.

Alexa Wheeler will be receiving further training in mobile app development specific to Apple devices and Educational and Social Gaming, as well as training in 3D environments and modeling. Jonathan Sims has remained busy as a filmmaker and teacher, and we look forward to his work, as well as our students' work, being highlighted in the upcoming centennial celebrations our campus will be providing for our community in the upcoming year.

Please stay tuned and look for Electronic Art being highlighted in the student gallery over the next academic year.—

Fine Arts Department Report

Submitted by Michael Ceschiat, Fine Arts Coordinator

The Fine Arts Department is off to a great start. Classes are at capacity and faculty are consistently doing their best to provide the quality one on one instruction our campus is so well known for.

Gallery

The Owl show is still up. If you haven't seen it yet be sure to stop before the 5th. The shows reception and lecture by Peggy McCormick was an amazing evening. It was great to see all the interest and support for our campus owl family.

Our next show will be Photography by Philip Leimbach, Oct 12 - Nov 9 Artist Reception Oct 19, 5 to 7 pm

Faculty

Jonathan Sims Adjunct in Media Arts/Documentary Film

Jonathan was selected to be part of a design team for the new exhibit "100 Years of Policy and Change in the Pueblo World" at the Indian Pueblo Cultural Center. He will be helping head up the use of multimedia in the exhibition that will open this may.

He was picked to be a juror for the "Class X" entries into Santa Fe's Indian Market. Class X is the newly formed multimedia/film portion of the market. Indian Market is considered to host the "Top Tier" of native artists from around the country. At Indian Market he produced a visual installation for an event called "SPINDIAN MARKET".

Jonathan just finished 4 days of production shooting "rugged guy" a Sundance Writers Lab script by Comanche writer Jason Asenap and produced by Sundance veteran Larry Blackhorse Lowe. Jonathan now has his 3rd "official" Director of Photography credit. One of the great accomplishments of this film also stands on the shoulders of UNMVC students. The film veterans were pleased with the work students like Rudy Loya, Evan White, Christian Aguirre, who came through with flying colors and got their first real taste of working a 12hr film set.

Regina Corritore Adjunct Fine Arts

Regina curated and participated "Qunito Sol Y Sexto Sol Dissolution and Creation", an exhibition by the Vistas Latinas that explores the meaning of 2012 at the South Broadway Cultural Center in Albuquerque Sept 1- Oct. 11, 2011

She was chosen for an artist residency at the National Hispanic Cultural Center in Albuquerque for June 2011.

UNM Valencia Fall 2011 Fine Arts Gallery Schedule

Show 1:	Show2:	Show3:
Owl Show Sept 7 - Oct 5 Artist Reception Sept 14, 5 to 7 pm	Photography by Philip Leimbach Oct 12 - Nov 9 Artist Reception Oct 19, 5 to 7 pm	Recent Works by Elaine Soto Nov 16 - Dec 14 Artist Reception Nov 30, 5 to 7 pm

LITERATURE AND LANGUAGE DEPARTMENT**UNM-Valencia**

Created and Presented by Miriam Gustafson



Dr. Danizete Martinez, Assistant Professor in the English Department, facilitated a workshop on college essays for tutors from the Learning Center, Highway to Success, and Transitional Studies on Friday, September 23. According to Dr. Martinez, it was a great gathering with much sharing of facts, innovative ideas, and experiences, and she would like to thank Lucille Farrington for her organization of this event.

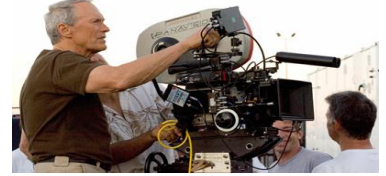


For those of you who fancy yourselves gurus of the strange and macabre, Dr. Martinez will present "Las Malogras and other Spooky Things: Chicana/o Superstition for Halloween" at the Belen Library from 1:00 to 2:00 pm on Saturday, October 15. Perhaps we should join in the fun dressed in costume!!!

Julieanne White, who is our link to the Southwest, is teaching English 101 sections online and will be presenting a paper, "Blake's 'London': Cornerstone of a New Poetric Genre" at the Rocky Mountain MLA Conference in Scottsdale, Arizona, in October. Thanks, Juli, and good luck with your presentation.

Lisa Michelle Hase, who teaches Transitional Studies, is presenting with Gary Jackson and has announced that her abstract and proposal for the Southern Colorado Rhetoric Society's Symposium "Reshaping Technology, Theory and Tradition" has been accepted and is entitled "Vocal Communication and Language Barriers: Exploring Technology through Poetry." The symposium will take place on Saturday, October 8th, at Colorado State University-Pueblo. This is a link for this conference: <http://socorhretoric.com/>

Bill Nevins has announced that New Mexico based film makers Deryle Perriman, Cynthia Jeanette Gomez, and Brent Morris are planning visits to his English 224 class on various dates this fall term--starting in October. Each has film excerpts to share from their works. Because of their abilities, knowledge, and expertise, Bill is open to sharing them with a larger group on campus if there is interest. If you are interested in this, please let Bill know.



Amiee Shaffner and Patricia Gillikin presented for the Belen Public School District teachers in early August with the "Writing to Learn Workshop."



Four English teachers were among those who completed Safe Zone training on Main Campus in April: Amiee Shaffner, Mary Cooper-Wallace, Richard Sylvestre, and Patricia Gillikin.

Poems written by Patricia Gillikin, "We Hide Behind Faces" and haiku, will appear in *Adobe Walls: An Anthology of New Mexico Poetry (#3)*, Fall 2011. A reading and reception for the anthology will be held at the Harwood on October 8th, 2:00-5:00 p.m.

Patricia Gillikin organized OUTSpoken, a new poetry slam and open mic in Albuquerque, last year; the finals stage was held at the fairgrounds for ABQ Pride in June.

So much for September!! Have a great semester, and we will see you in October!—

Communication, Humanities, Education and Social Sciences Department

by Dr. Jami Huntsinger, Chair

The fall brought many changes in the Department of Communication, Humanities, Education, and Social Sciences Department (CHESS). Dr. Jami Huntsinger agreed to serve as the Chair of CHESS while Miriam Gustafson has been appointed as the Program Coordinator of English for the Department of Language and Literature. Additionally, we are happy to welcome two Visiting Lecturers to the department. Marie Clevenger is the Visiting Lecturer in Sociology; she teaches such courses as Introduction to Sociology, Research Methods, and Social Problems. In English, Randall Gann accepted the Visiting Lectureship appointment, teaching Composition 101, Composition 102, and literature.



One of the goals for the Department of CHESS is improved assessment, and many instructors in Anthropology, Linguistics, Sociology, History, Political Science, and Religion have helped by revising to improve learning outcomes. Many instructors participated in another positive step to improve instruction. Attending sessions on Web Design were Richard Sax, Dubra Padilla, Jami Huntsinger, Rob Paxaio, LE Rubin, Mary Beth Libbey, Mary Clark, Soledad Garcia-King, Bill Nevins, Marie Clevenger, Barbara Rousseau, Miriam Gustafson, Beth Kramer-Simpson, Rosa Auletta, Danizete Martinez, and Barbara Bailey. Many plan to attend the advanced workshops, and all have been encouraged to create new and exciting webpages for the UNM Valencia website and for instructional purposes.

The scholarly accomplishments of faculty have been many. Richard Melzer's new book *New Mexico: Celebrating the Land of Enchantment* has been published and will be in bookstores very soon. His book is an important part of the centennial celebration of our statehood in New Mexico. Judge Pope was honored last spring for fifteen years of service as a judge for the high school mock trials. Dubra Karnes-Padilla went the IDEA International Dance and Exercise Association 2011 International Conference in Los Angeles. There, she attended a lecture by Dr. Amen, a world-renowned Brain Imaging Specialist, and she earned the American Council's certificate called "Applying the ACE Integrated Fitness Training Model to Middle-aged and Older Clients." Marie Clevenger, a Freshman Academic Choice Instructor, attended "Helping Students to Transition to a Research University," a workshop which focused on teaching students research, test, and social skills necessary to be successful at a research university.



The Wellness Corner



Wellness Corner

"Where Every Body Counts"

Physical Literacy

The term "literacy" is all around us these days. We are familiar with the term literacy defined by Webster's Dictionary as "the ability to read or write and knowledge or competency." However, today being literate now raises several questions. What does it mean to be literate for a particular culture, within a profession, work setting, an individual's personal life or ways of thinking? A broader view of literacy comes from the National Institute for Literacy and their use of the Workforce Investment Act of 1998's definition, "an individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society." This latter definition acknowledges, as information

and technology shapes our society, a variety of skills are needed to function successfully beyond just reading and writing to include critical analysis of oral and written language and certain skill sets needed for success. Thus, we have now included the terms “financial literacy,” “media literacy,” computer literacy,” “civic literacy,” and “health literacy, with the understanding that the first word used in the term describes awareness of the topic, skills, and abilities required for critical thought. Is it time to coin the term “physical literacy” to describe the skills needed to be fit, active, and healthy for a lifetime?

Health Educators have used the term “Health Literacy” for decades. Ruth Parker in *“Health literacy: A Challenge for American Patients and their Health Care Providers,”* published in the Oxford Journals, volume 15; issue 4, states the term was first used in 1974 by Scott Simonds in his monograph, “Health Education as Social Policy,” concerning how education affects the healthcare system. Simonds was correct in his 1974 assessment of the problem. The American Medical Association reported in 2007, “Adults with low literacy skills experience up to four times the annual health care costs than those with higher literacy.”

In Healthy People 2010, health literacy was defined as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.” Addressing health literacy at only the individual level will not get to the crux of the issue according to the New England NECON Project recommendations for “A comprehensive preventive policy built on and emanating from these proposed literacy indicators would continually monitor the quality of our social and built environments and the pernicious effects of poverty and inadequate education, which are the prime sources of disparities in health among our populations. “ In other words, improving education is important and necessary, but it does not capture the full extent of the problem.

Along the line of individual education, with the inclusion of K-12 reading standards, National K-12 standards specifically included achieving health literacy as one of their benchmarks for health education. A Health Education course requirement is being reinstated for New Mexico High Schools beginning in the 2012-2013 school year. The course will once again be required for any student graduating from a public New Mexico High School. The course is to be taught by Public Education Department licensed teachers endorsed in Health Education. This is a step in the right direction in educating our youth about the importance of being in charge of their personal health and the issues of health literacy. However, as the 2010 NECON Project recommended, we must also work simultaneously as a community and governmental agencies to create policies to support environments for health promotion and prevention affecting the individual and populations.

So does it logically follow that it is time to explore the need for physical literacy too? In recent months, physical educators have begun to use the term physical literacy to describe the awareness and abilities needed for success throughout life. The skill sets necessary in this arena also indicates critical thought is important to address our societal issues derived from an inactive and overweight population. Often the lifestyle we have created of conveniences is the same lifestyle that is leading us down the road to BMI’s over 30 and to Type II diabetes being diagnosed in childhood. We are also aware of the fact that the particular environment we live in imposes upon us certain limitations too. Will we walk or bike in a community not conducive to doing so? Are recreation opportunities affordable for families? Every person, K-90, needs the skills and ability to stay physically active and healthy, plus a supportive environment that values

health and promotes being physically active. Physical literacy overlaps into health literacy and vice versa.

Physical literacy is described in Margaret Whitehead's book, *"Physical Literacy Throughout the Lifecourse"* (2010), as "the motivation, confidence, physical competence, understanding and knowledge that individuals develop in order to maintain physical activity at an appropriate level throughout their life." I would again emphasize the onus not only lies with the individual but in the "super size it" and sedentary environments we have perfected. In a perfect world, in a progressive world, in a world where prevention was the key, we would find the following to support physical literacy:

- Every child K-12 would have 30 minutes of Physical Education Activity with written and oral instruction plus taught by a licensed endorsed educator in physical education. Another 30 minutes of physical activity breaks for 10 – 15 would be integrated into other learning activities during the day.
- Higher education core requirements would include a health education, personal health management course and at least eight credits of physical education activity courses, (amounting to one physical education class per semester for four years), as a graduation requirement. PE courses would include adapted instruction for students with disabilities.
- Every workplace would allow and promote that employees take a 30 minute exercise break that did not include their lunch or other breaks and have on-line trainings that promoted physical and health literacy.
- The Workforce Health Improvement Program (Whip Act) would be passed and funded by Congress.

Physical education continues to be plagued by the Rodney Dangerfield syndrome, "I get no respect," and marginalized compared to other academic disciplines. This is nothing new. When there are budget cuts to be made in public education where have they historically occurred? However, the data on what we face as an inactive and unhealthy nation is a tsunami ready to hit. (If you are currently buying stocks, I have one word for you – insulin.) But even those with a variety of terminal degrees or our governmental representatives often find themselves seeking a fitness professional's or physical educator's advice when faced with a lifestyle disease, an injury, lack of zest for life, or the aging process on the body with the ultimate goal to improve their physical literacy. To improve physical literacy it is important to build on the current knowledge of the discipline and help people create meaningful and positive connections between the evidence-based studies of the subject, their experiences with physical activity, and the effect of being physically active or not on their lives. My suggestion is reconnect to your joy and the joy of movement. The rest will follow. We have a model in physical education – Do, Feel, and Learn.

Below, you will find the current physical activity guidelines for adults and youth from the American College of Sports Medicine and the U.S Department of Health and Human Resources.

American College of Sports Medicine - 2011 Exercise Position Paper

For immediate release

June 28, 2011

ACSM ISSUES NEW RECOMMENDATIONS ON QUANTITY AND QUALITY OF EXERCISE

Position stand addresses aerobic, resistance, flexibility and neuromotor exercise

INDIANAPOLIS – The American College of Sports Medicine (ACSM) has just released new recommendations on the quantity and quality of exercise for adults, definitively answering the age-old question of how much exercise is actually enough.

The position stand, titled "[Quantity and Quality of Exercise for Developing and Maintaining Cardiorespiratory, Musculoskeletal, and Neuromotor Fitness in Apparently Healthy Adults: Guidance for Prescribing Exercise](#)," reflects current scientific evidence on physical activity and includes recommendations on aerobic exercise, strength training and flexibility. Consistent with the 2008 Physical Activity Guidelines for Americans, ACSM's overall recommendation is for most adults to engage in at least 150 minutes of moderate-intensity exercise each week.

"The scientific evidence we reviewed is indisputable," said Carol Ewing Garber, Ph.D., FAHA, FACSM, chair of the writing committee. "When it comes to exercise, the benefits far outweigh the risks. A program of regular exercise – beyond activities of daily living – is essential for most adults."

The basic recommendations – categorized by cardiorespiratory exercise, resistance exercise, flexibility exercise and neuromotor exercise – are as follows:

Cardiorespiratory Exercise	<ul style="list-style-type: none">• Adults should get at least 150 minutes of moderate-intensity exercise per week.• Exercise recommendations can be met through 30-60 minutes of moderate-intensity exercise (five days per week) or 20-60 minutes of vigorous-intensity exercise (three days per week).• One continuous session and multiple shorter sessions (of at least 10 minutes) are both acceptable to accumulate desired amount of daily exercise.• Gradual progression of exercise time, frequency and intensity is recommended for best adherence and least injury risk.• People unable to meet these minimums can still benefit from some activity.
Resistance Exercise	<ul style="list-style-type: none">• Adults should train each major muscle group two or three days each week using a variety of exercises and equipment.• Very light or light intensity is best for older persons or previously sedentary adults starting exercise.• Two to four sets of each exercise will help adults improve strength and power.• For each exercise, 8-12 repetitions improve strength and power, 10-15 repetitions improve strength in middle-age and older persons starting exercise, and 15-20 repetitions improve muscular endurance.• Adults should wait at least 48 hours between resistance training sessions.

Flexibility Exercise	<ul style="list-style-type: none"> • Adults should do flexibility exercises at least two or three days each week to improve range of motion. • Each stretch should be held for 10-30 seconds to the point of tightness or slight discomfort. • Repeat each stretch two to four times, accumulating 60 seconds per stretch. • Static, dynamic, ballistic and PNF stretches are all effective. • Flexibility exercise is most effective when the muscle is warm. Try light aerobic activity or a hot bath to warm the muscles before stretching.
Neuromotor Exercise	<ul style="list-style-type: none"> • Neuromotor exercise (sometimes called “functional fitness training”) is recommended for two or three days per week. • Exercises should involve motor skills (balance, agility, coordination and gait), proprioceptive exercise training and multifaceted activities (tai ji and yoga) to improve physical function and prevent falls in older adults. • 20-30 minutes per day is appropriate for neuromotor exercise.

In addition to outlining basic recommendations and their scientific reasoning, the position stand also clarifies these new points:

- Pedometers, step-counting devices used to measure physical activity, are not an accurate measure of exercise quality and should not be used as the sole measure of physical activity.
- Though exercise protects against heart disease, it is still possible for active adults to develop heart problems. All adults must be able to recognize the warning signs of heart disease, and all health care providers should ask patients about these symptoms.
- Sedentary behavior – sitting for long periods of time – is distinct from physical activity and has been shown to be a health risk in itself. Meeting the guidelines for physical activity does not make up for a sedentary lifestyle.

“It is no longer enough to consider whether an individual engages in adequate amounts of weekly exercise,” said Garber, who is an associate professor of movement sciences at the Teachers College of Columbia University. “We also need to determine how much time a person spends in sedentary pursuits, like watching television or working on a computer. Health-and-fitness professionals must be concerned with these activities as well.”

The position stand’s purpose is to offer health-and-fitness professionals scientific, evidence-based recommendations that help them customize exercise prescriptions for healthy adults. The position stand is published in the July 2011 issue of *Medicine & Science in Sports & Exercise*®, the official journal of ACSM.

To access this position stand, visit <http://www.acsm-msse.org/>.

Source:

http://www.acsm.org/AM/Template.cfm?Section=ACSM_News_Releases&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=16007

Youth Physical Activity Guidelines

- Children and adolescents should have 60 minutes (1 hour) or more of physical activity daily.
 - **Aerobic:** Most of the 60 or more minutes a day should be either moderate- or vigorous-intensity aerobic physical activity and should include vigorous-intensity physical activity at least 3 days a week.
 - **Muscle-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days of the week.
 - **Bone-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days of the week.
- It is important to encourage young people to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety.

Source: U.S. Department of Health and Human Services. *Physical Activity Guidelines for Americans*. Washington, DC: U.S. Department of Health and Human Services; 2008.

<http://www.cdc.gov/HealthyYouth/physicalactivity/guidelines.htm>

To your health,
Dubra Karnes-Padilla, MS
Fitness & Wellness Education Center Manager

Highway to Success



Transitional Studies

submitted by Rosa Auletta

We started the semester with 464 students in Transitional Studies in 50 classes. In addition, Patricia Gillikin is offering a one credit, Writing Workshop class (GNST 193, 501) that any student needing writing support may take. This is our answer to a Writing Lab. This class started 9/19/11 and has room for more. Anyone can refer students to the class. Thank you, Patricia, for taking on this challenge.

This summer, Emily Miller and Shelly Garcia, led our new math project. Eva Rivera and Khaled Kassem joined them in piloting two computer based math courses. The result was a 67% pass rate in Math 100 and 58% in Math 099. More importantly were the lessons learned to prepare us

for the fall pilot. At this point we have students who registered into Math 099 who are well into the Math 100 curriculum. This mastery-based program gives students control of their own learning. If they are motivated and willing to work, they can accelerate.

During the summer, we built a Math Lab in the Learning Center (LRC 105) to support this project. Seven computer-based math classes are meeting this fall in the lab which accommodates up to 35 students including laptops. Eight laptops were purchased for the Learning Center and are housed in the Stargate lab. These computers can be checked out at the Learning Center front desk by instructors or tutors who are working with students in any subject. Because the Math Lab reduced the availability of the lab, several desktop computers and the new laptops were added to the Stargate lab.

I would like to welcome Lisa Hase (Academics), Maria Espinosa (English 099), and Gamal Saeed (Math 099 and 120) to the *Highway to Success* family. These brave souls accepted adjunct positions in the final days leading up to the new semester.

Happy Fall 2011

Rosa Auletta

Adult Basic Education (ABE)

Michael Carriere and Richard Sylvestre have been providing faculty newsletter articles with news about the program imbedded in fictional scenarios. Feedback I've gotten from these articles has been very positive. I hope you chuckle, at least a little, as you learn a little about what we've been up to. Let me say that I have the privilege of working with the greatest group of people in the world and enjoy the humor in the center daily.

-Tina Newby, Manager

The Zombie Apocalypse Hits the Adult Education Center by Michael Carriere and Richard Sylvestre

Two figures huddled in the desolate conference room. The shorter of the two peeked over the table that had been tipped over for cover. He surveyed the surrounding area and took a quite breath under his mask. The taller grabbed his colleague by the collar.

“Dude, don’t peek around. Have you seen all the sick people roaming the halls? That’s the last thing you need to do is catch the sickness. You’ll walk around in a daze like a zombie.”

“What went on in this room?” The taller asked as he turned and braced the table with his back.

“Oh, this is LRC 106, the conference room. The Adult Education team in the summer of 2011 met here almost every Monday to discuss program improvements. The meetings were dubbed the Instructional Team meetings. Tina Newby, Jan Lujan, Carl Hott, Josh Owen, Elizabeth Wilkins, Barbara Rousseau, Richard Sylvestre, and Michael Carriere would meet here to eat lunch, share information and plan improvements.”

“What became of these meetings?”

“Well, eventually, each one started researching areas specific to their interest so they could enhance the program. Josh was working on ‘Career Clusters’ and was charged with helping students set career goals and integrating that process into the introductory workshop. Michael and Carl were charged with working on the Math Curriculum—current research and practices being used, evidence-based practices and the Adult Numeracy Network. Elizabeth worked on enhancing computer-based instruction and comparing KeyTrain career skills software and Skills Tutor’s Workforce Training software. Barbara worked on the I-BEST (Integrating Basic Education and Skills Training) project and student self-assessment. Richard researched portfolios and their use in the classrooms as well as alignment of the curriculum for this. Tina was charged with looking into how to best track and report progress toward the goals.”

One of the sickly figures shambled passed the conference room and the taller of the two hesitantly peeked over the table. The gaunt figure bemoaned her current state. “I hate being sick. My braaaains hurt. I need sleep and soup.” The taller of the two resumed his position behind the fallen table and waited for the figure to move off into the background.

The shorter of the two exhaled. “So, Richard, he had something to do with a masters program, didn’t he?”

The taller nodded “Yes, he got accepted into the University of New Mexico’s Rhetoric and Writing program. Not only that, he performed his poetry on the championship stage of the OUTSpoken Poetry Slam.”

“Nice. What about the I-BEST research, what came of that?”

“Barbara piloted the first of those classes with Jennifer Escajeda for the Personal Care Attendant class on the campus. They had a reasonable number of students registered, at least before this zombie plague hit. The students who have survived the plague seem to be doing very well though.”

The female figure started wandering back to the conference room. She groaned loudly, and the sound echoed through the halls. The two men immediately hushed and braced themselves against the table holding their breath.

“Don’t breathe; you’ll get sick!” the shorter whispered harshly.

“I know. Stop talking!” the taller whispered back.

A scratching sound came from the opposite side of the table, and the men cringed. The taller of the two looked longingly at one of the automatic hand sanitizer dispensers, but could not reach it without leaving the safety of the table.

“My braaaaaains, uuuggggh” The figure finally wandered back off, leaving the two to exhale heavily.

The taller looked around for some kind of weapon, but only found a few pieces of paper. He glanced at the information. “Hey, look at this. Looks like the program was doing pretty good for itself. They had 152 students who successfully transitioned into post-secondary education and 196 GED graduates. The number of students participating in hybrid distance learning increased too. And look. Those students did better than the average student. They have great partnerships in the community and look at how much the Torrance site has grown.”

They tossed the page aside, and waited for daybreak. The taller of the two figures sniffled and cleared his throat. The smaller of the two stared wide-eyed at him and slowly scooted away. “Dude. Dude, you are coming down with it...”

The taller of the two frowned and looked down at his hands “I don’t want to get sick...” he looked up with an evil glint in his eye “but I’m going to take you with me.”

PSA: Remember, do not come to work if you are feeling sick, or feverish. A healthy worker is a happy worker. And for goodness-sakes, don’t come to work if you feel like a zombie!



Valencia Campus Library News

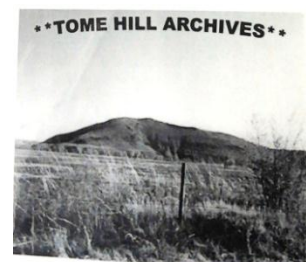
Submitted by Dr. Barbara Lovato-Gassman

Fall Break Library Hours

Thursday-Friday
October 14-15, 2011
8:00 am -5:00 pm

Valencia County Historical Society Grant

A \$600 grant was obtained from the Valencia County Historical Society to make possible in part the digitization of a special collection of materials in the library focusing on the Tome’ Hill. After it is digitized, the goal is to design and implement a mechanism to make this valuable



resource widely available to the greater Valencia County Community.



Banned Books Week (BBW) - September 24–October 1, 2011

is an annual event celebrating the freedom to read and the importance of the First Amendment. Held during the last week of September, Banned Books Week highlights the benefits of free and open access to information while drawing attention to the harms of censorship by spotlighting actual or attempted bannings of books across the United States.

Intellectual freedom—the freedom to access information and express ideas, even if the information and ideas might be considered unorthodox or unpopular—provides the foundation for Banned Books Week. BBW stresses the importance of ensuring the availability of unorthodox or unpopular viewpoints for all who wish to read and access them.

The books featured during Banned Books Week have been targets of attempted bannings. Fortunately, while some books were banned or restricted, in a majority of cases the books were not banned, all thanks to the efforts of librarians, teachers, booksellers, and members of the community to retain the books in the library collections. A list of the Books Challenged and/or Banned for this past year; click on this link [Books Challenged and/or Banned - 2010-2011 \(PDF\)](#) or type in:

http://www.ala.org/ala/issuesadvocacy/banned/bannedbooksweek/ideasandresources/free_downloads/2011banned.pdf

Lobo card

A new red Lobo Card is required for everyone (faculty, staff, students) in order to check-out library materials. Faculty, please remember to go to Student Services to get your Lobo card before coming to the library. We'd also appreciate it if you could remind your students to get their Lobo card before sending them to the library to check-out materials for your classes.



Printing



Printing continues to be free in the library on two computers near the front desk. We hope to be able to continue to provide this service and would appreciate your assistance in keeping costs down (Cost for toner and paper for patron printing was over \$9,200 for FY '11).

- Printing is limited to 25 sheets per day per person
- No multiple copies are allowed.

Information for Faculty

The library has a web page especially for faculty! Just go to:

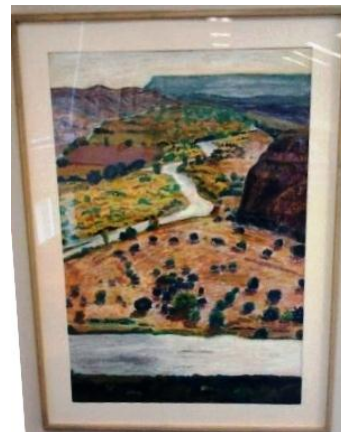
<http://www.unm.edu/~unmvlb/LibInstruct.html> for information regarding placing items on Reserves, requesting Interlibrary Loan materials, setting up a Library Instruction for your classes and more.

Research

If your students have an assignment that requires resources from the library, be sure the resources are available and the students have the skills necessary to complete that assignment. Consider scheduling a class session in the library or having a web page developed that will help your students and support your assignment. Many students simply do not know how to find an article using a periodical database. They will use “Google” to attempt to answer all questions. Even then they do not know how to evaluate the websites they find. A useful website for “Evaluating Web pages” can be found at: (<http://www.unm.edu/~unmvclib/evaluatingwebpages.html>) to help with this process. Contact LeAnn Weller (5-8993 or lweller1@unm.edu) for additional information on scheduling library instruction sessions.

Art in the Library

The featured artist in the library for July through September is Dubra Karnes-Padilla. Dubra is the manager of Fitness and Wellness Education Center, a full-time faculty member and Resiliency Corps Advisory Board Chairperson. She has a Master of Science in Physical Education from the University of New Mexico. The piece pictured here is one of Dubra’s that is part of the Library’s permanent collection. Please stop by the library to see more of her amazing work!



Faculty Assembly Meeting Wednesday, April 20, 2011 1:30 pm – 3:00 pm – LRC 101C

Attendance: Melanie Sanchez-Dinwiddie, John Austin, Barbara Lovato-Gassman, LeAnn Weller, Rob Paixao, Najib Manea, Danizette Martinez, Jami Huntsinger, Dubra Karnes-Padilla, Toni Black, Claudia Barreto, Julie DePree, Jon Conescu, John Anderson, Miriam Chavez, Patricia Gillikin, Barbara Bailey, Khaled Kassem, Miriam Gustafson

- 1. Call to Order:** Meeting was called to order at 1:40 pm.
- 2. Acceptance of Agenda:** Rob Paixao made a motion to approve the agenda for March 23, 2011 and Dubra K-P seconded the motion. All agreed.
- 3. Approval of Minutes from March 23, 2011:** Rob Paixao made a motion to approve these minutes and Toni Black seconded motion. All agreed.
- 4. Executive Director’s Report:**

Dr. Letteney was unable to attend meeting because she was at an awards event at Main campus receiving her award for 15 years of service. Look at article in Faculty newsletter.

5. Co-Deans of Instruction Report:

- a. Registration is going well, classes are almost all full.
- b. The FEDI forms are almost complete. Almost done with Dean evaluations. Division Chair evaluations are coming up. Barbara Bailey made a motion to continue to submit these electronically. Rob Paixao seconded the motion. All agreed.
- c. Strategic Plan now posted. Please review and give feedback to committee.

6. Committee Reports:

- A. Teaching and Learning Assessment Committee: Core Course reports were very good. Will start cycle all over again next year: Please collect data for the Program Reviews in the Fall and Core Course reviews again next Spring.
- B. Tenure and Promotion: Six people are coming up for review. Claudia will email information to the T&P committee.

7. Continuing Business:

Dean's Search – Miriam Chavez will email an update on the Dean's search. Request for applications closes May 24. Have some of the same applicants from before but also some new ones. The search committee will meet last week of May or first of June to review.

Colloquium, April 27 – Jami passed around a flyer to remind people of the colloquium next week. We have John Byram from UNM Press coming.

8. New Business:

- a. CR/NC: The pink forms for change of grading option have to have all signatures. There was a suggestion to revise the policy on use of form. Will need to ask faculty to state policy in syllabi.
- b. Jon Conescu Retiring: Celebration of Jon's career will be on May 5 (Cinco de Mayo). 1:30 there will be a student celebration on campus and 5:00 there will be a faculty/staff celebration at Luna Mansion. Cost is \$15 for the Luna Mansion celebration. RSVP and give money to Debra Venable or Jami by Wednesday, 4/27.
- c. National Children's Study Presentation: Beth Tigges from the nursing program at main campus came and supported Ronni Goforth in presentation of this longitudinal study. They explained who they are trying to recruit and about the purpose of the study. Study supported by the National Children's Health Act of 2000. Contact: Beth Tigges at btigges@salud.unm.edu

9. Elections:

Miriam Chavez nominated Elaine Clark for **president**. Seconded by Julie Depree. All agreed.

Toni Black nominated Khaled Kaseem for **vice-president**. Seconded by Barbara Bailey. All agreed.
Claudia Barreto nominated Melanie Sanchez-Dinwiddie for **secretary**. Seconded by Jami Huntsinger. All agreed.
Toni Black nominated Alexa Wheeler for **B&T representative**. Seconded by John Anderson. All agreed.
Jami Huntsinger nominated Dani Martinez for **A&S representative**. Seconded by Patricia Gillikin. All agreed.
John Anderson nominated Rob Paixao for **Adjunct faculty representative**. Seconded by Miriam Chavez. All agreed.

10. Presidents Report:

Everyone expressed thanks to John Anderson for serving as president the last two years. John called it “a real adventure.” John reminded people to report any problems they see on campus.

11. Adjournment: Barbara Bailey made a motion to adjourn at 2:45, Rob Paixao seconded.

Respectfully submitted by Elaine Clark (with much help from Claudia Barreto and Laura Encinias).

**Faculty Assembly Committee
Agenda for September 28, 2011**

1. Acceptance of Agenda (2)
2. Approval of Minutes from April 2011 (2)
3. Executive Director's Report – Dr. Alice Letteney (10)
4. Academic Dean's Report – Dr. Richard Sax (7)
5. President's Report – Elaine Clark (2)
6. Treasurer's Report – Khaled Kassem (2)
7. Valencia Campus Committee Reports
 - a. Teaching and Learning Committee – Claudia Barreto (2)
 - b. Tenure and Promotion – Jami Huntsinger (5)
 - c. Curriculum – Jami Huntsinger (5)
 - d. Professional Development – Lucille Farrington (2)
 - e. FE/DI – Michael Ceschiati (5)
 - f. Handbook – Dani Martinez (5)
8. Main Campus Committee Reports
 - a. Curriculum – Rob Paixao (5)
 - b. Faculty Senate – Dubra Karnes-Padilla (5)
9. 7th Inning Stretch – Dubra Karnes-Padilla (3)
10. Continuing Business
 - a. Centennial Initiatives – Dr. Richard Sax (5)
 - b. IDEAs for computer-based classes – Najib Manea (5)
11. Teaching Tip – Jami Huntsinger (5)
12. New Business
 - a. Constitution Committee (2)
 - b. Division of Divisions Committee (2)
13. Announcements
 - a. Development – Ann-Mary (2)
 - b. Volunteers needed at Tome Elementary – Elaine Clark (2) (total 85 minutes)