

# ***Faculty Newsletter*** ***September 2015***

Editor—Melanie Sanchez-Dinwiddie

## ***Graduation May 2015***



**All UNM Valencia faculty and staff are invited to exhibit in the upcoming Faculty/Staff Exhibition, October 6 - November 3rd Artist Reception October 22, 5 to 7pm.**

**For more information about submitting work contact Susan Jackson at 925-8711 or [ssljacks@unm.edu](mailto:ssljacks@unm.edu)**

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## **President's Report**

*Heather Wood*

"Autumn is a second spring when every leaf is a flower.

"~Albert Camus

Fall is in the air with temperatures starting to drop and the smell of chile in the air. On campus, students and professors are finding their zone as the groundwork is laid for solid learning in the classroom. Our first Faculty Assembly meeting of the academic year is Wednesday, September 23, and I invite everyone to attend. Committees have met and will deliver their reports at the meeting. Several events on campus are forthcoming including



*Reading New Mexico*, which will bring a host of area poets and writers to share their work with the campus community. If you have any questions or comments regarding faculty issues during the upcoming year, please don't hesitate to contact me at [hdwood@unm.edu](mailto:hdwood@unm.edu). Best wishes for a wonderful fall season.

Heather Wood

### **Faculty Executive Committee**

**2015-2016**

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## **Executive Director's Report**

*Alice Letteney*

To My Colleagues:

What an exciting start to the 2015-16 Academic Year! A wonderful presentation by Dr. Melzer on the importance of COMPROMISE in the crafting of our Constitution and for our political health as a Democracy, a very successful Career Fair led by Sarah Clawson, and a Tri-Chamber meeting to discuss economic development. And, not to be forgotten, the opening of our new 104 space parking lot which will be the site of the first tailgate party in our history on September 26<sup>th</sup>, sponsored by Staff Association and Student Government.

In August, at the Hispano Chamber of Valencia County's annual inauguration meeting, UNM Valencia was awarded Business of the Year, I believe, in no small part, due to the work of their

outgoing President, our own Shireen McDonald. On September 11, the campus received a public participation award by the Mid-Region Council of Governments for the work that our staff did on promoting the new Rio Metro bus routes to our campus. Jon Lechel headed this project.

Last week I was asked to serve on the national Advisory Board for Phi Theta Kappa, our two-year college honor society. I will be attending my first meeting in November at their headquarters in Jackson Mississippi.

Finally, a note regarding a national survey from a group called WalletHub. This group published on the website of the same name, a comparison of community colleges nationwide. They drew their information from the Community College Survey of Student Engagement which we participate in every other year, and other data including college costs.



Although CCSSE management is not pleased that their data was used for the survey, it is interesting to note that our campus was ranked in the top 125 two year colleges in the country (out of 670 community colleges) in categories such as classroom experience and career outcomes. In New Mexico, we were ranked after SIPI and ENMU Roswell and ahead of NMSU Carlsbad, NM Junior College, NMSU Alamogordo, San Juan College, Santa Fe Community College and Clovis Community College. So, unauthorized though it is, it suggests that we're doing something right.

I attended the Governor's Summit on Higher Education at UNM Albuquerque on September 9<sup>th</sup>. The message was that colleges needed to raise their graduation rates and provide critical training for business and industry. I believe that UNM-Valencia is working on these tasks while we acknowledge that the obstacles our students face—low family income, lack of health care, and other socio-economic issues—are barriers to the completion of our programs.

Congratulations to Michael Ceschiati, who with Rita Logan and Dean Musselwhite, met with an audit committee last week from the Perkins Grant which funds our career and technical program innovations.

We have been asked by Felicia Casados, President of NMSU Grants to work on a Title V Cooperative Grant submission for 2016. Please think about what we need to make our campus a better environment for learning.

Finally, the administrative area has seen a number of changes in past weeks. Thank you all for participating in Ronnie McComb's retirement reception—I know she enjoyed every minute of her last day. My new Executive Assistant is Denise Sanchez. Chris Garcia, who assisted Cindy Shue, begins his work with Wayne Abraham in the SBDC this week. Catherine Miners is now working with Community Education. Monique Rivera, formerly from TRiO, has been assigned to our administrative office. Finally, our new Development Officer is Kristina Martinez, who will supervise the Development Office, and oversee the STEM Grant, now managed by Stacie Kirtley, former TRiO Program Manager. Please welcome all our staff to their new positions.

## **Dean of Instruction Update**

*Laura Musselwhite*

Welcome to the new academic year! The first month of the semester brought a flurry of activity, and it was nice to be here for those first few days when brand new students were wandering the hallways looking for classrooms. The Academic Affairs staff all jumped in to help and direct traffic!

In terms of upcoming events, the first Valencia Speaks of the year will take place on Monday, October 5 at 12:00pm in A101. Our guest will be Adrien Lawyer, who will speak on the topic of the transgender community. Adrien is the co-founder and co-director of the Transgender Resource Center of New Mexico. Fall Break follows soon after, on October 8 and 9. I hope everyone takes the opportunity to get out and explore during the wonderful early fall season. Last year was my first fall, and I have to tell you that autumn in New Mexico is much nicer than autumn in Georgia. It remains pretty hot in the southern US all through October, and then at some point winter hits. The clearly-defined fall season was just magical for me last year, and I am looking forward to sharing that with my now-arrived husband. So far, we have visited Bosque del Apache Wildlife Refuge, Acoma Pueblo's Sky City Cultural Center and Haak'u Museum, and the Salinas Pueblo Mission Ruins. We have lots of additional places on our list; he is obsessed for some reason with visiting Pie Town – maybe Fall Break.

Our wonderful Laura Encinias is leaving us at the end of this month. From my office, daily people come by to wish her well and lament her leaving. We will miss her tremendously, but she has a great adventure ahead. She is a huge asset to Academic Affairs, and it will be difficult to fill her shoes. Her last day is October 2, and we will celebrate with her on October 1.

Finally, I've been thinking a lot about pedagogy this week. I am anticipating getting back to the classroom in the Spring, and with that has come thoughts of how to adjust (or not) my teaching techniques -- which old folders to dust off, what prep work to do, which text to use, whether or not to even use a text, etc. Then, on Tuesday, a speaker came from Apple to discuss technology in the classroom, and I realized the amount of catchup work I needed to do. I felt like my teaching style had been developed in the 1890s, rather than the 1990s. As I fretted, a faculty member dropped by my office with sage advice – do what you do best. Not only did I appreciate that discussion, but I appreciate the fact that at Valencia we are engaging in those hard, yet rewarding, talks about students and what works in the classroom. We are not stagnant, and we are not monolithic. People approach teaching in a variety of ways, as they should. I told my colleague that it was about balance. I do believe that I need to adjust my twenty-year old techniques to a certain degree; however, there are universal principles of education that will always hold true. So, next semester, if you see me walking by with a stack of blue books or drawing a misshapen Greek amphora on the board by hand, just know that I also engaged students in some information literacy online and showed them a live feed of an archeological dig. Oh, and someone find me some chalk.



# Valencia Campus Library News

April 2015

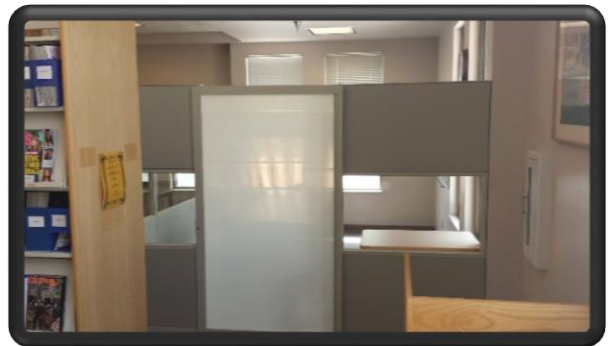
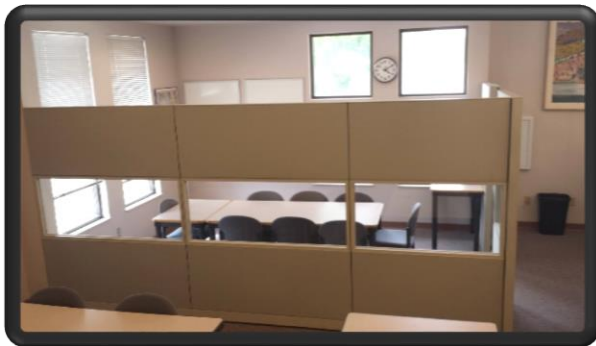


## Fall Break Library Hours

Thursday-Friday, October 8-9, 2015, 8:00 am -5:00 pm

## Library Study Room is here!

The Library is pleased to announce the creation of its first study room. Located in the Northwest corner of the Library, the space is comprised of approximately 140 square feet, enclosed by 80 inch high cubicle walls and accessible through a sliding door. The room became available to “check-out” for two-hour intervals in the Fall 2015 semester and has gotten considerable use through student word-of-mouth promotion.



## Banned Books Week: Celebrating the Freedom to Read - September 27–October 3, 2015

Banned Books Week is an annual event celebrating the freedom to read. It draws national attention to the harms of censorship by focusing on efforts across the country to remove or restrict access to books. Check out the frequently challenged books section of the ALA website: <http://www.ala.org/bbooks/frequentlychallengedbooks> to explore the issues and controversies around book challenges and book banning. The books featured during Banned Books Week have all been targeted with removal or restrictions in libraries and schools. While books have been and continue to

be banned, part of the Banned Books Week celebration is the fact that, in a majority of cases, the books have remained available. This happens only thanks to the efforts of librarians, teachers, students, and community members who stand up and speak out for the freedom to read. Valencia Campus Library celebrates banned books week with a web page and bulletin board, as well as various book displays and activities.



### **Mango Languages**

Valencia Campus Library is excited to announce the availability of Mango Languages, a leading language and culture learning resource available online from anywhere, 24/7. Mango Languages enriches lives with language and culture through self-guided courses that go beyond grammar and vocabulary, introducing language learners to a whole new world.

Accessible through our website at <http://connect.mangolanguages.com/valencia-unm/start>, and through mobile apps for Apple, Android, Kindle and Nook devices, Mango Languages has more than 70 foreign language and English as a second language courses, including unique culturally thematic specialty courses, like Medical Spanish, Soccer Celebration (Brazilian Portuguese), Endangered Languages, Pirate, Spanish for Librarians, etc. Mango Languages provides rich curricula and authentic content for various educational levels and numerous languages. Included are conversational and video-based interactive film learning. Plus, Mango's course content aligns with and compliments foreign language curriculums, improving novice language fluency levels to intermediate and advanced.

### **Computer Login**

Beginning September 18, 2015, half of Library computers will be transitioned to require a login for use. Specifics related to this transition:

- \* All Valencia Campus College Students, Faculty and Staff will login using NetID and password (there will be directions for the first time).
- \* All others (Community members, Beginning Adult Ed. Students, Main students (both Undergrad and Grad) not taking any Valencia classes, Emeritus, Retirees, etc.) will need to register for a Library account in order to receive access to use Library computers.
- The remainder of the Library computers will be transitioned to the login requirement later in the semester.

### **Visitor Parking Permits**

The Library now has parking permits for visitors to the Library. Visitors must first come into the Library to pick up a temporary permit. They must know the make, model, year, license plate number of their vehicle and disclose the purpose and location of their visit. The permit must then be displayed on the driver's side dashboard of the vehicle while they are parked on campus.

## New Mexico Consortium of Academic Libraries Director's Retreat



Barbara Lovato; Valencia Campus Library Director and President of the New Mexico Consortium of Academic Libraries organized and facilitated the group's Annual Director's Retreat at the Isleta Casino and Resort on August 6-7, 2015. Library Directors and Deans from 25 academic libraries from all over the state participated in this two day event. The gracious welcome given by Dr. Laura Musselwhite, Dean of Instruction from UNM-Valencia to begin the retreat on Thursday morning was greatly appreciated. In addition to the business meeting, topics during the event included Information Literacy and the new ACRL Standards, resource sharing, assessment and IPEDS Library data reporting. Additionally there was a report from the new NM State Librarian and a presentation and discussion on GO Bond allocations from the New Mexico Higher Education Department Capital Projects Department.

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## Communications, Humanities, English, and Social Sciences

*Submitted by Dani Martinez*

CHESS welcomes four new adjunct instructors to the division: Khanssaa Canning who teaches French, Justin Bendell and Sandy Alden who teach English, and Andy Carey who teaches Anthropology.

**Richard Melzer** is the new coordinator of Social Sciences and Humanities. He has recently published two new books: *A River Runs Through Us: True Tales of the Rio Abajo* (with John Taylor) and *Legendary Locals of Albuquerque*. He did book signings and gave speeches in Albuquerque, Belen, Los Lunas, and Ft. Stanton this summer. He also went on research trips to Santa Fe and Las Cruces in preparation for his next two books, *Enchanting Journeys: More Tales of the Rio Abajo* (with John Taylor) and *Captain Maximiliano Luna: A New Mexico Rough Rider*, due out next year. He continues to write a monthly history column in the *Valencia County News-Bulletin*. He gave this year's Constitution Day address on campus and served as the grand marshal of the annual Rio Communities Pioneer Parade on Sept. 19.

As coordinator, he would especially like to welcome our new Anthropology instructor, Andrew Carey. Andy came to us from Nevada where he went to the University of Nevada-Reno. He's completing his Ph.D. at UNM while teaching for us part-time. He's enjoying his two classes, ANTHRO 101 and 150, our campus, and our students. He also enjoys rock climbing and fencing. He'd like to teach fencing on campus sometime in the future.

**Bill Nevins**, adjunct communication and Journalism instructor, performed readings of poetry from his book *Heartbreak Ridge* (Swimming With Elephants Publications) in Telluride and Montrose Colorado for Talking Gourds Poetry Club and the Montrose Public Library in early September. Bill will also introduce best selling non fiction author TJ English at Bookworks Albuquerque at 7 pm on Thurs Oct 8, when Mr. English will read from his new book *Where the Bodies Were Buried*, about the Boston murder trial of the notorious gangster James Whitey Bulger (portrayed by Johnny Depp in the new movie *Black Mass*).

**Steve Sylvester**, online adjunct history instructor, fancies himself a passable presenter on the Corps of Discovery, the 2-year expedition up the Missouri and across present-day Montana, Idaho, and Washington led by Captains Lewis and Clark. This past Spring and Summer, Dr. Sylvester visited several schools in Idaho and Montana, supported by the Montana and Idaho Humanities councils--Speakers in the Schools and Speakers List--and spoke at four Montana state parks, each of which were stops on the historic claiming race arranged by President Thomas Jefferson in 1802. His primary goal is to engage audiences in a conversation about the journey, what it was and what it wasn't, and encourage thoughtful consideration of the historical perspective, avoiding what he calls "hero history."

As weather permits, he demonstrates how weapons of the day worked. In Havre, Montana, for example, only one student of 154 4th, 5th, and 6th graders stuck the tomahawk in the target--and she was a fifth grader. She was also the only person to correctly identify the three men that the Three Forks of the Missouri were named for, and their offices. Her reward was a Sacajawea dollar for each of the two efforts. Sylvester plans to stop in Valencia sometime this fall--he lives in rural Idaho but grew up in Socorro--and would be delighted to present his program, "Flintlocks, Tomahawks, and Food for Thought: The Corps of Discovery." Sponsors are welcome but not required. Participants will get the opportunity to test elk jerky, a staple for the expedition, and perhaps the chance to toss a tomahawk.





English adjunct instructor **Kristian Macaron's** first book *Storm*, a short collection of poetry, was published by Swimming With Elephants this past summer. This is a link to her interview <http://bellowsamerican.com/article/macaronint.html> and her book release will be October 17 at 3pm at Bookworks in Albuquerque! <http://www.bkwrks.com/event/kristian-macron-storm-rb-warren-litanies-not-adopted>

This July, **Danizete Martínez** attended the [International Federation for the Teaching of English IFTE/CEE Summer Conference](#), at Fordham University, New York, New York. The theme, "Common Ground, Global Reach: Teaching English and English Education for Global Literacies," elicited unique presentations on technological and pedagogical shifts in English occurring internationally.

**Heather Wood** completed two Quality Matters courses over the summer on her path to Peer Reviewer Status for Online Teaching and Certification. "Improving Your Online Course" and "Designing Your Online Course" provided many new ideas for online delivery including utilizing Screencast software in the creation of video and audio tutorials. In addition, QM Rubric principles were applied to current online courses in English 120, 110, and 220.



She also attended the Taos Summer Writer's Conference in July. This UNM sponsored conference brought together writers from across the nation, taking workshops in fiction, non-fiction, and poetry. Heather participated in a course on Query Writing held by two literary agents from New York. A viable query letter was created in the workshop for Heather's current non-fiction book project.

And, Heather's paper "Teaching Service Learning in Multi-Modal English" was accepted for presentation at the Pedagogy and Popular Culture Panel of the Southwest Popular/American Culture Association Conference in Albuquerque, NM next year. She is excited to present her approach to Charity Service, which combines student writing with service to the community. Heather will show how students can present their experiences in blogs that utilize imagery, text, audio, and video.



If it's not popular,  
it's not culture.

**Patricia Gillikin** participated in three major events recently: a CreateAthon held in Albuquerque June 6<sup>th</sup> and 7<sup>th</sup>, the Conference of Writing Program Administrators in Boise, Idaho, July 16<sup>th</sup> through 19<sup>th</sup>, and the New Mexico Game Jam, Albuquerque site (IFDM at Mesa del Sol), on September 11-13<sup>th</sup>. Details on all three are available in Reports from the Road elsewhere in this newsletter.

Patricia also continued to mentor McNair Scholar James Westphall, who successfully completed his research project on the benefits of fanfiction this past summer, fulfilling his requirements for that program. On July 10<sup>th</sup>, she attended the mid-summer McNair Scholar presentations, which included James' powerpoint explaining the results of his research.

In May, Patricia participated—with several other UNM-Valencia faculty members and Dr. Musselwhite—in UNM's LGBTQ Resource Center's Safe Zone training, and in early August, she helped publicize a community training on How to Be an Ally organized by Diana Good. Patricia represented PFLAG Valencia at this session.

Patricia is co-founder and co-organizer of OUTSpoken Queer Poetry Slam and Open Mic in Albuquerque, and in June, Patricia organized a crew of poets and poetry supporters in decorating a building at the NM state fairgrounds in preparation for OUTSpoken's finals stage at Pride on June 13<sup>th</sup>. She served as bout manager, poet wrangler, and merch seller at that finals stage, and she participated in the followup writing workshop the next day conducted by out of town features Karen Garrabrant and Nathan Say. [see attached link for flyer for the finals stage: <https://www.facebook.com/photo.php?fbid=1059681840708850&set=gm.849041908524143&type=1&theater>]

In August, Patricia presented a workshop to our campus' Adult Education faculty and staff on multimodal composition, using what she'd learned the previous month at CWPA in Boise.

The flyer is for the "OUTSpoken Queer Poetry Slam & Open-Mic" event. It features a large rainbow arching over the text. On the left, a black silhouette of a microphone stands on a base. Below the rainbow, there are two photographs: one of a man with a beard (Nathan Say) and one of a woman (Karen Garrabrant). The text includes the event title, date (Saturday, June 13th), time (12:30 pm), and location (Expo NM PrideFest). It also lists the featured poets and the event schedule.

**OUTSpoken**  
Queer Poetry Slam & Open-Mic

Sponsored by The Local Poets Guild,  
ABQ Slams, and Albuquerque Pride

*Featuring*  
**Nathan Say**  
**Karen Garrabrant**

**albuquerque pride**  
Saturday, June 13th  
12:30 pm @ Expo NM  
PrideFest

**Las Vegas, NV**  
**Atlanta, GA**

OUTSpoken's mission is to create a dynamic and safe space for queer performance artists to develop and share their creative voices, to establish bonds with allies, and promote outreach and education in community.

12:30 Open Mic  
1:00 Championship Slam  
1:30 Features: Karen Garrabrant & Nathan Say  
2:00 Local Poets Showcase  
3:30 Open Mic

**f** **OUTSpoken**  
[outspokenqueerpoetry@gmail.com](mailto:outspokenqueerpoetry@gmail.com)

# **Business, Technology and Fine Arts Division Report**

*by Michael Ceschi, Division Chair*

Our BT&FA Division is off to a strong start this academic year. Many faculty and staff have been working exceptionally hard promoting our Career Technical Education (CTE) programs this semester. Different CTE programs are now regularly featured on UNM-Valencia's main website. Our Carl D. Perkins Redistribution Grant funded CTE program brochures, flyers, newspaper ads, radio spots, Starlight Cinema advertising, and television commercials featuring our Film Tech Certificate. Also new this year was our UNM-Valencia Career Technical Education booth at the Community Career Fair. The marketing efforts are showing promise. Our first new 3D Printing Mini Certificate class offered Fall 2015 - CADT 190 Computer Modeling 3D Printing class is full. Film Tech enrollment numbers climbed and Auto Tech classes are closed.

**Programs Information** - AUTT, CADT, CS, DMA, GAME, IT and MFGT program common curriculum changes designed to assist with completion and transfer will be submitted to the Curriculum Committee for approval this curriculum cycle.

**Perkins Grant** - Most professional development in our division acquired is provided by the Carl Perkins federal grant. Each year we receive a sizeable grant allocation plus a redistribution grant toward the end of the year to fund programs of study in career technical educational that meets high wage upon entry level into the industry. We were awarded a tentative allocation of \$112,211.36 for Perkins Basic for 2015-2016. This will provide funds for new and innovative directions in Automotive Technology, CAD 3D Printing and DMA Film Technology. We were also approved for \$36,744.28 in redistribution funds to solely address state performance measures in Credential, Certificate or Degree. On September 16th we had a Federal Monitoring School Site Visit for the grant. Everything went well and we looked good. Lots of great dialogue happened that will definitely strengthen our CTE programs.



**Professional Development** - Susan Jackson, Michael Ceschiati and Anthony Chavez attended the New Mexico Association for Career Technical Education annual conference at Ruidoso, NM in June. Workshops and breakout sessions on recruitment, retention, completion, programs of study articulation dual credit and industry certifications were offered to assist in meeting PED and Carl D. Perkins performance measures.

Dr. Michael Hattabaugh and Sherri Cummins of San Juan College presented an interactive workshop to our faculty and advisors as well as local area high school faculty and advisors on Friday September 11th at our campus. It was a dynamic session on how to create and achieve success in life skills, instead of allowing one to become a victim. The workshop participant surveys requested them back for more soft skills training. Next Friday September 25th NAPE (National Alliance in Partnerships for Equity) will be providing a one day workshop on the development of a campus and school district wide strategy for increasing access and success of special population students. We are offering the workshop free of charge with lunch provided to faculty, advisors and area high school dual credit instructors. Both professional development workshops are funded by the Carl D. Perkins Redistribution Grant.

**Other CTE News** - In additional efforts to grow and support industry partnerships in career technical education BT&FA Division Chair Michael Ceschiati attended New Mexico Career Pathways meeting at AGC New Mexico June 7th and met with Jennifer Hise of CEMCO Inc May 21st to grow UNM Valencia's Manufacturing Operators Certificate. This semester our first Manufacturing Operator Certificate course is being taught as dual credit with Infinity High School in Belen. This successful initial stage of a new CTE Program of Study is the result of multiple direct meetings with local industry partners, secondary, and post secondary institutions.

**Gallery** - "Still =\= Life" Lithographs by Joseph Shores is the first exhibition of the Fall semester. Joseph Shores is a Tamarind Professional Printer from the Tamarind Institute at UNM Albuquerque currently living in New Orleans. Before the reception Joseph gave a great informal presentation in the art history class. The exhibition runs till the 29th. All UNM Valencia faculty and staff are invited to exhibit in the upcoming Faculty/Staff Exhibition, October 6 - November 3rd with Artist Reception October 22, 5 to 7pm. For more information about submitting work contact Susan Jackson at 925-8711 or [ssljacks@unm.edu](mailto:ssljacks@unm.edu)

**STILL =\= LIFE**  
LITHOGRAPHS BY  
JOSEPH SHORES



**SEPTEMBER 1 - 29, 2015**  
**RECEPTION SEPTEMBER 10, 5 TO 7PM**

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

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



# **Mathematics, Engineering and Science Division**

*By Julie DePree and Miriam Chavez*

Please welcome our new faculty members. Cindy Goodman from the TRIO program is now teaching Developmental Mathematics and Math 101/102/103. Detria Branch is teaching Nutrition 244.

We hope that everyone was able to attend the STEM BioBlitz. We will have another STEM event on October 20. Please watch for announcements about our MOLE Day Celebration. Also, our campus will be hosting the New Mexico Mathematical Association of Two-Year Colleges annual conference this year. For information about this event contact Annette Hatch, NMMATYC Conference Chair, Eva Rivera, NMMATYC President, or Elaine Clark, NMMATYC Treasurer.

Khaled Kassem and Miriam Chavez attended the NSF funded Higher Innovation for Students in Hispanic Serving Institutions workshop this past month. In this workshop they learned about high-context educational activities to motivate students. Many of the faculty members will be attending various mathematics and science conferences this upcoming year.

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## **Adult Education Center**

*By Michael Carriere and Richard Sylvestre*

The sound of applause permeated the tableau of a spacious, but full living room. The tableau jerked into motion. One figure suddenly looked confused and started looking around as if searching for something. The applause faded, and the look of concern disappeared.

People were talking and laughing. One figure in the background was precariously carrying balanced boxes, many smaller boxes stacked high blocking his face from view, an accident waiting to happen. Predictably, this person tripped over a footstool, and the smaller boxes, containing various colored flyers, went flying. The paper rained down to the floor.

Canned laughter permeated the moment,

and the first figure again suddenly looked around in concern as the rest of the group teased the man, but began to pick up all the sundry flyers. As the laughter faded, the first figure got up and started looking around the apartment, though nobody else seemed to notice him.

"Why didn't you take two trips, you putz?" asked a woman with salt-and-pepper hair, more salt than pepper. Again the canned laughter responded to his shrug. The first figure, taller than the rest in the room with a receding hairline spun around as the laughter sounded and mouthed something to himself. He began looking in cabinets carefully, as if he expected something to jump out at him

"One trip! Always one trip," said the man. He flipped his long hair over his shoulder and shot the woman a smug look then nodded before beginning to pick through the mixed-together flyers. The woman threw a crumbled up flyer at him that she had grabbed from the coffee table and he over-reacted to the light projectile. "Hey! You could have killed me. I'm a delicate flower."

Jessica Edmondson and Heather Umberson, two new tutors to the Department, whispered to Rick Duran in unison, "Are they always like this?"

Rick replied, "They've gotten much worse since I was a tutor, and now that I am an instructor, I see behind the scenes." He said with a mock ominous tone. Rick Duran had joined the group as a tutor, but over the years received his bachelor's degree and started this year as the group's evening Math Analysis instructor.

A silver haired woman dismissed (or ignored) the interaction and smiled at several of the people gathered in the room, "It's so nice to have you all back. For all of you that don't know, this is Kristin Waring." The silver haired woman motioned to Kristin. "Kristin worked with the Adult Education Center a few years back but had moved out of state for a while. She recently moved back to New Mexico and was rehired." Various people nodded their greetings toward Kristin. The rest (all but the taller man) began shuffling through the various flyers making piles to return them to an organized state. "And Candice here," she motioned towards Candice Lamb, "has begun a College Transitions class for English Language Learners."

A few people nodded at Candace.

"What are these flyers for?"

"Well, this pink one is for Kristin Waring's class. She's teaching a hybrid Adult Ed. Class at the Belen Public Library where she uses Google Tools to work with students," answered the man with the long braided hair who had been carrying the boxes.

"And the blue ones are information about Managing the DELT Project (Distance Education and Learning Technologies) to support adult basic education programs in the state. It's something that we recently started....ish," the tallest of the group said not looking up but continued his investigation of the surroundings.

"And the Green ones are for the upcoming NMAEA conference. The NMAEA conference will be held November 13 and 14 this year. I believe that is a Friday and Saturday." The salt and pepper haired woman answered.

"And lastly the purple one is a call for all of our Adult Learners. We've started a 'Challenge a Tutor' event every Wednesday. All of our students are welcome to come in to the Adult Ed. Department, the one by the Library on the Valencia Campus and challenge one of our tutors. It's been fun and the students have responded well. They love challenging the tutors," The silver haired woman answered.

There was a knock at the door, and the taller man who was slowly opening the cookie jar to peer in jumped and let out a little squeak. He moved to the door and pulled it open quickly. Several figures stood at the door and smiled.

"Hello everyone," Cathi Hiliard and Angela Gabaldon said in unison as they walked into the already cramped living room.

"We heard you talking in the hallway and figured you could use some help putting up the flyers. I'm Cathi and this is Angela," Cathi started, "We are also new to teaching for the Adult Ed. Department. I teach the evening Math Foundations class," Cathi said.

"And I teach the evening Reading and Writing class," Angela said.

"Speaking of new teachers and some changes, just so you all know," the silver haired woman said picking up some of the flyers, "Peggy McLoughlin, one of our other instructors has recently started teaching at El Cerro and Candace Lamb started a new College Transition class for English Language Learners."

The tall figure lost interest in the newcomers immediately and started hunting through the room once again. A silver haired woman motioned for them to enter, "Don't mind Richard Sylvestre, he's been a bit eccentric since he got his Master's degree and Lecturer II promotion..."

The newcomers nodded over exaggeratedly in understanding, prompting a mild canned laughter reaction, and the tall figure suddenly said aloud "Doesn't anyone else \*\*\*\*\* hear that?! Wait, did I just get *bleeped*?! What in the \*\*\*\*\*..."

Everyone eyed him for a moment, then dismissed him, returning to their work. He stood in the background of the room, with a thoroughly confused look, randomly cussing to test the censorship.

Before the door closed a hand reached in and stopped it. The door opened and a man dressed in a postman uniform complete with knee-high socks, blue shorts and shirt, and blue postal hat. Applause erupted as did screams, there were several wolf whistles. Richard stood dumbstruck, staring at the mailman in the doorway.

"Seriously!?" Richard gesticulated wildly at the newcomer as if presenting evidence to a group of people. "Chris Hemsworth brings us mail? No one finds this at all odd that the man who plays Thor brings us mail?"

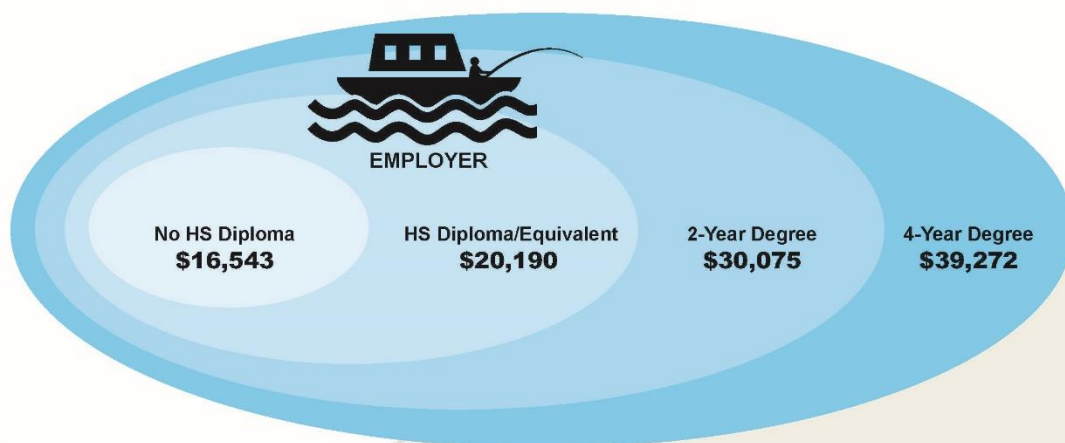
"Got your mail. Here is your latest flyer. And might I add that it is... *shockingly* good; I'm *thunderstruck*." Again, applause and screams erupted from seemingly nowhere.

Richard just stared, mouth agape.

The silver haired woman signed for the flyers and took the stack. She handed each person in the room a flyer. "We recently had these flyers made. They are about the benefits of education." The flyer's main picture was a boat and concentric ovals of water. It was filled with various facts related to education. "We worked on this with Mission-Graduate. Well, I think it's time we take these flyers and place them all over town.

## Adult Education Center continued

# LEARN MORE, EARN MORE



\*American Community Survey, 5 year Estimates for New Mexico 2011

## QUICK FACTS

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- Preparation for GED® and HiSET®
- Scholarships available for testing and college
- Career planning services
- College transition support
- Tutoring available



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### LIVE LONGER, HEALTHIER

Studies show that people with more education are likely to live longer and are more likely to practice healthy behaviors.



### BE A POSITIVE EXAMPLE

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## NM Game Jam

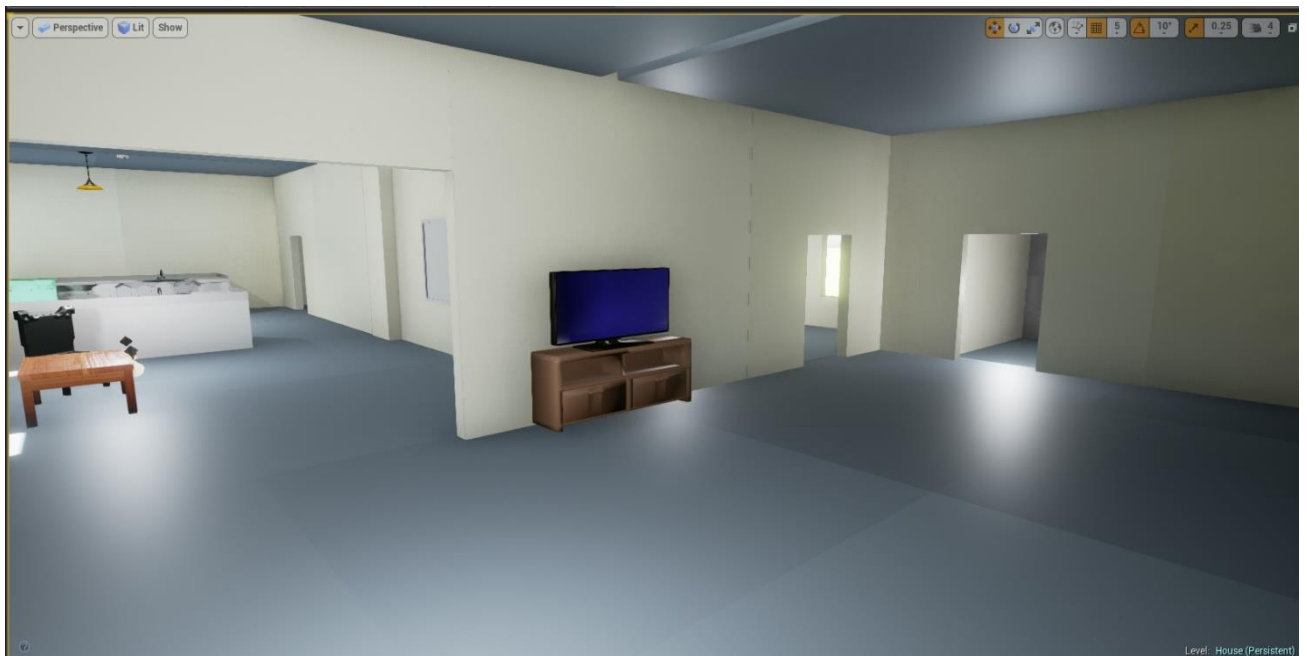
The New Mexico Game Jam was held over the weekend of the 11-13 right here on the Valencia Campus. The game jam is a 48 hour game creation challenge, you are given a theme and 48 hours to create a game! We had fantastic student turn out with over 20 students participating during the event as well as a 3d artist from Austin, TX. We ended up creating over 25 3d models and fully animated 12 characters along with 60 lines of recorded audio. The theme of the jam was "Death is only the end if you assume the story is about you". We spent Friday night discussing ideas and narrowing down what we wanted to do. We ultimately decided to create a game where you play as a fire extinguisher tasked with saving a



house and its inhabitants from the evil fireimps. The inhabitants are the furniture and appliances of the house. The house is 2 stories with 10 rooms, the fireimps can run throughout the entire thing lighting our poor appliance friends on fire! They are fully animated with full voice work as well. Ultimately the fire extinguisher will run out of foam and the game is over, however the other members of the house, the ones you saved, their story continues!

The team that put on the event her on the Valencia Campus was, Michael Brown, Drew Sander, Christopher Meyn, and Ryan Baltunis

## NM Game Jam continued





## An “ALL CALL” for Student of the Month Nominations!

### By Sarah Garde

The Student of the Month (SOM) Committee is inviting faculty nominations for any student of yours in this semester’s college and/or ABE classes who deserves recognition for extraordinary effort and accomplishments. The accomplishments may include, but are not limited to: academic achievements, service to fellow students in the classroom or on campus, significant improvement, dedication and persistence in the face of obstacles, and attitude to learning.

The winning nominees receive: 1) a framed Certificate of Recognition, 2) a \$25 Gift Certificate to UNM-Valencia Bookstore, and 3) a preferred parking spot for a month. Student Government has funded the \$25 gift certificates and the frames for the Certificates of Recognition.

Three Students of the Month are selected each semester. For the Fall Semester, the SOM Committee has set up the following schedule:

Reminders during Faculty Assembly Meetings	Nomination Deadline	Award Date Range	Parking Pass
September 23	September 30	October 5-7	October
October 21	October 30	November 9-11	November
November 18	November 25	Nov 30-Dec 2	Early Dec/Late Jan

Members of this year’s SOM Committee are: Sarah Garde (Chair), Khaled Kassem, Josh Owen, Yolanda Pino and Richard Sylvestre. We look forward to receiving your nominations! A nomination form is attached to the Faculty Newsletter. Please send in nominations for September by **September 30**. The more detail you can give the SOM Committee, the better! The nomination form has more information for the process.

We have many amazing students on our campus and we would like to honor six of them this year. **Thank you** for taking the time to nominate worthy students. (We encourage TEAM nominations as well!)

**RETURN BY September 30  
to [sgarde@unm.edu](mailto:sgarde@unm.edu)**

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

The Student of the Month Committee invites faculty to nominate students who deserve recognition for extraordinary effort and accomplishments. The accomplishments may include but are not limited to:

Academic achievements, service to fellow students in the classroom or on campus, significant improvement, dedication and persistence in the face of obstacles, and attitude to learning.

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

Please, return nominations to Sarah Garde (Chair) by e-mail: [sgarde@unm.edu](mailto:sgarde@unm.edu) or submit to The Learning Center, by 5 p.m. Sept 30 The nomination form is included below. You can also contact other committee members:

Khaled Kassem [khaled@unm.edu](mailto:khaled@unm.edu); Joshua Owen [jowen2@unm.edu](mailto:jowen2@unm.edu); Yolanda Pino [ypino@unm.edu](mailto:ypino@unm.edu); or Richard Sylvestre [risylves@unm.edu](mailto:risylves@unm.edu) THANK YOU!

\*\*\*\*\* To nominate a student, provide the following information: \*\*\*\*\*  
**(Type directly into this form)**

THE STUDENT'S NAME : \_\_\_\_\_

THE NOMINATING FACULTY NAME(S) AND CONTACT INFORMATION:

\_\_\_\_\_

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

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

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

\_\_\_\_\_





*By Tracy Terry*

**Chemistry for a Sustainable Future**  
**210<sup>th</sup> 2YC3 Conference hosted by Windward Community College**  
Kaneohe, Hawaii

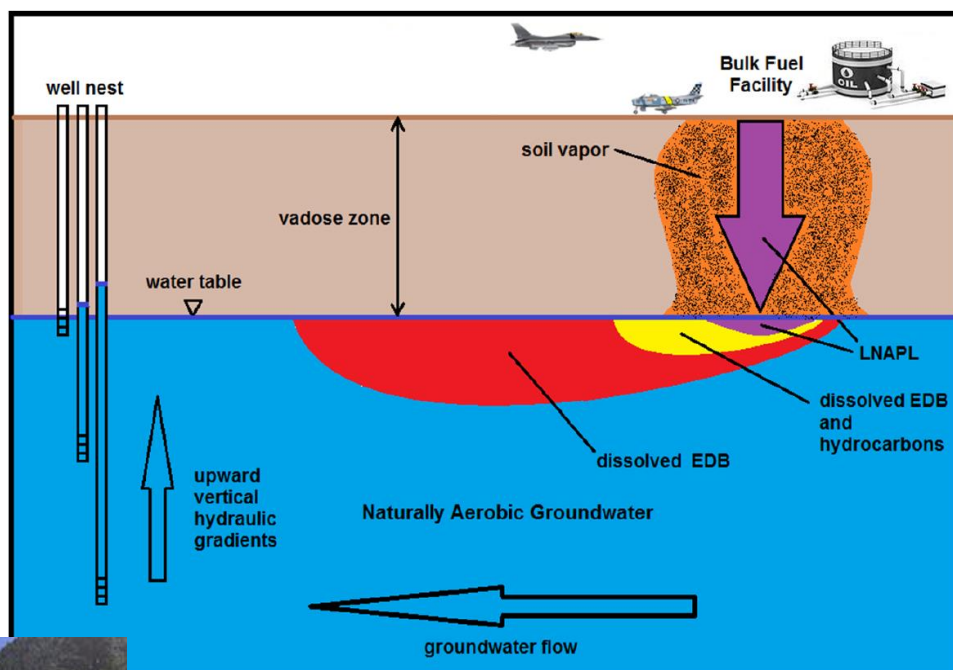
The Two-Year College Chemistry Consortium (2YC3) held their 210<sup>th</sup> conference in Kaneohe, Hawaii over Memorial Day weekend. This conference offered more than just a beautiful setting. Conference speakers outlined their approaches and successes developing inquiry-based learning opportunities for chemistry students in lecture and laboratory settings at two-year colleges. Several local Hawaiian speakers presented their results developing activities and experiments designed to engage native students by applying chemistry to culturally significant topics such as identifying active ingredients in traditional medicines and the chemistry behind traditional practices such as native farming methods.



*By Tracy Terry*

## Developing and Implementing Case Studies in Undergraduate Chemistry Courses University of California, Riverside

Jack Eichler who has published several case studies with the National Center for Case Study Teaching in Science (NCCSTS) led this three-day workshop. As a result of the guidance and instruction offered during the workshop, several case studies have been developed and implemented in UNM-Valencia general chemistry courses this fall. One new case study uses the jet fuel spill at the Kirtland Air Force Base in Albuquerque to cover the Chem122 topics of concentration unit conversions and using intermolecular forces to predict the water solubility of toxic components of the oil spill. Another case study uses experimental exploration of simple acid-base and equilibrium reactions to explain the origins of ocean acidification.



Future topics for case studies have been inspired by the recent acid mine waste leak into the Animas River near Farmington, NM. These case studies will illustrate uses for atomic emission spectroscopy in the detection of toxic metals in soil and water samples for general chemistry students, and an exploration of the oxidation-reduction processes leading to the accumulation of acid mine waste for chemistry in the environment students.

**By Patricia Gillikin**

## **CreateAthon, Albuquerque, June 6<sup>th</sup> and 7<sup>th</sup>, 2015**

In early June, I participated on a team for the first CreateAthon in Albuquerque.

A CreateAthon, according to the Facebook page, is “a 24-hour creative marathon where community volunteers come together to provide creative & tech services for local nonprofits” such as “websites (design & dev), apps, logos, collateral, print design, web design, marketing, advertising, fundraising campaigns, social media campaigns, 3D, illustration, animation, writing, videography, photography, scripts, and so on.” Many teams formed to work with many non-profits that weekend in early June, all of us taking over the South Valley Economic Development Center where the event was held.

It wasn't what I'd planned to do with my weekend. I'd heard about it, and this business of *staying up overnight* to work on a project did not appeal. However, the night before it started, Patrick Gage Kelley, a friend and colleague in Computer Science at UNM-Main, messaged me to ask if I'd be interested in contributing as a writer to the team he'd joined—and he gave me the prompt. I was hooked, and started writing.



In photo: CreateAthon team for Heading Home

The non-profit we worked for was Heading Home, an organization that works to address homelessness in the Albuquerque area. They wanted several things; the part that I and three other writers from our group helped with was a publicity campaign, called “two sides to a story,” to change attitudes about people who don't have homes, modeled after Depaul Street Corners in the UK (<http://www.depauluk.org/newsandresources/depaul-street-corners/>).

They wanted the same thing for Albuquerque, and wow that was a challenging prompt: it was like writing to a really tough poetic form, like a sonnet or a villanelle.

Here's one that we created that I particularly contributed to. It has two meanings, one if you read down the text on the left but not past the slashes, and another if you read the entire line across.

Seeing her beg on Central, you can't  
look her in the eye  
heroin addiction and mental illness are  
problems you can't help  
you don't know her  
It's sad. What can you do?

/ ignore her. That's why you  
/ and say hello.  
/ everywhere in Albuquerque., They are  
/ but care about.  
/ but you aren't that different.  
/ There are so many ways to help.  
/ Not all our neighbors live under a roof.

I made sure to make most of my contributions Saturday afternoon and evening so that I could sleep that night; I left around 11 p.m. and arrived back about about 6 a.m. the next morning for final writing, revision, and editing.

Our team leaders met with the people at Heading Home a few weeks later to show them what we'd done, and one of them, Damien Sanchez, reported that "the outcome was overwhelmingly positive. In fact, one person who was reading the 2 Sides to a Story pieces for the first time got a little emotional as she read the stories. Tears of joy...well done folks! The same person also commented that the 2 Sides pieces were worthy of a high priced marketing firm from NY."

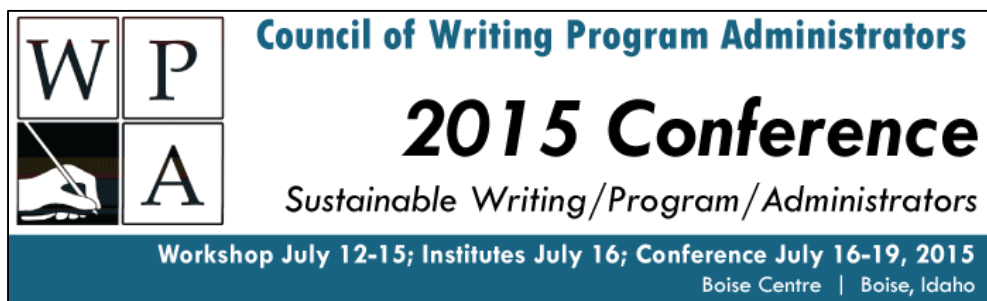
Participating in this CreateAthon team was entirely a wonderful experience—the writers I joined, none of whom had any more marketing experience than I did, were amazing and a privilege to work with. It was great experiential learning for me in collaborative writing and in a certain kind of "public" writing, and I'm grateful for Patrick for pulling me in.



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*By Patricia Gillikin*

**Council of Writing Program Administrators Conference (CWPA),  
Boise, Idaho, July 16<sup>th</sup> through 19<sup>th</sup>, 2015**



When sudden available funding allowed it, I jumped at the chance to attend CWPA, which is like a mini-version of the huge and important conference in my field, the Conference on College Composition and Communication, but with a specific focus on the concerns of administering writing programs. Fortunately, these concerns are broad and extremely pedagogically focused, suiting my own teaching needs perfectly.



A delightful part of attending this conference in Boise was staying in the dorm at Boise State and riding rental bikes from Boise Greenbike to and from the conference site, about a mile away. The middle of the city where we were is incredibly bike friendly, and I got a great deal of exercise.

While I was on campus, I found the Boise State Writing Center, a lovely, homey, welcoming space full of bookshelves, cozy spots for conversation, semi-private spaces for writing consultation, and many owls (small figurines, pictures on the wall, and one dangling from the ceiling made of paper and words) in the room where tutors use computers to do online writing tutoring (an online writing lab is an OWL). The folks at this writing center gave me a tour, proudly showing me the handouts for students created by their own tutors and talking about the credit course tutors take to learn to be effective writing tutors.

I had several specific topics I pursued throughout the conference itself, including multimodal pedagogy, since that is an emphasis of UNM's and UNM-Valencia's writing programs and teaching English language learners, especially relevant to us at UNM-Valencia.

Multimodal composition, or the creation of texts that use aural, visual, gestural, and/or spatial modes in addition to the linguistic mode we are familiar with in college composition, was everywhere at the conference. Many sessions addressed it and in a keynote address, Cheryl Ball discussed the challenges of supporting published multimodal texts in the field (she's an editor of the online journal *Kairos*). I spoke with her after and she pointed me at a textbook she's cowritten on multimodal composition, which I read on the plane coming back home. This book informed a presentation I later gave to Adult Education the week before classes this fall.

Two sessions that happened at the same time demonstrate the prevalence of conversation on teaching English language learners at CWPA: "Student Voices Join the Conversation: Cross-Disciplinary Collaborative Efforts to Support Multilingual First-Year Writers," and "Translingual Pedagogies in Composition." I didn't attend both of these (still haven't mastered bilocation) but I was able to attend "Mitigating Obstacles for Multilingual Populations in First-Year Writing: Observations and Suggestions from a Multi-Institutional Study on the U.S.-Mexico Border," with presenters from NMSU and UT-El Paso. This was a sequel to a presentation the same participants did at NMHEAR last year. It included, according to the slides Kate Mangelsdorf of UT-El Paso sent me afterwards, recommendations for class and instructor approaches, such as "perceive multilingualism as an asset rather than a deficit" and "provide assignments in which students can draw on their cultural knowledge and skills," as well as several that can apply to all our students: encouraging them to make use of tutoring and office hours and "offer culturally relevant readings and/or topics."

On top of all of this, there was music. I attended a session in which CWPA old timers (the Composition Blues Band) performed well-known classic rock songs refashioned to be about Composition Studies concerns: think Weird Al Yankovich with a Rhetoric and Composition twist. The redux of "Margaritaville" about the plight of adjunct composition instructors is brilliant. I also joined a jam session after dinner one evening—attendees had brought musical instruments, including two with violins, and played whatever they all knew or could follow. With no instrument myself, I—with a couple of other folks also enjoying the session—occasionally became backup singers/dancers. "Wagon Wheel" was amazing fun.

Altogether this was a useful and amazing conference—seeing colleagues from across the country, from my daughter's composition instructor who is now working on her PhD to folks I've run into at CCCCs for decades now, was delightful, and I came home with many good ideas.

*By Patricia Gillikin*



## **New Mexico Game Jam, Albuquerque site (IFDM at Mesa del Sol) September 11-13<sup>th</sup>, 2015**

For the 2015 New Mexico Game Jam, I joined a team that created an interactive audio story called “Awake at Night.”

I was not expecting, in the 48 hours we had to make a game, to write so very much—but I had been hearing Jae Marsh, our instigator, talk about creating interactive audio stories for months now. On Friday evening of the Jam, the five people who came together on his team found one way—after hours of brainstorming—to make it work.

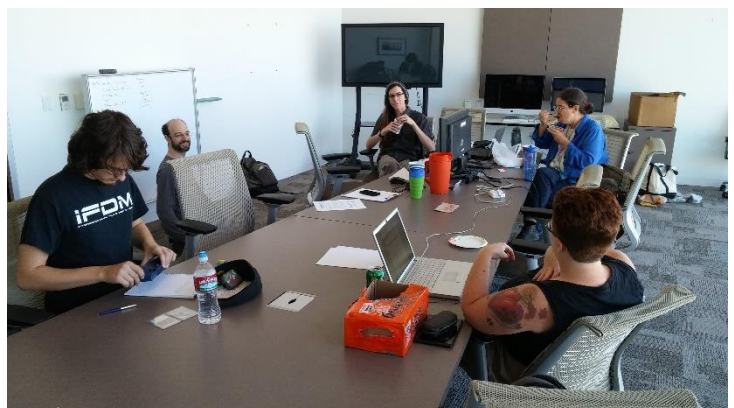
In our game, players interact with and influence the story outcome they experience through tapping on their hand-held device at certain moments as they listen.

The story we came up with involves four friends who have never met in person before and who know each other only through online gaming. Their conversations progress through three rounds or levels, starting with silly, bantering reminisces about their adventures together and progressing to much more serious topics. Whether the four will become closer friends or alienate each other is at stake. We took care to follow the theme all the participants in the Jam were given, which was “Death is only the end if you assume the story is about you.”

Two of our team—Adrian Aleixandre and Jae—programmed it and made it work. Three of us—Kyle Leisker-Krohn, Rebecca Crane, and myself—did the writing. We each took charge of one character, and Rebecca rewrote the script to make it all fit the mechanics and structure of the audio game. For the fourth character, Adrian served as consultant and Rebecca and I did the writing.

Writing alternate endings to each scene, and conceptualizing a “good ending,” a “bad ending,” and a fourth-wall-breaking “button-mashing” ending, was a wonderful writing challenge. I had to write alternate sad or angry outcomes to scenes. Even if the player has the ability to move toward the positive endings, knowing what might have gone wrong, and knowing the possible darkness in the characters, deepened my understanding of them.

Did I say “script”?—oh yes: we all did voice work. Rebecca voiced the opening instructions, and Jae voiced the character that Rebecca wrote; Adrian, Kyle, and I each voiced our own characters. Like the



Brainstorming at the NM Game Jam, Saturday morning



"Awake at Night" team, from left to right: Jae Marsh, Adrian Aleixandre, Patricia Gillikin, Rebecca Crane, Kyle Leisker-Krohn

writing, we did this rapidly and on the fly—I have yet to listen to all the scenes we recorded. I have to say this: in multi-modal sessions at CWPA I learned a bit about the usefulness of Audacity, but now that I’ve recorded scenes into it with our group, I am seriously impressed with it and I want to play with it, ahem, I mean *learn* it, now.

The whole experience was like the best of community theatre, table-top role-playing, and group storytelling. I learned a great deal about not only collaborative writing but also the possibilities for games as vehicles for storytelling.

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**By Julia So**

### ***On the Road...In the Classroom...Always Learning***

This past summer, I attended three communication workshops. The first one was a three-hour communication seminar offered by the Office of Employee & Organizational Development at UNM-Albuquerque. The second one was a session at a two-day Teaching Professor Conference. The last one was a three-day Intercultural Communication Institute. In this article, I would like to highlight some of the communication skills that I found applicable to the classroom

“Mastering the Art of Communication” is part of the Personal Effectiveness Series offered by Human Resources of UNM-Albuquerque. This course turned out to be a great refresher course for me in terms of skills that I learned some years ago, but are now rusty. I was reminded that I do not need to raise my voice when speaking with someone who has gray hair; but I do need to make sure that I speak slower and enunciate clearer. I was reminded that I need to be more self-aware when I interact with students, so I do not assume and jump to conclusion—the two common yet fatal barriers to effective communication. Lastly, because I did not grow up in the U.S. and English is not my native language, I also need to be more self-aware of my non-verbal communication styles so I would not mislead students, or worse, offend them.

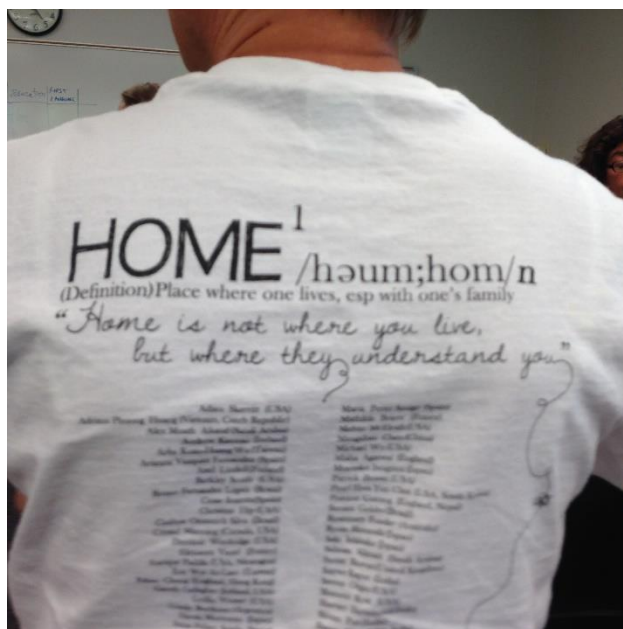
At the Teaching Professor Conference, I attended a rather interesting session titled “Confronting Teacher Misbehaviors.”<sup>1</sup> The presenter was Jennifer Waldeck, Associate Professor of Communication Studies at Chapman University. She shared her research results and spoke candidly on students’ perception of teachers’ misbehaviors. According to Waldeck, teachers’ misbehaviors can be grouped into three categories: incompetence, indolence, and offensiveness. Students see an incompetent teacher when (s)he speaks softly or with a foreign accent; gives unclear or boring lectures; and passes out syllabus with vague policy or gives tests/exams with ambiguous questions. In terms of student perception of indolence, these would be teachers who are frequently late to class or in returning

<sup>1</sup> [http://www.chapman.edu/faculty-staff/faculty/institute-excellence-teaching/\\_files/Confronting\\_Teacher\\_Misbehaviors\\_Workshop\\_handout.pdf](http://www.chapman.edu/faculty-staff/faculty/institute-excellence-teaching/_files/Confronting_Teacher_Misbehaviors_Workshop_handout.pdf)

exams/assignments. When students feel they did not learn anything or the exams are easy, they would consider their teachers being indolent. Teachers who are disorganized or unprepared also belong to these categories. Finally, teachers who are perceived as offensive are those that are impatient, sarcastic, moody, or self-centered as well as those that have arbitrary rules or play favoritism. Waldeck concluded her session by reminding the audience that most students don't really care how many articles or books their instructors have published, nor do they care how many years of teaching experience their instructors have had. They simply want to learn!

The final workshop that I attended was a three-day Intercultural Communication Institute --"Defining, Developing, and Diffusing Difficult Dialogue." I had the privilege of participating in the institute led by two internationally renowned consultants on intercultural communication, Drs. Donna Stringer and Anita Rowe, whose materials I have been using for decades. Applying Daniel Goleman's Emotional Intelligence<sup>2</sup> concept—self-awareness, self-management, social awareness, and relationship management, they modeled active listening and story sharing as effective tools to build relationship and trust. Utilizing experiential learning, both facilitators demonstrated the power of dialogue to dispel stereotype. What a perfect tool for the "Dynamics of Prejudice" class that I teach regularly!

As I mingled with students after semester started, I was reminded of the words on the back of a t-shirt worn by a dorm director at the Institute. It read: home is not where you live, but where they understand you. When I found out that the t-shirt was designed by a group of international students at her college, I asked to take a picture of the t-shirt. I know such memory will serve me well as I listen to our students' stories, in hope that they will learn to listen to others' stories.



<sup>1</sup> Daniel Goleman. Emotional Intelligence.1995. New York: Bantam Books.

*By LeAnn Weller*

**SIDLIT 2015, Johnson County Community College  
Olathe, Kansas, July 30-31, 2015**



SIDLIT is a 2 day meeting packed with programs on information technology, pedagogy, instructional design, and assessment in online teaching and distance learning. Sessions can be hands on workshops or keynote lectures, but there are always valuable takeaways and fascinating new online resources to explore at the end of the meeting. One of the highlights this year was the keynote speaker Dr. Ali Jafari from IUPUI's Cyber Lab and his presentation on the LMS of the future which his lab has operational. CourseNetworking ([www.thecn.com](http://www.thecn.com)) is the social next generation LMS that allow one to "keep" your class. The interface resembles "Facebook" and all attendees of SIDLIT are able to "enroll" and participate in this system. Other highlights were presentations on using badging to motivate participation in classes (online and f2f), sources for faculty development and support, cool new apps, sources for images, and of course the networking that occurs while talking to others between presentations and during lunch.



*By LeAnn Weller*

**LOEX 2015, Denver April 30-May 2, 2015**

LOEX is the premier library instruction conference and always provides me with information and takeaways to use here at Valencia. Although the conference theme this year was "Perfect Your Craft" for me LOEX 2015 was about the artefact—creation, use, and assessment of an artefact. Sometimes the artefact was created by the students and assessed by instructors for evidence of learning and information literacy; other times, the artefact was created by the instructor to be used by students to enhance the learning opportunities. The formats included variations as simple as citation, a written paper, a three dimensional object to a complex task or an online game. In all cases the artefact provided instructors and students an opportunity to begin a conversation, analyze data, and measure learning. I am providing highlights, takeaways, and a Read-More-About-It for the 2 keynotes sessions, over 60 break-out presentations, and multiple poster session sessions and lightning talks.



The details of the first keynote by Anne-Marie Dietering can be found on her blog Info-Fetishist. I've listed many of the books in the Read More About It. The primary take-aways for me were that students need reflection for learning; I need critical reflection during actions and after actions for self-development and to become a better instructor. The space that is the safest may not be the space in which one learns the most. Reflection is tied to emotion and emotion is a critical piece of the learning environment that may be easily neglected and is difficult to find the "safe" space to explore. Information literacy instruction is many times the exploration of binaries (bad/good, open minded/close minded, ability/disability, academic/vocational, adult/child, formal/informal learning, male/female, research/practice, researcher/participant, sedentary/mobile) and the middle of the binaries is very gray and not so safe. (I need to reflect on the artefacts I create to ensure that the students' connection to them is both intellectual and emotional for optimal learning)

The second keynote by Bridget Arend focused on the links between identifying what you want your students to learn, the type of learning (behavioral, cognitive, inquiry, mental method, group/team, virtual reality, or experiential) and the specific activity that is most useful. The decision to create a particular learning activity must match the learning outcome. (I've got to create artefacts that will be useful to the students.)

Artefacts created by students and assessed for information literacy included student papers at various levels in writing across the curriculum programs, bibliographies or annotated bibliographies, research diaries, and power point presentations. I have 6 rubrics that could be used to assess some of these artefacts. Five of the rubrics are designed to assess writing and one is for assessing bibliographies. Several challenges arise in using student created artefacts for assessment. The first challenge is collecting the materials to assess. One library asked students to voluntarily submit specific materials (bibliography or paper) to them. These materials were not tied to a specific class or student demographic. Another approach is to work with a specific beginning class that has a writing assignment and a capstone class with a similar assignment. Another campus uses a portfolio that is submitted as part of writing across campus program. IRB approval may be necessary when using these student work samples. A second challenge is gathering the individuals to score the rubric. Norming practice sessions need to be held and discussion of the results are critical to ensure everyone is on the same page. Actual scoring of the student work takes time and energy. A third "challenge" is recognizing that the rubric scorer is not grading a particular student and the emotion that is attached to seeing poor performance. The scorer is working with an artefact not a student and is looking for evidence of trends and patterns. Disseminating the results of the assessment back to faculty and to other appropriate people where actions towards improvement becomes the final challenge in the assessment loop.

The second half of the program would be about artefacts I create to engage students in learning exercises and activities. Several institutions have created modules for their course management systems that individual instructors can choose to use. These modules may be short videos, tutorials, a research game, or research diaries. Other instructors have created laminated cards for activities in a more traditional face to face classroom. Finally, instructors have created 3-D items to use to engage students in discussion. I am outlining below specific examples of these artifacts.

- **Laminated Citation Cards**

Develop a set of cards for types of sources (newspapers, articles, books, etc) , cards with citations, cards with binary values (primary/ secondary, scholarly/popular, peer review/not reviewed). Use

cards for finding exercises (card can be picture of WMS record), matching games with physical objects or with other cards, and starting point for discussions.

**Satirical Video Clips** (<http://csueastbay.libguides.com/loex2015>)

Use a video clip from a show like **The Colbert Report**, **The Daily Show** or **The Tonight Show with John Oliver** (or other future shows) that relates to a particular topic to stimulate discussion and investigation. Caveat is to watch for language or other potentially not relevant material before and after the clip.

- **The SourceDeck** (<http://www.library.virginia.edu/sourcedeck/>)

This is a series of numbered cards with the image of a source and it's citation and a Powerpoint slide presentation. Instructions for creation are at <http://goo.gl/LepUMV>. Exercises that can be done with these cards include creating a publication timeline (small group), find your source (pair share), citation identification (individual or group), and source evaluation (individual or group).

- **Case Studies and Open Inquiry**

Develop a case study and have the students present a solution to it using Powerpoint.

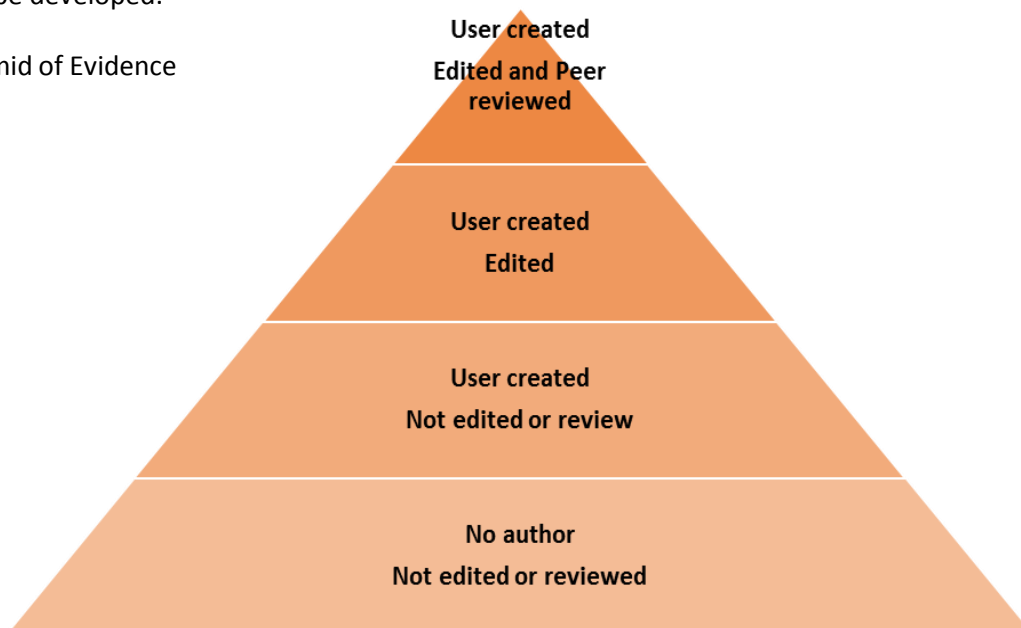
- **Choose Your Own Research Adventure** (<http://www.mid.miamioh.edu/library/chooseyourown/>)

This is a “game” developed at Miami University—Middletown that allows students to make choices related to research. Originated from a series of video tutorials. Current version has been created using Twine.

- **Pyramid of Evidence**

Using students reflection of last research project, the student identifies one source from that project and writes the citation on a post-a-note (other source of citation could be used). The student places the post-a-note on the pyramid. Class discussion of “best practice” of sources. Other scales be developed.

Sample Pyramid of Evidence



- **Google in a Basket**

Label a large clothes basket “Google” and fill it with representations of typical search results. Attach play money to things that regularly cost. Cat, XXX (porn), laminated card of partial citation, web page (laminated?) movies, images, Wikipedia, etc. Ask questions about quality of source, date, authority, copyright, etc. You could also call the big basket “INTERNET” and add a small closed box with typical database things to represent stuff behind passwords.

### **Software & Tutorials to Investigate for Use with Instruction**

Twine (<http://twinery.org/>)

Padlet

Evernote

Wordnik (<https://www.wordnik.com/>)

[Adventr.tv](#)

[Muvizu](#)

<https://www.storyboardthat.com/>

<https://www.bitstrips.com/>

### **Read More About It**

Books:

Reflective Teaching, Effective Learning by Char Booth (LIBROS ONLINE)

Becoming a Critically Reflective Teacher by Brookfield, Stephen D.

Engaging Imagination: Helping Students Become Creative and Reflective Thinkers by Alison James and Stephen D. Brookfield with (<http://engagingimagination.com/>) (LIBROS ONLINE)

Feeling power : emotions and education by Megan Boler

Neuroscience & the Classroom: Making Connections by Blodget, Aiden S., Fischer, Kurt, and

Immordino-Yang, Mary Helen with (<http://www.learner.org/courses/neuroscience/index.html>)

Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation by Laura I. Rendón (LIBROS ONLINE)

Beyond Binaries in Education Research Edited by Warren Midgley, Mark A. Tyler, [Patrick Alan Danaher](#), Alison Mander

Teaching to Transgress: Education as the Practice of Freedom by [Bell Hooks](#) LC196 .H66 1994

The Reflective Practitioner: How Professionals Think In Action by Schon, Donald A.

Facilitating Seven Ways of Learning by Bridget Arend

Critical Library Instruction: theories and methods by Emily Drabinski, Alana Kumbier, and Maria Accardi



# **Faculty Assembly Agenda**

## **Wednesday, Sept. 23, 2015**

- 1.** Call to order (1)
- 2.** Acceptance of agenda (1)
- 3.** Approval of minutes from April 2015 (1)
- 4.** Executive Director Report (10)
- 5.** Dean of Instruction Report (10)
- 6.** Treasurer Report (1)
- 7.** Committee Reports
  - a. Teaching & Learning Assessment—Claudia Barreto (10)
  - b. Handbook & Communications—Tom Whittaker (2)
  - c. Program Development—Eva Rivera (3)
  - d. Conflict Resolution—Julia So (5)
  - e. Curriculum—Tom Whittaker (2)
  - f. Cultural Enrichment— ????? (5)
  - g. Professional Development—Heather Wood (3)
  - h. Faculty Senate Representative— Eva Rivera Lebron (3)
  - i. Student of the Month— Sarah Garde (3)
  - j. Adjunct Faculty – Ben Flicker (3)
- 8.** Teaching and Learning Center Report— Michael Brown (5)
- 9.** President's Report (3)
- 10.** Announcements/New Business (10)
  - STEM Committee Info (Tracy)
  - Separate VFAC Personal Mailing List Proposal (Elaine)
- 11.** Adjournment- (Total Minutes=81)

# Faculty Assembly Minutes

## Wednesday, April 15, 2015

### In attendance:

Alice Letteney	Claudia Barreto	Khaled Kassem
Laura Musselwhite	Miriam Chavez	Julia So
Heather Wood	Elaine Clark	Dustin Shafer
Tracy Terry	Danizete Martinez	Barbara Lovato
Tom Whittaker	Julie DePree	Michael Brown
Melanie Sanchez-Dinwiddie	Mary Moru Gautreaux	Annette Hatch
Alice Lawson	LeAnn Weller	Patricia Gillikin
Joseph Barbour	Cindy Chavez	Eva Rivera
Jami Huntsinger	Rosa Auletta	Alfonso Heras Llanos

### 1. Call to order (1:34 pm)

### 2. Acceptance of agenda

Motion to move the FEC elections up to just before Committee reports: Miriam C.

Second: Claudia B.

Motion passes to accept changes to the agenda.

### 3. Approval of minutes from March 2015

Motion to approve: Melanie S-D

Second: Joe B.

Motion passes. The minutes are accepted from the March meeting.

### 4. Executive Director Report (Alice Letteney)

The bill to approve the West side campus was vetoed by the Governor. We are writing a letter questioning why there was so much support for all of the work put into the bill when the governor vetoed it without giving a reason. We are regrouping to plan our next steps.

I attended a Board of Regents meeting covering the budget. There is concern that there will be a special session to reduce budgets. There is no hiring freeze, but each position is being looked at individually. We are looking to fill the open full-time chemistry and English faculty positions.

The Board of Regents is being presented with a new operating agreement that includes the arbitration clause that I mentioned at the last meeting. We put every little extra thing possible into the agreement so that they would not add unlimited small fees on top of the operating budget. The Board may vote on that tomorrow or they may wait until May.

There was a recommendation from the President that all branches have the same tuition. The branch directors are very upset about this because we have different amounts of funding coming to each campus to offset the operating costs. Even main campus has different tuition costs between schools (SoE has higher tuition costs than Humanities). The administration proposed to bring each branch campus' tuition and fees up to \$75 next year. That is a 23% increase for our campus and we will fight it. Tuition will be raised by 6.84% next year for New Mexico residents.



## **5. Dean of Instruction Report (Laura Musselwhite)**

The reason we can refill the two faculty positions is that healthcare costs are lower than were anticipated.

Upcoming event dates:

Tue April 28th – noon - Town Hall Meeting

Wed May 6th – 7 pm – Nurses Pinning

Fri May 8th – 7 pm - Graduation

Let me show you the new contract process for continuing faculty. The Faculty Affairs and Services Office has established an online system where you can check your salary in 'my.unm.edu'. The system will go live on June 1st. You no longer need to sign anything.

Go to: 'my.unm.edu'  
Lobo Web  
Employee Life Tab  
Pay Information  
Faculty Contract Summary

## **6. Treasurer Report (Tom Whittaker)**

We have \$295 in the Faculty Assembly budget between now and the end of the semester. Please find a reason to spend it. We have \$10.26 in the snack budget that rolls over to our September meeting next semester.

## **7. FEC Elections (Heather and Tom)**

Alice Lawson is nominated for Adjunct Representative. Are there any further nominations? (none) Alice is confirmed by acclimation.

Richard Palmer is nominated for B & T Representative. Are there any further nominations? [Michael Brown was nominated] We will have a vote.

Michael Brown won the election for B & T Representative.

Melanie Sanchez-Dinwiddie is nominated for Math and Science representative. Are there any further nominations? (none) Melanie is confirmed by acclimation.

Tracy Terry is nominated for Secretary. Are there any further nominations? (none) Tracy is confirmed by acclimation.

We have no current nominations for Vice-President. Are there any nominations for Vice-President? (Eva Rivera was nominated) Eva is the only nominee for Vice-President and is confirmed by acclimation.

Heather Wood is nominated for President. Are there any further nominations? (none)

Heather Wood is confirmed by acclimation.

## **8. Committee Reports**

### **a. Teaching & Learning Assessment—Claudia Barreto**

We are working every Friday in April. We are booked on the 24th, but there are still openings on the 17th if you would like to submit a report. This will be our poorest showing for the number of courses assessed. If you have a core course, please add your name to the list, you can even send in a report that we can assess in your absence.

**b. Handbook & Communications—Elaine Clark**

Modifications under consideration were presented during previous faculty meetings and sent to faculty via email.

**i. Disbursal of Faculty Assembly Funds**

- Minor amendments were approved.

**ii. Requirements and Expectations of Faculty: Be respectful to others.**

- The wording was taken almost entirely from the main campus handbook, but it was condensed to only apply to faculty interactions.
- The Conflict Resolution Committee brought us this in response to some legal issues at another campus.

Motion to adopt: Joe Barbour

Second: Patricia Gillikin

The wording is adopted.

**c. Program Development—Eva Rivera**

Elaine Clark, Annette Hatch, and Tracy Terry are giving the next TTT on April 29th.

**d. Conflict Resolution—Julia So**

Having conflict with someone is like having a physical fight with that individual. It's physically tiring and emotionally draining. In the presence of conflict, the Conflict Resolution Committee recommends us to seek out confidential services from the Committee, and/or CARS and the Ombuds Office at main campus. The contacts of these offices are in the handouts that were passed out at the meeting. They are attached to these minutes.

**e. Curriculum—Tom Whittaker**

We have not met since the last faculty meeting. We will meet later this week.

**f. Professional Development—Danizete Martinez**

We have \$14.

**g. Faculty Senate Representative—Eva Rivera Lebron**

No report today.

**h. Student of the Month—Sarah Garde/Michael Carriere**

Jessica is our current student of the month.

We have one more student of the month for this spring. We need your nominations before next Friday. Please respond to the email, which will be sent out soon.

**9. Teaching and Learning Center Report—Michael Brown**

We are scheduled to begin updating classrooms beginning the Monday after finals. There will be two trainings per week in person on how to use the new equipment. We have new virtual reality equipment that you can try as well.

## **10. President's Report**

My report is in the newsletter. I am also giving out FEC awards.

Keeper of the Funds – Tom Whittaker

Typing Like the Wind – Tracy Terry

Most Awesome Newsletter Creator – Melanie S-D

Best Brownies – Alice Lawson

Most Awesome B&T Rep – Richard Palmer

## **11. Announcements/New Business (5)**

[Tom Whittaker] Wed, April 22 – Earth Day – We have several events organized. One of the events is to have a Family Fued game show and we are looking for a 5 person faculty team to volunteer to participate. You will participate against a team of tutors from noon-1 pm.

Danni, Heather, Melanie, Khaled, Alice, Joe, Laura

We also have a movie on water resources in the southwest from 10:30 – 11:30am in H101.

[Patricia Gillikin] The first Poetry Slam in Valencia County is being organized by our students/former students for this Saturday. I can give you the time/location. Our students and faculty will be there performing poetry.

[Barbara Lovato] Stop by the library for activities this week.

[Khaled Kassem] New Mexico Mathematical Association is having a conference this weekend and many of us are attending.

## **12. Adjournment (2:31)**