

April 4, 2022

Dear colleagues,

We've entered into April with celebratory events that capture what makes FLC so special: a Faculty Showcase featuring impressive original research, a production of *Sweeney Todd* showing off our students' talents, and our Hozhoni "Days of Beauty" Powwow connecting us to our tribal communities. Our start of the semester—delayed due to COVID and focused on talk of variants and boosters—suddenly seems far away. After two years of COVID disruption, let's hope this new phase is here to stay.

As we move away from COVID's crisis-focused communication, I'll use this newsletter format to provide work-in-progress updates and use email less frequently—saving your in-box. The newsletters are posted to the [Academic Affairs Provost Newsletter](#) page for reference. We are also working to create webpages that provide easy access to detailed information, such as the [Arts April](#) page noted below. We have many more year-end updates and events coming in, and I will circulate our next newsletter shortly!

Best,
Cheryl

CURRICULUM DEVELOPMENT

Much work has been underway to refine our curriculum structures, with significant improvements coming to fruition now. Many thanks to Chairs and Departments for "mapping the major"—working to improve the student experience by removing bottlenecks, clarifying course sequences, and reducing time to degree. At the same time, the Curriculum Committee has revised the curriculum process to ensure efficient approvals. Many thanks to Associate Provost Pete McCormick and Ian Fullinwider for orchestrating this heavy lift (one word: Curriculog!). Work has included credit mapping, peer benchmarking, Curriculog user manual creation, catalog production, and is now turning to course cap reduction (aligned with an analysis completed by Associate Deans Justin McBrayer, Paul Clay, and Steve Fenster that you might recollect from fall info-sessions). Kudos to all for these many improvements that will impact students and faculty alike.

ACADEMIC CARE TEAM

The Academic Care Team (ACT) is implementing a case management approach to students needing academic support, referring students to integrated resources across campus—this is a meaningful improvement in support services and philosophy. Led by Associate Provost Kris Greer, the Team reports that they continue to refine their processes: We are working on improved messaging to faculty concerning case management of students, providing a smoother transition to mental health and basic needs, and reviewing policies that impact retention with Student Services and the Academic Standard Committee. Our Team has a system in place now that is multi-tiered and collaborative in nature! Many thanks to all of the offices involved. To refer students, access the link the Academic Care Referral Form—go to:

- Grades page in your course CANVAS shell on the top left corner and click on the ACT link
- Or use the ACT link: https://forms.office.com/pages/responsepage.aspx?id=carsTXKOjEKW-wcjvNGYUfTgDCfG5ftFunrYtSFK_FZUOE5SVDJSUFdRSDIYSTM1SIZWNkE3MURBWC4u

SUMMER INNOVATION

FLC's summer offerings will look very different this year. In addition to new Maymester and Summer Bridge programs, faculty will be offering exciting experiential one-credit XWeek courses. Faculty can also mentor

student in a new Summer Research Fellows program. Summer is ripe for innovation—and we are thrilled to be able to (finally!) hold in-person summer classes and get this donor-funded experimentation underway.

XWeek

XWeek (experience, explore, excite, excel!) courses are aimed at student success and retention, and allow faculty and students to work together to explore fascinating topics in the kitchen, at the campfire, on the trail and even on a climbing approach. The first week of XWeek is for continuing First-Year students only, and includes free tuition, fees, room and board. This week is generously donor-funded to pilot and assess immersive experiential learning and its impact on retention. The second XWeek is offered to all students as a normal summer class, with full tuition, fees, and room and board being paid for by the students.

- XWeek webpage: <https://www.fortlewis.edu/academics/academic-calendar/xweek>
- Thank you for overseeing this, Pete McCormick (students are directed to xweek@fortlewis.edu)

Maymester

FLC is piloting a program this May for rising sophomores needing to retake either Comp 150 or Math 112 (each are 4-credit courses including Supplemental Instruction). Maymester will offer three-week hybrid courses (May 13-June 3) that will start immediately following graduation and be free of charge for students. Participating students will benefit from extra support through Peer Educators and faculty mentors and participate in student success programming facilitated by campus and community partners. Maymester students will also get the chance to explore the Four Corners region through a FLOW rafting trip, downtown excursions, service-learning projects with local nonprofits, and a teambuilding retreat at Purgatory Resort.

- Maymester webpage: <https://www.fortlewis.edu/academics/academic-calendar/maymester>
- Thank you for creating this, Michelle Bonanno and Alana Romans (students are directed to maymester@fortlewis.edu)

Summer Research Fellows

The Summer Research Fellows program will provide students the opportunity to be fully immersed in research or creative endeavors during the three-week Maymester period. Students will receive free tuition, fees, dormitory housing, meals, and HON 499 course credit as they work under the guidance of a faculty mentor or team of mentors. The program encourages the creation of small research cohorts that include first-year or sophomore students who learn from upper-level student role models. Faculty will receive a stipend for their mentoring efforts.

- Details coming soon via separate email.
- Thank you for developing this, Missy Thompson, Michael Grubbs, and Susan Cannata

August Summer Bridge

FLC is piloting a four-week Summer Bridge Program from July 30 – August 25 to support students in their transition from high school to college. Students will have the opportunity to take either Math 112 or Comp 150. The free program features daily coursework, individualized support, tutoring, exciting activities, and service-learning opportunities. Donor funded, this program builds on national best practices and the retention success of JumpStart. The immersive summer session will prepare rising FY students for their collegiate journey, while grounding them in Durango as their home for the next four years.

- Summer Bridge webpage: <https://www.fortlewis.edu/admission/admitted-students/new-student-orientation/summer-bridge>
- Thank you for overseeing this, Michelle Bonanno and Alana Romans (students are directed to their Admission Counselor and bonanno_m@fortlewis.edu)

ARTS APRIL

Visit our new Arts April webpage and be wowed by all the exciting year-end events in store, ranging from gallery exhibitions to recitals to poetry readings to theatrical performances. Scroll down the page for a full list—featured events include an Opening Reception for graduating Communication Design & Studio Art

majors (April 21), a Performing Arts Extravaganza (April 22), the theatrical performance of *I and You* (April 15, 16, 21, 23) and *Images Magazine Publication Party* (May 2). Also don't forget SkyWords events, including *The Diné Reader Reading and Signing* (April 19) and the Common Reading Experience visit of Natalie Diaz (April 12). Thank you, Division of Communication, Creativity, and Aesthetic for all of your work on these events, with a shout out to Candace Nadon for bringing together these efforts!

- Arts April website: <https://www.fortlewis.edu/life-at-flc/arts-culture/arts-april>
- SkyWords website: <https://www.fortlewis.edu/academics/schools-departments/school-of-arts-sciences/skywords-visiting-writers-series>

FACULTY SUPPORT & DEVELOPMENT

Note that we have faculty support initiatives in the design phase, with programming to come.

Faculty Support Committee

The Faculty Support Committee is well on its way with a design for faculty support. The committee has been working this year on thinking through how to design a program that is led by faculty and that will begin in Fall of 2022. The committee has identified five areas of need: 1) leadership development, 2) mentoring for promotion and tenure, 3) the process of the Professional Action File (PAF) and understanding the system, 4) teaching and learning, as well as 5) balancing work-life. Please contact Kris Greer greer_k@fortlewis.edu for any suggestions you might have. Kris led a brainstorming session on faculty support with Chairs and the committee will be incorporating that input into its planning. Recommendations will be reported out at the end of the academic year.

Faculty & Staff Support Space: “Mesa Room”

Facilities work continues on the “glassed-in” room under the stairs next to HR and the Provost’s Office—this will be a new meeting space and resource library that houses Faculty & Staff Support work. When you are in Berndt, peek into the windows to see the new mesa mural in place. More info to come on this space!

CONGRATULATIONS!

Please join me in recognizing these FLC success stories!

Four Corners Water Center awarded Tribal Water Media Fellowship

The Walton Family Foundation awarded FLC a \$110,760 grant for a one-year pilot for a Tribal Water Media Fellowship Program in collaboration with KSUT, RMPBS and KDUR to amplify the voices of students from diverse backgrounds to communicate water stories relevant to their home communities. The program will give 15 students the opportunity to participate in a summer workshop with water and media experts and year-long media communications mentorship focused on Tribal water issues. Congrats to Gigi Richard, the Four Corners Water Center, KSUT, RMPBS, KDUR, and our Advancement team!

Beth LaShell inducted into Colorado Agriculture Hall of Fame

Beth LaShell received well-deserved recognition of her work overseeing the Old Fort at Hesperus by being inducted into the Colorado Agricultural Hall of Fame. Beth’s innovations include the Old Fort Market Garden Incubator and the Farmer-in Training Program, building on her role managing Old Fort cattle and hay production. She received the award in a ceremony in Denver last month, celebrated at the Colorado Agriculture Forum with friends, family, and colleagues from across the state. Congrats, Beth!

“PEDAGOGY CORNER”: TEACHING RESOURCE from TLS

What does Teaching & Learning Services recommend as a pedagogy resource that provides insight and inspiration?

- [DOES COGNITIVE LOAD IMPACT EQUITY IN HIGHER ED?: AN INTRO TO COGNITIVE LOAD THEORY](#): “Educators can improve their course design by thinking about the difference between intrinsic

and extrinsic load — the difficulty of understanding the material itself vs. understanding how it is presented or practiced — and how to reduce the load of each.”

- Read on for an introduction and definition to cognitive load theory, as well as a few simple ways to reduce intrinsic and extrinsic loads and remove barriers to student learning. Contact [TLC](#) to help give your course the TLC it deserves by reviewing course content to address cognitive load.
- full URL: <https://www.everylearnereverywhere.org/blog/does-cognitive-load-impact-equity-in-higher-ed-an-intro-to-cognitive-load-theory/>

“HIGHER ED SPOTLIGHT”: TRENDS and CONTEXTS IN HIGHER ED

How does the work we engage in at FLC align with trends in higher education?

Our emphasis on experiential learning aligns with national work on High Impact Practices (HIPs). Much well-known research on High Impact Practices has been done by AAC&U and NSSE, with their latest studies available here:

- AAC&U: High Impact Practices homepage—this site provides a clear definition of HIPs and links to resources: <https://www.aacu.org/trending-topics/high-impact>
- NSSE: “Assessing Quality and Equity in High Impact Practices”—this ongoing study of HIPs collects data on the student experience and aims to ensure equitable access to HIPs, a goal that clearly resonates with FLC—we will continue to track and learn from this in-progress study: <https://nsse.indiana.edu/research/special-projects/hip-quality/index.html>

“GOOD NEWS” LIST OF PROJECTS

What exciting initiatives are faculty and staff engaged in?

The **Showcase of Faculty Achievement** is back! We held our annual celebration of faculty research at the Center for Innovation on March 30. The Showcase was sponsored by the Fort Lewis College Foundation and Academic Affairs, with wonderful opening remarks by Melissa Mount, VP for Advancement; Faith Rossel, FLC Foundation Board Chair; and Debra Parmenter, FLC Foundation member and longtime supporter of faculty research. A special shout out is due to Ruth Alminas and Lorraine Taylor, who organized the Showcase in conjunction with their work as Chairs of the Faculty Development Grants Committee. Another big thank you goes to Kim Schwartz for all of the event planning and details. The Showcase’s poster session featured the fantastic research below—thank you and congrats to all who presented.

SCHOOL OF ARTS & SCIENCES

- ANTHROPOLOGY: Jesse Tune - "Recent publications supported by faculty development grants"
- ART & DESIGN: Amy Wendland - "A garden on paper"
- BIOLOGY: Cynthia Dott - "Drought, dams and diversions: opening the door to invasive species on southwestern rivers"
- CHEMISTRY: Callie Cole - "Using chromatography and mass spectrometry to optimize fermentation processes at local breweries and cideries" and Michael Grubb - "Low-cost laser induced breakdown spectroscopy for elemental analysis"
- ENGLISH: Shawn Fullmer - "Being human: from Frankenstein to Detroit"
- ENVIRONMENTAL CONSERVATION & MANAGEMENT: Kathy Hilimire - "Teaching energy transitions: critical minerals, environmental justice, and energy sovereignty"
- GEOSCIENCES: Gary Gianniny - "Water resilience in a growing desert: Grand Canyon limestone aquifers"
- HEALTH & HUMAN PERFORMANCE: Missy Thompson - "Plantar sensory feedback in running"
- HISTORY: Andrew Gulliford - "Bears Ears: landscape of refuge and resistance"
- MATHEMATICS: Veronika Furst - "Image processing in a project-based undergraduate course"
- MUSIC: Katherine Jetter - "The iPad as a tool in teaching and performing music"

- NATIVE AMERICAN & INDIGENOUS STUDIES: Bridget Groat - "The changing tides of Bristol Bay: salmon, sovereignty, and Alaska Natives"
- PHYSICS & ENGINEERING: Yiyan Li - "Rapid bacteria detection using Raman spectroscopy and deep learning"
- POLITICAL SCIENCE: Paul DeBell - "Decreasing polarization with community conversations"
- PSYCHOLOGY: Brian Burke - "Psychology field school"
- SOCIOLOGY: Carolina Alonso - "Decolonizing Spanish textbooks: open educational resources in our Borders and Languages major"

SCHOOL OF BUSINESS ADMINISTRATION

- BUSINESS ADMINISTRATION: Kaori Takano - "Diversity and global awareness study at a Native American institution"
- MARKETING: Cristian Sepulveda - "Teaching Sustainability"

SCHOOL OF EDUCATION

- TEACHER EDUCATION: Elizabeth Hope Dorman - "No mud, no lotus: growing through difficulty in Zoom teaching"
- ADVENTURE EDUCATION: Deb Powers - "Perceptions of the benefits and effects of a rock- climbing weekend for veterans and their families"