

Program Review
AAS in General Studies
Spring 2019

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Introductory Section and Background Information This section should provide a brief introduction to the Program Review Report which includes the following elements:

- OA: An executive Summary that provides a one- to two-page summary/abstract of the information contained with the program review.

Based on data received from the Institutional Researcher that includes all students enrolled in AAS General Studies Program Core Courses from Fall Semester 2013 through Spring Semester 2018 respectively, the total student credit hours for all students enrolled in AAS General Studies Program Core Courses in Spring 2013 was 2439. The same measure for Fall 2013 was 1939 and Spring 2014 was 1585 for a total of 3524 for the 2013-14 academic year. Continuing this for the following 2014-15 academic year breaks down by semester as: Fall 2014, 899 and Spring 2015 685 totaling 1584 total enrollment. For the following year, Fall 2015 is recorded as 667 enrolled and Spring 2016 had 750 enrolled for a total 1417 students enrolled. Moving on to the 2016-17 academic year, there were 854 enrolled in Fall 2016 and 787 enrolled in the Spring 2017 semester for a total of 1641 enrolled. This brings us to the 2017-18 academic year with 996 enrolled in the Fall of 2017 and 886 in the Spring 2018 semester for at total of 1882. In the Fall of 2018, 854 students were enrolled. The data shows clearly a decline in enrollment for the 2014-15 and 2015-16 academic years by about 72% and then a slight increase from that point to the present by about 27%.

The headcount by semester of students enrolled in the AAS General Studies Program is measured with data from Spring 2013 at 254 enrolled. If we look at the academic year 2013-14, the data shows for Fall 2013 an enrollment of 212 and for Spring 2014 an enrollment of 176 for a total of 388. The next academic year, 2014-15, there were 101 students enrolled in Fall 2014 and 86 in Spring 2015 for a total of 187. In the academic year 2015-16, there were 81 enrolled in Fall 2016 and 93 enrolled in Spring 2016 totaling 174. Moving on to the 2016-17 year, there were 97 enrolled in Fall 2016 and 88 enrolled in Spring 2017 totaling 185. In 2017-18, the break down by semester shows 103 in the Fall of 2017 and 95 for Spring 2018 totaling 198. The Fall 2018 semester had 85 students enrolled for the AAS General Studies Program. The data shows a decrease in the enrollment of students in the 2014-15 and 2015-16 years by 55% and a slight increase by about 12% to the present.

Over the past 12 semesters, the data shows that there were a total of 85 students who graduated from the AAS General Studies program from Spring 2013 to the present.

OB: A brief description of the history of the program under review.

UNMG offers a wide range of courses in academic and technical subjects. Students in the AAS General Studies Program enroll in courses to earn credit towards a degree by taking any course in the approved Core Curriculum within the area required in the degree. Students work towards a general degree which can be applied to any academic or technical program for transfer to a four-year institution.

OC: A brief description of the organizational structure and supervision of the program, including a diagram of the organizational structure.

The AAS General Studies degree can be advised and guided by campus advisors through the UNM Gallup Student Services Department which is overseen by Jayme MacMahan, Student Services Director. The ASAS General Studies Program itself is under the direction of the Business and Applied Technology Division Chair, Mark Remillard. The Business and Applied Technology Division is under the supervision of

the Dean of Academic Affairs, Dr. Daniel Primozic, who reports to the Chief Executive Office, Dr. James Malm.

OD: Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last external review. If not applicable, indicate that the unit does not have any specialized/external program accreditations.

The AAS General Studies Program is not subject to external review or accreditation.

OE: A brief description of the previous Program Review for the program. The description should note when the last review was conducted. The description should also provide a summary of the findings from the Curricula Committee's final report and how the program addressed the Committee's recommendations.

At the time of the last Program Review for the AAS General Studies, the program was under the Arts and Sciences Division and the Chair of that division at the time did not file a Program Review document. As a result, there are no previous recommendations from the Curriculum Committee to present for this Program Review.

Document 1: Program Goals The program should have stated learning goals and should demonstrate how those goals align with the vision and mission of the UNM-Gallup campus.

-1A: Provide a brief overview of the vision and mission of the program and how the program fits into the vision and mission of the UNM-Gallup campus.

University of New Mexico Gallup Campus Vision:

To prepare students graduate and address the needs of employers and the challenges through the combination of education and service.

As part of the University of New Mexico Gallup, the AAS in General Studies Program's mission is to:

- Offer service programs that address the needs of our community and region; and
- Carry on the growth with alumni, businesses, educators, governmental agencies, American Indian populations and other supportive entities.
- Provide General Studies programs to enable our students to develop resourcefulness and to engage in lifelong learning;
- Allow students to complete an AAS in General Studies degree to prepare them to continue their studies, obtain entry-level job positions, and enhance job skills.
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1B: Describe the relationship of the program's vision and mission to the University of New Mexico's vision and mission.

The vision and mission of the AAS in General Studies and the vision and mission of the University of New Mexico Gallup are closely related. The University strives to prepare students for continued education and/or career goal attainment through academic or vocational training. The AAS in General Studies program strives to prepare students for to achieve their academic or vocational aspirations by giving them a broad and open range of courses to help fit any desired academic or vocational goal.

1C: List the overall learning goals of the program.

The goals for the program as stated on page 54 of the 2017-19 Course Catalog of the University of New Mexico Gallup are:

The Associate of Applied Science Degree in General Studies is designed to provide the opportunity for an individual student to develop unique programs of study not available through other UNM-Gallup programs. The program may reflect either specialized or broad patterns of educational experience including a variety of technology courses. A student who is awarded this degree will be prepared to enter jobs that require one to two years of college, but do not require a declared major field of study. The general education courses required for the completion of the degree articulate into a four-year college program.

1D: Explain the manner in which learning goals are communicated to students. Please provide specific examples.

The faculty members at the University of New Mexico Gallup Campus use a syllabus template to communicate what is expected of students learning. All faculty members use the template to create a syllabus for each of the courses they teach. In the Syllabus there are

sections for the Course Description, Credit and Contact hours, Pre-requisites/Co-Requisites, and Learning Objectives and Outcomes. Teaching Methods, Evaluation/Grading Methods, Homework Assignments, and Assessment Methods are also included. In the Learning Objectives and Outcome section, there are goals and learning results/consequences listed upon completion of the course. The learning outcome at the end of the course is stated in the Assessment Methods section.

An example of this would be the following section taken from the Student Learning Outcomes and Assessment/Assignment section of the syllabus for ENGL 110-410 Accelerated Composition from Spring of 2019:

Student Learning Outcomes 1. Analyze communication through reading and writing skills. 2. Employ writing processes such as planning, organizing, composing, and revising. 3. Express a primary purpose and organize supporting points logically. 4. Use and document research evidence appropriate for college level writing. 5. Employ academic writing styles appropriate for different genres and audiences. 6. Identify and correct grammatical and mechanical errors in their writing.

Those outcomes are assessed through the assignments given for the class. An example is listed below:

Where Do I Come From? (100 pts.) This paper asks you to consider where you come from. This question could be considered from familial, cultural, geographical, or other perspectives. The purpose of this assignment is to explore this question deeply and insightfully, where you gain and share meaningful aspects about your own life. This assignment challenges you to make your background come alive in the reader’s mind. The final version of this assignment will contain 2 full pages, or a minimum of 500 words.

1E: Describe the program’s primary constituents and stakeholders.

Our primary constituents and stakeholders who have interest in and is affected by the performance of the University of New Mexico Gallup Campus include the following: 1) Advisory Board 2) Businesses Employers 3) Native American Indian Leaders 4) Staff 5) Faculty Members and 6) Students.

1) The Advisory Board at the University of New Mexico Gallup Campus is listed:

	Membership	Affiliations
	Chair	Ralph Richard, Entrepreneur, Earls Restaurant
	Vice President	Olin Kieyoomia, Retired Veteran
	Secretary	Priscilla Smith, Entrepreneur, Print Shop
	Jerald O’Hara	Member, Retired

	Terri Garcia	Member, Manager, Amigo Chevrolet
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2) Business Employers

The business employers who hire our AAS in General Studies graduates.

3) Native American Indian Leaders

The leaders from the surrounding Native American Indian Reservations who depend on our graduates to help promote the local economy through their chose career paths as aided by their degree.

4) Staff

Staff maintain the upkeep and safety measures of the campus.

5) Faculty Members

Faculty members provide their expertise to educate our students.

6) Students

Students who attend the University of New Mexico Gallup Campus

1F: Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the program. These could include activities such as colloquia, conferences, speaker series, performances, community service projects, etc. Provide an assessment of these activities in relation to the program’s educational objectives

The AAS in General Studies program has not been involved or had the opportunity to conduct outreach or community activities as an individual program. However, that activities that are available on campus as created by other means like the Art Department, English, Department, the “Herstory” Celebration, various invited guest speakers for public presentations are open to all students in the AAS General Studies Program.

Document 2: Teaching and Learning – Curriculum The program should demonstrate the relevance and impact of its curriculum.

- 2A: Provide a detailed description of program curricula. Include a description of the general education component (if applicable) and program-specific components. Provide a brief justification for any credits required for program completion above the standard 60 credits.

The Associate of Applied Science Degree in General Studies is designed to provide the opportunity for an individual student to develop unique programs of study not available through other UNM-Gallup programs

The program may reflect either specialized or broad patterns of educational experience including a variety of technology courses. A student who is awarded this degree will be prepared to enter jobs that require one to two years of college, but do not require a declared major field of study. The general education courses required for the completion of the degree articulate into a four-year college program. Elective credits may not articulate depending upon the degree granting institution. A student planning to pursue a Bachelor's degree should be aware of the general education requirements of the transfer institution. Consult with your advisor for current transferability information

Degree requirements taken from the 2017-19 Academic Course Catalog for the University of New Mexico Gallup, page 54:

GENERAL EDUCATION REQUIREMENTS (32):

Communications (9): For required courses, refer to the UNM Core Curriculum

Mathematics (8) For required courses, refer to the UNM Core Curriculum

Natural Sciences (4) For required courses, refer to the UNM Core Curriculum

Social and Behavioral Sciences (3) For required courses, refer to the UNM Core Curriculum

Humanities (3) For required courses, refer to the UNM Core Curriculum

Fine Arts (3) For required courses, refer to the UNM Core Curriculum

Health/Physical Education (2) For required courses, refer to the UNM Core Curriculum

GENERAL EDUCATION ELECTIVES (7) Any course at the 101 level or above listed in the UNM Core Requirements

ADDITIONAL ELECTIVES (21) Any courses at the 101 level or above.

The total number of credits required for the degree is 60. No specific courses are required. All courses are taken from the UNM Core listings for each academic area.

2B: Describe the contributions of the program to other units/programs within UNM-Gallup, such as offering general education core courses, offering courses that fulfill pre-requisites of other programs, offering cross-listed courses, or supporting/complementing the work of other technical programs.

The AAS in General Studies program supports all academic disciplines within the university by allowing students to take any course in the UNM Core listing. Students in the program can choose any academic

or technical program or course to fulfill their academic requirements. This allows students a wide range of choices and exposes them to multiple disciplines in their career or technical program.

2C: Describe the modes of delivery used for teaching courses.

The modes of delivery used for teaching courses include a variety of methods into each course depending on the requirement of that particular course. Faculty members may use visual aids, educational websites videos, overheads project screens, chapter PowerPoint presentation slides, personal experiences or examples and demonstrations. Instructors make effort to accommodate multiple learning styles in their instruction such as class activities, lectures, class discussions, in-class teamwork, and oral presentations, hands-on activities, and projects.

Document 3: Teaching and Learning – Continuous Improvement The program should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program’s assessment plan(s) and program assessment records/reports.

3A: Describe the program’s assessment process and evaluation of student learning outcomes by addressing the questions below: o What skills, knowledge, and values are expected of all students at the completion of the program (refer to learning goals outlined in Document 1)?

What skills, knowledge, and values are expected of all students at the completion of the program?

- In the AAS in General Studies, at the completion of the program, students are expected to finish with an understanding of the basic knowledge and skills from the various courses they have taken and be able to apply that knowledge in their chose career path, to have developed the skills to become lifelong learners, and to have completed a basic preparation for a Bachelor’s Degree or entry level employment position.
- What are the student learning outcomes for the program?
 - In general, the student learning outcomes of the program are: 1) to develop knowledge in the student’s chosen areas and course; 2) to instill ethical, responsible, and cooperative learning skills, and 3) to engage in life-long learning endeavors of using modern practices, methods, strategies and technologies in their careers.

How have the student learning outcomes been changed or improved?

- The student learning outcomes have changed and evolved to match the needs of businesses, career fields, and the local, state, and national community for informed and trained graduates.

How are the student learning outcomes clearly defined and measurable?

- These outcomes are clearly defined in the syllabus for each course and measurable to the degree that student achievement and mastery of the skills in each course can be measured by student performance.

How are the student learning outcomes communicated to faculty and students?

- The student learning outcomes for each course are clearly expressed in the syllabus given to each student at the start of the course. The syllabus lays out the desired outcomes, the method of demonstrating that knowledge or skill, and the method of assessment to be used in evaluating/assessing the student’s performance.

What current direct and indirect assessment methods are used to evaluate the extent to which students are meeting the student learning outcomes?

- Assessment of the desired student learning outcomes is achieved through multiple methods, both direct and indirect, such as observation, discussion/questioning, written and oral assessments, listening to student interaction, and graded projects/activities.

How have the program's assessment methods been changed or improved?

- The assessment methods used in the program have changed to include more use of technology and assessing through interaction and observation as opposed to written tests. In addition, the inclusion of more real-world applications for assessment purposes has made assessment more realistic and less "grill and kill" formatted.

3B: Synthesize the impact of the program's annual assessment activities by addressing the questions below:

- o What are the student learning outcomes for the program? o How have the student learning outcomes been changed or improved? o How are the student learning outcomes clearly defined and measurable? o How are the student learning outcomes communicated to faculty and students?
- o What current direct and indirect assessment methods are used to evaluate the extent to which students are meeting the student learning outcomes?
- o How have the program's assessment methods been changed or improved?

The results of the program's assessment activities have been used to support quality learning primarily through data analysis and program revisions. The data obtained from reviewing student learning results has led to course content and delivery revisions to better meet the needs of students through re-teaching, revising course content, text book usage, and methods of conveying the Student Learning Objectives (SLOs). Annually, the program submits an assessment review to the CARC (College Assessment Review Committee) in which the department evaluates the effectiveness of their assessment of how well, by what means, and with what results, the SLOs were taught the previous year. The results of this review are used to address issues and problems shown by the data. Each year, the identified issues and concerns from the previous year's report are addressed and incorporated into revisions of the curriculum and teaching efforts.

If desired, a possible additional evaluation/assessment might be for a yearly internal review of the teaching/learning by each division of their own processes and courses. Such a program might include:

1. A survey and analysis instrument would be circulated internally to the faculty of each division by the division chair. Faculty within the division, both full and part-time would be involved. Faculty would have a task to perform in the assessment process (the gathering of evidence, the analysis/interpretation, and recommendations).
2. The division chair and the faculty in the division will meet and make decisions based on the analysis of the data.

3. After the assessment process, the results will be routed by the Chair to the Dean's office for final review and approval or edit.

Document 4: Students The program should have appropriate structures in place to recruit, retain, and graduate students.

4A: Provide information regarding student recruitment and admissions.

The following documents are in the appendices.

- 1) A letter dated February 13, 2019 regarding Advisement Summary Report for the AAS in General Studies from Michelle I. Lee, Student Services Tech Center (Appendix 1).
- 2) A letter dated March 11, 2019 regarding recommendation for the AAS General Studies Program from Mark Gerard Remillard, Division Chair, Business and Applied Technologies (Appendix 2).

In general students are recruited and admitted by the usual means, advertising of the program online via the university, department, and program webpages, in the UNMG catalog, and by word of mouth among students. Admission into the program follows the same process as non-Business students. All students must be accepted into the university and have sufficient scores on the Accuplacer Test to qualify them for university level Math and English courses. A minimum grade of C must be maintained in all courses in the Certificate program

4B: Provide an analysis of enrollment trends, persistence, and graduation trends.

	2013	2014	2015	2016	2017	2018
Fall Semester						
Total Student Credit Hours	1939	899	667	854	996	854
Number of unique courses taken by AAS General studies students (does not include section)**	120	82	75	82	87	84
Spring Semester						
Total Student Credit Hours	2493	1585	685	750	787	866
Number of unique courses taken by AAS General studies students (does not include section)**	118	129	78	86	85	90

This chart shows the number of courses taken across the curriculum by AAS General Education students. This shows the variety of courses taken.

Headcount (by semester) enrolled in AAS General Studies Program						
	2013	2014	2015	2016	2017	2018
Fall	212	101	81	97	103	85
Spring	254	176	86	93	88	95

While the number of courses taken each semester may be large, this data shows a decline in the number of students over the last five years from between 200-250 in the program in 2013 to between 80-90 students in the program in 2018.

Completions with an AAS General Studies	2013			2014		
	Spring	Summer	Fall	Spring	Summer	Fall
AAS General Studies	17	5	3	15	2	7

2015			2016			2017		
Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
9	0	1	8	3	5	3	1	9
2018								
Spring	Summer	Fall						
9	2	0						

This data shows decline in the number of program graduates over the last five years from 25 graduates in 2013 to 11 in 2018.

4C: Provide a description of program advisement for students.

Each student is assigned a university advisor through the Student Services Center. Advisors are assigned to groups of students based on alphabetical breakdown by last names. Advisors are responsible for helping students with their schedules and academic issues. In addition, faculty within each program give advice on courses and course sequencing

4D: Describe any student support services that are provided by the program. –

The instructor provides office hours and in-class assistance to help students with academic and scheduling questions. In addition, all students in the program have access to the advising and counseling services offered through the Student Services Center. Students also have access to Veteran’s Services and ARC for students needing special accommodations.

4E: Describe any student success and retention initiatives in which the program participates.

Students in the program have access to the services offered through the Student Services Center, tutoring services through the Center for Academic Learning (CAL), and TRIO. Students with special needs are accommodated through ARC. Veterans have access to the Veteran’s Service Center.

4F: Describe where graduates of the program are typically placed (including transfers to other institutions). Describe efforts to measure the success of program graduates and the results of those measures

AAS General Studies Transfer Data		
	Number	
Total number of students who graduated between Spring 2013 & Fall 2018	85	
Number of students from graduate cohort who transferred to UNM main campus	18	21%
Enrolled programs at UNM main		
BSN Nursing	1	
BSED Special Education	1	
BS Nutrition & Dietetics	1	
BLA Liberal Arts	8	
BBA Business Administration	4	
BA English Studies	1	
BA Communication	1	
BA Art Studio	1	
MA Special Education	1	
<i>Note: the student who pursued BSED Special Education later pursued MA Special Education. Transfer data to other institutions outside of the UNM system is not represented.</i>		

The data above shows student transfer numbers for the period 2013-2018 and to which academic areas students transferred. Given the general nature of the classes and program, students could find

employment in any field of their interest although it appears that Liberal Arts and Business were the most popular academic transfer field.

Currently, no process is in place to track employment trends among AAS in General Studies graduates.

Document 5: Faculty The faculty associated with the program should have appropriate qualifications and credentials. They should be of sufficient number to cover the curricular areas of the program and other research and service activities.

- 5A: Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.

The faculty of UNMG is a diverse group of individuals who hold a mix of terminal degrees (Ph. D, MFA, JD, etc.) and Master’s Degrees. Since most of the courses taught in the program fall in the Arts and Science Division, a detailed breakdown of the faculty within that division and the courses they teach for the AAS General Studies Program was provided by the Chair, Mr. Joseph Kee, as follows:

Division	Faculty Name	Credential	% Faculty	Roles and Responsibilities
A&S	Andisheh Dadashi			STAT145 Intro To Statistics
A&S	Arunachalam Muthalyan			BIOL123 Bio for Health Related Sci 81OL124L BIO-Health Sci LAB
A&S	Bruce Gjeltema			HIST162 US History since 1877
A&s	Carmela Lanza			ENGL120 Composition III
A&S	Carolene Whitman			NVJO101 Elem Conv Navajo-Non Ntv Spks
	Elvira Martin			IT101 Computer Fundamentals
A&S	Florentin Smarandache			MATH106 Problems in Intr Algebra MATH120 Intermediate Algebra
	Frank Sanchez			PENP157 Cardio Kickboxing
A&S	Jose Cabriales			PSYIOS General Psychology
A&S	Kristi Wilson			ARTHIOI Introduction To Art
A&S	Lora Stone			POLS200 American Politics SOC101 Introduction to Sociology
A&S	Matthew Mingus			HIST101 Western Civilization to 1648
A&S	Michael Williams			CHEMIII Elem of General Chemistry

A&S	Norhayati Adelhardt			CJ130 Public Speaking
A&S	Robert Galin			ENGL219 Tech & Professional Writing
A&S	Shirley Heying			ANTH101 Intro to Anthropology ANTH130 Cultures of the World
A&S	Thomas Kaus			MATH100 Introduction to Algebra MATH120 Intermediate Algebra

A&S	Tracy Lassiter			ENGL100 College Reading and Writing
A&S	Vickie Olson			BIOL136 Hum Anat PhysN-Maj
A&S	Yi-Wen Huang			ENGL120 Composition III

General Studies Program Review Preparation By Joe Kee, Arts and Sciences, Div Chair Supports Program Review
Submission Program Packet SA of Spring 2018 Faculty Taught Courses

Division	Faculty Name	Credentials	% Faculty TTme Devoted to Program	Roles and Responsibilities
				MATH107 Problems in College Algebra MATH108 Problems in Pre-Calculus MATH121 College Algebra
A&S	Alok Dhital			MATHISO Pre-Calculus MATH106 Problems in Intr Algebra MATH120 Intermediate Algebra
A&S	Andisheh Dadashi			STAT145 Intro To Statistics
	Ann Sander			ECME101 Chlld Growth Dev & Learning ENVS101 The Blue Planet ENVS102L The Blue Planet Lab EPS101 Intro Geology How Earth Works
A&S	Antoinette Abeyta			EPSIOSL Physical Geology Lab ENGL110 Accelerated Composition
A&S	Metha Matt			ENGL120 Composition Ill
	Arthur Ledesma			ITI166 Bus Web Pg Design I
A&S	Arunachalam Muthaiyan			BIOL239 Micro Hlth Sci & Non-Majors HIST161 US History to 1877 HIST162 US History Since 1877 NATV150 Intro to
A&S	Bruce Gjeltema			NATV American Studies
A&S	Carla Zecca			MATH100 Introduction to Algebra ENGL100 College Reading and Writing
A&S	Carmela Lanza			ENGL120 Composition Ill NATVIS0 Intro to Native American Studies
A&S	Carolene Whitman			NVJOI01 Elem Conv Navajo-NonNative Speakers ENGL100 College Reading and Writing
A&S	Carolyn Kuchera Chester Hubbard			ENGL110 Acceterated Composition HCHS293 T: EMS Supplemental Lab I MATH107 Problems in College Algr MATH121 College Algebra PHYC102 Intro To Physics
A&S	Chris Platero Cynthia Chavez			PHYC102L Physics Laboratory PENP164 Walk for Wellness
	David Martin			EMS113 EMT-BASIC EMS142 EMT-BASIC Lab HCHS123 Human Growth and Development
A&S/	Elizabeth Herron Elvira Martin			PSY105 General Psychology CSISOL Computing for Bus Students

*General Studies Program Review Preparation By Joe Kee, Arts and Sciences, Div Chair Supports Program Review
Submission Program Packet SA of Spring 2018 Faculty Taught Courses*

	Evalena Boone			ECON105 Introductory Macroeconomics IT101 Computer Fundamentals IT101 Computer Fundamentals
A&S	Florentin Smarandache			MATH106 Problems in Intr Algr MATH107 Problems in College Algebra MATH120 Intermediate Algebra MATH121 College Algebra
	Floyd Burnham			CRT106 Corrosion Protection CRT107 Auto Glass Restraint
	Frank Sanchez			PENP157 Cardio Kickboxing PENP193 T: Jiu-Jitsu
A&S	Franklin Romero			SPAN101 Elementary Spanish I
	Gayle Woodcock			HCD110 Dental Ethics Professionalism HCD130 Dental Radiography HCD164 Seminar
	Gregory Collison			PENP124 Ballroom Dance
A&S	Henry Grizzle			BIOL110 Biology Non-Majors Biol112 Lab Non-Majors
A&S	Isabell Deschinny			ARTS221 Navajo Weaving
	James Malone			CRJS171 Forensic Science
	James Smith			HED164I Standard First Aid
A&S	Joe Kee			NVJO101 Elem Conv Navajo-Non Ntv Spks
A&S	John Burke			MATH100 Introduction to Algebra MATH106 Problems in Intr Algr MATH120 Intermediate Algebra
A&S	John Zimmerman			ARTH101 Introduction To Art ARTS168 Introduction to Ceramics ARTS268 Ceramics: Mat & Aesthetics
A&S	Jose Cabriaes			PSY10S General Psychology
	Judy John			PENP101 Beginning Swimming PENP160 Wght Trng & Phy Cond PENP165 Yoga
A&S	Kamala Sharma			CHEM111 Elem of General Chemistry
A&S	Kathleen Kurpiel			ENGL100 College Reading and Writing
A&S	Keegan Mackenzie-Chavez			UNIV101 Sem: Intro to UNM & Higher Ed
A&S	Kelly Morris			MATH099 Pre-Algebra
A&S	Keri Stevenson			ENGL110 Accelerated Composition
A&S	Kristi Wilson			ARTH101 Introduction To Art ARTS106 Drawing I

General Studies Program Review Preparation By Joe Kee, Arts and Sciences, Div Chair Supports Program Review
Submission Program Packet SA of Spring 2018 Faculty Taught Courses

A&s	Kristian Simcox			PHIL101 Intro To Phllosophy PHIL156 Reasoning & Critical Thinking RELG107 Living World Religions
	Larry Conyers			HCHT121 Health Info Tech I HCHT221 Med-Legal& Qual Manag
	Lavina Barber			PENP160 Wght Trng & Phy Cond
A&s	Lilia Cuciuc			MATH099 Pre-Algebra MATH100 Introduction to Algebra MATH106 Problems in Intr Algbr MATH120 Intermediate Algebra
	Lisa Rodriquez			PENP193 T: Insanity PENP193 T: Pilates Beginning
A&S	Lora Stone			SOCIOI Introduction to Sociology
	Mae Josephine Cubero			IT101 Computer Fundamental
	Martha Orr			CNA101 Nursing Assistant
A&S	Matthew Mingus			HISTIOI Western Civilization to 1648 HIST102 Western Civilization post 1648 HIST220 S: History: The Holocaust
A&S	Michael Williams			CHEMIII Elem of General Chemistry MATH123 Trigonometry MATHIIS n-echanical MATHematcs
	Michelle DeArmond			HCDA125 DA Pre-Clinical II HCDA135 UNM Clncl Dntl Asst
	Myron Postma			PENP168 Basketball Competition
	Natalie Lovato			HCHS113 Base Body Struc & Fune NUTR120 Nutrition for Health
&S	Natalja Varezkina			MATH106 Problems in Intr Algbr MATH107 Problems in College Algbr MATH120 Intermediate Algebra MATH121 College Algebra
	Nicholas Bergan			ECONIOS Introductory Macroeconomics
A&S	Norhayati Adelhardt			CJ130 Public Speaking
A&S	Pamela Stovall			CJ130 Public Speaking CJ221 Interpersonal Communication
A&S	Peter Handeland			GRMN101 Elementary German I
	Rachael Stewart			GNST093 General Studies GNST095 Practicum GNST195 Practicum II
&S	Robert Galin			ENGLIIO Accelerated Composition ENGL120 Composition III ENGL219 Tech & Professional Writing
	Roseanna McGlInn			HCHSIII Medical Terminology HCHT211 ICD-CPT Codng

General Studies Program Review Preparation By Joe Kee, Arts and Sciences, Div Chair Supports Program Review
Submission Program Packet SA of Spring 2018 Faculty Taught Courses

A&S	Shirley Heying			ANTH101 Intro to Anthropology ANTH101 Intro to Anthropology ANTH130 Cultures of the World GEOG102 People and Place EMST113 EMT-Basic
	Sonya Damon			EMS120 Intro To EMS Systems EMS142 EMT-Basic Lab EMT-I Clinical & Field Exper EMSISI EMT-I Clinical & Field Exper
A&S	Stephen Rogers			MATH099 Pre-Algebra
	Sylvia Andrew			HS101 Intro To Hum Service
A&S	Tara De Young			UNIV101 Sem: Intro to UNM & Higher Ed
A&S	Thomas Kaus			MATH100 Introduction to Algebra MATHIII MATH EI Sch Tchr I MATH113 Lab for MATH 111 MATH129 Survey of MATH
A&S	Tracy Lassiter			ENGLI00 College Reading and Writing ENGLI0 Accelerated Composition ENGL120 Composition III
A&S	Tribhuban Choudhary			MATH106 Problems in Intr Algr MATH120 Intermediate Algebra
	Tyrell Harvey			ECON106 Introductory Microeconomics IT101 Computer Fundamentals
A&S	Vickie Olson			BIOL136 Hum Anat Phys N-Maj BIOL139L Hum Anat Lab-Non Maj
A&S	Yi-Wen Huang			ENGLI0 Accelerated Composition ENGL120 Composition III LING101 Intro to the Study of Language

Division	Faculty Name	Credentials	% Faculty Time Devoted to Program	Roles and Responsibilities
	Alexander Tallant			NUTR120 Nutrition for Health
	Alicia Santiago			REN175 ZUMBA
				MATH 106 Problems in Intr Algebra MATH 120 Intermediate Algebra
A&S	Alok Dhital			MATH 121 College Algebra
				MATH 106 Problems in Intr Algebra MATH 120 Intermediate Algebra
A&S	Andisheh Dadashi			STAT 145 Intro to Statistics ENGL100 College Reading and Writing
A&S	Aretha Matt			ENGL120 Composition III BIOLL123 BIOL for Health Related
	Arunachalam Muthaiyan			Sci BIOL124L BIOL- Health Sci LAB ZUNI101 Beginning Zuni for Non-
A&S	Belinda Tsabetsaye			Spkrs
A&S	Brittany Babycos			PSY105 General Psychology HIST161 US History to 1877 HIST162 US History Since 1877
A&S	Bruce Gjeltema			NATVISO Intro to NATV American Studies

ENGL100 College Reading and Writing
ENGL110 Accelerated Composition

A&S Carmela Lanza

ENGL120 Composition III

NATV150 Intro to Native American
Studies NVJIOI Elem Conv

A&S Carolene Whitman

Navajo-Non NTV Spkrs

				ENGLI00 College Reading and Writing ENGL 110 Accelerated Composition ENGL120 Composition III ENGL219 Tech & Professional Writing
A&S	Carolyn Kuchera			
A&S	Chad Smith			NTSC263L Environmental Science
	Chester Hubbard			HCHS113 Base Body Struc & Fune
A&S	Chris Platero			MATH106 Problems in Intr Algebra MATH107 Problems in College Algebra MATH120 Intermediate Algebra MATH121 College Algebra PHYC.102 Intro To Physics PHYC102L Physics Laboratory
A&S	Christopher Dyer			ANTHIS0 Evolution & Human Emergence ANTH151L Human Evolution Laboratory GEOG102 People and Place SOC101 Introduction to Sociology
	David Martin			EMS113 EMT-BASIC EMS142 EMT-BASIC Lab HCHS293 T:EMS Supplemental Lab
A&S/	Elizabeth Herron			HCHS123 Human Growth and Development PSY10S General Psychology
	Elvira Martin			MGMT10I Fund of Accounting
	Evalena Boone			ECONIOS Introductory Macroeconomics IT101 Computer Fundamentals
A&S	Florentin Smarandache			MATH106 Problems in Intr Algebra MATH120 Intermediate Algebra MATH162 Calculus I
	Frank Sanchez			PENP182 Martial Arts
	Franklin Romero			SPAN101 Elementary Spanish I
	Gayle Woodcock			HCHSIII Medical Terminology

			BIOL110 Biology Non-Majors
A&S	Henry Grizzle		BIOL112L Lab Non-Majors
A&S	Isabell Deschinny		ARTS221 Navajo Weaving
	James Smith		HED164L Standard First Aid
A&S	Joe Kee		NVJ0101 Elem Conv Navajo Non Ntv Spks
I			MATH100 Introduction to
A&S	John Burke		MATH106 Problems in Intr Algebra MATH120 Intermediate Algebra
A&S	John Zimmerman		ARTS168 Introduction to Ceramics
			PENP101 Beginning Swimming PENP114 Wght Trng & Phy Cond
	Judy John		PENP181 Core Training
A&S	Kamala Sharma		CHEM111 Elem of Gen Chem CHEM121GEN Chem I CHEM123L Gen Chem I Lab
A&S	Kathleen Kurniel		ENGL100 Accelerated Composition
A&S	Keegan Mackenzie- Chavez		UNIV101 Sem: Intro to UNM & Higher Ed
			COMP222 Fairy and Folk Tales ENGL100 College Reading and Writing
A&S/	Keri Stevenson		ENGL100 Accelerated Composition ENGL120 Composition III
			ARTS101 Introduction to Art ARTS106 Drawing I ARTS157 Small Metal Const I

A&S Kristi Wilson

A&S KristianSimcox
LarryConyers

A&S LarsHelgeson
LavinaBarber

PHIL101 Intro to Philosophy

PHIL156 Reasoning & Critical
Thinking

RELG107 Living World Religions
HCHT121 Health Info Tech I

BtOL110 Biology Non-Majors

BIOL112L Lab Non-Majors

PENP161 Jogging Fitness

		MATH099 Pre-Algebra <i>MATH100 Introduction to Algebra</i> <i>MATH106 Problems in Intr Algebra</i>
A&S	<i>Lilia Cucuc</i>	<i>MATH120 Intermediate Algebra</i>
		<i>POLS200 American Politics</i>
A&S	<i>Lora Stone</i>	<i>SOC101 Introduction to Sociology</i> <i>EPS101 Intro Geology How Earth Works</i> EPSIOSL Physical Geology
A&S	Maria Donahue	Lab
		<i>MATH100 Introduction to Algebra</i> <i>MATH107 Problems in College</i>
A&S	Marilou Jason <i>Martha Orr</i>	Algebra MATH121 College Algebra <i>CNA101 Nursing Assistant</i> <i>HIST101 Western Civilization to 1648</i>
A&S	<i>Matthew Mingus</i>	<i>HIST102 Western Civilization post 1648</i> <i>CHEM111 Elem of General</i> CHEMistry MATH123
A&S	<i>Michael Williams</i>	<i>Trigonometry</i>
	<i>Myron Postma</i>	<i>PENP168 Basketball Competition</i> <i>UNIV101 Sem: Intro to UNM & Higher Ed</i>
A&S	Nancy Bruker	
A&S	Natalja Varezkina	MATH107 Problems in College Algebra MATH121 College Algebra
	Nicholas Bergan	ECON106 Introductory Microeconomics
A&S	Norhayati Adelhardt	CJ130 Public Speaking CJ221 Interpersonal Communication
A&S	Peter Handeland	GRMN101 Elementary German I
	Roseanna McGinn	HCHT211 ICD-CPT Codng
A&S/	SamirWahid	ARCH121 Introduction to Architecture DRFT115 Autocad Level I
		ANTH101 Intro to Anthropology ANTH130 Cultures of the World ANTH220 World Archaeology
A&S	Shirley Heying	

A&S	Stephen Rogers			MATH099 Pre-Algebra
A&S	Tara De Young			UNIV101 Sem: Intro to UNM & Higher Ed
A&S	Thomas Kaus			MATH099 Pre-Algebra MATH100 Introduction to Algebra MATHIII MATH El Sch Tchr I
A&S	Tracy Lassiter			ENGL100 College Reading and Writing ENGL110 Accelerated Composition
A&S	Tribhuban Choudhary			MATH106 Problems In Intr Algebra MATH120 Intermediate Algebra
				ECON106 Introductory
A&S	Vickie Olson			BIOL136 Hum Anat Phys N-Maj BIOL139I Hum Anat Lab-Non Maj BIOL200 Hum Anat & Phys Hlth Sc Lab BIOL237 Hum Anat & Physic I Hlth Sci

5B: Provide information regarding professional development activities for faculty within the program.

Faculty have the opportunity to participate in professional development opportunities provided by the UNM Main Campus and are invited to those events through email sent to all UNM faculty. In addition, UNMG faculty are able to request Faculty Professional Development Funds through the Faculty

Professional Development Committee which can help pay for the cost of attending professional conferences. Funding is also available for conference attendance through the Carl Perkins Grant.

5C: If applicable, provide a summary and examples of scholarly/creative work of faculty members within the program.

Several faculty have been published recently. The following two examples are taken from campus newsletter publications to faculty:

Dr. Carmela Lanza, assistant professor of English, has had three of her poems accepted for publication in the Louisiana State University publication [Comparative Woman](#). The three original poems are "Blood Moon," "Continental Divide(s)," and "Seven Mothers." The journal editors noted of Dr. Lanza's work, "Lacking any definite boundaries between poems, subjects, ideas etc. this trio of poems establish connections by drawing one's attention to words. The speaker, a storyteller, uses words to create a sense of undefined space. One has to search for a center, an origin. Thus, space is merely a *sense* of something constantly shifting, something concrete and detailed enough to be centered in a border town, a home, a crib, and paradoxically something un-contained like wind, water, blood. As the reader attempts to establish and attach a limiting identity to the speaker, there is a constant shifting, moving, and escaping that resists labeling. In this way the speaker/storyteller makes a deep connection with the reader, one beyond the borders of skin; in blood, in spirit, like myth." The mission of *Comparative Woman* is to create an environment that explores topics related to comparative literature and women/gender studies through poetry and academic essays from a multitude of perspectives

Congratulations to Dr. Keri Stevenson, assistant professor of English, who has had an article published in the book *Inside the World of Harry Potter: Critical Essays on the Books and Films*, edited by Christopher E. Bell, which just came out this month. Dr. Stevenson's article is titled "The First Gift: Owls as Paragons of the Non-Human" and covers owls as an exception to a human-centric attitude in the *Harry Potter* books. In the introduction, the editor recognizes this article as "one of the most interesting *Potter*-related pieces I have read in some time." The book can be purchased at several vendors including [Barnes & Noble](#) and [Target](#).

UNMG attempts to recognize faculty publications praise faculty success and scholarship.

5D: Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member.

Due to the number of faculty at the university, a sampling of vitae for faculty have been provided in Appendix 3.

Document 6: Resources and Planning The program should have sufficient resources and institutional support to carry out its mission and achieve its goals.

- 6A: Describe how the program engages in resource allocation and planning. If the program has an advisory board, describe the membership and charge and how the board's recommendations are incorporated into decision making.

Annually, each department submits their budget requests to their division chair who submits the division's requests to the Chief Financial officer for inclusion into the annual budget for the next fiscal year. Once the university receives their allocation from the legislature, each division is given their budget for the year. Since there is no individual budget for the AAS General Studies Program, the classes within each department are financed by their respective division. There is no advisory board for the ASS General Studies Program.

6B: Provide information regarding the program's budget including support received from the institution as well as external funding sources.

Since students take classes within multiple departments, there is no specific budget for the AAS General Studies Program. Costs for offering classes are carried by the department offering the course and fall within the budget of the sponsoring division. Each division chair is responsible for overseeing the budget and expenses for the departments within their division. The division chairs are accountable to the Chief Financial Officer for budget oversight.

6C: Describe the composition of the staff assigned to the program (including titles and FTE) and their responsibilities.

See Document 5 Section A for listing of faculty responsibilities within the program.

6D: Describe the library resources that support the program's academic initiatives.

Zollinger Library provides a variety of services and resources that support the University's instructional programs and users' needs for personal enrichment and recreation. Knowledgeable staff are available to organize library materials, to help users locate information, and to assist them in using print and online resources and computer equipment. The library contains a computer lab, a conference room and group study rooms. In addition, the facility houses books, videos and periodical titles.

According to the University of New Mexico Gallup Campus 2015-2017 Course Catalog, page 20, the section on the Campus Library is the Zollinger Library. The Zollinger Library houses more than 50,000 books and periodicals, over 2,400 films and documentaries, and provides Reserve items for many courses. The library also provides access to hundreds of thousands of journal articles via online databases, and more than 200,000 e-books. Access to LIBROS, the library's catalog is available through computers in the library. In addition, the library's computer lab provides 24 desktops for use by our patrons. Laptops are available for checkout to students, and three study rooms provide quiet study space for groups.

Document 7: Facilities The facilities associated with the program should be adequate to support student learning as well as scholarly and research activities.

- 7A: Describe the facilities associated with the program, including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc.

Since the program encompasses courses in all the major academic disciplines on campus, courses are offered in classrooms, computer labs, lecture halls, and technical workspaces (shops and labs) all over campus. Each instructor has his or her own office and meets with students as needed. Classes are offered according to the UNMG class schedule, and students move from location to location depending on the courses they have selected. All classrooms have wi-fi access, computer capabilities, and white boards, projectors, and student seating to accommodate at least 25 students. Lecture halls and specialized labs/shops may accommodate more or few students depending on the location.

7B: Describe any computing facilities maintained or used by the program

The AAS in General Studies program uses facilities and classrooms all over the UNMG campus. Typically, the computer facilities associated with the AAS in General Studies program include 40 x 40 (average) classrooms sized to accommodate at least 24 students and one faculty member. Computer labs include computers, papers and printers that are available for student use. Overhead projectors, screens and white boards are located in most of the classrooms. The computers have many software applications (Internet, Microsoft Office 2016, and tutorials) for students to use to complete their homework assignments and take tests. The University of New Mexico Gallup Campus Information Technology Department oversees, maintains, and updates the computers every semester.

Document 8: Program Comparisons This program is of sufficient quality when compared to relevant peers.

- 8A: Provide information on the distinguishing characteristics of the program. Discuss the program in comparison to other programs such as number of faculty, student characteristics, etc. Pay special attention to:

- o Parallel programs at peer institutions
- o Regional and national comparisons of academic programs

The UNMG AAS in General Studies Program is comparable to the General Studies Programs offered at other institutions in the region. General Studies programs are offered at UNM Taos and UNM Los Alamos as well as New Mexico State Grants and Eastern New Mexico University. All of these programs are AAS degrees of 60- 61 credits requirements which is in agreement with the 60 credit hours required by UNMG.

The General Studies programs at the other four universities all require courses in the same seven core areas, communications, mathematics, natural and physical sciences, social and behavioral sciences, humanities, foreign language, and fine arts. One difference between other programs and the UNMG program is that the other programs require specific communications courses whereas UNMG does not require any specific courses in its program as long as the required number of courses is taken in each area.

Document 9: Future Direction The program should engage in strategic planning and prioritization in order to achieve its mission and vision.

9A: Provide a summary of strengths and challenges for the program.

The chief positive point of the AAS in General Studies Program is the versatility and open-endedness of the course offerings. Students are free to choose any course within the UNM core in the seven areas to meet degree requirements. The degree can be applied to almost any Bachelors program of study. Also, the program gives students who are undecided on a career path or who are struggling with certain courses to choose a course for the required areas and not be forced to take particular course with which they may struggle and which could block their success in getting a degree.

On the challenges side, the AAS in General Studies is very general and requires a student to focus their program on a desired outcome. This puts the responsibility on the student to drive their course selection. A student who lacks direction or is uncertain of their career path might end up taking courses that would not be beneficial.

9B: Describe the program's strategic planning efforts.

The strategic planning of the AAS in General Studies is to work to continue to serve the needs of students and to provide a venue for students to obtain a degree or register for a degree plan to move forward with their career goals. Work on program revision will be on-going, as will assessment of the individual classes that make up the degree program.

9C: Describe the strategic directions and priorities for the program

Two major directions that the AAS in General Studies should work towards should be:

1. To put the AAS in General Studies under the Division of Arts and Science since the majority of the classes offered in the program are taught in that division.
2. To establish a policy within the university that required students in the AAS in General Studies Program to meet with their advisor at the beginning, middle and end of each semester to revisit and refocus their degree plans. This would ensure that students were on track and clearly pursuing their goals.

Appendix 1
Advisor Report

February 13, 2019

Re: Advisement Summary Report AAS – General Studies (60 Credits)

Reviewed and Discussed by members of the Advisement Team (Michelle Lee, Shynal Robinson, Sheryl Luther, and Grace Lueras)

Positives:

This program serves multiple purposes.

- For one, this program is used by students who are on a very intentional path to a specific program such as Engineering, Law, or Medical school. Depending on the program and institution, this program is sometimes the better fit than AS-Science or AA- Liberal Arts. This is most attributed to the 21 credits of electives, which open up the opportunity to tailor the courses to align more accurately with their intended future educational prospects. (The changes forthcoming in the Liberal Arts and Science programs could provide another avenue but for right now, this program offers the most flexibility.)
- Another option is that Pre-Nursing students who are veterans are encouraged to use this program due to the unique process of certification of military benefits. Lobotrax plays a critical role in the certification process. There is no Pre-Nursing major designation for Admission so students either end up in AS-Science or AAS in General Studies. Many of the courses required for AS Science are not required pre-nursing courses and hence do not show up on lobotrax and this causes an issue for Pre-Nursing students who are utilizing Veteran Benefits.
- Finally, this program allows those students who might have received their certificate in Cosmetology or other technical program to use their technical courses towards an associate program. For example: Certificate in Cosmetology to an AAS in General Studies (Cosmetology courses will fit under the Electives portion) then potentially onto a Bachelor in the OILS program which also has Electives that will pick up technical courses.
- For those students who are unsure about their career paths but do have multiple interests that may not be closely related in the technical field can use this program to still work towards completing a degree while still keeping their options open by incorporating general education courses.

Concerns:

- Students who choose this program without having a specific plan in place and do not seek appropriate and timely advisement each semester might find themselves taking courses that

might not benefit them in the long run. This program requires advisement and should have a pre-determined rationale for choosing this particular program.

Catalog Structure:

- For the Mathematics requirement, change this to 6 credits to compensate for the elimination of Math Labs. Those two credits could be added to the General Education Elective portion to change that from 7 credits to 9 credits. (That one credit is always hard to work around and hard for students to understand that they must either commit to a science course with a lab or take a 3 credit course to account for that 1 credit requirement.) This will help to eliminate confusion but more importantly, it will eliminate the need to initiate a credit waiver request for the Math or Substitution.

Michelle.Lee

**Student Success
Manager/ Testing
Student Service Tech
Center 256**

Appendix 2

Chair Letter

March 11, 2019

Re: Letter of Recommendation by Chair for AAS General Studies Program

I believe that the AAS General Studies Program serves an important purpose for the university. First, it provides a way for students to take general education courses that would be applicable to specific career goals when their chosen field is not explicitly taught at UNMG such as Engineering or Pre-Medicine. Second, it allows students who may not have chosen a specific career path to take courses towards a degree while making up their mind so that they do not waste money on courses not covered by financial aid. Third, it gives a way for Veterans to use their Veterans Benefits when they apply for the Pre-Nursing since Pre-Nursing is not an area students can select on admission forms. Finally, it allows students who might not be able to get a degree due to struggles in some academic areas to get a degree through the open choice possibility of classes. For example, a student who might not pass Intermediate Algebra, could take a lower math class for this degree and thus meet the requirement through the choice option.

Even though there has been a shift in enrollment numbers over the last few years, I believe this degree should be retained and maintained at the university.

Mark Remillard

Division Chair, Business and Applied Tehcnology

Appendix 3

Sample Syllabi

BRUCE JAMES GJELTEMA

March 2016

1102 S. Strong Dr.
Gallup, NM 87301
(505)728-2596
bgjelt@unm.edu

SSTC 148
University of New Mexico, Gallup
200 College Rd
Gallup, NM 87301
(505) 863-7648

EDUCATION:

Ph. D. in History from the University of New Mexico – December, 2004.

Emphasis in 20th Century US History (Dr. David Farber), History of the American West (Dr. Ferenc Szasz and Dr. Richard Etulain), and Native American History (Dr. Margaret Connell-Szasz and Dr. Jennifer Dinetdale).

Dissertation Title: *Jacob Casimera Morgan and the Development of Navajo Nationalism.*

Graduate Coursework in Early Modern and Modern European History for college teaching endorsement

MA in History from Northern Arizona University – May, 1986.

Emphasis in US History (Dr. George Lubick), History of the American West (Dr. George Moses), and American Literature (Dr. Brian Short).

Coursework completing major in English and Secondary Education Teaching Endorsement

BA in History from Calvin College – May, 1982

Emphasis on US History

ACADEMIC EXPERIENCE:

Interim Chair, Arts and Sciences Division, University of New Mexico, Gallup; August 2014 to present

Associate Professor of History, tenured, University of New Mexico, Gallup; May 2002 to the present.

Adjunct Associate Professor of History, University of New Mexico, Extended University; August 2002 to 2014.

Chair, Social Sciences Department, University of New Mexico, Gallup; August, 2006 to 2009.

Adjunct Assistant Professor of History, Calvin College, Southwest Program; Spring 1997, 1998, 1999; Fall 2000, 2002.

Assistant Professor of History, University of New Mexico, Gallup; May, 1996 to May, 2002.

Instructor, University of New Mexico, Gallup; August, 1994 to May, 1996.

Adjunct Instructor, University of New Mexico, Gallup; August, 1990 to August, 1994.

COURSES TAUGHT:

Introductory Courses: US History to 1877, US History from 1877, History of New Mexico, Introduction to Native American Studies, Western Civilization from 1648, The Modern Legacy (honors), and Introduction to American Culture

Upper Division Courses: History of the TransMississippi West, History of Native America I (beginnings to the Civil War), History of Native America II (Civil War to World War Two), Twentieth Century US (1920s to the 1960s) and Twentieth Century US (1960s to 2000)

PUBLICATIONS:

Review of *New Mexico: A History*. By Joseph P. Sanchez, Robert L. Spude, and Art Gomez. *The Journal of Arizona History*. Vol. 55, No. 4 (Winter, 2014)

Review of *Dineji Na Nitin: Navajo Traditional Teachings and History*. By Robert S. McPherson. *Utah Historical Quarterly*. Vol. 81, No. 4 (Fall, 2013).

CONFERENCE PAPERS/PUBLIC PRESENTATIONS:

“Navajo Resistance and Survival in their homeland during the Long Walk Crisis.” October, 2016 (anticipated). *Western History Association Conference*, Minneapolis, Minnesota.

“Gallup’s Memorial to the American Indian Comes to Red Rocks: Ambitious Plans for Tourism and Tribute, 1955.” April, 2016 (anticipated). *Historical Society of New Mexico Conference*, Farmington, New Mexico.

“Coercion and Consent: Expression of Indian Agency within the Campaign for Termination, 1953-1954.” October, 2014. *Western History Association Conference*, Newport Beach, California.

“John Collier’s New Mexico Boundary Bill and New Mexican Sabotage.” May, 2012. *Historical Society of New Mexico Centennial Conference*, Santa Fe New Mexico.

“The Indian Capital of the World”: Racial Space and the presentation of Indianness in Gallup, New Mexico.” October, 2010. *Western History Association Conference*, Lake Tahoe, Nevada.

“Senator Dennis Chavez, Jacob C. Morgan and the Sabotage of John Collier’s Indian New Deal.” November, 2009. *Office of the State Historian Fellow’s Lecture*, Albuquerque, New Mexico.

“The New Deal, Navajo Leadership and Navajo Nationalism.” Part of a panel addressing “The New Deal in New Mexico: Emergent identities, Voices of Agency.” April, 2007. *National Council for Public History Conference*, Santa Fe, New Mexico.

“Not to be Honored If Cashed in Gallup’: Bootlegging and Vice in a Navajo Border Town, a 1930s Snapshot.” April, 2006. *The Historical Society of New Mexico and the Southwest Oral History Association Joint Conference*, Albuquerque, New Mexico.

“Navajo Leadership and the New Deal: Henry Chee Dodge and Jacob C. Morgan.” April, 2001. *The Historical Society of New Mexico Conference*, Roswell, New Mexico.

“Applying Indian Perspectives in the Doing of History.” October, 1998. *Navajo Studies Conference*, Window Rock, Arizona.

“Border town Perspectives on the Termination Debate: Glenn L. Emmons and Indian Affairs, 1953-1961.” April, 1996. *The Historical Society of New Mexico Conference*, Las Vegas, New Mexico.

PROFESSIONAL SERVICE/AWARDS:

National Endowment for the Humanities Institute participant: View From the East: The Federal Government and the American West, George Mason University, Fairfax, Virginia, Summer, 2014.

Historical Society of New Mexico Second Vice-President, 2011-2014

Historical Society of New Mexico Board Member, 2010-Present

New Mexico Office of the State Historian Scholar, 2009

National Endowment for the Humanities Seminar participant: The American Indian and Ethnohistory, University of Oklahoma, Norman, Oklahoma, Summer, 2007.

Tracy J. Lassiter, Ph.D.

612 McKee, Gallup, NM 87301; (724) 840-8195; tjlassiter3@gmail.com or tlassiter@unm.edu

Academia.Edu: <https://unm.academia.edu/TracyLassiter>

Primary foci: Petrofiction, postcolonial studies, world literature, pedagogy, information literacy

CURRICULUM VITAE

Teaching Experience

Courses taught: First-Year Experience; College Reading and Writing; Composition; Composition for Non-Native English Speakers; Research Writing; The Study of Literature; Introduction to Humanities Literature; Interpersonal Communication; Film as Literature; World Literature; Technical Report Writing; Creative Writing (Nonfiction); Anglophone World Literature; Literary Classics; Major Themes in Literature. *Online:* College Reading and Writing; Composition; Research Writing.

University of New Mexico-Gallup – Assistant Professor, August 2016-present

Butler County Community College – Adjunct, January-May 2016

Indiana University of Pennsylvania – Temp. Assistant Professor, August 2012-May 2014

Pennsylvania Highlands Community College – Adjunct, August-December 2009

Eastern Arizona College – Fulltime English Instructor, August 2003-May 2008

Indiana University – Assoc. Instructor, Comparative Literature & English Depts., 2001-2003

Education

Ph.D., English Literature & Criticism, Indiana University of Pennsylvania, Indiana, Pennsylvania.
Dissertation: *Crude Designs, Slick Resistance: Petrofiction in the Global Age*. March 2013.

M.A., Comparative Literature, Indiana University, Bloomington, Indiana. Thesis: *A Cock to Crow Early in the Morning: Ovambo Women's Writing in Independent Namibia*. January 2003.

B.S., Journalism; Minor: Environmental Geography. Ohio University, Athens, Ohio. June 1991.

Honors/Awards

Nominee, Literature and Criticism Program's "Outstanding Dissertation Award." March 2013.

Foundation for IUP Doctoral Fellowship two-time recipient, 2008-2009; 2009-2010.

Associated Students of Eastern Arizona College (ASEAC) Advisor of the Year, 2005-2006.

Publications

Petroleum- and Energy-Related

"Inherent Enchantments: A Review of Jeffrey Jerome Cohen's *Stone: An Ecology of the Inhuman*." *Postmodern Culture* 28.1 (Sept. 2017). 18 Sept. 2018. Web. Sept. 18, 2018.

"The First Nations' Way: Indigenous People's Literary and Political Resistance to Big Oil." *Energy in Literature: Essays on Energy and Its Social and Environmental Implications in Twentieth-Century Literary Texts*. Ed. Paula Farca. Oxford, UK: TrueHeart, 2015. 113-125.

Review: Gordon, Jon. *Sustaining Oil*. U of Alberta P. Submitted to editor March 2014.

"Natural Gas Programs Prove 'Frack-tious'." *Boston Occupier*. *Bostonoccupier.com*. 27 Dec. 2012. Web.

"Resistance is Futile? Enduring Hegemony despite Ideological Challenge." *Imaginations: Journal of Cross-Cultural Image Studies*. Special Issue: Oil and Water. 6 Sept. 2012. Web. *csa.ualberta.ca*. Peer-reviewed.

Pedagogical

Lassiter, Tracy and James Fisk. "Fostering Community Engagement through Intentionality and Faculty-Librarian Partnership." *Library Service Learning: Empowering Students, Inspiring Social Responsibility, and Building Community Connections*. Eds. Theresa McDevitt and Caleb Finegan. Chicago: Association of College and Research Libraries, November 2018. 187-204

Amicucci, Ann and Tracy Lassiter. "Multimodal Concept Drawings: Engaging EALs in Brainstorming about Course Terms." *TESOL Journal*. Special Topics Issue: "Critical Crossroads: Investigating Nonnativeness, Race, Class, Gender and Sexuality in an Era of World Englishes." 5:3 (Sept. 2014): 523-31. Peer-reviewed.

"Topical Full Monty." *Let the Games Begin! Engaging Students with Interactive Information Literacy Games*. Ed. Theresa McDevitt. Chicago: Neal-Schuman, 2011. 63-4.

"Each One Teach One." OnCourse Newsletter. *Oncourseworkshop*. Web. November 23, 2009.

Professional

MLA International Bibliography Field Bibliographer. Term: 2017-2020.

Other

"CTE as Lifelong Learning Portal." *Techniques* (Jan. 2016): 32-5.

"Adoption." *Encyclopedia of Global Social Issues*. Armonk, NY: M.E. Sharpe. 2012.

“Introduction” and “Metafiction: The Graphic Novel Embedded in Laura Esquivel’s Multimedia Novel *The Law of Love*.” *International Journal of Comic Art* 13:2 (Fall 2011): 432-6 and 488-98. Peer-reviewed.

Presentations

Petroleum- and energy-related

“‘Tell Me What You’re Carrying Home’: Forgotten Voices in the Wake of the BP Disaster.” Cultural Studies Association, Salty Lake City. May 29-31, 2014.

“Big Oil’s Big Reach: Petrofiction and the Industry’s Impact on Diverse Populations.” Issues in Diversity Working Paper Series. March 26, 2013.

“Petrofiction as Twenty-First Century Literary Lens.” Petrocultures Conference. University of Alberta, Edmonton, Alberta, CA. September 7, 2012.

“Translating Modes of Resistance in Munif’s *Cities of Salt*.” MLA Conference, Los Angeles. January 7, 2011.

Student Success/Pedagogy

“Visuals to Voices.” National Council of Teachers of English 2018 Conference. Houston, TX: 17 Nov. 2018.

“Gut Knife, Convictions: Creating Safe Spaces for Students to Share and Heal.” Assembly for Expanded Perspectives on Learning. Estes Park, CO. June 24, 2018.

“How to Become a Successful College Student.” UNM-Gallup New Student Orientation. Multiple dates.

Invited speaker. "Job Skills Strategies." November 3 and November 14, 2017. Automotive Technology Program, UNM-Gallup.

"Multimodal Activities for Your Composition Classroom." IUP English Department Colloquium Series. Co-presenter: Dr. Ann Amicucci. February 13, 2014.

"Homer-Center Library Community Connection: Enhancing Culturally Sensitive Interactions." Three Rivers TESOL Conference, Pittsburgh, PA. Co-presenter: Dr. Hayat Messekher. November 5, 2011.

Faculty Development

"Movin' On Up: Promotion Writing Pointers." UNM-Gallup Fall Faculty Orientation, Gallup, NM. August 15, 2017.

"Creative Remediation/Engagement Strategies for All Types of Classrooms." UNM-Gallup Spring Faculty Orientation, Gallup, NM. January 10, 2017.

"Dropbox, Evernote, EndNote, Google Scholar, and Easybib: Facilitate the Research Process by Using Internet Tools to Store, Organize, and Cite Sources." IUP Technology Day, Indiana, PA. Jan. 22, 2013.

"Information Literacy as a Critical Skill for Success." Panelist, Reflective Practices Series, Indiana, PA. March 3, 2011.

Comics/Graphic Novels

"While My Gorilla Gently Weeps." International Comparative Literature Association Congress, Paris, France. July 19, 2013.

"Metafiction: The Graphic Novel Embedded." International Comparative Literature Association Congress, Seoul, S. Korea. August 16, 2010.

“Gender and Sexuality in Daniel Clowes’ ‘Gynecology’ and Hiroshi Aro’s *Futaba-Kun Change*, ‘Who Wears the Pants?’” International Comparative Literature Association Congress, Hong Kong. August 2004.

Postcolonial and African Studies

“Making the Case for Postcolonialism in the Age of Empire.” EGO/GSA Conference, Indiana, PA. May 1, 2010.

“A Cock to Crow Early in the Morning”: Ovambo Women’s Writing in Independent Namibia.” African Studies Association, 46th Annual Meeting, Boston, MA. November 1, 2003.

“Wanasoma: Building the First Public Library in the Western Province of Kenya.” African Studies Department, Indiana University, Bloomington. October 9, 2001.

Service

Campus

UNM Faculty Senate Representative, Gallup Campus. August 2018-present.

University of New Mexico-Gallup (UNM-G) Arts & Sciences Division *Ad Hoc* Committee. January 2018-August 2018.

Operations Committee, UNM-G Faculty Assembly, Aug. 2017-May 2018.

Chair, Teaching Excellence Committee, UNM-Gallup Faculty Assembly, August 2017-August 2018.

Co-Organizer, UNM-G’s Women’s HERstory Month. March 2017 and March 2018.

Organizer, “Visuals to Voices” per-semester showcase of UNM-G English 100 students’ work.

Co-Director: Assessment, IUP’s Center for Teaching Excellence’s Reflective Practices Series. May 2013-May 2014.

Co-Director, President’s Commission on the Status of Women at IUP. March 2013-January 2014.

Member, IUP’s Sustainability Studies Minor Course Design Committee. January 2013-May 2014.

Member, President’s Commission on the Status of Women at IUP. April 2010-January 2014.
Approved by the university president to sit on this commission.

Community

Member, Sustainable Gallup Board, August 2018-present.

Member, Keep Gallup Clean and Beautiful, May 2018-present.

President, AAUW-Gallup Chapter, Gallup, New Mexico, August 2017-present.

Board Member and Social Media Chair, McKinley Citizens’ Recycling Council, Gallup, New Mexico, January 2017-present.

Co-founder, Community Connections. Award-nominated postcolonial reading group held in conjunction with the Homer City Public Library. August 2010-March 1, 2012.

Member, IUP’s Center for Teaching Excellence’s Advisory Board. December 2011-May 2013.

Founder, Homer-Center Public Library's Community Connections. August 2010-March 1, 2012.

Other Teaching Experience

Indiana County Instructor, New Choices/Project GROW, Lenape Technical School Adult Education, Ford City, PA. October 2015-June 2016.

Content writer/editor, Shmoop.com. December 2014-July 2015.

Volunteer ESL teacher, Anamulenge RCM, Ombalantu, Namibia. January-November 1994.

Membership

Modern Languages Association (MLA), National Council of Teachers of English (NCTE), Association for the Study of Literature and the Environment (ASLE), American Association of University Women (AAUW), Phi Kappa Phi Honor Society, International Literacy Association (ILA).

WorldTeach Alumni

Americorps Alumni



John A. Burke

**Assistant Professor
Arts and Sciences Division
University of New Mexico Gallup**

EDUCATION

UNIVERSITY OF ILLINOIS Urbana-Champaign, IL.

Ph.D., Organic Chemistry, 1992

Investigations of Molecular Recognition Processes

Thesis Advisor: Professor William H. Pirkle.

A portion of my doctoral research resulted in a patent and subsequent commercialization of this invention.

TRINITY UNIVERSITY San Antonio, TX, 1985

B.S. Chemistry.

Employment History

Academic Summary

Teaching experience:

Assistant professor University of New Mexico Gallup Fall 2016- present

Selected as Academic Affairs General Education Faculty Fellow 2018-2019

Innovative teacher willing to use different approaches to see the students improve their understanding of the subject area.

Adjunct faculty at the University of New Mexico Gallup Fall 2010- Spring 2016 teaching both mathematics and chemistry.

Academic Experience

Assistant Professor University of New Mexico Gallup, Arts and Sciences Division
Fall 2016 – present.

Adjunct Faculty University of New Mexico Gallup.

Spring 2010 – Spring 2016

Adjunct faculty for mathematics and chemistry.

Taught mathematics classes: MATH 118, MATH 119, MATH 120, MATH 121

Chemistry classes: CHEM 111 and CHEM 111L and CHEM 212.

High school math instructor: Fall 2014-Spring 2016. Taught mathematics classes using a computer based instruction.

Industrial experience:

Managed groups of up to 7 technical staff.

Strong skills in team building and reaching consensus to define goals and timeline for projects.

The development of personnel for both the managerial and technical ladders.

SSCI, An Aptuit Company, West Lafayette, IN

Research Investigator, Sr Research Investigator, Analytical Research

MERCK AND COMPANY Rahway, NJ.

Manager / Sr. Project Scientist, Technical Operations, Technical Fellow, Technical

Senior Chemist, Technical Operations

Professional Recognition and Honors

University of New Mexico Academic Affairs General Education Faculty Fellow, 2018-2019. Only faculty member selected from a branch campus to be a fellow.

Awarded 2 minigrants from UNMG to support community outreach with science demonstrations to local elementary schools.

University of New Mexico Gallup, Outstanding Adjunct Faculty award, 2012.

University of Illinois Outstanding Teaching Assistant during doctoral studies

Publications and Patent

Patent

- 1) US. Patent # 5,254,258 *Chiral Selector Useful for Separation of Enantiomers of β -Amino Alcohols*.

Publications

- 13) β -Butyrolactone as a Chiral Building Block in Organic Synthesis. O. Tempkin, T.J. Blacklock, J.A. Burke, M. Anastasia. *Tetrahedron Asymmetry* 1996 7, 2721-2724.
- 12) The Role of Spatial Complementarity in Chiral Recognition W.H. Pirkle, J.A. Burke, K.C. Deming. *J. Liq. Chromatogr.* 1993, 16, 161-170.
- 11) Use of Homologous Series of Analytes as Mechanistic Probes to Investigate the Origins of Enantioselectivity on Two Chiral Stationary Phases. W.H. Pirkle, P.G. Murray, J.A. Burke. *J. Chromatogr.* 1993, 641, 21-29.
- 10) Separation of the Enantiomers of the 3,5-Dinitrobenzamide Derivatives of α -Amino Phosphonates on Four Chiral Stationary Phases. W.H. Pirkle and J.A. Burke. *J. Chromatogr.* 1992, 598, 159-167.
- 9) Contribution of Specifiable Hydrophobic Interactions to Chiral Recognition. W.H. Pirkle, J-P. Chang, J.A. Burke. *J. Chromatogr.* 1992, 598, 1-6.
- 8) Target Directed Design of Chiral Stationary Phases. W.H. Pirkle, C.J. Welch, J.A. Burke, B. Lamm. *Analytical Proceedings* . 1992, 29, 225-226.
- 7) A Chiral Stationary Phase which Affords Unusually High Levels of Enantioselectivity. W.H. Pirkle, K.C. Deming, J.A. Burke, III *Chirality*, 1991, 3, 183-187.
- 6) Design of Chiral Stationary Phase for the Separation of the Enantiomers of Underivatized β -blockers. W.H. Pirkle, J.A. Burke, III. *J. Chromatogr.* 1991, 557, 173-85.
- 5) Use of Achiral Ion-pairing Reagents with Chiral Stationary Phases. W.H. Pirkle, J-P. Chang, J.A. Burke, III. *J. Chromatogr.* 1989, 479, 377-86.
- 4) X-ray Crystallographic Support of a Chiral Recognition Model. W.H. Pirkle, J.A. Burke, III. S.D. Wilson, *J. Am. Chem. Soc.* 1989, 111, 9222-3.
- 3) Systematic Studies in Chiral Recognition Mechanisms, W.H. Pirkle, T.C. Pochapsky, J.A. Burke, III, K.C. Deming, in "*Chiral Separations* ", D. Stevenson and I.D. Wilson, Eds., Plenum Publishing Co. Ltd., London, 1988,

pp. 23-35.

- 2) Preparation of a Chiral Stationary Phase from an α -aminophosphonate. W.H. Pirkle, J.A. Burke, III. *Chirality*, 1989, 1, 57-62.
- 1) Excited State Dynamics of Acetylanthracene and Isomeric Aceanthrenones, B.F. Plummer, S. Hamon, J.A. Burke, III. *J. Phys. Chem.* 1987, 91, 2022-2023.

Talks

- 3) New Chiral Stationary Phases for the Separation of Enantiomers of β -Amino Alcohols. W.H. Pirkle and J.A. Burke. Presented at FACSS XVII, October 7-12, 1990. Cleveland, Ohio. Abstract number 757.
- 2) Spectroscopic Investigation of Diastereomeric Complexes. W.H. Pirkle and J.A. Burke. Presented at the 1989 Organic Division Allerton Conference, University of Illinois, November 11, 1989.
- 1) NMR Investigation of a Chiral Recognition Mechanism. W.H. Pirkle and J.A. Burke. Presented at FACSS XVI, October 1-6, 1989. Chicago, Illinois. Abstract number 830.

Posters

- 1) Analytical Approaches for Direct Surface Testing of Pharmaceutical Bulk Production Equipment. B. Eiserlie, J. Schembri, J.A. Burke, T.J. Novak. Presented at Eastern Analytical Symposium, 1996, poster # 566.

Selected Service:

Elected Faculty Senator to UNM campus faculty senate from UNMG faculty assembly, Fall 2017- Spring 2019.

Awarded 2 minigrants to support outreach to local elementary schools.

Support TRiO and CAL as on call faculty member.

Provide help sessions for the nursing students preparing for the entrance exam for the nursing program. FALL 2016, SPRING 2017, FALL 2017, SPRING 2018

Hold office hours in CAL for faculty presence in the CAL.

Presented the faculty portion of the New Student Orientation 4 times at request of student services staff since Nov 2017.

Member of Arts and Sciences Ad Hoc vision committee, FALL 2016-SPRING 2017

Member of the Student Affairs committee, 2016- present

Work closely with TRiO and ARC to provide feedback and support for these students.

Member of RADS committee from FALL 2017 to SPRING 2018.

Teaching Activities:

Awarded the Academic Affairs General Education Faculty Fellow 2018-2019. Only branch campus faculty selected for the fellows program.

Classes taught as full time faculty: MATH 100, MATH 120/106, CHEM 111, CHEM 212.

Innovative in the use of embedded tutors to improve student success for MATH classes

8 week sequential classes to allow students to complete 2 MATH courses in one semester.

Tracking of student success rates for every course and reasons for not getting credit for that course.

Requested by TRiO to be the MATH instructor for the LOBO Academy Summer 2017 and Summer 2018.

