

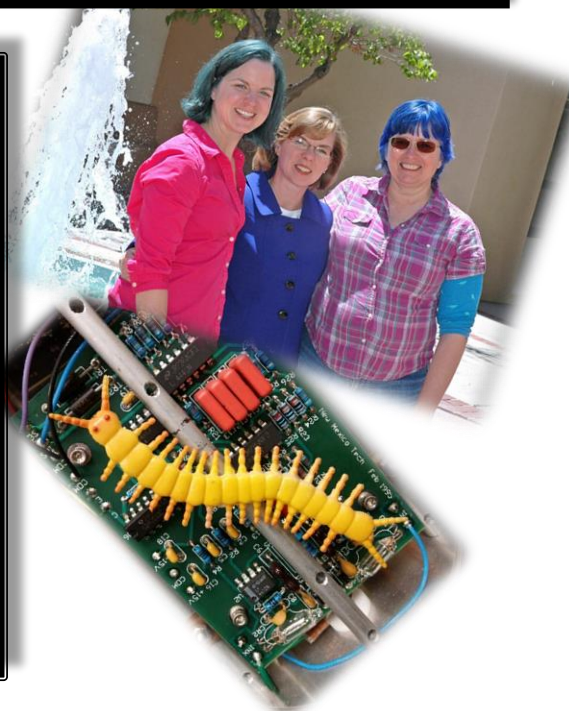


# *UNM Valencia Faculty Newsletter* *September 2016*



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## **President's Report**

***By Annette Hatch***

Welcome back! This summer was a time of renewal at UNM Valencia. We have a new roof on the Academics building, new electronic signage, a remodeled Physics Lab, the reorganized Learning Commons, a new Faculty Assembly President and more. I hope you also had a chance to recharge and renew as I did.



I urge you to be active in your committee assignments. Just to highlight two committees that have met: Student Services and the Scholarship Committee gave awards to 65 deserving students and the STEM Committee is deep into the planning of their two fall events, BioBlitz and Mole Day. Please invite your students to participate these events as well as Wellness Day, Reading New Mexico, Veteran's Day and the UNM Valencia 35th Anniversary Celebration.

Enjoy the semester, the students and the fall season,  
Annette

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## **Executive Director Report**

***By Alice Letteney***

To My Colleagues:

Last week I attended the announcement by Governor Martinez, Mayor Griego, Speaker Tripp, and others regarding the new Facebook data storage center to be located off 1-25 in Los Lunas. It is exciting for our area to be host to an internationally recognized company, and I hope that its very presence will encourage our students to broaden their thinking about their potential career paths.

Our Scholarship Reception earlier this month was attended by over 200 people—students, donors, staff, faculty, and honored guests. Corporate and individual donors gave 65 scholarships totaling over \$44,000 to our students. We are grateful to have the leadership of Yvonne Sanchez, President of our Development Board, and all of our

board members as well as the hard work of our Development staff, Financial Aid and other Student Services staff, as well as our Cafeteria, Maintenance, and Campus Police staff who made this event so successful.

This week we are looking forward to a great Wellness Fair, and next week a great Career Fair, both of which bring our community on campus as well as providing a tremendous service to our students.

You may be aware of the statewide budget issues which we expect will affect all college campuses across the state. Our campus leadership is working diligently to plan for a potential reduction in state appropriations from this year's budget and planning for what is likely to be difficult budgets in the future. We know that our federal grants are instrumental in funding innovative academic and student support programs, and we will continue to compete as rigorously as possible for whatever funding is central to our core mission.

We will, as always, try to do more with less, while not compromising the quality of our service to students. Our best response to the budget situation is to make our students as successful as possible, and to appreciate the value and importance of the work that we do.

As ever, I invite you to speak with me about any of your ideas or issues as we work our way through what we know will be a challenging year, and I hope will also be a rewarding one.

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## **Dean of Instruction Update for April Faculty Newsletter**

***By Laura Musselwhite***

### **Dean's Report to the Faculty Assembly for September 2016**

Welcome back everyone! As I start my third fall semester at Valencia, I am very proud of all of the work that we do and the progress that we make towards student success every day. I hope that the level of dedication Valencia displays to our student body and our community is already apparent to our new faculty members. Speaking of the new colleagues, let me reiterate that we welcomed eleven new faculty members to our campus family at the start of the semester, in a wide variety of discipline areas. As I see these people in the hallway and hear them describe their work, I am extremely gratified by their presence and the enthusiasm that they show. They are already integrating nicely

into the corps of instruction, and I look forward to watching them grow and progress as the year goes by. If you haven't met each of them thus far, please take a moment to seek them out.

We have a number of events and initiatives that will help kick off the year. We have already had Constitution Day, where we experimented with our new smart board, using it to test our knowledge of the Constitution. I will make no further comment on the outcome, except to say that the student team won! To accompany that event, the Library set up a display and a webpage. I am extremely appreciative to have excellent Library faculty and staff present on our campus. Not only do they do the day-to-day work that we see, but they are constantly striving to increase our resources, expand the latest bibliographic technology, and make the library a center of learning for the community.

During October, we have an art show, a Valencia Speaks presentation, and a Reading New Mexico presentation. Please keep in mind the campus 35th anniversary celebration that will occur in November. More details will be forthcoming!

The Higher Education Department is also continuing its work with common course numbering and revamping the core curriculum. At this point, the English and Mathematics committees have completed their review of student learning outcomes for their courses and created a crosswalk to link our various courses across the state, although new common prefixes and numbers have not as yet been released. Other discipline areas have begun this process, and more will continue, as we reach for the deadline of August 2017 for completion.

In short, we have an active academic year on our hands! Many thanks to those who take part in these initiatives. I look forward to hearing more about your work. Lastly, I want to thank our division chairs, of whom two are brand new. They have been hard at work over the summer bringing on the new faculty members and getting prepared for the year. This year will see our use of some revised assessment practices and a revised faculty evaluation form. Every tweak we make and cycle we go through strengthens our processes and improves our efficiency. I am grateful for our faculty members who put in the time and effort to create ongoing quality improvement.

Have a wonderful semester!



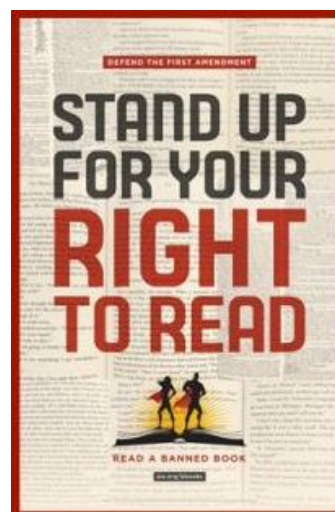
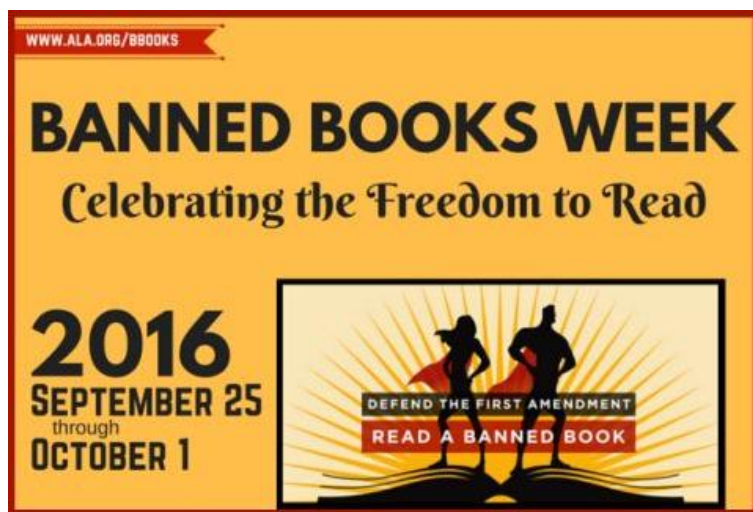
September 2016  
*Submitted by Barbara Lovato*

### **Fall Break Library Hours**

Thursday-Friday, October 13-14, 2016, 8:00 am -5:00 pm

### **Banned Books Week: Celebrating the Freedom to Read**

September 25–October 1, 2016



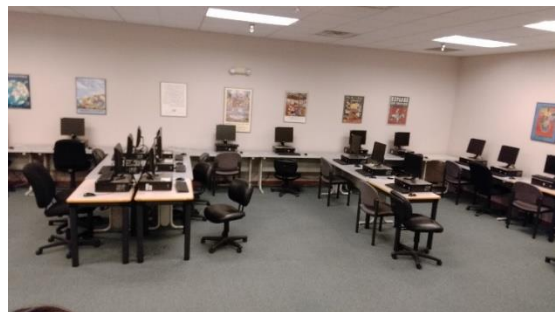
Banned Books Week is an annual event celebrating the freedom to read. It draws national attention to the harms of censorship by focusing on efforts across country to remove or restrict access to books. Check out the frequently challenged books section of the ALA website: <http://www.ala.org/bbooks/frequentlychallengedbooks> 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. Watch the library's home page for a "Question of the Day". Send us your answer via email, Facebook or Twitter. Results will be posted the following day.

## **Gamification**

LeAnn Weller, our Public Services Librarian and Katherine Kelley, our Library Information Specialist and have collaborated with English Professor, Patricia Gillikin, to develop and use games to deliver instruction. These were a board game that immerses students in researching information on careers and a searching game in which students compete to find and evaluate sources on local topics. Three classes successfully played the board game and one class played the searching game. All classes provided positive constructive feedback. Katherine and LeAnn have modified these original games for general use in other English classes. A third relay game for finding books has been developed but not yet tested in the classroom. These games have been created with specific student learning outcomes (SLO) in mind in the areas that students typically gain knowledge during library instruction with demonstration and practice. Gamifying these active learning exercises seems to more fully engage the students and the hope is that the identified SLOs will be more easily achieved. Additional assessment and exercises with gamified components are being planned for future implementation.

## **Library Classroom (LRC 143) Rearrangement**

Library staff continue to incorporate pedagogical strategies into library instruction which include collaboration and group work. With the inclusion of gaming, it became evident that the previous configuration of the library classroom (LRC 143) in rows was not ideal. The library received approval to reconfigure the existing furniture in this space to better facilitate these teaching and learning strategies and approaches. Additionally, a new grant-funded Smartboard was installed before the beginning of the Fall semester.



## **Proximity re-carding project**

In anticipation of the campus implementation of a new keyless entry system into buildings and classrooms, the library began creating and issuing new Lobo ID cards. These are called proximity cards and enable the user access to buildings and classrooms to which they are authorized, by placing the card in proximity (6 inches to 1 foot) of a card reader. The Library has created over 110 cards since the last week of August.

## Writing Center Report

By Patricia Gillikin, Writing  
Center Director

### *Invasion of the Centipedes*

It was a perfectly normal morning in the Writing Center, which is **open 9 to 6 Mondays through Thursdays and 9 to 12 on Fridays for both in person and synchronous online writing consultations.**

Writers worked on papers in the computer lab, and Michael listened to a writer talk about her plans for an English 110 paper.



But then Ector, who was working on entering contact sheets into TutorTrac at the front desk, noticed something different about the new arrival. Perhaps it was the height—the arrival nearly reached the ceiling with what he presumed was their head—or the extreme shyness, but mostly it was the multiple small legs that danced up and down the long, segmented body.

After welcoming the new arrival to the Center and a brief conversation, Ector politely excused himself and went to talk with Chynna, who was reorganizing poster boards in the Tea Room. **On Sept. 1, the Writing Center and the entire Learning Commons had held an Open House, with over 180 students participating. Activity stations had populated each center; the Writing Center's poster board stations had been focused on social media, gratitude writing, and storytelling.** (Ector noticed through the windows that a centipede was reading one of the round **robin stories posted on the bulletin board**, and thought the strange shaking and shimmering of their body must mean laughter.)

Ector also saw as he walked past the tea station that another centipede was cradling a cup of stress relief tea in their delicate arms. He made a mental note that the creature was using the last of the paper cups—they'd been close to running out for a while—and they'd need to order new ones soon. Fortunately, **Student Government, the new president Adan Etling presiding, had graciously agreed to fund this and several other requests to support the Writing Center.** In fact, it was money from Student Government in the spring that had made it possible for the Center to have a **tea station for writers, and coffee was on the way soon.**

Ector got Chynna's attention and was then suddenly at a loss for words. After a few moments, he admitted, "I'm a little confused."

"You want to know about the centipedes," she stated. "There's a perfectly simple explanation. You see," she said, making an unconcerned gesture with her hand. "It's because of the Game Design program. The game jam participants were in the middle of making a game about paintings last weekend, and the intensity of the art and writing and coding and designing they were doing had an inexplicable side effect. One of the paintings came alive, and giant mutant centipedes escaped from it into campus. Thus: we have centipedes." She gave a friendly smile to the one at the tea station, who waved their arms back in return greeting.



"OK," Ector said slowly. "But what do we do?"

"Do they have student IDs?"

"Actually, yes." He paused. "And, at least the one I talked with has some writing to work on and wants help. So I just need to sign them in."

"Right," Chynna confirmed. "I'll come over in a bit to help out."

Ector got to work signing the huge centipedes into the center. Nearby, Michael, whose writer was now drafting an introduction in the lab, was now working on a workshop. He turned to Sarah, who was reading an article from the *Writing Center Journal* to prepare for training.

"How'd they get registered for classes after registration closed?" he asked, curious.

"Oh, there was an accident with a time machine someone had left lying around and a college catalog," Sarah replied offhand, more focused on the article she was reading in preparation for **a training they were all about to do on Sept. 16 at Main Campus with writing tutors on Main Campus's Writing and Language Center. Their topic was to be the balance between directive and non-directive tutoring, and in the process they were going to be getting to know the people at the Main Campus center and get ideas from the space that they could apply to UNM-Valencia's Writing Center.**

"Ah," replied Michael, satisfied, and turned back to his work: With **workshops in the Writing Center happening 12 to 1 on various topics every Monday and Tuesday**, he had a great deal to research and organize. At present, he was working on the ones for **Monday, September 26, 12 to 1, on editing for fragments, comma splices, and run-ons, and Tuesday, September 27, 12 to 1, on organizing an essay.**



He also had more work to do on the slide show for **the new MLA: Chynna**, in collaboration with the library, had put it together in the summer, and then Ector and Rae had presented it to the English faculty in the week before classes started. Now, he wanted to add more on in-text citations so the presentation would be even more effective for both general workshops and for whole classes whose teachers brought them to the Writing Center. They'd already done an APA workshop for Teresa Goodhue's education students and an MLA one for Dani Martinez' English 110.



*Later*

"Your sense descriptions in that piece are awesome!" Rae enthused to one of her new **Creative Writing Workshop** participants, a centipede that twisted, pleased and embarrassed, at the acknowledgment. Several other Creative Writing Workshop regulars chimed in. **The workshop had been going on every Thursday 12 to 1 since the first week of the semester, with the small study room at the back of the center packed with writers.**

Suddenly Dean Laura Musselwhite appeared, Drew Sander next to her, and between them they carried a large complex machine, purple and light blue with many blinking lights. "We'd like to apologize for the confusion. This device will return the centipedes to their proper size and send them back to the world they are from."

"But she's almost figured out what her thesis statement is!" Sarah protested, and the writer she was working with moved her antennae agreeably.

"I understand. We'd love to have the increased enrollment. But, they all have classes to attend in their painting—uh, their world—and we have a limited time frame to do this."

After friendly good-byes and well-wishes, Laura Musselwhite turned the device on. First, all the centipedes shrunk to normal centipede size. "Aw, how cute," someone murmured.

"So, now I press this button?" Dean Musselwhite asked Drew.

"That's right. It should activate the dimensional door and take them all back to their home."

She did so. An orange-golden glow surrounded the centipedes, and they slowly faded out of this reality, now with new ideas and plans for how they could continue working on their writings.

\*

Michael and Chynna were worried. There had been reports that one of their new Writing Center visitors had not been caught in the orange glow and had wandered away in the direction of the cafeteria.

Sarah speculated, "Maybe they wanted to explore this world some more."

"Or maybe just get a burrito," Rae offered. "They must have been hungry after all that work on their writing."

Ector shrugged. "Well, if it was only one, that should be fine. What harm could just one centipede do?"

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## CHES Report

We would like to welcome the newest full-time faculty member to CHES, Assistant Professor of English Justin Bendell!

Justin Bendell was a Metallica shirted pre-teen when he first visited and fell in love with the Southwest. Hailing from the cloud-and-slush Chicago suburbs, he had never seen sky so blue.

Years later, after earning a degree in conservation biology from the University of Wisconsin, Justin realized not only that was he living in the wrong place, but that he had degreed in the wrong major. Not wanting to spend his life measuring the leg-length of meadow voles, he started down the long road of becoming a writer.

He (with his partner, Rose) moved to Arizona in 2003. Not long after, he wrote a collection of essays about life on the Colorado Plateau that earned him an M.A. from Northern Arizona University. In 2010, Justin reluctantly went east in pursuit of an MFA in Creative Writing, which he earned from Florida International University in 2014. He is currently finishing the rewrites on the collection of short stories that became his MFA thesis.

Justin has taught writing for the past eight years, first as a volunteer, then as a graduate student, adjunct, and finally as a full-time faculty member at UNM-Valencia. His main academic interests include creative writing and composition pedagogy, short fiction techniques, and environmental studies. His stories range from gritty crime to more literary stuff, and most of them are set in the southwest. When not teaching, thinking about teaching, or writing, Justin makes rock 'n roll. He resides in Albuquerque with his partner, Rose, and their trouble-making rabbit, Lucy.

In July, Julia So presented a workshop on pedagogy at the 23rd International Conference on Learning in Vancouver, Canada. The workshop's title is, "Utilizing Formative Assessment While Promoting Active Learning."

Last week, Julia So delivered a workshop on inclusivity and intersectionality at the Jefferson Community and Technical College in Louisville, KY. The workshop's title is, "Fostering a (more) Inclusive Learning Environment"



As part of the Title V, Next Generation Grant, Heather Wood is teaching the new course EDUC 293, "Online Curriculum Design and Instruction," which provides training to faculty in online teaching. This course is now available to all of those faculty who are interested in being trained to teach online. Special topics in this course include: Online Course Design, Curriculum Design, Adapting Traditional Materials to the Online Environment, Utilizing Assessment and Rubrics, Using the Quality Matters Rubric to Assess Your Course, and Engaging and Retaining Online Learners. This course can be paid for through tuition remission for full-time faculty and for adjuncts is paid for through Professional Development funds. Please register for the Spring course if you are interested in teaching online.



Patricia Gillikin attended the week-long International Writing Center Association (IWCA) Institute in June in Bryan, Texas, where she learned from many other writing center administrators and sang Billy Joel's "The Longest Time" at a cowboy karaoke bar. In July, Patricia began taking weekly improv classes at The Box in Albuquerque; she's completed the Basic I class and a 1 day Improv Bootcamp, and she's just getting started. In August, Patricia earned a three year Mental Health First Aid certification via a one day workshop. Then, on September 9th Patricia and writing consultant Raeanna Silva presented on "Active Strategies for Engaging Difficult Texts" at the New Mexico Adult Education Association (NMAEA) conference. Patricia also helped out with the New Mexico Game Jam (Albuquerque site). Details on all the above are elsewhere in the newsletter.



Caption: Patricia Gillikin at the Cowboy Club in Bryan, Texas, doing karaoke for the first time ever. Photo by Trixie Long Smith

## CHES continued.....

In addition to the above, Patricia has been invited to serve on the CCCC Writing Program Certificate of Excellence Selection Committee for 2016-2017. "CCCC" stands for Conference on College Composition and Communication. She and other committee members will be reviewing submissions for this award in order to make a decision by November. More information on the award can be found here: <http://www.ncte.org/cccc/awards/writingprogramcert>.

This past summer, Patricia worked with LeAnn Weller and Katherine Kelley to help develop two library research games—a board game connected to her Career Paper and a game designed to promote familiarity with a number of search engines beyond google and teach students how to evaluate sources they find. These games were tested on Patricia's summer classes and continue to be effective in her 113 class this fall. Patricia taught two summer sessions of Reading and Writing for Adult Education and in the process learned and used Google Classroom. She also recently got word that the anthology *Outside In Boldly Goes*, which contains an article by Patricia on the original series Star Trek episode "The Empath," will be printed by the end of October. She is happy to have gotten to include fanfiction, analysis of gender, and the genre of hurt/comfort in the article.





## MES Division

*We're a MES!*

On May 20 and 21, UNM-Valencia hosted the annual conference for the New Mexico Mathematical Association of Two-Year Colleges. See the full article elsewhere by Annette Hatch, the conference chair.



On **September 21** we will again be conducting our **BioBlitz!** More information should be appearing in your boxes (electronic or otherwise).

**Mole Day**, which we will celebrate on **Wednesday, October 19**, has been redesigned for this Fall to include hands-on chemistry projects. Each student can take home with them cyanotype prints, acid etched sea shells, bath tub fizzies, and oxidized niobium jewelry. General Chemistry II lab students will lead the activities, which will be located between the Arts and Sciences and the Business & Technology buildings from 11:00 AM – 1:00 PM.

This past summer (just in time for Fall classes) our Physics/Engineering lab received a renovation. I think the Physics and Engineering people were jealous of the Chemistry lab

**Renovated Chemistry Lab – completed January 2016**



**Newly renovated Physics/Engineering Lab – completed August 2016**



Does the Aurora Borealis interest you? We think about the Northern Lights as amazing colors and patterns in the sky way up north. Now, check out this way cool blog by our current Astronomy Professor, Justin Oldham: <http://blog.aurorasaurus.org/?p=385>

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

Alexa Wheeler, BTFA Chair

I am honored to represent the Business, Technology and Fine Arts Division of UNM-Valencia Campus in my new position as Chair. I have begun to settle into the job and have most appreciated all of the help and support of my fellow Chairs, Dean Musselwhite, my professor colleagues, staff members from all over our campus and Susan Jackson, our BTFA Department Manager. Thank you!

We currently have a slew of new faculty working in our division. The new Fine Arts Coordinator and Fine Art full-time faculty member as Visiting Lecturer is Ben Johnsen. The new IT Coordinator and full-time IT faculty member as Research Lecturer I is James Hart. Both worked at UNM-Valencia Campus as part-time faculty last academic year. The new HIT (Health Information Technology) Coordinator and HIT full-time faculty member as Research Lecturer I is Roseanna McGuinn. We are so happy to have them as faculty and coordinators! Other new full-time faculty include Stephen Takach, Lecturer II in Management and Accounting and Jonathan Morrison, Lecturer I in Game Design and Simulation. New adjunct faculty include Julia Lambert who teaches painting and Paige Taylor who teaches photography. Faculty that have continued in either full or part-time roles include Annette Hatch, Cheryl Bernier, Cindy Chavez, Alex Sanchez, Joe Chavez, John Abrams, Justin Romine, Raul Ortega, Sarah Garde, Steve Castillo, Suzanne Shelton, Val Garoza and Michale Brown. I sure hope I didn't forget anybody! BTFA appreciates all that you contribute to our campus and provide for our students.

A focus of established, new and upcoming BTFA programs is Career Technology Education. Because these CTE programs are a goal, we have some great programs that I'd like to tell you about in the hopes that you will learn more about what we are doing and can then take the opportunities to spread the word to your students, colleagues, friends, family and the community at large.

According to the Association for Career and Technical Education (ACTE):

- 4 out of 5 secondary CTE graduates who pursued postsecondary education after high school had earned a credential or were still enrolled two years later.
- According to research in Texas, Colorado and Virginia, graduates with technical or applied science associate degrees out-earn bachelor's degree holders by \$2,000 to \$11,000.
- 27 percent of people with less than an associate degree, including licenses and certificates, earn more than the average bachelor's degree recipient.
- The skilled trades are the hardest jobs to fill in the United States, with recent data citing 1,019,000 jobs open in the trade, transportation and utilities sector and 315,000 jobs open in manufacturing.

- Health care occupations, many of which require an associate degree or less, make up 12 of the 20 fastest growing occupations.
- STEM occupations such as environmental engineering technicians require an associate degree and will experience faster than average job growth.
- Middle-skill jobs, jobs that require education and training beyond high school but less than a bachelor's degree, are a significant part of the economy. Of the 55 million job openings created by 2020, 30 percent will require some college or a two-year associate degree.

You can read more at <http://www.acteonline.org>

Some established programs in CTE that we offer are Digital Media Arts (DMA), Game Design & Simulation (GAME), Computer Aided Drafting (CAD), Business Administration (BA), and Office and Business Technology (OBT). Some relatively new programs are the FILM Technology and Automotive Technology certificates. FILM Technology graduates will be prepared for entry-level crew positions in the areas of film and television production, a very relevant industry in New Mexico! The certificate in Automotive Technology will prepare students to sit for the national ASE certification exam, thereby qualifying them for careers as Transportation Engineers, Automotive Engineers, Automotive Engineer Technicians, Electro-Mechanical Technicians, and Auto Master/Service technician Mechanics. The UNM-Valencia AUTO TECH program partners with the Los Lunas School District to offer classes at Valencia High School. The Auto Tech and Film programs are relevant and growing, and we have spaces for new students!

Some new programs in CTE are Health Information Technology (HIT) and 3D Printing. The 3D Printing Mini-Certificate is a one-semester certificate designed for students who want to gain knowledge about 3D printing and hands-on experience using 3D printers. The 3D printing technology is currently used in architecture, industrial design, automotive industry, aerospace, military, engineering, dental and medical industries, biotech, fashion, footwear, jewelry, eyewear, education and many other fields. This is a great program for students who are interested in those fields. It is also a wonderful opportunity for new students to engage in courses at our campus and earn a quick certificate, which could lead to the pursuit of higher degrees. The very new Health Information Technology program is designed to prepare students to maintain patient records and data in health care settings, which includes acute care, long term, ambulatory care, insurance and federal agencies. The program targets Seven Main Career Fields: billing and coding, revenue cycle management, informatics and data analysis, education and communication, compliance and risk management, information technology and infrastructure, and operations medical records administration. This program is currently well funded by the Perkins and Sunpath grants, and we are actively looking to enroll many more students!

Please help spread the word about these programs. It is most appreciated!

## The Fine Arts Gallery Report

Ben Johnsen, Fine Arts  
Coordinator

We have a great list of upcoming shows to be had in the Profession Gallery in the Fine Arts Program. The current show is:

*Dark skies*, a new show of paintings by Beau Carey, is open at the UNM-Valencia Art Gallery. The exhibit runs from September 2 through September 30. There will be a reception on September 22 from 5-7 with an artist talk at 6 in lecture hall A-101.



The works in *Dark Skies* are drawn from the past few years of my residencies and travels. Through a combination of on-site field studies and larger studio pieces, I make work that reflects the individual characteristics of specific places while retaining a larger critical awareness of the landscape genre. Through the making of these paintings questions arise that often span individual bodies of work. *Dark Skies* is a chance to examine how I have explored some of those questions over the past few years as I've traveled from the high Arctic, Alaska and Upper Peninsula Michigan. Specifically these paintings make note of how each destination I have worked with, for at least part of the year, is dominated by night. In a world of ever increasing light pollution, this pervading and progressively rare darkness influences how each space is perceived. And through that perception I examine how modern landscapes came to be spatially constructed through the practice of painting nocturnes. This practice, while fully absorbed into the cliché of modern landscape painting, is not innocuous. It is rooted in a history of globalism and environmental dominance. Through my work I explore this spatial language, at times allowing individual works to teeter into abstraction; other times repeating forms, often mountain ranges, from painting to painting. The works in *Dark Skies* look specifically at how we will navigate and view a rapidly changing physical world.

Upcoming shows include:

Faculty & Staff Exhibition: Oct. 10-Nov. 11, Reception Nov. 10

Travis Black: Nov. 18-Dec. 16, Reception Dec. 1



# Gamification Guild

By LeAnn Weller



The members of the Valencia Campus Gamification Guild had a busy summer. In August the group participated Skype group discussion with Michael Brown after viewing his PowerPoint presentation on the basics of gamification and the classroom. Several members of the group attended conferences with presentations and brought interesting tidbits like the “breakout boxes” demonstrated after the Faculty Assembly to the group’s attention. Other members brainstormed to create a “Research Board Game” and played it in several classrooms. The mathematics faculty are exploring the use of the new Smartboards and gamification. If you are interested in gamification, education and the classroom and want to explore this topic with others, consider joining our Gamification Guild. LeAnn Weller will be sending a doodle poll out during the week of Sept. 25 to set up a meeting time. Send her your e-mail and you’ll be add to the list (lweller1@unm.edu).





## NMMATYC 2016

By Annette Hatch

UNM Valencia was host to the 2016 New Mexico Mathematics Association of Two Year Colleges Conference just after the Spring 2016 semester ended. Seventy-six instructors from New Mexico and beyond came together at the conference to network and to share teaching techniques and strategies. Keynote Speaker Dr. Jonathan Wolfe of The Fractal Foundation gave an inspiring and witty dinner talk entitled Fractals: Inspiring Interest in Science, Math and Art. (For more fractals, Dr. Wolfe hosts First Friday Fractals in Albuquerque at the Natural History Museum.

<http://fractalfoundation.org/fractal-shows/first-friday-fractals/>)



Many full-time UNM Valencia math faculty attended, gave presentations and/or were involved in the running of the NMMATYC conference including Elaine Clark (2016 Treasurer), Sarah Garde (2017 Treasurer), Alfonso Heras Llanos, Khaled

Kassem, and Eva Rivera Lebron (NMMATYC President). Special thanks also goes to the non-math faculty who gave presentations and helped out including Julia So, Tracy Terry, and Miriam Chavez. The support of UNM Valencia staff and students was phenomenal and greatly appreciated.

**RETURN BY SEPTEMBER 29<sup>th</sup>**

## 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 Joshua Owen (Chair) by e-mail: [jowen2@unm.edu](mailto:jowen2@unm.edu) or submit to Student Services, by 5 p.m. Thursday, September 29. 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 Patricia Gillikin [gillikin@unm.edu](mailto:gillikin@unm.edu) THANK YOU!

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

THE STUDENT'S NAME (please print clearly):

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**THE NOMINATING FACULTY NAME(S) AND CONTACT INFORMATION:**

\_\_\_\_\_

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

Time/days: Building/Room:

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

**REPORTS  
FROM**



**THE  
ROAD**

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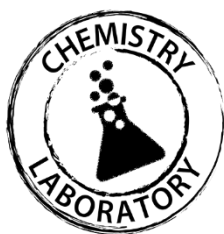
**2016 Biennial Conference on Chemical Education  
University of Northern Colorado  
Greeley, CO**



By Tracy J. Terry

I presented two papers and served as a workshop co-facilitator at the 2016 Biennial Conference on Chemical Education (BCCE) at the University of Northern Colorado this summer. The first presentation, titled “STEM outreach events to the campus community: An interdisciplinary collaboration between faculty and students”, focused on events that we have developed on our campus including the BioBlitz, Mole Day, Pi Day, and Earth Day. The other presentation, titled “Case studies from current events”, focused on the case studies I have developed for use in General Chemistry on topics such as the Flint water crisis (a powerful example of the three major types of chemical reactions) and the jet fuel spill at Kirtland Air Force Base (a local example of the significance of intermolecular forces). Several chemistry professors from the Michigan area contacted me after the event to obtain the materials I developed for the Flint water crisis case study. I was also invited to co-facilitate the “cCWCS Workshop on Art as Context for General Chemistry” by the organizers of the five-day workshop I attended over the summer. This BCCE workshop was an intense four-hour hands-on overview of the possibilities for art in the general chemistry curriculum.





## Art as Context for General Chemistry

Whitman College  
Walla Walla, Washington

By Tracy J. Terry

I attended my second NSF funded cCWCS (Chemistry Collaborations, Workshops, and Communities of Scholars) workshop over the summer. During the five-day workshop, instructors Washington and Lee University as well as the host institution, Whitman College, shared their insight and experience in the integration of art into General Chemistry courses, topics chemistry courses, and undergraduate research. Workshop attendees spent their days in lab trying experiments, dinners were spent learning from presentations on art conservation, and evenings were spent in the dorm common areas discussing the implementation of art topics and new lab techniques into the curriculum. Several of the General Chemistry labs at UNM-Valencia have been modified for this semester.

Already this semester, our General Chemistry lab students have analyzed white pigments in order to determine the provenance and potential vices in a painting, they have measured colligative properties of waxes and communicated their work to



candle-makers in order to help them modify melting temperatures for differently shaped candles, and studied the kinetics of food color bleaching in order to advise bakers whose aprons are stained with different color frosting. Each of these modified labs have addressed standard General Chemistry student learning objectives while also increasing student communication of information to a specialized audience and contextualizing the chemistry in a real-world application.

Figure 1: Images from the chemistry in art projects.

Mole Day, this October 19<sup>th</sup>, will also include several of the artistic applications of chemical concepts learned at the cCWCS workshop. Students will be able to create cyanotype prints, bathtub fizzies, oxidized niobium jewelry, and acid-etched seashells. Each of these activities will be led by General Chemistry students who will explain the chemistry behind the art.



Figure 2: Tracy reliving the student lab experience along with chemistry professors from around the country. Lab partners pictures clockwise from the top left: Gregory Moehring from Monmouth University in New Jersey, Rosalynn Quinones from Marshall University in West Virginia, Ruchi Shuckla from Marquette University in Wisconsin, and Sarah Pierce from Cumberland College in Tennessee.



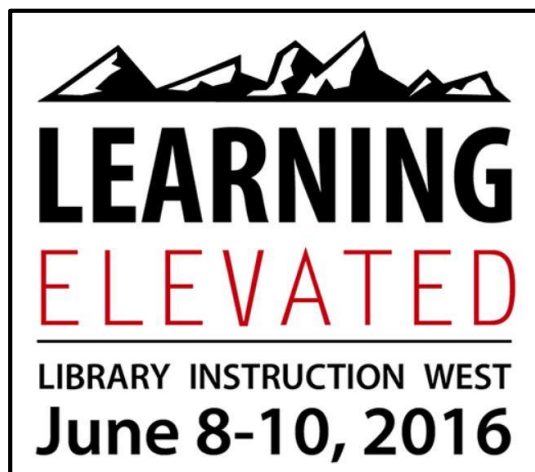
Figure 3: Prussian blue was synthesized via an oxidation/reduction reaction in lab. The 'waste' was then disposed of by creating a painting for the 'students' to take home. This process is also a great way to spend a summer afternoon with kids. Martin and Elena are shown making holiday cards using the process introduced at the workshop.



## Mental Health First Aid Training

By Patricia Gillikin

In August I participated in a one day workshop on Mental Health First Aid conducted by Diana Good. We reviewed basic information about depression, anxiety, and other mental health issues. We learned and practiced ways of interacting with people facing these issues, including good ways of responding to someone who is talking about suicide and strategies for empathetic listening, focusing on strengths, and offering support.



## Library Instruction West June 8-10, 2016, Salt Lake City, Utah

By LeAnn Weller

This is the second time I have been to Library Instruction West and in both cases found the experience valuable. Presentation topics varied from assessment and annotated bibliography instruction to learning theory and pedagogy. The hot software used for creating animation for online learning and tutorials was Articulate's Storyline (I lust after this software). The hot topic was developing

practical applications for theories in the Association for College and Research Libraries' Framework for Information Literacy (<http://www.ala.org/acrl/standards/ilframework>) (I'm trying to do this). Several presentations were the result of interesting collaborations between librarians and instructional designers. As usual the conversations during breakfast, coffee breaks and at the other meals provided opportunities for valuable networking with other individuals experimenting with web applications and gamifications. The next meeting will be in 2018 in Grand Junction, Colorado and I hope to attend it.

## New Mexico Game Jam, Sept. 9 to 11

By Patricia Gillikin



I arrived at the New Mexico Game Jam the same day I participated in NMAEA, and I wasn't sure that I'd have the energy to join a team making a game. I ended up, instead, helping out some with a Scratch Jam held for young children; I joined Shandiin Woodward and Ryan Leonski in helping the kids brainstorm ideas for games, and I came by as they worked on the games in the next few days. I had hopes that they'd teach me Scratch, but they were far too busy having fun making their games.

I also served as moral support for a team that made a sound-based game; it was fun seeing the creative process as they settled on a theme, and seeing some of the story writing and art for the game in process.

At the final ceremonies, I enjoyed all the presentations, including the one from our campus—the Albuquerque game jam site, using google hangouts, got to see the game made by folks at UNM-Valencia and hear Jon Morrison's voice as he explained the game.



## IWCA Institute, June 5-10

By Patricia Gillikin

After a semester of directing the UNM-Valencia Writing Center, in June I finally got to enter the international community of writing center administrators. Every year the International Writing Centers Association holds an Institute for writing center administrators, and this year it was held in Bryan, Texas.

That week, I focused on collecting ideas for tutor professional development. I learned a great deal—Rachel Johnson from Mississippi shared the wiki she uses for training, and Valerie Balester and Candace Hastings offered mentoring. All week long we worked, learned, and ate together. Before we left, Rachel organized an expedition to karaoke at the Cowboy Club, and several of us are gathering again at the IWCA Conference in October. I haven't finished learning from this group of people and from the Writing Center community as a whole.

Below. This was the old theatre right next door to our hotel in downtown Bryan, and this was the sight that met me as I arrived.



Above. We did a group shot on the last day.



Left. IWCA Institute: Some of the marvelous writing center people at the Institute. On the far left: Jo Lynn Sallee, who helped me out over e-mail last November. Next to her: Rachel Johnson, who gave me much useful training material. On the far right: Shareen Grogan, lovely person and President of IWCA.

## Improv Classes at The Box: Basic I and Improv Bootcamp

By Patricia Gillikin

At the IWCA Institute one of my main goals was to find ways to liven up professional development for our Writing Center Consultants, and I knew I wanted to explore role-play and improv for this purpose. In July, I found the classes offered at The Box Performance Space in Albuquerque, and I signed up immediately for Basic I, taught by troupe member Patrick Gozur.

Taking improv classes has been amazing, the best kind of professional development for me because it accomplishes so many things beyond my initial goal. Immersing myself in improv has encouraged me to invite consultants to role-play setting boundaries and greeting writers at the front desk, and I've been delighted to see the consultants do so well with these activities. I've also adapted the improv game "Freeze" into a component of practice sessions with writers, which also works well—consultants were eager to clap and "freeze" a conversation and then take over the role of consultant to ask their own questions of the writer.

Improv is also useful because the principles behind it are not so far from writing, teaching, and writing center work. The core of improv is to "yes, and" the work of one's partner—agree with the world/story they are creating and then add to it. Two people doing this with each other is the core of improv. In the process, the goal is to make the partner look brilliant and for each partner to support the other.



These are the performers at The Box Performance Space. My teachers so far have been Patrick Gozur, who is sitting, and Melissa Heiman, who is standing on the far right of the picture with her arms crossed.





The Box is on the corner of Gold and 2nd in Albuquerque.

This kind of collaboration is what teachers do with students and what writers and writing consultants do in the writing center. Additionally, the whole structure of improv practice—a “prompt,” usually from the audience, and then immediate creation of characters and relationships and stories and world—is incredibly parallel to what English teachers ask of our students with free writing.

Teaching, I’ve heard, is all about making decisions all the time—often quick ones. Improv is great training for this. I’m not too concerned anymore about making mistakes in front of audiences, but in improv I do worry about my mind going blank when it is my turn to continue or start a scene. However, while I still mess up, I’m getting more comfortable and better at this, and it’s an exercise of the mind and body that is helping me with classroom instruction as well.

I believe all teachers should experience being a student regularly. I love being taught by the folks at the Box. They use active learning strategies—with this work, they have to, there’s no other way to learn it—and I love how I can feel how these activities are helping me learn. It’s inspiring me to try new things in my own teaching.

Finally, it’s therapeutic and fun to take these classes. I have left class feeling wonderful after having gotten to spend hours getting up on stage and playing pretend with other people, as Melissa Heiman put it in her Improv Bootcamp class. I am looking forward to more classes and I’m confident they will help me internalize good improv practices as well as new ways to integrate this learning into my teaching and Writing Center training.

## NMAEA, Sept. 9

By Patricia Gillikin

I attended the New Mexico Adult Education Associate conference on Sept. 9 with Rae Silva, one of our Writing Center Consultants. We presented on “Active Strategies for Engaging Difficult Texts”; Rae explained Sheridan Blau’s concept of performative literacy as we both provided examples, and then we led the participants in a jigsaw activity with a text. Everyone seemed to have a marvelous time discussing with each other and with the whole group.



Patricia Gillikin and Raeanna Silva

We then attended a session on advising and coaching strategies, and we were happy to see that many of the techniques coaches use are applicable to writing consultants in the Writing Center.

In the afternoon, I attended a session on how teachers can use cell phones in the classroom offered by someone from DELT, the Adult Education folks in the state who focus on using technology in learning.



Raeanna Silva, UNM-Valencia Writing Consultant, talks to session participants about the ideas behind Performative Literacy.



**Faculty Assembly Meeting Agenda**  
**Wednesday September 21, 2016 (1:30 – 3:00 PM)**  
**LRC 101**

1. Call to order (1 minute)
2. Acceptance of Agenda (1 minute)
3. Approval of Minutes (1 minute)
4. Executive Director Report (10 minutes)
5. Dean of Instruction Report (10 minutes)
6. Treasurer's Report (1 minute)
7. Election of Members of the Executive Team (3 minutes)
8. Faculty Assembly Standing Committee Reports
  - a. Adjunct Faculty—Sandra Alden (5 minutes)
  - b. Communications—(3 minutes)
  - c. Conflict Resolution—(3 minutes)
  - d. Curriculum—Annette Hatch (3 minutes)
  - e. Faculty Handbook—Julia So (5 minutes)
  - f. Faculty Professional Development—Heather Wood (3 minutes)
  - g. Faculty Program Development—(3 minutes)
  - h. Online Teaching—(3 minutes)
  - i. Faculty Senate Representative—Heather Wood (3 minutes)
9. Other Committee Reports
  - a. Section F Committee—Elaine Clark (10 minutes)
  - b. Teaching & Learning Assessment—Tracy Terry (3 minutes)
10. President's Report (3)
11. New Business / Announcements
12. Adjournment (Total Minutes=74 minutes)

**Faculty Assembly Draft Minutes  
Wednesday, April 20, 2016**

Heather Wood  
Tracy Terry  
Alexa Wheeler  
Michael Brown  
Audie Sillana  
Marji Campbell  
Julia So  
LeAnn Weller  
Cindy Chavez  
Miriam Chavez

Julie DePree  
Sarah Garde  
Ben Flicker  
Rosa Auletta  
Tim Nuoley  
Danizette Martinez  
Alice Lawson  
Melanie Sanchez-  
Dinwiddie  
Annette Hatch

Alfonso Heras  
Claudia Baretto  
Joe Barbour  
Patricia Gillikin  
Elaine Clark  
Sandra Alden  
John Abrams  
Laura Musselwhite  
Alice Letteney  
Eva Rivera

**1. Call to order – 1:35 pm**

**2. Approval of agenda**

Miriam – I motion to move up election of new FEC officers.

Motion accepted with the amendment that Heather should to serve as President through the end of the meeting.

**3. Approval of minutes from March 2015**

Minutes approved by consensus.

**4. Chief Executive Officer Report—Alice Letteney**

I was asked to survey the branch campus: Would the branch college campuses prefer to be part of a community college system?

For example: I used to teach as part of a branch campus system. There was a centralized administration to cover all branch campuses. Paperwork was very slow to get processed. There would be a single board. I don't how they would deal with local levies and differential tuition.

The groundwork to develop this would take years.

Heather – I think there are a lot of drawbacks in that they would have more control over every part of our employment.

Marji – I have been employed by more than one UNM branch and I think it would be difficult for a centralized system to meet the needs of each campus.

Rosa – I think Heather has a good point.

Miriam – I like being the step-child.

General - There is more prestige that comes from being affiliated with UNM than being an independent community college.

LeeAnn – I think we would lose a lot of transferability to UNM.

Sandra – I have taught at UNM main and CNM and there are many differences in how the institutions are run. If this was an empty group of buildings, it would be much easier to fill it with a community college, but we are currently UNM-Valencia and it will be difficult to transition over to becoming a community college.

John – It would be a massive technological endeavor to separate UNM-Valencia into an independent technological entity.

Alice – Thank you for the information. I'll pass this on. Also, thank you for all the hard work you do. Keep on keeping on and let's finish up this semester.

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

Debra is having carpal tunnel surgery. She will return on Monday.

All graduation ceremonies are at 7 pm.

Wednesday May 11th, ABE

Thursday May 12th, nurses pinning

Friday May 13th, graduation – we will meet at 6 pm to put on robes and process to the SCC at 6:45 as usual.

We are completing several more faculty hires. English should finish up soon, but some of the other hires will complete over the summer.

Next Friday, the 29th, at 9 am we will have a faculty meeting.

#### **6. Treasurer Report—Eva Rivera**

We have \$328 remaining in the Faculty Assembly budget. We have about \$30 in the meeting budget.

#### **7. FEC Elections – Heather Wood**



President: Alexa Wheeler has been nominated for President. Are there any other nominations for president?

Joe – I move we close nominations

Eva – I second.

As there are no other nominees, Alexa is confirmed by acclamation.

Vice-President: Tracy Terry has been nominated for Vice-President. Are there any other nominations?

As there are no other nominees, Tracy is confirmed by acclamation.

Secretary – Are there any nominations for Secretary?

Elaine – I nominate Julia So.

Eva – I second that nomination

As there is only one nominee, Julia is confirmed by acclamation.

MES Representative – Are there any nominations for MES Representative?

Eva is confirmed by acclamation.

Nursing Representative – Are there any nominations for Nursing Representative?

Dani – I nominate Audie Sillana.

As there are no other nominees, Audie is confirmed by acclamation.

Adjunct Representative – Are there any nominees for Adjunct Representative?

Sandra is confirmed by acclamation.

## **8. Lecturer promotion guidelines – Laura Musselwhite**

These guidelines were sent out over email last week and have been presented several times at faculty assembly.

Joe – I motion to accept the changes

Eva – I second.

Is there any further discussion? [none]

The lecture and promotion guidelines are accepted.

## **9. Section F Main Campus Task Force —Elaine Clark**

The task force is meeting in June in the Taos campus to change the wording for the Professional Development section for tenure and promotion. We are also going to streamline all the guidelines so that each branch campus is submitting similar dossiers to main campus.

We may want to call a special session of the faculty assembly in order to thoroughly discuss the Section F wording.

## **10. Committee Reports**

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

Applying QM workshop - a workshop for people who are already teaching online – offered in May and July

Improving your online course – a workshop in June

Full-time instructors will receive a stipend immediately upon completion of the course. Adjuncts will receive the stipend if they are on contract to teach in the fall.

EDUC293 – a class offered in the Fall – for people who are new or new-ish to teaching online

Would adult education teachers benefit from this course since we use Google Classroom instead of BBLearn?

Elaine – The main issues is preventing FERPA violations. We have to make sure we are secure. That is why we use BBLearn. We are trying to confirm methods of using Google Classroom that comply with FERPA.

We are going to also invite our Dual Credit high school instructors to participate in the course. Since we have many people who have partial training, we are looking to turn the course into smaller modules.

We are also looking to train the students during orientation so they are prepared to take online courses.

Julia – My biggest problem with students in hybrid courses is that they do not even read my emails.

Elaine – Hank recommends that if students in an online or hybrid course have not logged in to class by the third day, drop them. They will pay attention then. If they aren't able to use a computer effectively, they will not succeed in an online class. Drop them on day three.

Joe – I am concerned for student retention if the students are getting dropped so quickly from a course with so little communication.

[General – They weren't going to complete the course if they did not log in by day 3, so they are being dropped before the deadline.

John – Do instructors communicate what technical requirements exist for taking an online course? [yes]

Elaine – We promised we would have an Online Best Practices Guidelines Appendix for instructors. We sent out the appendix over email.

Claudia - If you have any further questions, please email Elaine.

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

The best case scenario for this year is that we may have about 55% participation in assessment. More faculty need to be involved in the process.

LeeAnn – I have been involved in assessment for four years and every instructor says how much they learn about their courses from the process and how they have improved their courses.

**c. Communications—Alexa Wheeler**

The UNN-V web site is currently in transition. The faculty web site is not currently there, but it will return.

**d. Handbook—Julia So**

Thank you committee for all your work this semester. I have nothing new to report.

**e. Program Development—Eva Rivera**

I have nothing new to report.

**f. Conflict Resolution—Julia So**

There is a conflict in the dates reported in the constitution for when the Conflict Resolution Committee was established. I would like to add a footnote to the constitution to say that the Conflict Resolution Committee was established in 1998. The information was presented at the last faculty assembly and sent out last week over email.

Joe – I motion that we include the footnote regarding this particular committee.  
Patricia – I second.

The motion passes.

**g. Curriculum—Cindy Chavez**

We are meeting today with Annette Hatch and Alexa Wheeler.

**h. Cultural Enrichment—Laura Musselwhite**

Last week was the film festival. Thank you Alexa and Bill Nevins!

We are finishing up the semester with the New Horizons Band of Rio Ranch next week and tomorrow is Earth Day.

**i. Professional Development—Heather Wood**

We have \$1200 that have become available. Please apply for these funds.

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

Faculty confronted Regent Doughty about taking funds from HSC without communicating with the faculty senate. The funds taken from HSC were going towards a hospital, but the Regent assured them that the funds for the hospital will not be affected.

The faculty are petitioning the Regents to not make other major decisions without discussing with the faculty.

**k. Student of the Month— Sarah Garde**

Raquel Senna was nominated by Alexa. She does outreach to middle school girls, interns with Rio Communities to help them build their web page, and is a work study on our campus.

We have one more student of the month for this academic year. Please nominate your students.

#### **I. Adjunct Faculty – Ben Flicker**

We are presenting the information from our adjunct faculty survey this semester. We got 26 responses out of 90 total adjunct instructors. Heather will email the entire results to faculty today.

Those who responded were satisfied overall with their employment here, most felt at least somewhat supported, and are confident in their abilities. The main request is for higher salaries (75%). They would also like more trainings/workshops (40%), especially for BBLearn (31%), and are willing to attend them.

I know there are regular opportunities for this training, so we need to make sure these opportunities are being communicated to the adjunct faculty.

There is also a desire for greater communication and collegiality on campus...among the adjunct faculty, between adjuncts and other members of their departments, and interdepartmental.

We plan to organize social gatherings in Fall 2016. We will develop an adjunct wiki on the web site to facilitate communication. And we will better communicate training opportunities.

#### **11. Teaching and Learning Center Report— Michael Brown**

We are installing digital signage all over campus that can be tailored to each building. We are putting in HD projectors in all classrooms and modifying SCC so that all three rooms will have projectors and screens which can be coordinated to show the same material.

#### **12. President's Report**

Thank you all for a productive academic year. It has been an honor to serve as FEC President and I have complete confidence that Alexa will serve well in this position next year.

#### **13. Announcements/New Business**



NMMATYC 2016 is an annual state-wide conference for math instructors. It will be held on our campus May 20-21st. Please register and attend. We would also like to encourage you to present at the conference even if you are not a math instructor.

We need instructors to join the Family Feud instructor team in the courtyard tomorrow at noon.

The Title V grant that is ending this year has an external evaluator who is distributing a survey. The survey is coming from Alpha Associates. Please respond to the survey. We need this information in order to transition from this grant to the new grant to better address your concerns.

For the Next Generation Grant, Sarah Garde has been working on the Smartboard technology. We are hiring three students as technology consultants. They are going through extensive training this summer so they can help you put your activities on the board. Please don't avoid the technology because you do not have the time to learn it. The students will be able to help you implement the technology.

Next Thursday and Friday the writing center is having workshops with pizza and salads to help the students complete their end of semester writing assignments.

#### **14. Adjournment**

Michael Brown – I motion we adjourn.

Joe – I second.

Meeting is adjourned – 2:59 pm.