

Faculty Newsletter *November 2015*

Editor—Melanie Sanchez-Dinwiddie

TABLE OF CONTENTS

President's Report	p. 2
Executive Director's Report	p. 2-3
Dean of Instruction Update	p. 3-4
Library News	p. 5
Faculty Online Teaching & Review	p. 6
CHESS	p. 7-8
The Writing Center	p. 9
Student of the Month	p. 10-11
Reports from the Road	p.12-16
Faculty Assembly October Agenda	p. 17
Faculty Assembly Sept. Minutes	p. 18-22

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President's Report

Heather Wood



The fall semester is progressing with leaves and temperatures falling in the valley. Snow is projected in heavy amounts this winter throughout the state. On campus, students are preparing for exams and portfolios in the English department, as well as brushing up on lab and math skills in the sciences. The Annual English Department field trip to Santa Fe Museums was a success with 35 students in attendance. Students and faculty traveled to the New Mexico History Museum, Palace of the Governors and the Capital Building. On the field trip, our tour guide reminded us that the state symbol- the Zia Sun Symbol and Spiral- reflects the importance of the number four: the four stages of life, the four seasons, the four points on the compass, and the four periods of each day. The sacred aspects of human development are also embodied: a strong body, a clear mind, a pure spirit, and a devotion to the well-being of others. Our faculty's commitment to the well being of students on campus is a perfect example of this vital contract.



Sincerely,

Heather Wood



Executive Director's Report

Alice Letteney



To My Colleagues:

I regret missing Wednesday's Faculty Assembly Meeting, but I will be returning from Washington, D.C., where we were invited to participate in a national convening of minority serving two-year colleges by the US Department of Education. I will be accompanied by Cindy Shue, and we will have an opportunity to meet program officers from federal programs, talk with funders, and share promising practices regarding student success—according to the invitation from the department.

I will also have attended my first meeting of the national Phi Theta Kappa Advisory Board in Jackson, Mississippi. It is an honor to assist this great organization that provides students with the opportunity to receive significant scholarships at the state and national levels and to nurture their leadership skills on campus and in the community.

Our Strategic Planning Committee met on November 4th to begin the review of our current plan and prepare for our Town Hall Meeting in the spring. The committee has agreed to create a sub-committee on STEM, partly as a result of feedback from the Arizona Science Foundation team which visited us late in October. One of their major recommendations was that we needed a thoughtful plan for our STEM and Career Technical Programs as we look for support from the National Science Foundation.

The UNM Valencia Campus Advisory Board met on November 3rd and appointed Roberta Scott as our newest Board Member to replace the seat that had been left vacant with Corinne Sedillo's resignation last year. As you may know, Roberta served as the Manager for our Small Business Development Center for several years and has continued to serve the campus as the Chair of our Adult Basic Education Center Advisory Board.

As ever, as the semester winds down, I want you to know how much I appreciate all the work you do to make our students successful.



Dean of Instruction Update

Laura Musselwhite

Since this is the last newsletter of the calendar year, I want to thank everyone for their hard work in producing another successful fall semester! In addition to your excellent teaching, you have been accomplishing much in committee work. With the addition of a few new committees, such as the Online Teaching Committee and our group focused on Diversity, more thought and effort than ever is being expended on behalf our students, colleagues, and the community.

Please be aware that there are two construction projects starting in November around campus. We are replacing the chiller in the SCC, which means the sidewalk in front will have to come up, and students/guests will need to be re-routed for events there. Physical Plant will

ensure that there is a safe route for people to access the building. Also, the Academic Building is getting a new roof. At some point, a crane will need to come into the center of campus. In addition, roofing can be noisy. I am certain I will be able to hear all of it and monitor the noise level, but please let me know if and how the noise level affects your classrooms.

It was clear to me during Convocation that one full faculty meeting per year is not enough to convey all the important information people need. I would like to propose an end-of-the-year meeting to go along with our beginning-of-the-year meeting at Convocation. This will give us the chance to close the year as a group. This meeting will be Friday, April 29th 2016, starting at 9:00am. I will do my best to provide some breakfast fare for you.

I am enjoying yet another beautiful fall season in the Middle Rio Grande Valley. My move to a permanent house closer to the river has afforded me the opportunity to see more cranes flying overhead, and to see sunrises and sunsets on a grand scale. I am grateful each day to be here and to be forging new relationships; my husband feels the same way! Please take time over the winter break to rest, relax, and recharge. Personally, I hope to see some snow as we approach spring semester!



Photo credit: Wayne Hall Photography

Valencia Campus Library News

November 2015

Submitted by Barbara Lovato



Thanksgiving Break Library Hours

Thursday, November 26-Friday, November 27, 2015 – CLOSED

Winter Break Library Hours

December 14-22	8:00am - 5:00pm
December 23-January 1	Closed
January 4 - 15	8:00am to 5:00pm
January 18	Closed (Martin Luther King Jr. Day)



Faculty Online Teaching and Review Committee

Submitted by Elaine Clark

Hello all!

In order to collect some baseline data for the Next Generations Project grant, the Faculty Online Teaching and Review Committee has created two surveys we would like your help with.



The first one is for you to ask students to complete. It is a survey asking about their perceptions of the quality of the online or hybrid/blended course in which they are currently enrolled. This survey is now open for collection and will stay open until November 30. If you could please copy and paste the URL in a web link in Bb Learn or whatever interface you use to communicate with students, and then ask them to complete it. They will be given a code at the end of the survey which you can use to open another assignment in your course. This is to help ensure participation, but it is not required for you to use the code. Let me know if you have any questions:

Survey for students to complete this semester:

<https://esurvey.unm.edu/opinio/s?s=48402>

code: KGWst7Me

The second survey is for all instructors currently teaching an online or hybrid/blended course. This survey asks about the amount and type of training you have received so far for teaching in the online environment. Please complete this survey as soon as you are able. It is fewer than 10 questions and should take at most 5 minutes to complete.

Survey for faculty currently teaching online and hybrid/blended courses to complete:

<https://www.surveymonkey.com/r/GKYJKFL>

Thank you for your help in collecting this baseline data!

Communications, Humanities, English, and Social Sciences

Submitted by Dani Martinez

- Social Sciences and Humanities coordinator Richard Melzer presented a paper entitled, "Symbol of Peace or Hate?: The Swastika Yearbook at New Mexico State University, 1907-1983," at a history conference held in Las Cruces on the weekend of November 14-15. He has also visited classes taught by Stephen Andrews (HIST 101) and Andrew Carey (ANTHRO 101). Both classes were fun and interesting, an ideal way to present information, keep our students' attention, and help them learn. He was reminded of how fortunate we are to have such excellent adjunct faculty on our campus.
- Patricia Gillikin presented "Outside Our Comfort Zone with Multi-modality, Movement, Metaphor, and Play: Exploring Possibilities for First-Year Composition" at TYCA-SW in Bernalillo on October 31st.

She is currently laying plans for the campus Writing Center which will appear in the spring: see elsewhere in the newsletter for details and for her request for assistance in finding students who will be effective writing tutors.

READING NEW MEXICO FALL 2015!!!

The English Department's Reading New Mexico series was a success with our Speakers' Series hosted by Patricia Gillikin and featuring writers Kristian Macaron, Michael Thomas, Daniel Mueller, Yasmin Najmi, and Mercedes Holtry.



CHES (continued)

Submitted by Dani Martinez

This was followed by our annual field trip with a group of 35 students, friends, and family accompanied Heather Wood, Justin Bendell, and Danizete Martínez on a Rail Runner train ride to Santa Fe where we had a tour of the State Capital building, the New Mexico History Museum, and the Palace of the Governors.



Learning about our state seal



Enjoying our beautiful state capital!



Checking out art in the Round House

The Writing Center—a Request for Help and a Sneak Preview

By Patricia Gillikin, Writing Center Director starting in January

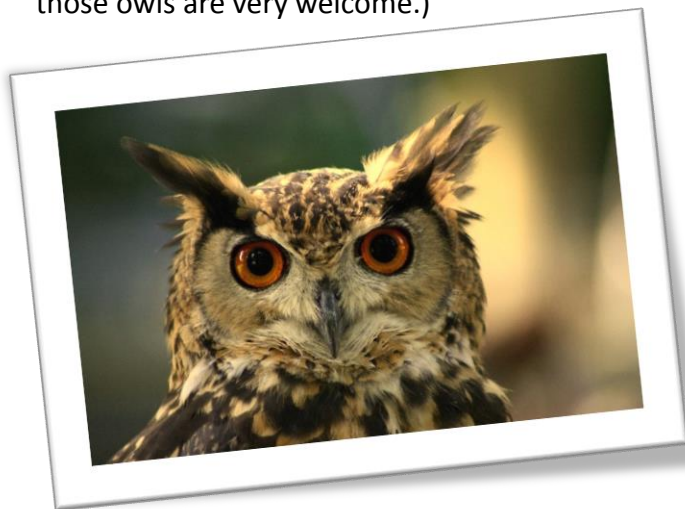
I'm writing this mainly to ask for help in three specific ways from faculty at UNM-Valencia. As you may have heard, we will have a Writing Center on campus by the spring (it is one part of the new Next Generation grant).

The first way faculty can help is to recommend wonderful students to work in the Center. Details on the qualities needed and desired can be found in the position announcement here:

unmjobs.unm.edu/applicants/Central?quickFind=85323

If you know of students who you believe would be well-qualified, encourage them to apply and send me their names (gillikin@unm.edu). I will also e-mail them and encourage them to apply (this method has begun to work reasonably well so far).

The next way you can help is by helping us find owls. One aspect of the Writing Center will be a continuation of the online tutoring currently being conducted: the result will be an Online Writing Lab, or OWL. To give the area where this happens the right atmosphere, and to accomplish a proper and thorough pun, we need owls: figurines, pictures, paper-mache, stuffed animal, cartoon, abstract, caffeinated, hand-drawn—really, any and all representations of owls. (The actual owls will, of course, continue to dwell in our clock tower, but pictures of those owls are very welcome.)



Finally, the third way faculty can help is by seeking us out in the spring and encouraging your students to make use of the center to support them as writers.

Stephen North, in his influential essay "The Idea of a Writing Center," explains that the purpose of a writing center is to "produce better writers, not better writing." The new Writing Center will take this purpose seriously. Of course, individual writings will also improve.

There is a parallel in the great work all locations for tutoring on campus do to help students become stronger learners. When writers and learners become stronger, the work they do becomes stronger as well.

OCTOBER STUDENT OF THE MONTH: DEBRA ANDERSON

Debra Anderson, October's Student of the Month, was jointly nominated by **Julia So** (SOC 101 – Introduction to Sociology) and **Alexa Wheeler** (ARTS 187 – Introduction to Photography), two of her current instructors.

Debra is being recognized for both her excellent academic performance and “for her positive attitude and unwavering spirit to excel academically” in light of the medical challenges she is facing.

Recently, Debra has been diagnosed with macular degeneration in both eyes. This greatly inhibits her ability to see, and will ultimately result in the loss of her eyesight. To prevent further damage, Debra receives injections monthly, which cause her to have blurry vision for two days.

This challenge has not held Debra in abeyance. She has stayed in close contact with Julia and Alexa regarding her attendance and medical progress. She regularly watches the class captures for SOC 101 and keeps up with reading assignments. Questions Debra has are sent via email, and she drops assignments by to stay current in requirements. This responsible behavior is expected of all students, but “the difference is that Debra does it with such a positive attitude and unwavering effort, despite her vision challenge.” Whenever Debra is in class, she is an active participant in small group activities and class discussions.

Julia and Alexa comment that even after her diagnosis, Debra has demonstrated her willingness to work extra hard and shows a commitment to complete this semester with excellence. She currently has earned an “A” in both courses. Julia and Alexa are both tremendously inspired by Debra's commitment and spirit, and are working with the Office of Equal Access to accommodate her needs.

On Thursday, November 5, Debra Anderson was awarded her October Student of the Month recognition in front of her peers in Julia So's Sociology 101 class. Debra was quite astonished when named.



Left to right: Sarah Garde, Julia So (co-nominator), Debra Anderson (awardee) and Yolanda Pino celebrate the awarding of the October Student of the Month to Debra. (Photo by Jon Lechel)

**RETURN BY November 25
to sgarde@unm.edu**

STUDENT OF THE MONTH NOMINATION FORM

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

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

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

Please, return nominations to Sarah Garde (Chair) by e-mail: sgarde@unm.edu or submit to The Learning Center, by 5 p.m. November 25. The nomination form is included below. You can also contact other committee members:

Khaled Kassem khaled@unm.edu; Joshua Owen jowen2@unm.edu; Yolanda Pino ypino@unm.edu; or Richard Sylvestre risylves@unm.edu THANK YOU!

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

THE STUDENT'S NAME : _____

THE NOMINATING FACULTY NAME(S) AND CONTACT INFORMATION:

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

Time/days: _____ Building/Room: _____

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



Submitted by Dani Martinez

Danizete Martínez attended the Modern Language Association's Committee on Community Colleges in New York. This national committee is charged with considering a range of issues that affect modern language teachers in two-year colleges, e.g., conditions of employment, staffing, curriculum, articulation with secondary schools and four-year institutions, the preparation and recruitment of faculty, and the encouragement of scholarship about teaching in the community college.

Frances Duran, Hank Vigil and Joseph Barbour attended the National Symposium on Student Retention in Orlando, Florida held November 2-4. This symposium brought participants up to date on the latest research and best practices that promote students' success and completion of their academic programs.

Under best practice information presented, faculty inclusion in retention efforts were indispensable as most day to day contact includes faculty. It was pointed out that students assign important personal meaning to the level of care demonstrated by the faculty.

Research presented indicated that students have a need to be connected emotionally to the college. This occurs through mentoring from faculty, students mentoring students, and being involved in the activities on campus. Early detection of student issues with quick connection to effective services provided by the campus aided the sense of connection—someone cares.

It was pointed out that effective retention not only aids students in successful completion of their journey, but it is becoming a financial necessity. This was noted as a Win-Win situation.

On the Road...Talking About No Speaking *Submitted by Julia W. So*

On October 21st in Atlantic City, NJ, I presented a three-hour session, “Decoding the 3Cs of Asians” at the 25th Annual Educational Conference of the International Association of Hispanic Meeting Professionals. Addressing a group of international meeting planners from U.S., Canada, Mexico, and Peru, I spoke primarily on the non-verbal communication of Asians such as personal space or eye contact. In addition to explaining appropriate etiquette when pointing, beckoning, gift-giving and dining, I also explained the specific cultural meaning of time, color, and number; as well as the cultural nuances of silence and smiles. Below are a few of slides that I used in my presentation.



While pointing with our index finger is considered as rude and uneducated for the Chinese, beckoning others with a curled index finger facing upward is only reserved for animals in Vietnam and Pakistan.



Thais or Cambodians never touch someone's head, especially that of children. The head is where one's spirit dwells; hence it is considered the most sacred part of the body.



Report from the Road: Two-Year College English Association—Southwest *Submitted by Patricia Gillikin*

On October 30th and 31st, I attended TYCA-SW in Bernalillo, a regional conference for English teachers at community colleges. It was small but lively and fairly useful. Many of the attendees were from Texas and Colorado and Oklahoma, but the first important session I attended was facilitated by UNM-Albuquerque faculty Chuck Paine and Erin Lebacqz. It was entitled “Teaching for Transfer: Strategies for First Year Composition and Beyond” and was a double-session. I appreciated the workshop focus of the session—we wrote and broke into groups, responding to questions such as “What is a writing skill you consider especially important for students to transfer from your classes?” as well as “What are obstacles to teaching these skills?” and “What are good strategies for teaching them?”

Kristian Macaron, who teaches English 110 and 120 at UNM-Valencia, also presented at the conference: “Teaching Essay Composition from a Pirate’s Life and Dinosaur Dreamlands.” I enjoyed hearing how she uses pirates and dinosaurs to teach research, how she encourages creativity, and how she teaches rhetorical agility through storytelling.

One of the most useful sessions I attended was “Thanks to CWPA, We Can Walk in Two Worlds: A Panel Discussion on Sustaining a Culture of Composition at Lee College.” The panelists spoke about specific and real challenges in WPA work and the creating of community among writing teachers; their honesty was refreshing, their stories were compelling, and their advice was savvy.

My own presentation at the conference was on multi-modal composing. After providing some theory, I invited everyone to make their own multi-modal composition in response to the prompt “Who are you in your professional context?—what is your relationship with the work you do? What metaphor/simile might best capture this?” I gave them the following options for modes and genres:

- Performance poem with repeating element (anaphora)
- Comic with dialogue
- Graph/chart/visual-spatial representation
- Dance/bodily movement, with sound

While no one chose the last option, they did produce several poems. One participant used pieces of paper to create a sculptural art installation on the table in front of her, and another drew a comic that revived a character he had created for himself long ago in middle school; his piece also portrayed the concept of being “administrated upon,” a phrasing we all enjoyed. They also enacted the reflection piece of multi-modal composition, sometimes called “artist’s statements” (I think I’d want to call them “composer’s statements”). This is often how writing teachers assess in heavily multi-modal emphasized courses: the rubrics are used on the statements about the multi-modal works instead of the works themselves.

The keynotes included a talk and reading by Jimmy Santiago Baca and a presentation on creating engagement in online discussions, most of which could apply equally well to in-person pedagogy.

Conversations with new and old colleagues outside of sessions were of course a highlight. In particular, Jill Gos from Lee College was a great person to talk with again, and thanks to her, I’m now in correspondence with JoLynn Sallee, the Writing Center Director at Lee College, who is providing me with much useful guidance and information.

Report from the Road: NMSU Writing Center Visit

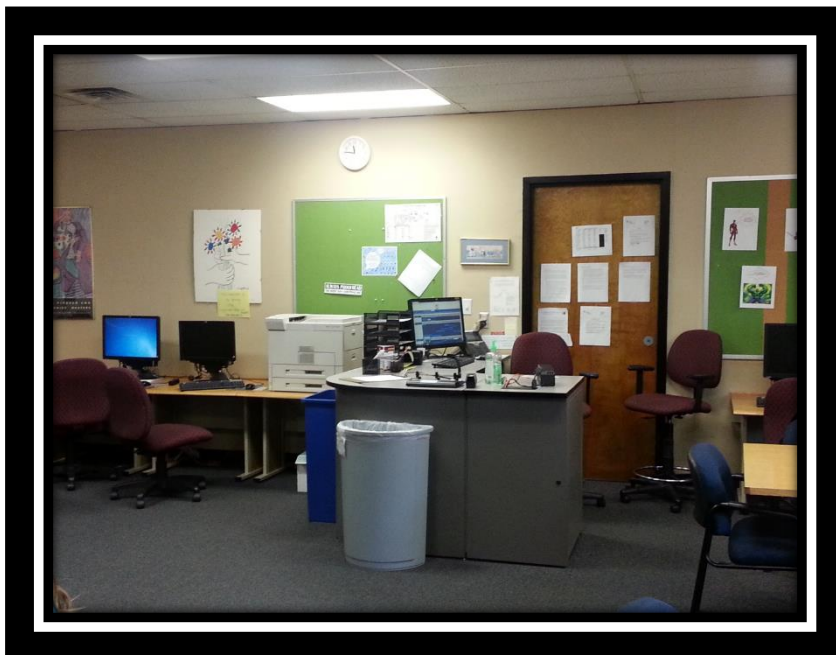
Submitted by Patricia Gillikin

On Nov. 12th, I joined a carful of Adult Education folks down to Las Cruces. They were headed to NMAEA, and I was headed to the New Mexico State Writing Center to research good ideas for UNM-Valencia's new center.

When I walked in Friday morning, I immediately felt welcomed by the staff on duty. We talked about what can go on the walls in a Writing Center—in NMSU's, there's a Diego Rivera print, printouts of superheroes giving good advice about writing, and a blackboard with announcements of what the Center can do for student writers, the next workshop for writers ("Effective Strategies for Revising and Editing"), and the next training for consultants ("Working With ELL Writers and Writing Workshop").

As I regarded with much longing the collections of old issues of the *Writing Center Journal* and the *Writing Lab Newsletter*, I watched consultants work with writers. I heard the consultants welcome students and ask many questions to figure out the context for the writers' writing, and I heard acknowledgments of writers' enthusiasms and saw intent expressions and smiles on writers' faces.

At 10 a.m. I met with Elizabeth Wilcoxon, Associate Director of NMSU's Writing Center and a specialist not only in writing center theory and pedagogy, but also in English as a Second Language (ESL) writing and TESOL curriculum development. She was energetic, welcoming, and extremely helpful with detailed information about much of how NMSU's center works. As it turned out, that very afternoon she was conducting a session for writing consultants on serving clients—writers—who are English Language Learners. She explained it would be a hands-on session showing consultants how to identify patterns in clients' writing. She was using an article from a book called *ESL Writers: A Guide for Writing Center Tutors*, 2nd edition, edited by Shanti Bruce and Ben Rafoth. Her plan was to give consultants a sample paper by an English Language Learner and have them wrestle with this question: "If you were to get this student and had an hour to work with them, what would you do?"



NMSU Writing Center sign-in desk. Note the superheroes talking about writing on the board to the right. Photo credit: Megan McKinney

I will definitely be finding a way for that book to be available to the folks who will work in UNM-Valencia's Writing Center, and Elizabeth graciously e-mailed me a packet of training materials she has compiled.

I also asked her what else she would recommend should be emphasized in training for consultants, and she replied, "Soft skills!"—meaning, as she explained, listening, and negotiating, as well as figuring out what to work on, how to break the ice, and how to make people comfortable.

Elizabeth also shared with me what I have already suspected—that in the International Writing Centers Association and the community of folks who direct writing centers across the country and across the world, there is much warmth and welcoming—indeed, she was a perfect example of that. She recommended the IWCA conference (she attended the recent one in Pittsburgh). She also more closely connected me with the community of writing center folks through recommending the Facebook group for writing center directors. One particular thing she explained was, again, not a complete surprise to me: how rewarding writing center work is. She feels it when she comes to NMSU's center and sees the good work being done, and when she works with writers herself.



Logo for recent International Writing Center Association conference in Pittsburgh, which Elizabeth Wilcoxon said was wonderful.

Faculty Assembly Agenda Wednesday, November 18, 2015

- 1.** Call to order (1)
- 2.** Acceptance of agenda (1)
- 3.** Approval of minutes from October 2015 (1)
- 4.** Chief Executive Officer Report— Alice Letteney (10)
- 5.** Dean of Instruction Report —Laura Musselwhite (10)
- 6.** Treasurer Report (1)
- 7.** Proposal of New Evaluation Form (5) – Division Chairs
- 8.** Committee Reports
 - a. Faculty Online Teaching —Heather Wood (3)
 - b. Teaching & Learning Assessment—Claudia Barreto (5)
 - c. Communications—Alexa Wheeler (5)
 - d. Handbook—Tom Whittaker (10)
 - e. Program Development—Eva Rivera (3)
 - f. Conflict Resolution—Joseph Barbour (10)
 - g. Curriculum—Tom Whittaker (5)
 - h. Cultural Enrichment— Laura Musselwhite (5)
 - i. Professional Development—Heather Wood (3)
 - j. Faculty Senate Representative— Eva Rivera Lebron (3)
 - k. Student of the Month— Khaled Kassem & Richard Sylvestre (3)
 - l. Adjunct Faculty – Ben Flicker (5)
- 9.** Teaching and Learning Center Report— Michael Brown (8)
- 10.** President’s Report (3)
- 11.** Announcements/New Business (5)
- 12.** Adjournment- (Total Minutes= 102)

**Faculty Assembly Minutes
Wednesday, Oct. 21, 2015**

Alice Letteney
Laura Musselwhite
Heather Wood
Tracy Terry
Alice Lawson
Melanie Sanchez-
Dinwiddie
Eva Rivera
Patricia Gillikin
Diana Johnston

Michael Brown
John Abrams
Claudia Barreto
Rosa Auleta
Miriam Chavez
Danizete Martinez
Marji Campbell
Mary Moser-Gautreaux
Teresa Goodhue
Sarah Garde

Annette Hatch
Julie Depree
Alfonso Heras Llanos
Khaled Kassem
Andrew Sanchez
Richard Guzman
Ben Flicker
Alexa Wheeler

1. Call to order (1:32 pm)

2. Acceptance of agenda

Motion to accept agenda – Melanie

Second – Michael

Motion passes

3. Approval of minutes from September 2015

Change ‘Gillikan’ to ‘Gillikin’

Motion to approve minutes – Melanie

Second – Michael

4. Executive Director Report - Alice Letteney

Mole Day and the Mad Hatter’s Tea were wonderful. We would like to have two seatings for the Mad Hatter Tea next year. We had a fashion show from Anew, a consignment shop in Belen.

We have a visit from the Science Foundation of Arizona tomorrow and Friday. Cindy Shue and I are going to Washington D.C. as part of a group of minority serving institutions (MSIs). We will meet with the funding agencies. This is the first time MSI community colleges have been invited.

We reviewed our funding today. We are anticipating flat funding levels if we are lucky. We are going to take care of the academic area as best we can. I think we are going to be okay.

We don’t know anything about health care yet. Since we didn’t have an increase last year, an increase this year is more probable.

5. Dean of Instruction Report - Laura Musselwhite

Shirley Aragon is replacing Laura in the Academics office.

I have three items to mention...

- 1) We have awarded a new Regents Professorship to Dr. Melzer. That makes three Regents Professors on the campus.
- 2) Chairs Council discussed that every fulltime faculty member will have to document any outside employment. Every semester you have a listing of what you teach, we will add to that form an additional statement about any work you are doing outside of your employment here.
- 3) Lecturer promotion – a main campus policy exists for promotion to senior lecturer and principle lecturer positions. We need to approve as a group what guidelines we would like to use in order to implement this main campus policy.

6. Safety Presentation – Andy Sanchez and Richard Guzman

[Richard] As a campus police department we are highly trained officers with several of us having over 20+ years of experience. Our primary purpose here is the safety of everyone on this campus. Our newer officers have to know our campus inside and out and they get tested on it regularly. We conduct active shooter training on campus regularly. We are fortunate on this campus that we are on site and this will minimize our response time to any event.

We walk the hallways and know the students. We get a sense for what is going on with the students. If we notice something out of the ordinary with a student, we might talk to their professors and watch the student more closely.

We are training our work-study students to answer phone calls, even regular phone calls, like it is an emergency. They will be asking for a location and a call back number and other details so that this becomes a reflex. If there is ever an emergency, those details are automatically obtained.

If you ever notice anything out of the ordinary, please call us and tell us. [925-8570]

Rosa – If a person calls that number and there is no answer, what happens?

Richard – We should have someone working the phone at all times. If someone is on the phone, call the main desk 925-8500.

Khaled – What if I am working late in my office in Academics, maybe after 8 pm? Sometimes I get locked into the building.

Richard – Call us and let us know you are around and we will keep the building unlocked.

Miriam – Our adjunct faculty and some early faculty have trouble getting in at odd hours because the buildings are locked.

Richard – In the morning we have trouble with maintenance. The buildings should be locked and alarmed at 10 pm and are opened at 7 am.

Staff, faculty, and students should not be parking in visitor parking. If visitor parking is open, visitors can park there for as long as necessary to take care of their business. If you have a pre-planned visitor, get a visitor parking permit from your department. If you have an event or meeting, let us know ahead of time and we will just ask the officers to not issue citations during that time.

Alice – Will you brief faculty about we do when there is an active shooter on the campus?

Andy – We did that once and it was very intense and we had negative feedback from that, but it has to be intense to be effective. Every situation is different. You can look up ‘run, hide, fight training’ for information from the FBI if you want more information.

Laura – Keep in mind we have several warning systems: texts, computer, and speaker systems.

Richard – Any time you have questions about safety, parking, anything at all, please give us a call and I will gladly sit down and discuss it.

7. Treasurer Report - Eva Rivera

We have \$491 in budget.

We have \$29 for snacks.

8. Committee Reports

a. Faculty Online Teaching —Elaine Clark & Danizete Martinez

We would like to get a vote on record to make this a standing committee.

Motion – Michael Brown

Second – Eva

On Oct 30th we have online training. Please RSVP. Food will be provided. We will be recording it and you can Skype live into the meeting.

b. Teaching & Learning Assessment—Claudia Barreto

Program Assessment only has a few people signed up. If you do not sign up, I am cancelling available days.

If you are having trouble with TK20 access, I have a worksheet you can fill out and you can prepare your report in a word document then cut and paste when your access is fixed. Contact me (Claudia) or Neke for your access.

c. Communications—Alexa Wheeler

There is now a faculty link under Academics and a faculty handbook link. Under the faculty link, there is another series of links.

If there is anything you would like to have on the web page, please let me know.

[Sarah] Could we put the safety information that building coordinators have on to the web site?

d. Handbook—Tom Whittaker (read by Heather)

The Handbook committee will be presenting two proposals at the Nov meeting.

e. Program Development—Eva Rivera

We are having TTT on the fourth Wednesday, which is Oct 28th, at 1:30 pm. You can attend before you leave for the Title IX training on main campus. Julia So, Joseph Barbour, and Annette Hatch will be presenting.

f. Conflict Resolution—Julia So (read by Heather)

Julia is creating a survey about what you would like the committee to do for you. She will send it out soon.

g. Curriculum—Tom Whittaker (read by Heather)

Nov 2nd is the deadline for submitting forms A, B, and C to main campus, but they have to go through the committee here first. Their next meeting is Wed Oct 28th.

h. Cultural Enrichment— Laura Musselwhite

Upcoming spring events will be similar to last spring. We'll let you know.

i. Professional Development—Heather Wood

We have about \$3000 left, so please submit your forms.

j. Faculty Senate Representative— Eva Rivera Lebron

It meets on Tuesday, so I'll send that report to the newsletter.

k. Student of the Month— Sarah Garde

Berenice Garcia is the student of the month for October and was nominated by Patricia.

Please submit your next nominees by Oct 30th.

l. Adjunct Faculty – Ben Flicker

We are going to meet next week.

9. Teaching and Learning Center Report— Michael Brown

I'll send most of this in an email...

We have tablets that will allow you to walk around the classroom while teaching and you can check out the tablets and test them.

[John] Check your personal devices, or I can check them for you, many older devices and Androids do not have the proper technology to be used.

10. President's Report - Heather Wood

Alice made fantastic brownies today and Michael brought the other goodies. So let's thank them. Also thanks to Alexa for working on the website.

11. Announcements/New Business

[Dani] Reading New Mexico is tomorrow and 1:30 in the SCC.

12. Adjournment- (2:40 pm)