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VALENCIA

FACULTY NEWSLETTER | MARCH 2021



To my Faculty Colleagues

We have started breaking ground at our Workforce Training Center location in Los Lunas. We will plan a groundbreaking ceremony when we can do that in person, to honor the many faculty, staff, students and community leaders who made this project possible. This is the culmination of many years of work to achieve several levels of university and state approvals, securing funding, and working with the Huning family to find an appropriate site which they have graciously donated.

The legislative session will be ending March 20, and at this writing, despite the drop in student enrollment during the pandemic, we anticipate that our state funding will remain relatively stable. The 1.5% increase for all state employees including teachers and higher education employees remains in the House Budget.

As you know, the Provost is assuming that by this fall, we will be able to resume more normal operations, but with significant safety protocols. As the state ramps up its vaccinations, I certainly hope that we will be able to achieve that goal.

I am very excited about two of our major efforts that will bring more support services to our students. Xueli Wang in her book, *On My Own*, quotes a student on his experience of transfer: "There's only a few routes you can really use to figure out the information you need for transferring. Unless you dig for it, you're not really going to run into it very easily, so I do think that that's something that the college itself could work on, is helping kids discover that information to help them transfer, I guess. It is a little ... you do have to search for it yourself" (p.3).

While I am exceedingly proud of the work our faculty and advisors do to assist students, I believe that our Title V Pathways Project will help them even more. And having had significant success with our past TRiO projects, I am equally pleased with the intensive support that TRiO will provide our students.

So, I hope that you are keeping well and looking forward, as I am, to the light at the end of this long and difficult tunnel that has been COVID. Having your 16-month grandniece blow kisses to you on Zoom is not the same as being able to see her in person. And I'm sure that my experience is replicated throughout our community. Please stay safe.

-Alice

We are getting closer to the start of Spring now!

Despite the fact that it was 9 degrees or lower a week ago as I write this, I have small bulb shoots coming up in the yard. Nature, it seems, is indefatigable. I think we all have been persisting tirelessly over the past year.

Another thing that has started to rise from the ground is the Workforce Training Center. They broke ground during the third week of February, the construction trailer is now on site, and they are removing dirt so that the concrete base can be poured. I will share pictures of the construction as it moves along. We are hoping to finish the building in December.

By the time of the Faculty Assembly meeting, the schedules for summer and fall should be almost complete. For summer, we are still mainly online. But for fall, we are trying to achieve a balance of in-person and online courses as we make our way back to some semblance of normal. Be assured that for all of our courses with an in-person component, we will continue all of our safe practices, such as more distancing in the classroom and enhanced cleaning protocols. I am not sure if mask wearing will still be mandated, but you should be prepared for that. Vaccinations for our sector (frontline essential workers in Phase IB - <https://cv.nmhealth.org/covid-vaccine/>) should be starting any moment, which will bring additional comfort levels to everyone. I appreciate your help, dedication, and passion!

-Laura



Hi everybody. It's March. Next month it will be April. Here's some news.

New Faculty: I would like to introduce Nader G. Gergis, who has joined us as part-time professor of Fine Arts. Born in Fayoum, Egypt in 1974, Prof. Gergis holds a BA, MA and PhD in Art Education from Helwan University, where he taught in the Department of Drawing and Painting from 1998-2013 before immigrating to the US in 2013. Since 2014, he's been an adjunct faculty member at the Department of the Arts in San Bernardino Valley College where he's taught courses in drawing, painting, illustration, foundations of design, analogue and digital practices in three-dimensional design, art appreciation and art history. In addition to his academic career, Prof. Gergis has been a freelance illustrator for several national and international publishing houses including Cambridge and Longman publications, has worked for Relations Sports advertising agency in Egypt as an Art Director & Designer of 3D signs for sports venues, and has been a member of jury panels for many art and Public Art festivals and exhibitions. As Faculty of Art Education Cairo, he organized a first of its kind academic workshop for graffiti art in Egypt and the Middle East every summer between 2003 and 2010, and at the beginning of the Egyptian Revolution in 2011 he founded the contemporary street art group Mona Lisa Brigades. We are privileged to have Prof. Gergis in our midst.

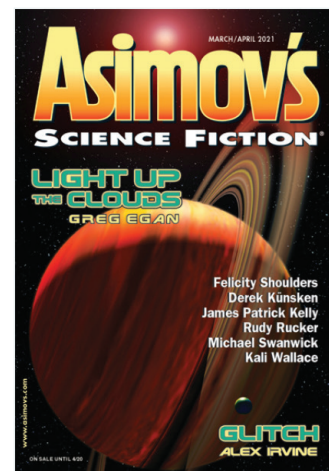
Facebook Mural Project Update: Alexa Wheeler, Sarah Heyward, Sarah Clawson, & Laura Musselwhite have been holding regular meetings with Facebook to create and implement a mural course that will result in a site-specific mural on the Los Lunas Facebook campus. This course will be a Fine Arts Topics course specific to mural history and creation. Facebook is supplying the materials and a small grant to support a faculty member, development of a course, a mural consultant, and partial tuition and/or stipends for involved students. This is an exciting project and a great opportunity for UNM-Valencia students!

Fine Arts Gallery Update: Assistant Professor Sarah Heyward is organizing our first online-only fine arts exhibition. Our April featured artist, Samara Johnson, who grew up in Alaska, heralds from Colorado, where she examines cultural appropriation and explores the body as art. A painter and and sculptor, Johnson's work will be on display on our new gallery website in early April. We will make a formal announcement and provide links once the website address is up & running.

English Textbook: Starting in Fall 2021, UNM-Valencia's English Department will be doing away with our required textbook (Practical Argument 4th Ed.) We have been using Practical Argument for several years, and while it is a fine textbook, there is no pedagogical need for us to mandate a singular text for all composition & rhetoric classes at UNM-V. In the long run, this freedom will reduce costs to our students & increase instructor freedom to shape course instruction in the way they see fit. Instead of a mandated text, faculty will be free to choose one of several options for their English 100, 1110, 1110Z, or 1120 courses.

Faculty Assembly Improvement Taskforce (FAIT): As Chair of the FAIT, I want to discuss briefly the Faculty Executive Committee (FEC) Mentorship Program we proposed at the February 2021 Faculty Assembly (FA). We call for a mentorship program that brings together the Past-President, current President, and President-elect for purposes of mutual support. The Presidency would be a three-year commitment: one year as mentee, one year as President, and one year as mentor. The only change from present is the "past-president" or "mentor" role. We envision this role as casual, in that the former president will serve as an advisor and be available to communicate (as needed) with the president and president elect. This consistency will be a step toward maintaining the institutional knowledge and vigor of the position. The FAIT has sent the proposal (which includes an FAQ) to all faculty. We hope to vote on this proposal at the March FA meeting, so please take time to think about where you stand.

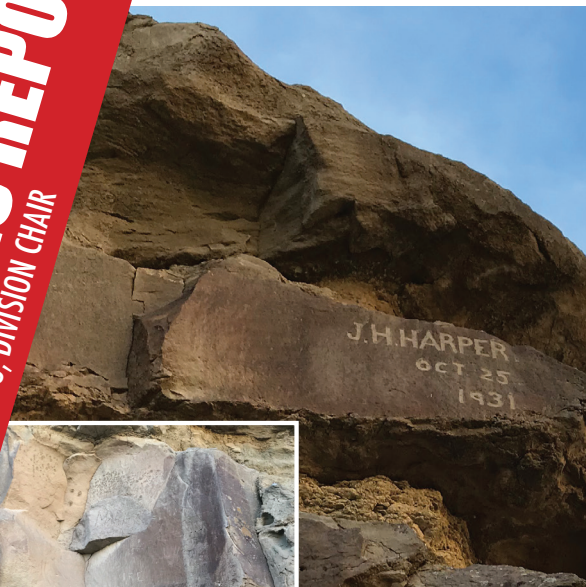
-Justin



Kristian Macaron's poem "Time Traveler in the Grocery Store, circa 1992" was published in the March/April 2021 issue of Asimov's Science Fiction Magazine. It is featured on the [Asimov's website](https://www.asimovs.com) where you can read for it free.

Forthcoming also, is an entry she wrote for Asimov's Science Fiction Blog "From Earth to the Stars," which will be here in a few weeks. The essay is titled "Why I Love Time Travel Stories" and will be available [here. https://fromearthtothestars.com/](https://fromearthtothestars.com/)

Commitment, Connection, & Camaraderie



A name carved in the cliff above the powder box by one of the early settlers in the area.

An old powder box built to hold dynamite for clearing big rocks from the Farmer-Mutual Ditch

Dr. Andrew Carey's Ethnographic Project

Dr. Carey recently wrapped up an ethnographic project that involved acequias (irrigation ditches) in three locations around the state. They are the La Joya Acequias in La Joya, south of Belen, the Turley Acequia and the Farmers-Mutual Ditch around Farmington. Working with BRIC, a subsidiary of Diné Development Corporation, he interviewed the long time members of the communities about the history of the acequias and the communities that they served.

Thank you for your Kindness!

The Be Kind Committee would like to thank all of you who participated in Be Kind Week! Our UNM Valencia community donated a total of 298 pounds of food to Midwest NM CAP as well as \$195 that enables them to purchase more food. Eleven hundred people in Valencia County have been served so far this year by Midwest NM CAP and the need for food continues. Our [Be Kind](#) website will stay available throughout the year, which includes their address in case you want to drop off food or other donations. Additionally, we collected 20 letters to nursing home residents and several kindness messages addressed to people

on campus. We will continue to add kindness messages on the website throughout the year. Simply email your kindness message (a sentence or two) to MaryAnn Castillo at mngcastil@unm.edu and she'll add new messages to the website as she receives them. These can be addressed to anyone on campus (student, staff, or faculty).

With gratitude for your continued kindness, the Be Kind Committee:

Cheryl Bryan, Sarah Clawson, Juliette Cunico, Soledad Garcia-King, Teresa Goodhue, Elizabeth Ramsell, and Heather Wood.

Be Kind Week Workshop at the Writing Center, by Patricia Gillikin

Writing Consultant Velanie Chavez developed and conducted a workshop to support writers in creating Care Facility letters and Kindness Notes for UNM-Valencia colleagues. One of the participants, Sarah Heyward, wrote an appreciation of her cat Gemma. Here is what Sarah had to say about Vel's workshop, the Creative Writing Workshop generally, and the beginning of her letter: "As a new faculty member navigating UNMV, the Creative Writing Workshop has not only shown me what a strong and supportive community that we have here, but continuously reminds me that I am welcomed as a valuable member as well with the encouragement of Vel and Lorrey. During this workshop led by Vel, I participated in writing a letter for Be Kind Week. The Creative Writing Workshop encourages me to play with silly writings about



The sweater Gemma is wearing here was made by Jan Pacifico.

seltzer water or cat toys while simultaneously facilitates a space where I can participate in other campus events like Be Kind Week. Vel lead the fun and creative workshop "letters of gratitude" that encouraged me to write a letter about some of the things I love most with the generous opportunity to share them with strangers.

Letter of Gratitude:

I wanted to share with you a letter that I wrote to my cat, Gemma, in hopes that you may relate as well.

Dear Gemma,
What I love about you the most is how you remind me to love and be astonished with the world. Not only because I love you, but because you make me pause and watch the birds, have still moments where I cannot move as you are on my lap, or take walks so slow that I would see things that I otherwise would not.

SOCIAL SCIENCES REPORT CONT.

Confession of an Angry Professor

Some of you may know that I generally put students into teams in my classes, whether online or face-to-face. This semester, I have an interesting experience. Two weeks ago, when I was grading the downloaded assignments, I noticed that 90% of the answers in two assignments are almost identical—word for word. My initial reaction was confusion, then disbelief, offense, anger, etc. It was a chock full of emotions. I was confused and thought I may have downloaded the same file twice and mistakenly named the same file under two different names. I was in disbelief because the names on the assignments are clearly from two separate teams of students; yet I kept asking myself how this could have happened. I was offended as if my intelligence was challenged and I thought to myself—do they really think I am so dumb and stupid. I was angry not just at the students for not being honest. More importantly, I was angry at myself for suspecting students to have committed academic theft. I had to thank Covid because I was home, and not at work. I struggled. I pondered. I negotiated. After a long deliberation with myself, I arranged to meet with the two teams separately. At our zoom meetings, I showed them the assignment and its specific instructions: “Before you meet with your team, please complete this TLAS individually. When

you meet with your team, you are to discuss and agree on the answers. You and your team will select one member to type the answer and another one to submit the assignment online. All team members will receive the same grade.”

Then I asked whether the instructions were clear and that they knew what they needed to do. They said they were clear. I then showed them my written comments on their assignment:

“Many of your answers in Part B and C are identical to the ones submitted by another team. All of you need to discuss and explain to each other how this happened. I would like to meet with your team on Monday before our zoom class meet. At this point, the grade for this assignment is a zero.”

Interestingly, two students from two different teams gave me a similar story. They are siblings living in the same household, and are assigned to two different teams. They share the same workbook and had worked on the assignment together. They have two computers in the same household. When sibling A asked sibling B to send the assignment file to sibling A, a “wrong” file was sent, and without thinking and checking, sibling A submitted the file as is. Between the two

teams, I have six “innocent victims.” They were not reprimanded or penalized, and should not be. Instead of going by the policy in the syllabus, I asked each team to come up with a solution. At the end of our discussion, they agreed to two options. One is to drop the grade of this assignment, or submit their individual work, if they choose to, and I will grade them separately. I did ask the two siblings to apologize to their respective team members. Drama ended.

Coincidentally, one of the following week’s topics was Ken Blanchard’s four pillars of trust—accountability, believability, credibility, and dependability. I hope the students learn a lesson. I know I did—find out what happened when I suspect wrongdoing.

How I handled this situation may not be the most effective way in terms imparting some life lessons to students and I hope to get your feedback. Please write me and share your idea or we can meet virtually. Thanks in advance.

Till next month...

-Julia

REMEMBER THE 3W's

Wash your hands

Wear your mask

If you have gotten your vaccination, congratulations! **Watch your social distance**

Some Things I've Loved and Learned About Teaching Math Online

When the pandemic hit early in 2020, like many, I feared the transition to teaching online and thought the outcome would be disastrous. Much to my surprise, as the year has progressed, I have come to appreciate the many ways in which remote classes enhance student learning and make courses accessible to more students. I am genuinely enjoying the challenge of finding new ways to engage students in remote classes and to continue to stimulate active learning remotely. As the University of New Mexico and other campuses across the state transition back to offering some face-to-face classes, I hope to continue exploring virtual pedagogy, be that via remote classes or by applying some of this learning in a traditional face-to-face setting.

I love that students have far fewer excuses to miss a remote class and I have found that my attendance in virtual, scheduled classes has been almost perfect. When a student missed an in-person class they were stuck getting notes from a fellow student or my rough outline of the day's topic. This often

meant they were lost as we moved on to the next topic before they had a chance to catch up on what they had missed. With remote classes, almost all students are present in class—no more traffic or parking excuses, no more “my car broke down,” no more “I couldn’t find a babysitter.” Students are almost always able to be present in class regardless of the challenges their lives present. All they need is a smartphone with access to Zoom. Even on the rare occasion that a student does miss class, I am now able to give them access to a recording of the entire lesson. This is so much more valuable than simply the notes I could give them in a face-to-face class. The remote setting has also made my office hours more accessible to students. I love that there is no need for students to trek across campus with a quick question. They can simply drop by my Zoom room from wherever they are – ask their questions and be on their way. Virtual office hours have also made it possible for me to meet briefly with students in the evening or on the weekend, something that was impossible in person. Not only are remote office hours more convenient, but I think they are also less intimidating for students. Dropping by a Zoom room where they are not required to show their face is easier for many students than asking for help in person. I think this has made my office hours accessible to students who otherwise would not have attended them.

The virtual world is much more organized! So often with in-person classes students receive their graded work and it disappears crumpled into the abyss of their backpack or trash can never to be

seen again. By submitting work electronically, I have found that students are able to easily find and access their graded work. This makes it so much easier for them to use graded work as a tool to review and to learn from their mistakes. I am able to pull up a student's graded assignments instantly and go over mistakes with them. No more of me asking, “How did you do on test one?” “Which problems did you miss that we should go over?” and students responding that they can't remember or have no idea. I have also found that presenting virtually has streamlined my presentations. I am able to write out an outline for each lecture and the problem statement for each example I plan to do beforehand. This saves the time spent writing out lengthy word problems on the board for actually interacting with students. In person, I relied on students to print out their worksheets and bring them to class. Virtually, I am able to instantly reference which problems we are going to do on an assignment. No more forgetful students having to borrow a friend's worksheet or spend the time pulling it up on their phone in class.

It has surprised me that I have actually found it easier to engage each and every student virtually than in person. One trick that has worked well is posing a question and then waiting for each student to send a response to me alone in chat. This is a quick and easy way for me to tell if every student is understanding the material. I found this nearly impossible in face-to-face classes without using burdensome i-clickers.

Continued on page 8

Check out what students are making in Painting 1! Still Life with Value in Black and White

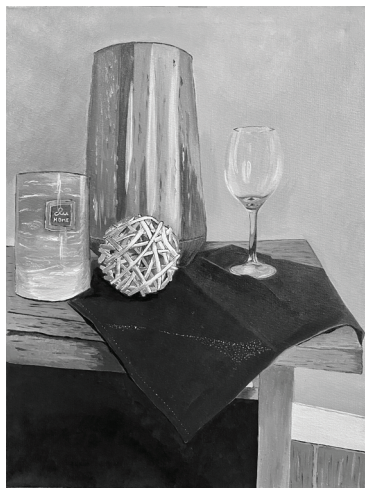
Prompt:

Students created their own still-life at home thinking about shape, form, texture, light, movement, value, and composition to paint from observationally. Over the weeks we worked on introductory painting techniques and skills to produce refined paintings. They worked on 18" x 24" canvas with acrylic paints.

Objectives for Assignment:

- > Approach how to paint from observation
- > Become familiar with the materials and techniques for beginning acrylic painters
- > Take quality images of sources and artworks for digital viewing
- > Describe a full value scale through mixing
- > Understand how to identify value/light when looking from observation
- > Learn to set up a dynamic still life to paint from at home
- > Pause frequently to evaluate your progress as you work
- > Refine works before the critique
- > Have fun and make the best painting you can

-Sarah



Zaida Reyna



Maya Chacon



Grace Wyka

TEACHING REFLECTIONS cont. from page 8

I also like to call on particular students to answer questions during scheduled classes. I feel this is less intimidating for them virtually than it is in person. Somehow there is less fear of embarrassment for giving a wrong answer. I also like the randomness of breakout rooms for group work in Zoom. When I do group work in in-person classes, it seems that students tend to always stick to the same groups unless I really force them to switch, which they hate. When we do group work in Zoom, the assumption is that the groups will be different every day. The virtual world has also made it easy to create an individualized experience for my more self-paced classes. I am able to assign each student their own breakout room, create lecture videos corresponding to their own unique schedule, and I can check in and work extra problems or go over grades with each student every class meeting. This has been so cool and would be almost impossible in person.

As UNM transitions back to offering more in-person classes I hope to continue to explore virtual pedagogy, be it by continuing with some remote classes, or by applying some of the things I have learned teaching remotely to in-person classes. I may continue to offer access to recorded lectures, offer some virtual office hours, require students to continue to submit assignments online, use a smartboard to access assignments and lesson content, and think about new ways to create an individualized experience for students.

-Precious

Five Distinguishing Characteristics of Distance Education

Distance education and correspondence education are more clearly distinguishable through five critical factors:

1. Distance education should be delivered through an “appropriate” form of online media.
2. Distance education must use instructors that meet accreditor requirements for instruction in the subject matter.
3. There should be **at least two forms of substantive interaction** in distance education courses (see below).
4. There must be **“scheduled and predictable” opportunities for instructor/student interaction** in distance education.
5. Instructors must be responsive to students’ requests for support.

“Regular” is defined as taking place on a “predictable and scheduled basis.”

Definitions: Regular & Substantive

“Substantive” means students are engaged through at least two of these five activities:

Providing direct instruction	Assessing or providing feedback on a student’s course work	Providing information or responding to questions about the content of a course or competency	Facilitating a group discussion regarding the content of a course or competency	Other instructional activities approved by the institution’s or program’s accrediting agency
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Resources

[Federal Register, Vol. 85, No. 171, Sept. 2, 2020](#)

[NC SARA: “U.S. Department of Education Issues Final Rules on Distance Education and Innovation”](#)

Sr. Tutor in TRIO

Vidal Jimenez, new to UNM-Valencia as the Sr. Tutor in TRIO, has joined Shalaine Buck, Trevor Ballinger, and Patricia Gillikin in weekly meetings to plan and coordinate Tutor Education workshops. Here he is in his own words:



Vidal Jimenez

“Hello! My name is Vidal, I graduated from California State University Long Beach in Mechanical Engineering, and I am the new Senior Tutor for the SSS TRIO program - A program dedicated to helping low-income and first-generation students. My role is to mentor and coach our students in academics, financial aid, explore career options,

and help our TRIO students reach their goals. I am excited to be a part of the UNM Valencia team!”

Tutor Education

Tutors, with the support of supervisors, have been putting together and facilitating several of the Tutor Education workshops that tutors participate in on Fridays from 3:30 to 5. The tutors who do this are working toward Level III, Master Tutor, in CRLA.

February 19: Diego DeMmon and Oscar Morales, “How to Manage Your Time and Study Effectively.”

February 26: Madalyn Everett and Sara Flynn, “Cultural Awareness, Accessibility, and Inclusion”

CULTURAL AWARENESS, ACCESSIBILITY, AND INCLUSION

By:

Sara Flynn &

Madalyn Everett



March 5: Elisa Ashford and Lorrey Romero, “Growth Mindset”

March 26: Velanie Chavez and Alistair Gillikin, “Empathy Workshop”

In the Tutors’ Own Words

On February 12, we asked tutors at the beginning of that Friday’s workshop to write in chat the strengths they personally bring to tutoring and what they have learned from previous Tutor Education workshops. This is what they wrote:

Jane Tabet-Kirkpatrick Writing Consultant

Strengths: academic writing, multilingual education understanding, and cultural sensitivity
What I have learned: Growth mindset, tutoring strategies, and boundary setting.

Sara Flynn Math Tutor

Communication is one of my strengths and I think I had those skills prior to

my time tutoring but CRLA training has helped me improve and practice important areas like active listening.

Diego DeMmon Math Tutor

I really try hard to be supportive to all students and co-workers so I think that’s one of my strengths! Something I’ve learned from previous CLRA trainings is that everyone picks up concepts differently.

Lorrey Romero Math Tutor and Writing Consultant

When students present their ideas or share their struggles with me, as a tutor, I can nurture their ideas and embrace growth. For when they share their struggles with me, may it be a math problem or view of their day, I encourage them to keep going and I support them by being a resource, a listener, and a helper :)

Madalyn Everett Writing Consultant

I bring kindness and patience as a tutor. I try to be simple when talking with a student (sometimes I am not haha).

Continued on page 10

TUTORING REPORT CONT.

I try to put in forwards transfer into my tutoring as well as empathy. Though really all of the trainings come into play at some point when you are tutoring.

Marissa Weldon
Writing Consultant

The strengths I feel like I bring are being a positive role model and being able to motivate others. What I have learned is how to apply suggestions

Alistair Gillikin
Next Steps Tutor

I bring adaptability and a client-focused atmosphere to my tutoring. CRLA helps point out better strategies and when to back away.

Elisa Ashford
Math Tutor

I bring positivity to tutoring. Last tutoring education I learned that its important to take care of yourself and be supportive

Velanie Chavez
Writing Consultant

I bring empathy and growth to the writing center by helping us expand during this challenging time.

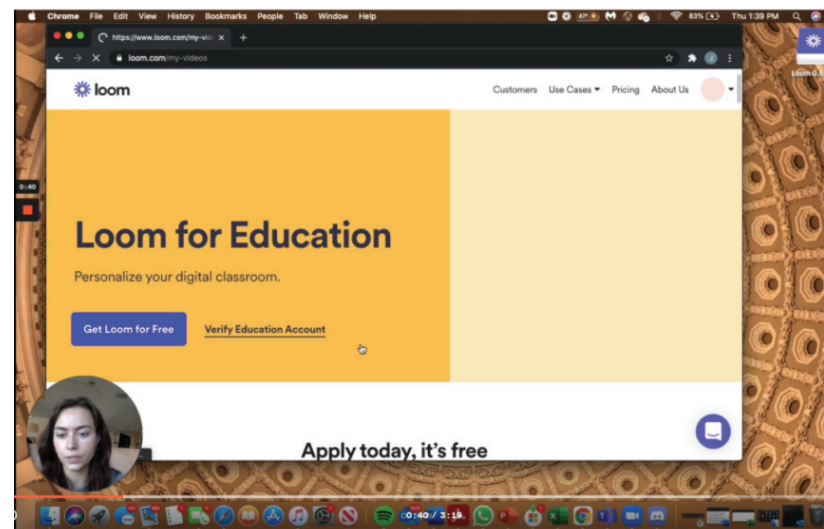
Oscar E Morales
Math Tutor

What I bring as a tutor is able to help students as best as possible by respecting and always encouraging them to find their full potential. What I learned in the CRLA tutor education is to set goals at the beginning of a tutoring sessions.

Asynchronous Appointments: now with Video!

Writing Consultants have begun incorporating Loom videos into their repertoire when they do asynchronous appointments—in other words, when writers email drafts for consultants to respond to. Consultants appreciate being able to use tone of voice to support and encourage students and develop rapport.

Jane was the first to explore Loom; soon after, she made a meta-Loom showing the other consultants how to get an account and use Loom.



Writing Center Teacher Collaborations

Seven teachers are incorporating working with Writing Consultants as assignments in their classes:

- Crystle LaCroix, COMM 1130
- Steven Romero, ENGL 100 and FYEX 1110
- Patricia Gillikin, ENGL 1110Z
- Deidre Williams, dual credit ENGL 1410, Intro to Literature
- Anne Turner, ENGL 1120
- Ana June, dual and traditional ENGL 1110
- Soledad Garcia-King, one Spanish class and IT 293, Cell Phone Photography

In addition to Liz Axelrod, Scott Kamen, Tom Richardson, and Soledad Garcia-King, who all had the Writing Center present on tutoring services to their students, Ana June invited consultants to do a February 24 workshop with her students on peer review.

If you are interested in collaborating with the Writing Center and Writing Consultants, email Patricia at gillikin@unm.edu.

-Shalaine, Trevor, & Patricia

TUTORING REPORT CONT.

STEM-H and Learning Center Embedded Tutors

Below are our current Embedded Tutors and their respective courses and study sessions.
Embedded Tutoring Study Sessions may be subject to change.

Course Number	Course Name	Instructor	Class Meeting Days	Class Meeting Times	Embedded Tutor	Embedded Tutoring Study Session Days/Times
MATH 021/022-503/513; 1215X,Y,Z-501	Intro to Algebra & Intermediate Algebra	Edric Chavez	Mon/Wed	6 - 7:40pm	Sarah Flynn	-
MATH 099-501	Pre-Algebra	Cindi Goodman	Mon/Tue/Wed/Thu	8am - 9:20am	Diego DeMmon	Thursdays, 4-5pm
MATH 1215XY-504	Intermediate Algebra IAB	Precious Andrew	Tue/Thu	10:30am - 11:20am	Lorrey Romero	Tuesdays, 2-3pm Thursdays, 3-4pm
MATH 1215XYZ-502	Intermediate Algebra IABC	Andrew Taylor	ASYNCHRONOUS	ASYNCHRONOUS	Sarah Flynn	-
MATH 1215XYZ-503	Intermediate Algebra IABC	Precious Andrew	Tue/Thu	1:30pm - 2:45pm	Elisa Ashford	Thursdays, 3-4pm
MATH 1220-501	College Algebra	Precious Andrew	Mon/Wed	12pm - 1:15pm	Diego DeMmon	Wednesdays, 10:45-11:45am
MATH 1220-502	College Algebra	Precious Andrew	ASYNCHRONOUS	ASYNCHRONOUS	Diego DeMmon	Wednesdays, 10:45-11:45am
MATH 1240-501	Pre-Calculus	Precious Andrew	ASYNCHRONOUS	ASYNCHRONOUS	Oscar Morales	Mondays & Wednesdays, 3-4pm Tuesdays & Thursdays 9-10am
MATH 1350-502	Intro Statistics	Andrew Taylor	ASYNCHRONOUS	ASYNCHRONOUS	Elisa Ashford	Mondays, 3-4pm

Questions:

Shalaine Buck: Education Specialist, Learning Commons, sbuck07@unm.edu
Trevor Ballinger: Staff Tutor, STEM Center, ballingert@unm.edu
Patricia Gillikin: Writing Center Director, gillikin@unm.edu

Spring 2021 Online Tutoring Hours

THE LEARNING CENTER AND STEM-H CENTER

Monday-Thursday 8am - 5pm

Friday: 9am - 11am & 12pm - 3pm

Late Night and Weekend Tutoring available upon request

THE WRITING CENTER

Monday: 1pm - 2pm & 6pm - 8pm

Tuesday- Thursday: 12pm - 2pm & 6pm - 8pm

Friday: 2pm - 3pm

Sunday: 2pm - 5pm

If these times do not suit your schedule, additional times can be arranged in the afternoons Mondays, Tuesdays, Thursdays, and Saturdays.

LANGUAGE CONVERSATION GROUP

Monday: 3pm - 4 pm

CREATIVE WRITING WORKSHOP

Mondays: 12pm - 1pm

For either, email gillikin@unm.edu for Zoom link.

USING ZOOM

UNM-Valencia students already have a Zoom account. They should visit <https://unm.zoom.us> and log in using their UNM email credentials.

SCHEDULING APPOINTMENTS

To schedule an appointment, please go to <https://esurvey.unm.edu/opinio/s?s=131505> and complete the Tutoring Appointment Request form. For more information, email tutor@unm.edu.

National Library Week 2021: Welcome to Your Library



The theme for National Library Week (April 4-10, 2021), "Welcome to Your Library," promotes the idea that libraries extend far beyond the four walls of a building – and that everyone is welcome to use their services. During the pandemic libraries have been going above and beyond to adapt to our

changing world by expanding their resources and continuing to meet the needs of their users. Whether people visit in person or virtually, libraries offer opportunities for everyone to explore new worlds and become their best selves through access to technology, multimedia content, and educational programs.

Kat Gullahorn, MLS

Public Services Librarian
UNM-Valencia Campus Library
<http://valencia.unm.edu/library/>
(505) 925-8990 | krq@unm.edu
Text a Librarian (505) 916-1647

UNM-Valencia Campus Library Virtual Reference Desk

Email for appointment. Drop-in: W/R 10a-2p.
Dial in by phone +1 346 248 7799 (US) Meeting ID:
527 080 943

COVID-Safe Guidelines

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We're looking forward to seeing you!



PRESIDENT'S MESSAGE

JERRY GODBOUT

The March Faculty Assembly meeting

will be held on 12 March 2021, one year and one day after the first reported cases of COVID-19 in the state of New Mexico. Our lives, both personal and professional, have been dominated by that acronym ever since. However, the light at the tunnel may be getting a little brighter by the day. New infections, hospitalizations, and deaths continue to decrease, but are still at levels we would have considered shocking in mid-2020. Most importantly, more and more of us are getting vaccinated.

According to Becker's Hospital Review, as of 6 a.m. EST Feb. 25, the state of New Mexico had the highest rate of vaccine distribution in the U.S. at 90.05 %. The students in our very own nursing program have been part of this effort. As reported by Joseph Poole, UNM-V Nursing Program Director, "They have participated in many facets of the clinics. So far their main role has been to monitor the individuals who have received the vaccine during the post administration waiting time at the old Daniel Fernandez high school in Los Lunas and assisting with vaccines at The Expo New Mexico." First, please join me in thanking the students and faculty of the nursing program for their direct involvement. Second, consider that their willingness and their ability to assist in this effort is a function of all of the mentoring, training and other influences that they have received up to this point. Since many of you have had these students in your classes, that means you. Well done to the rest of you as well.

PSA Alert – If you haven't already done so, register for a vaccine: <https://cvvaccine.nmhealth.org/>

Looking forward to next year (possibly with in-person instruction, and FA meetings), elections for 2021-2022 Faculty Executive Committee members will be held immediately prior to final Faculty Assembly meeting of this academic year on 9 April 2021. All five FEC positions are open to any faculty member, with the exception of division chairs. This is a great opportunity for junior faculty members to become involved in faculty governance and to make their mark in our community. If you are curious about what the responsibilities might

The 2020-2021 FEC

President:	Jerry Godbout	(jgodbout@unm.edu)
Vice-President:	Cheryl Bryan	(cbryan@unm.edu)
Secretary:	Greg Barnett	(gregbarnett@unm.edu)
At Large:	Juliette Cunico	(juliette@unm.edu)
At Large:	Teresa Goodhue	(tgoodhue@unm.edu)

Barbara Lovato (bllovato@unm.edu) and Alexa Wheeler (alexa08@unm.edu) are your representatives in the Faculty Senate. Please feel free to contact any member of the FEC with any concerns you may have. In order to accommodate as many faculty as possible, the 2020-2021 FA meeting times have been changed to the second Friday of the month from 1:00 – 2:30 pm MT.

The dates for the Spring 2021 semester are:

12 February 2021
12 March 2021
9 April 2021

include, feel free to ask me or any other member of the current FEC. By the time you read this, the state legislature will be finishing its 60-day session, which ends on 20 March. Many items of interest to the UNM-V community are still in flux. As of the writing of this update, legislation increasing the employer contribution to the ERB by 1% each year for the next four years (SB-42) passed state senate with a bipartisan 36-6 vote. The General Appropriation Act of 2021 (HB-2) has passed the state house with a bipartisan 60-10 vote and has been referred to the state senate. This budget includes an overall spending increase of \$332 million over the last year, returning to near pre-pandemic levels. Notably, the budget authorizes \$64 million to provide 1.5% pay raises – or cost-of-living adjustments – for state employees, teachers and higher education workers. Both bills, however, must go through the other house and the governor, so stay tuned. As always, know that the Faculty Executive Committee will be as strong as voice as possible for the faculty. Please do not hesitate to come to me or any FEC member with any concerns you have.

- Jerry

¡Somos Valencia! ¡Somos Lobos! ¡Somos Unidos!

FA DRAFT AGENDA

FRIDAY, MARCH 12, 2021



Faculty Assembly Meeting Draft Agenda

Friday, March 12, 2021 (1:00 – 2:30 PM)

Zoom Meeting URL: <https://unm.zoom.us/j/414697641>

1. Call to Order (1 minute)
2. Acceptance of Agenda (1 minute)
3. Approval of Minutes (1 minute)
4. Chancellor's Report – Alice Letteney (10 minutes)
5. Dean of Instruction Report – Laura Musselwhite (10 minutes)
6. Treasurer's Report – Cheryl Bryan (1 minute)
7. Standing Committee Reports
 - a. Adjunct Faculty – Juliette Cunico (2 minutes)
 - b. Conflict Resolution – Cheryl Bryan (5 minutes)
 - c. Cultural Enrichment – Laura Musselwhite (2 minutes)
 - d. Curriculum – Laura Musselwhite (2 minutes)
 - e. Faculty Communications – Heather Wood (2 minutes)
 - f. Faculty Handbook – Nancy Engler (10 minutes)
 - Discussion of the "Incomplete Form" which specifies an agreement between teacher and student in the event of an Incomplete grade.
 - g. Faculty Online Teaching and Review – Alexa Wheeler (2 minutes)
 - h. Faculty Professional Development – Scott Kamen (2 minutes)
 - i. Faculty Program Development – Benjamin Flicker (2 minutes)
 - j. Faculty Senate Representative – Alexa Wheeler (2 minutes)
8. New Business / Announcements
 - Presentation of the six-year accomplishments of the Equity Inclusion Resource Group (EIRG) – Julia So, Angel Kitcheyan (5 minutes)
 - FAIT – Justin Bendell (10 minutes)
 - i. Vote on FEC Mentorship
 - ii. Introduce Standing Committee proposals
 - Faculty Connections – Soledad Garcia-King (3 minutes)
9. Adjournment

FA DRAFT MINUTES

FRIDAY, FEBRUARY 12, 2021



Faculty Assembly Meeting Draft Minutes
Friday, February 12, 2020 (1:00 – 2:30 PM)
Zoom Meeting URL: <https://unm.zoom.us/j/414697641>

40 attendees (quorum)

In Attendance:

Jerry Godbout	Julia So	Scott Kamen
Justin Bendell	Alexa Wheeler	Greg Barnett
Ana June	Heather Wood	Patricia Gillikin
Laura Musselwhite	Sarah Heyward	Barbara Lovato
Cheryl Bryan	Elaine Clark	Benjamin Burnett
John Bollweg	Benjamin Flicker	Victor French
Veronica Salcido	Nancy McLendon	Tina Zuniga
Joe Chavez	Alice Letteney	Karen Walter
Andisheh Dadashi	Juliette Cunico	Sarah Clawson
Kat Gullahorn	Precious Andrew	Clifton Murray
Teresa Goodhue	Ian Burch	Alice Chouinard
Tammi Duncan	Jose Sanchez	Nancy Engler
Andy Taylor	Melanie Sanchez-Dinwiddie	Ariel Ramirez
	Piotr Filipczak	



1. Call to Order (1 minute)
2. Acceptance of Agenda (1 minute)
 - Motioned: Juliette Cunico
 - Seconded: Sarah Heyward
3. Approval of Minutes (1 minute)
 - Motioned: Elaine Clark
 - Seconded: Justin Bendell
4. Chancellor's Report – Alice Letteney (10 minutes) (20)
 - Budget including 1.5% cost of living raise
 - Reports of STEM advisory meeting
 - Good job we and the staff are doing on the STEM grant.
 - Grant will end Sept. 30th of this year.
 - Students that the STEM grant chose, that were going to be the least successful students, ended up doing at least as well or better in all but one category, when compared to other STEM students.
 - New Title IV grant
 - Title III grant announced soon, so asking people in math and science if they have ideas about how we can strengthen, expand, our undergraduate program, or improve how we teach math classes.
 - Important for us to take advantage of this money.
 - Voted on by congress a year ago December.
 - A five-year grant
 - Elaine asks if she could get a copy or a link to the Title III grant which explains what objectives we would need to meet.
 - Alice says we don't have it yet, but Veronica can send us the previous announcement from the last version. Don't think it will be much different this time around.
 - Putting off any celebration for the workforce finishing their work.
 - Thanks to Elaine for working on pathways initiative
 - Cheryl asks if the grant is limited to STEM, and the answer is yes.
 - Veronica says it's general science, things where students transfer to complete a degree in science, engineering, math, etc.
 - These grants are focused on getting student into four-year colleges.
 - With Biden administration, Alice says there will be a lot more STEM opportunities coming our way in the near future.
 - The Title III is department of education.
 - For those of us in the humanities, there is a possible humanities grant mentioned in an email. This grant has awarded seven nationally, so generally Alice thinks perhaps we shouldn't go after one with such a small success probability.
5. Dean of Instruction Report – Laura Musselwhite (10 minutes) (7)
 - A101 is on the pathway to completion.
 - Took them a long time to take the floor out.

FA DRAFT MINUTES

FRIDAY, FEBRUARY 12, 2021



- Yesterday they were working on the light fixtures.
- Today they took down the electricity in the building so they could remove the really old tech panel in the back of A101.
- That will be done pretty quickly, so come see that in the Fall.
- Scheduling
 - Planning for Summer to be online, and want to try to get back to a more balanced pattern with more face-to-face classes in the Fall.
 - Be thinking about the possibilities for your classes, and the modality that you would be comfortable with.
 - Looks like about a half-and-half situation, where about half want to go back to face-to-face, and the other half don't want to yet.
 - Cheryl asks if we will have reduced class sizes in the Fall if we teach face-to-face.
 - Laura says she would be uncomfortable going immediately back to putting 30 students in one room, so yes, we will probably reduce the class sizes.
 - Sarah asks about adopting oil painting at home if they have to continue teaching online. Laura says that would be fine.
- 6. Pathways Initiative – Elaine Clark (15 minutes) (20)
 - Started about 20 years ago, or something like that.
 - Mostly in the K-12 environment, at first, but has been moving up to higher ed.
 - Book: The pathways model or redesigning America's community colleges. Copyright for the book is 2015, the book is "the bible of the pathways model."
 - Funded by Title V PASOS grant.
 - Getting this pathways model to work is going to require everyone to contribute.
 - Cafeteria college: Started after WWII, gets students interested, but doesn't get them to stay.
 - Structural overhaul of how community colleges conduct business.
 - Give more guidance to students.
 - Curricular reforms.
 - Trying to reach our students better, especially under-prepared students.
 - What we need is a holistic view of the college experience, especially from a first-generation student perspective.
 - Pathways re-development
 - Going to re-think how we do placement.
 - Figuring out if the programs are requiring the appropriate course.
 - Maybe give more direction on the GenEd courses and those essential skills.
 - Map for what courses you need to complete the degree, but it doesn't show hidden prereqs and it assumes certain things, for example that the math student is starting their first semester in Calc 1.
 - Mentoring students more regularly, to avoid students making it two years into a degree and then deciding they want to change their major.
 - Organizing some joint professional development events



- Spoke about the possibility of a longer workshop on active listening and micro aggression, and maybe including staff in addition to faculty, so everyone is discussing the same important issues.
- Try to provide some more wrap-around services, which are academic and non-academic supports for students so that they can succeed.
- Resource hub and peer mentoring.
- Mappings that say once you get this degree, where can you go work in industry, and what other schools can you transfer to.
- John puts up a relevant chart to share some information.
- 7. Adverse Weather Cancellation Policy – Jerry Godbout (5 minutes) (8)
 - The guidance when there is adverse weather is not as clear as it could be.
 - What do we do about remote-scheduled classes when there is bad weather?
 - Laura says the provost office would rather us say that if we are cancelling some classes, then we are cancelling all classes.
 - Some students have to drive somewhere to get their internet.
 - For asynchronous classes, Sarah Heyward asks what the due date extension should be. Perhaps a 48-hour extension in case the next day they are busy with work, for example.
 - Jerry says he doesn't have an issue with the provost point of view, as long as we have a set of words to send out in the notices that make it clear what is going on.
 - Laura reads exactly what language main campus has suggested to use. "UNM will be closed, including online and remote delivery classes on this day due to weather." Text message. The suggestion for delay message: "UNM will be delayed, including online and remote-delivery until 10 AM."
- 8. Treasurer's Report – Cheryl Bryan (1 minute) (1)
 - Same as it was last time.
 - We have \$500 in the treasury, plus \$100 for copying.
 - Elaine asks what the \$500 can be used for. Maybe we can use it to offset needs of people working from home.
 - Cheryl has a spreadsheet showing the different categories of things that the money can be spent on.
- 9. New Teaching Awards from the Teaching Enhancement Committee – Charles Paine (10 minutes) (10)
 - For the first time ever, they have two teaching awards that are only for branch campus teachers.
 - It was only last year that branch campus teachers were even eligible for these awards.
 - Branch campus tenure track teacher of the year award
 - Branch campus lecturer of the year
 - Both come with \$1250
 - People need to be nominated, but they can self-nominate.
 - It is still not posted on the website, the descriptions of these awards.
 - Cheryl says she can send out those descriptions in an email.

FA DRAFT MINUTES

FRIDAY, FEBRUARY 12, 2021



- Get the word out to your students and all your faculty so they can nominate their faculty.
- The application process has been made easier.
- <http://cte.unm.edu> to nominate someone. Click on teaching excellence. Awards, grants, and fellowships.
- This is money that was made available because a teaching allocation grant could not be used because of Covid.
- There is an overall teaching award for adjunct faculty, which branch campus faculty can be nominated for.
- The deadline for nominations is February 15, but that will need to be extended.

10. Standing Committee Reports

a. Adjunct Faculty – Juliette Cunico (2 minutes) (5)

- The number of adjunct faculty becoming involved is going up.
- Valencia website, staff listing and descriptions.
 - It lists our name and our position, and that is it.
 - Would it be possible for there to be a list on the website that presents in more detail what each of these folks do?
 - Alice mentions sometimes things aren't listed, just because they do not pertain to what they are teaching.
 - Juliette says she will take a look at it again a little more closely, and maybe make some suggestions.

b. Conflict Resolution – Cheryl Bryan (2 minutes)

- Having a meeting later this week.
- Working more with central campus.
- Moving forward working to get impartial mediators for conflict resolution.

c. Cultural Enrichment – Laura Musselwhite (2 minutes) (1)

- They are doing the best they can with virtual events.
- Cancelled several things already.

d. Curriculum – Laura Musselwhite (2 minutes) (1)

- We have all of our stuff in the pipeline for curriculum.
- Focusing on program review: liberal arts, studio, auto tech.

e. Faculty Communications – Heather Wood (2 minutes) (2)

- A couple of new things on the faculty website.



- A new early alert form. Notify advisors if you have students who are struggling. Also, the student's ID number.
- Minutes and the agendas as well for all of the FA meetings.
- If you need anything updated, let Alexa or Heather know.

- Elaine mentions that Julia shared with the chair council a fillable PDF form for professional development that Scott Kamen has converted from the WORD version. Julia said it is not on the website yet, because there will be some minor changes.

f. Faculty Handbook – Nancy Engler (2 minutes) (2)

- Haven't had any requests for changes.
- If anyone has changes to request, need to get them to the committee one week in advance of the FA meeting.
- Julia asks about what Nancy was presenting when her internet cut out at the last FA meeting.
- Nancy reminds us that it wasn't actually a change to the faculty handbook, because it was something inherited from the central campus handbook. Julia agrees that it didn't require a vote.
- Julia suggests that if a committee chair is presenting, have a backup in case the internet goes out during the presentation. Julia's suggestion is duly noted by Jerry.

g. Faculty Online Teaching and Review – Alexa Wheeler (2 minutes) (7)

- A few announcements about the teaching committee.
 - Session one of the BB jumpstart has now finished.
 - Session 2 will open up on March 1st.
 - Details are in the email.
 - Being pretty strict about the start and stop times.
 - Will send out another reminder.
- Training day on how to use our review rubric for full course reviews.
 - A google document that is integrated for our campus
 - Difficult, but not nearly as difficult as QM was.
 - 5 full course reviews per year, in the form of a workshop.
 - 10 initial reviews per year, which are quicker and simpler.
 - It is not for judging or part of your annual review, but to learn from each other and teach the best classes we can.

FA DRAFT MINUTES

FRIDAY, FEBRUARY 12, 2021



- Faculty were required to have online training in order to teach online, but during the pandemic that changed.
- Once the pandemic is over or we go back to normal, we are going to require the online training again for anyone who wishes to teach online classes.
- Everyone should try to get training anyway, even if it is technically not required at the moment.
- No longer accepting the CNM training in place of ours, unless it was before Fall 2020.
- Cheryl asks about the full course review. Will there be designations given? There will be some kind of a badge associated with it, that you can post in your course so that you have that designation in that course. OQA awards. Online Quality Assurance.

h. Faculty Professional Development – Scott Kamen (2 minutes) (7)

- Still accepting requests for professional development funds.
- Clarification about the reimbursement process.
 - Submit application to Scott Kamen.
 - If/when they approve the request, Scott will CC you when he sends the approved form to Debra Venable.
 - Send your receipts to Debra Venable for reimbursement.
 - She won't be able to give you the reimbursement until the event or conference has happened.
 - Memberships are reimbursed as soon as you spend money on the membership.
 - Sarah Heyward asks if this goes through payroll?
 - Language could be made clearer on the form.
- Joe Chavez asks if certifications are covered. Answer is yes.

i. Faculty Program Development – Benjamin Flicker (2 minutes) (4)

- Working with staff program development to try and develop some joint professional development opportunities between faculty and staff.
- Had our first one last week, meeting again this week.
- Trying to keep the faculty professional development calendar updated on the UNM-VC website.



- Coming up next week are deadlines for scholarships at central campus. ECURE. Student Experience Project. Available for all faculty. Real short application process.

j. Faculty Senate Representative – Alexa Wheeler (2 minutes) (3)

- Sent out a lengthy email regarding a faculty senate resolution to divest from fossil fuel industry.
- Next faculty senate meeting will determine if they support this or not. Need our opinion to make sure Alexa represents us when she makes her vote.
- Issues with branch campus students getting unfair treatment when compared to other students.

11. New Business / Announcements

- Be Kind Week – Cheryl Bryan (2 minutes) (5)
 - Next week is Be Kind Week.
 - This year focusing on food. Collecting non-perishable food and checks to be used for food.
 - New website for Be Kind Week, which will have more information. Website will be up before Monday.
 - Writing letters to people at a couple of nursing homes in the area.
 - Juliette mentions that the letters to the nursing home residents will be delivered in a packet to the nursing home itself, and then the activities director will distribute those letters to who is most in need of that kind of support.
- Faculty Assembly Improvement Taskforce (FAIT) Proposal – Justin Bendell (5 minutes) (3)
 - FAIT met earlier this month to discuss what to concentrate on.
 - Over half-way done with the things we wanted to accomplish.
 - Email went out to everybody on the VFAC-L list right before the FA meeting.
 - What to focus on now?
 - Dual credit reform
 - Mentorship system for FEC presidents
 - Empowering and invigorating standing committees
 - Review the notes that were sent out in the email for FAQ.
 - Some of the proposals would require changing the constitution.



- Announcement of Self-Care presentation by a Valencia Alumna on March 5 at 9:30 AM – Julia So (2 minutes) (1)
 - Follow-up to a presentation that “Valencia Speaks” was trying to present last semester.
 - Catalina Nunez is a UNM-Valencia alumna, and she agreed to offer a self-care workshop for everybody, not just faculty, students and staff as well. Friday, March 5 at 9:30 AM. Julia will send out more info as we approach the date.

12. Adjournment (2:48 PM)

DRAFT