



August 5, 2016

Ms. Lisa Noack  
Higher Learning Commission  
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Chicago, Illinois 60604-1411  
Email: [lnoack@hlcommission.org](mailto:lnoack@hlcommission.org)

Dear Ms. Noack:

I am providing you with New Mexico Highlands University's institutional response to the Higher Learning Commission's (HLC) Board findings dated July 7, 2016. Seven findings were noted in that letter pertaining to Criterion Three, Core Components 3.C. and 3.D., Criterion Four, Components 4.B. and 4.C., and Criterion Five, Components 5.A., 5.B., and 5.C.

Issue #1

Criterion Three, Core Component 3.C.

The first item noted as an area of concern by the Higher Learning Commission pertains to Criterion Three, Core Component 3.C and focuses on the orientation, professional development, and evaluation of visiting and adjunct faculty.

HU has been highly responsive to this finding. A Contingent Faculty Handbook (Appendix A) was passed by the Board of Regents on April 8, 2016, which includes detailed policies and procedures for the orientation, professional development, and evaluation of all contingent faculty. On Thursday, August 11, there will be a full-day orientation for all contingent faculty on the home campus of HU (see Appendix B for the agenda). Contingent faculty who are unable to come to the home campus for this training will participate via a training class on our learning platform (D2L).

In sum, I believe everything that we could possibly do after the site visit has been accomplished in regard to Criterion Three, Core Component 3.C. I should also note that after years of working on this, my colleagues and I have accomplished much in a matter of a few months. Activities that could not be accomplished due to issues related to timelines are now planned in final form and ready for implementation.

Issue #2

Criterion Three, Core Component 3.D.

The next item noted as an area of concern by the Higher Learning Commission pertains to Criterion Three, Core Component 3.D. These issues pertain to our Centers throughout the state and specifically focus on concerns related to student support services such as advisement, registration, financial aid support, physical facilities, library services, tutoring services, and adequate budgets to support growth at the Center locations.

HU has been highly responsive to this finding. On July 26-28, 2016, I called together all Center Directors, all members of my Executive Cabinet, all deans, and others for a three-day retreat to address each and every Center-related issue noted in the HLC report. I believe that this was the first time on our campus that all key leadership personnel had met with the Center Directors. A matrix of Center issues and solutions was devised at this meeting and constitutes our overall solutions to addressing Center concerns. This matrix appears in Appendix C. In addition, a decision was made to poll all Center students in regard to student support and other issues at their attendance location. The survey will be devised by our Office of Institutional Effectiveness and Research (OIER) Office and findings will be reviewed by the Center Directors, the Provost, and others. The Provost will then be responsible for taking actions responsive to the findings.

In sum, I believe everything that we could possibly do after the site visit has been done in relation to this concern. The issues at our Centers have been long-standing and the institution has been largely non-responsive to them. This has now changed and in my view, we have made excellent progress in this area.

### Issue #3

#### Criterion Four, Core Component 4.B.

The next item noted as an area of concern by the Higher Learning Commission pertains to Criterion Four, Core Component 4.B. This component pertains to assessment of student learning.

We have been highly responsive to these concerns. The Office of Institutional Effective and Research (OIER) working with faculty liaison Dr. Jennifer Lindline has completed a full and complete assessment of every academic program on campus. The attached inventory and matrix was developed using a peer-review process that evaluated the status of every program (Appendix D). During the Spring and Summer terms (2016), we conducted training sessions for all coordinators leading programs lacking fully developed assessment activities. Additional training will be conducted during Faculty and Staff Professional Development and Orientation week beginning August 8, 2016 (see Appendix E for the full schedule).

As of July 1, 2016, OIER personnel moved into the Office of Academic Affairs suite in the Rodgers Administration building to ensure improved communication and coordination with the offices of academic affairs, strategic enrollment management, finance, and the president. Dr. Jean Hill retired July 29, 2016 from Highlands University after 26 years of service as a faculty member and OIER Director for the last 10 years. Mr. Gilbert (Buddy) Rivera was named on July 20 as interim director of OIER and will serve in this capacity through June 30, 2016. There will be a national search conducted to fill this position after Mr. Rivera's interim appointment is complete. Mr. Rivera holds a B.S. in Aerospace Engineering from the United States Naval Academy (USNA) in Annapolis, Maryland, and an M.S. in Aeronautical Engineering from the Naval Postgraduate School in Monterey, California. He was an instructor and associate chair of the United States Naval Academy Aerospace Engineering Department for three years. As Director of our Farmington Center, Buddy has demonstrated a high commitment to using data to inform decision making. Buddy is a member of the Student Retention and Success Committee and provided valuable input as we worked to address the recent HLC concerns. While Buddy's interim director position is full-time, he will remain as the Farmington Center Director. We have adjusted the duties and responsibilities of Center personnel to ensure that services at the Center are not compromised while he commits his energies to the OIER. Mr. Rivera supervises two full-time and longstanding staff members, Ivy Romero and Maxine Salas who remain in the OIER office. In his new role, Buddy will participate in Faculty and Staff Professional

Development Week and will be on the main campus for several days each month and other times, as needed. Mr. Rivera is responsible for generating reports and analyzing data, working with Dr Lindline and the faculty on outcomes assessment implementation, and working directly with the Office of Academic Affairs and Strategic Enrollment Management. Mr. Rivera will be attending the HLC national meeting in Chicago and will play a key role in addressing HLC concerns related to learning outcomes and program assessment.

An update on assessment of co-curricular activities was provided in our March response to the HLC. Co-curricular activities identified by programs across campus include internships, practicums, and field experiences within STEM programs, the School of Social Work, the School of Business, Media Arts, and Technology, and the School of Education. Our Achieving in Research, Math and Science (ARMAS) program transitioned from primarily grant support to institutional funding in the FY17 operating budget. The ARMAS program provides and regularly assesses student learning outcomes of co-curricular activities including supplemental instruction, internships, and professional development courses for faculty, staff, and students. The Dean of Students Office and HU Career Services will now assess and routinely report on co-curricular activities like participation in career fairs, clubs and organizations, and campus events. The Freshman First-Year Experience Learning Communities program that designed our program in learning communities worked closely with the OIER and currently measures social integration, academic integration, academic skills, and adaptive person skills. Using data collected from our first year, we have made significant modifications to our program including additional faculty development training, committed time blocks for all FYE-LC courses, and creation of “Haciendas” that group four or five learning communities into larger cohorts that will participate in additional activities. In addition we developed a five-day Freshman HU Blastoff orientation schedule designed to integrate and better prepare our freshman class for the academic year.

Efforts to address long-standing attrition and lack of a sustained commitment to improving recruitment and retention were addressed in the fall of 2015 with the creation of the Office of Strategic Enrollment and Management. Under the leadership of Dr. Edward Martinez, there have been a number of changes and initiatives. These include reorganization and redirection of areas within his unit, hiring a new Director of Recruitment and Admissions, and contracting with Ruffalo Noel-Levitz to provide full analytics and recommendations for recruitment and retention. Data was provided by OIER in July 2016 and RNL will be on campus the week of August 8 and 9 meeting with faculty and staff to disclose their findings and put into place immediate implementation of their recommendations.

Finally, the state of New Mexico is in the process of a state-wide initiative at the direction of the New Mexico Higher Education Department to revise the general education core requirements focused on essential traits that are in alignment with the Liberal Education and America’s Promise (LEAP) essential learning outcomes. Dr. Carol Linder, Interim Provost/VPAA is a member of the statewide general education steering committee and is leading an internal institutional task force that is providing input and review of statewide efforts.

#### Issue #4

#### Criterion Four, Core Component 4.C.

The next item pertains to Criterion 4, Core Component 4.C. This component focuses on student retention, persistence, and completion. As noted in the HLC communication dated July 7, 2016, I have indeed taken

this issue on as one of my first areas of concern. During my first year on campus I devoted many hours of time and precious resources to engineering what I think is an approach supporting improved student retention that is informed by best national practices.

When I arrived at HU, student retention was housed in the Office of Student Affairs and led by a Dean of Students who primarily focused on student conduct and campus life activities. Retention efforts were very poorly managed and our persistence rates demonstrated that weakness. I knew I had to address this, even in a challenging budget year. Having designed solid retention programs at other universities, I used that experience here at HU to fashion a retention program engineered to improve our performance. The features of this program include:

- the development and implementation of a new Division on our campus (the Division of Strategic Enrollment Management; SEM) specifically charged with improving performance in retention and recruitment,
- the selection of the first leader of this new unit and the provision of professional development to this individual to ensure we were building a program consistent with best practices,
- a careful review of all personnel related to retention and recruitment and after the review, several changes in job duties and in some cases, changes in personnel,
- securing external expertise in retention analytical tools and programs (after a bidding process, we contracted with Ruffalo Noel-Levitz to provide this expertise and services),
- securing the services of an external firm to provide 24/7 tutoring assistance to all HU students including those at Center locations,
- finalizing an Advising Handbook to make the advisement process more clear and effective, leading to improved retention outcomes (see Appendix F), and
- establishing a retention goal (initially, a 2% annual improvement).

In sum, HU has been highly responsive to this matter and I believe that everything we could have done has been accomplished within the timeframe of my first year on campus. In my personal experience, accomplishing these changes in a single academic year is both very difficult and unusual. The fact that my first year here was quite fiscally difficult only made it more challenging, but with the collaboration of the faculty and my administrative team, we accomplished much in this domain. Establishing a strong plan to address issues of persistence simply had to be done here. And, working with many dedicated colleagues, it was done. Persistence rates are never quickly improved and it will take some time to determine if what has been engineered here will work. Our RNL consultants have not even been on campus yet, but are scheduled to be with us next week.

#### Issue #5

##### Criterion 5, Core Component 5.A.

The next item noted in the report pertains to fiscal concerns as noted by the visiting team and the IAC.

New Mexico like most states whose economy is significantly dependent on revenues from oil and gas extraction has seen revenues decline over the years and they will continue to decline this upcoming year as well. As a consequence, the budget of New Mexico Highlands University has been reduced nearly \$1M over the last year. Despite these cuts, HU has been able to increase its operating reserves while preserving

instruction and recruitment efforts, and also paying down its negative fund balances outlined in our report.

During fiscal year 2015, NMHU improved its unrestricted net assets from the prior year (2014) of \$976K to nearly \$6.1M. This remarkable recovery was a result of the careful balance between implementing subtle controls, slight revenue enhancements, and initial efforts to increase our enrollments. Also, NMHU continues to closely monitor expenditures and operating reserves since the submission of its report in July 2015. The VP for Finance and Administration has been able to increase cash balances from \$7.8M in fiscal year 2014 to \$9.1M in fiscal year 2015, a 17% increase. Early indications of our fiscal year 2016 financials look very promising as we begin our annual audit.

During this last spring, most institutions of higher education in New Mexico increased their tuition and fees no greater than 8%, in fact, most schools increased it by 5%. New Mexico schools have been traditionally known for having the lowest tuition and fees in the Southwest. In a recent survey of 80 universities, New Mexico Highlands University had the lowest tuition and fees for undergraduates and graduates. Working closely with our Board of Regents along with the campus community, I recognized this gap along with the bleak financial outlook for Highlands and the State of New Mexico, and we increased tuition and fees for undergraduates by 12.5%. However, even with this increase, Highlands University is still within the top 10 of the lowest tuition and fees in the Southwest and remains the lowest of New Mexico comprehensive universities. It is my view that the historical tendency at HU to keep tuition rates incredibly low is related to some of our poor outcomes. We simply lacked the resources to bolster recruitment and retention efforts, build a more vibrant campus life, etc. Today, I remain committed to the lowest possible tuition that will still allow us to operate in a fiscally sound manner and provide some opportunity for improved outcomes.

New Mexico's economy has still not rebounded. Thus, more cuts are likely to be made across all the state agencies including higher education. These reductions may vary from 1% to possibly 5% or even up to 6%. These reductions could equate to \$300K to \$1.5M cuts on the HU campus. Because of our recent increase in tuition and fees this past spring, along with our recruitment efforts, I believe that we will be able to weather these cuts. We are also initiating a complete programmatic review of all academic and operational units. In addition, with the complete revamping of our strategic enrollment operation, the goal is to improve our enrollments.

We are implementing a new budget model this fall that we shared with the campus community last spring. A budget and capital planning committee will soon be established for this purpose. We believe with these programmatic reviews and some consolidation and reprioritization of expenses, it could result in significant reduction of expenses across the enterprise. Recognizing the financial challenges the University will be facing, the campus community is engaged in being part of the solution and it's only through this shared dialogue that it will ensure the financial stability and the success of Highlands University.

#### Issue #6

#### Criterion Five, Core Component 5.B.

The next item noted as an area of concern by the Higher Learning Commission pertains to Criterion Five, Core Component 5.B. As noted in the letter dated July 7, 2016, the University has no ongoing Board

training in regard to the HLC, no use of services by the Association of Governing Board (AGB), no board self-assessment process, and minimal board participation in the review of the Assurance Argument prior to its submission.

At the most recent board meeting (July 29, 2016), I reviewed the importance of regional accreditation and asserted that there would be an HLC update and or training at each board meeting in the future. In addition, I announced that HU would once again be actively engaged in HLC national meetings. At the next meeting (March 31-April 4 in Chicago), HU will send a team minimally consisting of the President, the Provost, the Director of Institutional Research, the President of the Faculty Senate, and at least one board member. A discussion of lessons learned from the Chicago meeting will be an agenda item at the next board meeting following the national HLC meeting. In addition, I have made arrangements with AGB to complete a best-practices board training in Santa Fe during the Fall, 2016 term. My contact at AGB, Ms. Elizabeth Alvarado (Associate Director of AGB Consulting) has already proposed a consultant for this training who has experience as a president at a Hispanic Serving institution and experience grappling with challenges very similar to those on the HU campus (e.g., accreditation issues, retention issues, etc.).

In sum, I believe everything that we could possibly do after the site visit has been done and the things that could not be accomplished due to time constraints have now been planned.

#### Issue #7

##### Criterion Five, Core Component 5.C.

The strategic planning committee with representation from the faculty, staff, centers, deans, athletics, and the community has made significant progress since our last update in March. Under the direction of Dr. Carol Linder, Interim Provost and Vice President for Academic Affairs, the strategic planning committee met numerous times. This committee has taken the broadly endorsed and accepted HU Vision 2020 document to convert our priorities into six university strategic goals (Appendix G):

1. Highlands University will achieve academic excellence, academic integration and student success.
2. Highlands University will achieve strategic enrollment management.
3. Highlands University will achieve a vibrant campus life.
4. Highlands University will be a community partner.
5. Highlands University will achieve technological advancement and innovation.
6. Highlands University will achieve enhanced communication and efficiency.

These goals were reviewed and approved by the executive teams of the faculty and staff senate and presented to the Board of Regents at their July 29, 2016 meeting. These goals are found on our NMHU website under "About New Mexico Highlands University." In addition, the committee developed a strategic planning template that will be used for to unit planning to begin the week of August 8, 2016 during Faculty and Staff Professional Development and Orientation week (Appendix H). Several units, including the Library, ARMAS, and the Highlands Foundation, piloted versions of this template in their planning process this past spring and these efforts were instrumental in fine-tuning the template that will be used for the coming year. Dr. Linder will be introducing the strategic planning process during her

Updates from Academic Affairs on Monday, August 8 and the deans of the college and schools will be leading the discussions regarding strategic unit plans on Thursday, August 11 from 8:00 – 12:00. The committee also provided the President and the Vice President of Finance with a budget request template that was used to develop the final budget template that will be introduced to deans, chairs, and other interested faculty on Monday, August 8 at 3:00 pm.

In sum, HU's history of "stopping and starting" to address campus concerns was a theme I heard when the visiting team was on our campus, in our meeting with the Institutional Action Council, and in the letter dated July 7, 2016. I have only been at this institution for 12 months, but my review of past and current interactions between the HLC and the University are consistent with that assertion. At the IAC meeting and once again in this response, I assert that I have done and will continue to do everything in my power to put an end to this pattern of behavior. The Board of Regents has provided me with an initial five-year contract to make the necessary changes at the institution, including changes resulting in full accreditation with no concerns. In my first year here, I devoted many hours assessing the leadership team and making numerous (and often, controversial) changes in administrative structures and personnel in order to improve our outcomes. In my first year, I have made the necessary changes to improve performance, including those related to accreditation, by selecting two new deans, a new Dean of Students, new vice presidents in Advancement, Strategic Enrollment Management, and Academic Affairs, and other key positions on our campus. Team members in Academic Affairs (e.g., Provost and VPAA, Director of OIER, Associate Provosts, several deans, etc.) are virtually all new and I have been quite clear with them in regard to my expectations related to the HLC.

In a twelve-month span and working closely with the faculty, we have made many and substantial improvements. Efforts to develop policies and procedures for contingent faculty (Issue #1) have been going on years here and today, we have an approved Handbook and a process to manage contingent faculty in an effective way. Issues with our Centers have not been addressed for many years. Our recent Center Retreat and recently constructed plan to address all issues in the Centers is a major accomplishment at HU (Issue #2). We at last have a full accounting of where we stand in regard to the assessment of student learning and a process for building a strong program of assessment (Issue #3). I have devised an entirely new approach to student retention (Issue #4). Our fiscal position, though less than ideal, is stronger than it has been in years and beginning this year, we will be budgeting against our new mission (Issue #5). I have made specific efforts to improve board training and to re-engage with the HLC after many years of not attending to our accreditor (Issue #6) and under the new leadership team I devised in Academic Affairs, we have a well-developed and broadly embraced set of institutional goals (Issue #7).

I respectfully assert that these real and true actions symbolize our campus commitment to addressing each and every concern of the HLC and further respectfully request that as was recommended by the site visit team and the IAC in their Hearing Committee Report dated April 25, 2016, we remain on Notice at this time. As noted in this letter, over the last three months (April 25, 2016-the date of this letter), we have done nothing but work very hard to address each and every HLC concern related to the recommendation of Notice by both the visiting team and the IAC.

The first focused HLC visit is scheduled for 2017 and if in the judgment of the HLC visitors we have not made verifiable progress, the institution will fully accept a status of probation at that time. In addition, I respectfully request that HU is permitted to submit the necessary Substantive Change documents to

recruit students into our new MFA program. Many wonderful HU colleagues have worked so hard on this program for so long and to secure internal and state approval to open a new program in this budget climate was daunting. But, we ultimately prevailed. This new program will be our very first terminal degree program and was designed to begin with the opening of the newest structure on campus, the Media Arts or "Trolley" Building. That beautiful renovated historical structure will be opened this fall. In my view, the renewed commitment to addressing all HLC concerns in a collaborative and positive manner and approval to begin recruiting students into the MFA will set a great tone on the campus this fall and will reaffirm the commitment to excellence so many of my wonderful colleagues here have demonstrated in recent months.

Members of the Board, I am keenly aware of the fact that HU has had a somewhat checkered history with the HLC. Assurances have been made that were not implemented and or completed. I regret that, but can do nothing to change that history. However, I can and do affirm that the institution's accreditation is my responsibility now and after numerous structural and personnel changes, I am confident in my and our collective ability to address all concerns. Over the years I have been involved in numerous accreditation activities. I have served as an Examiner. I have authored and co-authored reaffirmation arguments. I have been the point person to make the arrangements for visiting teams. Over these years and at several institutions, I have a perfect record of achieving institutional and specialty accreditation, including specialty accreditations in disciplines where the standards are extremely high such as Physical Therapy and where initial accreditation is often not granted the first time it is attempted.

I respectfully request that the Board allow me the opportunity to achieve a positive outcome here at HU.

Sincerely,



Sam Minner, Ph.D.  
President, NMHU

cc: Dr. Jeff Rosen

Appendix A: Contingent Faculty Handbook  
Appendix B: Contingent Faculty Orientation Agenda  
Appendix C: Center Matrix  
Appendix D: Outcome Assessment Program Inventory  
Appendix E: Professional Development & Orientation Week Agenda  
Appendix F: Undergraduate Advising Handbook  
Appendix G: HU 2020 Strategic Plan  
Appendix H: NMHU Template for Strategic Planning

# Appendix **A**

# **Contingent Faculty Handbook**

New Mexico Highlands University

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Fall 2016-Spring 2018

Version 1.0

Approved by the NMHU Faculty Senate on March 9, 2016

Approved by the NMHU General Faculty on March 23, 2016

Approved by the NMHU Administration on April 5, 2016

Approved by the Board of Regents on April 8, 2016

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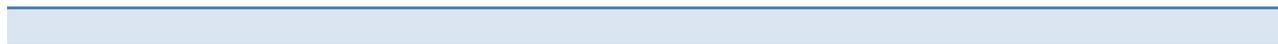
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## INTRODUCTION

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Welcome to New Mexico Highlands University! Your department chair or discipline coordinator is here to answer any questions or concerns that you may have relative to the university and your responsibilities as a faculty member. Feel free to consult with your tenured/tenure-track colleagues, Dean, and department staff as well.

This handbook is intended as a reference guide to identify program resources and expectations, and to outline responsibilities assumed by all Highlands visiting, retained term, term, and per-course faculty and certain common procedures to be followed. There are also department-specific policies and procedures not included in this handbook. Faculty should check with their department chair or discipline coordinators to ensure they are familiar with all departmental policies.

While this Handbook has tried to gather the most relevant information, please refer to the NMHU Faculty Handbook ([linked from this page](#)) and the NMHU Personnel Policies and Procedures Manual ([found here](#)) for additional details and policies.

Except where noted, these policies apply equally to visiting, term, retained term, and per-course faculty.

Although contingent faculty are not covered under the Collective Bargaining Agreement (CBA) ([found here](#)), many of the policies in this manual are in alignment with that document. All faculty are held to the same standards of excellence as their tenured and tenure-track peers.

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## NMHU MISSION

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*New Mexico Highlands University is a public comprehensive university serving our local and global communities. Our mission is to provide opportunities for undergraduate and graduate students to attain an exceptional education by fostering creativity, critical thinking and research in the liberal arts, sciences, and professions within a diverse community.*

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## NOTE: SCHOOL OF SOCIAL WORK

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The School of Social Work does not have departments or chairs. As such, contingent faculty in the school of social work should substitute Dean for Chair and School for department as appropriate in this manual.

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## FACULTY DEFINITIONS

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The American Association of University Professors, the AAUP, defines contingent faculty as follows: Who are "contingent faculty"? Depending on the institution, they can be known as adjuncts, postdocs, TAs, non-tenure-track faculty, clinical faculty, part-timers, lecturers, instructors, or nonsenate faculty (<http://www.aaup.org/issues/contingency>).

As per the Faculty Handbook, the Faculty at NMHU are administered under several different contract types (tenured, tenure-track, term, retained term, and per-course). This manual covers faculty that fall under the "term," "retained term," and "per-course" contracts as defined below (Faculty Handbook Section 6.C):

### **1. Per-Course**

Contracts are to be administered to a part-time faculty member on a semester basis to teach no more than six semester hours. Per-Course faculty members are expected to meet the qualifications for titled faculty at the rank of Instructor. However, variance from those qualifications may be approved by the Vice President for Academic Affairs. Per-Course faculty members will typically receive a one-semester term contract. Their duties will be those directly associated with teaching and will not include committee work nor other responsibilities typically required of ranked faculty. The mechanism to hire Per-Course faculty should not be used to circumvent the hiring of full-time faculty.

### **2. Term**

A Term contract is for a designated period and automatically terminates upon the expiration of that period. Re-employment of an employee after expiration of a term contract is solely within the discretion of the University.

### **3. Retained Term**

A Retained Term contract is used for a designated period not to exceed one academic year and automatically terminates upon the expiration of that period, but with an employee expectation of re-employment, unless given notice. Faculty employed under a retained term contract must be given notice if the University determines NOT to re-hire the employee during the subsequent academic year in accordance with the same schedule as would apply to Tenure Track contracts (see below). Faculty employed on Retained Term contracts shall have only those faculty responsibilities and privileges as assigned by the Vice President for Academic Affairs and are not "voting" members of the faculty.

Under the umbrella of these contract types, faculty shall have the following possible titles (Faculty Handbook Section 6.B.8).

The term "Titled Faculty" includes the following positions: Lecturer, Instructor, Adjunct Professor, Visiting Professor, and Faculty-in-Residence. Titled Faculty are employed on term contracts but in special cases may be employed on Retained Term contracts (defined later in this section) as determined by the Vice President for Academic Affairs. Titled Faculty are subject to the following conditions unless otherwise specifically provided in their individual appointment contract or elsewhere in this section:

- a. They shall have only those faculty responsibilities as assigned by the Academic Dean and Vice President for Academic Affairs,
- b. The designation of Adjunct and Visiting Professorships shall be determined on the basis of the individual's qualifications,
- c. Appointments of Titled Faculty may be exempted from the faculty search and screen process by the Vice President for Academic Affairs.

The Titled Faculty positions are defined as follows:

- a. Lecturer. A Lecturer is a person who teaches a limited number of courses in a specific area of expertise, typically on a per course contract basis as defined elsewhere in this chapter.
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- b. Instructor. An Instructor is a person with a Master's degree, or the equivalent in other professional attainment and with sufficient graduate studies, along with recommendations by faculty in the discipline, or with other relevant work experiences, to teach in an assigned or chosen discipline related to their field of study or work experiences.
- c. Adjunct Professor. An Adjunct Professor is a person who possesses the credential and/or experience to hold rank but whose primary employment relationship is outside the University, OR is an administrative faculty member whose primary responsibility is in an area other than teaching.
- d. Visiting Professor. A Visiting Professor is a person who holds a temporary or permanent association at another institution of higher education and is associated with the University while on leave from such other institution, an individual from the private (business) or public (government) sector hired to teach on a part-time basis, OR someone who is otherwise hired to fill a faculty position on a temporary basis. If a Faculty Search process has taken place for a Visiting Professor position, and if (and only if) the position is advertised as one that is promotable to a tenure track position, then the individual hired may be promoted to a tenure track position with the recommendation of the School Director and discipline faculty members along with the approval of the Vice President for Academic Affairs without the re-opening the Faculty Search process. The position advertised must be the same as for the position to be ultimately filled.

As with the tenurable tracks, visiting or temporary faculty be designated as Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, or Visiting Professor depending on their experience and other qualifications.

For the purposes of this manual, the term “faculty” shall refer to anyone who falls into these categories. For more information on policies regarding Tenure and Tenure-Track Faculty, please see the most current NMHU Collective Bargaining Agreement and the Faculty Handbook [found online](#).

All contingent faculty must sign a contract before beginning employment. The contract will describe your title, salary, and duties. All contingent faculty are required to follow the policies as defined in the [NMHU Personnel Policies and Procedures Manual](#), [the Contingent Faculty Handbook](#), and [the Faculty Handbook](#), as applicable.

## CONTRACTS

All contracts are contingent upon funding and enrollment. Every effort will be made to cancel classes for low enrollment before the semester begins. If a class is cancelled after the semester begins, contingent faculty will be paid on a pro-rated basis.

Sample retained term, term, and per-course contracts are included in Appendix G.

Contracts are issued on a rolling basis, but whenever possible, contracts will be issued by May 1<sup>st</sup> for Retained Term Faculty, June 15<sup>th</sup> for Term Faculty, and at least two weeks before the semester begins for Per-course Faculty. Contracts are issued by the Vice President of Academic Affairs/Provost’s office.

Electronic copies of the Contingent Faculty Handbook will be distributed to all contingent faculty at the time of their contract.

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## ACADEMIC CALENDAR

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[To consult the current Academic Calendar:](#)

- Go to the NMHU homepage
- Click on “Faculty”
- Click on “Calendars”

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## NEW FACULTY ORIENTATION

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All contingent faculty must complete new faculty orientation before they begin teaching. The exact dates of orientation will be specified in your contract. There will be both in-person and online options available.

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## PROFESSIONAL DEVELOPMENT WEEK

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All contingent faculty are required to take part in pre-semester professional development activities. For Visiting and Retained Term Faculty, this means participating in Professional Development Week the week before the Fall semester begins and in Professional Development activities the two days before Spring Semester begins or as specified in your contract.

For Term and Per-course Faculty, this means participating in pre-semester Professional Development as specified in your contract.

All per-course, term, and retained term faculty are welcome and encouraged to participate in other professional development opportunities throughout the year. These include workshops held throughout the semester by the [Center for Teaching Excellence](#) (located in the Victoria Sanchez TEC building). Faculty at the centers can participate in many of these via remote access.

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## CENTER FOR TEACHING EXCELLENCE

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The Center for Teaching Excellence provides year-round professional development opportunities and many other resources for faculty. The Center Director is also available for one on one consultations. Please see the Center for Teaching Excellence website at <http://cte.nmhu.edu/>.

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## RESPONSIBILITIES

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During the first week of classes, all faculty are required to file a course syllabus and a Faculty Schedule including office hours with their designated administrative support staff and, if applicable, their Center Director.

Other responsibilities during the semester include:

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- Be punctual and meet with students for the entire scheduled time
- Maintain a safe learning environment for each student
- Post office hours and maintain those hours
- Participate in an required Alerts, where instructors flag failing or struggling students in the first few weeks of the semester. An e-mail detailing the process will be sent every semester.
- Enter mid-term and final grades into Banner, the NMHU student information system
- Maintain professional relations with all students, staff, faculty and other instructors.
- If you are responsible for selecting the textbook for your course, have your selection approved by your department and submitted to the designated administrative support staff by the deadline the semester before you teach. Your designated administrative support staff will inform you of the deadline and provide you with the appropriate forms
- Maintain records of student performance and leave copies with department at the end of the term. Please consult your department chair for what records are required
- Check your NMHU email on a regular basis during the work week

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### SYLLABUS REQUIREMENTS

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The course syllabus is your contract with the students – your commitment to provide them with a given course of study, and their agreement to successfully complete it. It is crucial that the syllabus is given to students and reviewed in class during the first week. Students should have an opportunity to discuss it and to raise questions about it.

Please consult your department’s officially approved syllabus for the course description and objectives. In some instances, departments may require that lower-division classes follow a standard syllabus to ensure consistency across sections. Please consult your department chair.

All syllabi should include the following. [All required statements can be found on the NMHU Faculty Resources webpage.](#)

- Contact information: office location, office hours, phone number, and email address
- Course description
- Required textbooks and materials
- Calendar/schedule
- NMHU Traits that are appropriate to the course and how measured: (1) Students will achieve a mastery of content knowledge and skills; (2) Students will develop effective oral and written communication skills; (3) Students will acquire critical and reflective thinking skills through evaluation of readings and course material; (4) Students will learn the effective use of technology.
- Basic descriptions of major assignments
- Deadlines for major assignments
- Grade breakdown
- Attendance and late work policies
- Academic Integrity Policy (see Appendices A and B)
- Disabilities statement (see Appendix B)
- HU Cares statement (see Appendix B)

- Any other statements required by the Academic Affairs committee

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### OUTCOMES ASSESSMENT

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Highlands measures the student attainment of learning objectives at many levels: assignments, courses, programs, core curriculum, and university-wide. Depending upon what courses you teach, you may be involved in one or more of these assessment activities. Each program has an outcomes assessment plan in place which specifies how this is accomplished.

Please ensure that you are familiar with your program's outcomes assessment plan, and that you collect information from your courses relevant to your program's objectives. The faculty in your department, particularly your program coordinator, can work with you to ensure that you understand this process.

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### OFFICE HOURS

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All contingent faculty are required to hold a minimum of 1.5 office hours per week for each 3 credits they teach, and are encouraged to include thirty minutes before and/or after each class. These are the minimum requirements. Your department or contract may require additional office hours. You should also make yourself available for meetings with students by appointment, to accommodate those students who cannot meet during scheduled office hours.

If you do not have an office, you still must have regular, announced times when you will be available to your students. This could be via email, online, or, if available, in your classroom or a departmental conference room before and after class. Please check with your departments regarding where you should hold your office hours.

Be sure to announce your office hours to your students often and to be available during those scheduled times. Office hours should also be posted to Banner, and listed on your syllabi. Let your students know that they can make appointments for discussion of their work-in-progress.

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### ATTENDANCE

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All contingent faculty are required to have an attendance policy included in their course syllabi. Departments or programs may also have specific policies regarding attendance. Please check with your department.

Please do not directly advise a student to withdraw from your class. Instead, request that the student make an appointment with his or her academic or faculty advisor. Withdrawing from a class may affect a student's financial aid or athletic eligibility and these issues should be discussed with an advisor before a student withdraws.

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### BANNER AND E-MAIL

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All contingent faculty have access to Banner, the University's online student information, grading, registering, and payment system. Your Banner identification number is used in various ways across campus such as Human Resources, IT services, library, etc. Once you have completed the paperwork with Human Resources, they will assign you a Banner identification number. You cannot get a university computer log-in or ID card until HR has assigned you a Banner identification number.

To gain access to Banner and the NMHU online system, do the following:

- Go to the NMHU homepage
- Click on "My NMHU"
- Click on "Enter Secure Area"
- Log in with user name and password

You may submit a request for e-mail form to ITS, and once they have your Banner identification number, they will assign you an e-mail account. You may need to talk to their help desk to find out what it is.

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### COMMUNICATION WITH CHAIR AND UNIVERSITY

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Term, Retained Term, and Per Course Faculty are required to provide their personal telephone number and mailing address to the Chair or, if applicable, Center Director, and to check regularly their NMHU e-mail account. The University routinely communicates through e-mail, and faculty are responsible for information conveyed in this fashion.

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### DEPARTMENT MEETINGS

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All departments hold regularly scheduled department meetings. It is up to individual departments how and when they want contingent faculty to participate in such meetings. Please consult your department for details.

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### FACULTY SENATE

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The Faculty Senate of New Mexico Highlands University and its various committees address governance concerns at the university. [Please consult the Faculty Senate webpage at the NMHU website](#), under Faculty, for more information.

The Senate holds open meetings every two weeks to address faculty concerns, questions, and other issues. Please e-mail the chair of the Faculty Senate if you have any questions or concerns.

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### MIDTERM GRADES AND FINAL GRADES

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Midterm grades and final grades are submitted through Banner. Some departments may have a policy where midterm and/or final grades should be submitted to the department. Please consult your department chair.

All grades must be based upon clear, relevant and meaningful forms of assessment. These should be specified in your syllabus.

The issuing of an “Incomplete” to a student is used only under certain circumstances. Please discuss with the program chair if appropriate.

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### ENTERING GRADES ON BANNER

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- Go to the NMHU homepage
- Click on “My NMHU”
- Click on “Enter Secure Area”
- Log in with user name and password
- Click on “Faculty and Advisors”
- Click on “Midterm Grades” or “Final Grades”
- Please adhere to the deadline for submitting grades. Failure to do so may effect consideration for future teaching opportunities at NMHU.

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### PROCEDURES FOR COVERING CLASS ABSENCES

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You should miss class only when unavoidable, and shall always arrange to have a colleague cover the class if at all possible or design alternative and equivalent activities. To best serve your students, please follow the procedures below.

*In the event of a planned absence:*

1. Find a colleague to cover your class (the department chair can assist).
2. Email your department chair and, if applicable, the Center Director with the date, time and location of the class, and the name of the instructor who will be covering it.
3. Submit a Faculty Absence Form to your departmental administrative support staff ten days prior to your absence, except in case of emergencies. (See your department or the online documents section of the NMHU website for the form.)
4. Copy the above information to both your departmental administrative support staff and the instructor who has agreed to cover the class.

*In the event of an emergency absence:*

1. Email or call your departmental administrative support staff, department chair, and, if applicable, Center Director. Include information about the class time, the classroom, and (if possible) include a description of your lesson plans for the day. They will either cover your class or notify your students of a cancellation.
  2. Complete a faculty absence form as soon as possible.
  3. See the section on Workload for more information on faculty absences.
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### AMERICANS WITH DISABILITIES ACT

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Please include the following statement on all of your course syllabi:

“In accordance with federal law, it is university policy to comply with the Americans with Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Disability Services by phone at (505) 454-3188 or 454-3252, via e-mail at [desquibel@nmhu.edu](mailto:desquibel@nmhu.edu), or visit Room 108 of the Felix Martinez building on the Las Vegas campus.”

If you have general questions about interpreting ADA requirements, contact David Esquibel at the number or email address above.

If you have a student who needs accommodations for a disability, David Esquibel will contact you (via your NMHU email) and specify the accommodations.

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### FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

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The Family Educational Rights and Privacy Act is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights to their children's education records when they are under 18, but college students have their own rights to privacy.

The essential point to note is that students have a right to privacy, so avoid discussing grades, ADA status, or other personal matters publicly. It is equally unprofessional to discuss other students during an office conference, even if you know the students concerned are all friends. If anyone inquires about a student, direct them to the Office of Student Affairs at 454-3020.

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### NATIONAL LABOR RELATIONS ACT (NLRA)

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The National Labor Relations Act (NLRA) gives employees, among other rights, the right to discuss wages, hours, and other terms and conditions of employment with fellow employees, as well as with non-employees. The NLRA also gives employees the right to argue and debate with each other about unions, management and their terms and conditions of employment. None of the University's rules, regulations or policies, including but not limited to those in this Handbook, should be construed as prohibiting such employee discussions or rights.

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## STUDENT COURSE EVALUATIONS

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Every faculty member is evaluated by their students in every class, each semester. Before students can access their grades online at the end of the semester, they must fill out an online course and instructor evaluation, or formally opt out of completing it.

You can access your students' evaluations through Banner approximately two weeks after the end of the semester:

- Click on "Quick Links" on the NMHU homepage
- Click on "Banner"
- Click on "Enter Secure Area"
- Log in with user name and password
- Click on "Faculty and Advisors"
- Scroll down to close to the bottom of the list and click on "Course Evaluation Results"

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## DUAL CREDIT

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The Dual Credit Program enables high school students to get a jump start on college by enrolling simultaneously at their high school and at NMHU. An email will be sent if you have dual credit students in your class. For further information, call: (505) 426-2270.

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## RESOURCES

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### OFFICE SPACE, SUPPLIES AND SECRETARIAL ASSISTANCE

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Space is limited for most departments; be sure to check with your Chair to determine if there is office space available for you.

- Put in an order for essential office supplies with your departmental administrative support staff at the beginning of the semester.
- Make all photocopies of class materials through your departmental office or enter them on the online website provided for each course. Consult with your department administrative support staff regarding the department's copying policies.

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### THE WRITING CENTER

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- The NMHU Writing Center welcomes all undergraduate students who want help with papers in any field. Trained, friendly writing tutors are available for one-on-one conferences, drop in or by appointment. Writing Center services are also available for online and center students. The Writing Center is free of charge to all Highlands undergraduate students.
  - A library of source material on reading, writing, study skills, research papers, documentation (MLA, APA, Chicago, AP, etc.)
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- Computers for Internet research and word processing, available to students participating in Writing Center tutoring

The NMHU Writing Center is located in Douglas Hall, Room 115E. We are handicapped accessible. Call for information (505) 454-3537.

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### ARMAS CENTER

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Engineering Building, (505) 426-2010 [www.armasineducation.com](http://www.armasineducation.com)

The goal of the ARMAS Center is to provide comprehensive support to students in the STEM (science, technology, engineering and math) disciplines as they work toward their academic and professional goals. Services include supplemental instruction in STEM gateway courses, math tutoring during all center hours, academic coaching, a math and science textbook library (for use at the center), computer lab and printing, local STEM internships and research fellowships. All students are welcome to participate in the support services offered by ARMAS, regardless of major, and our services are free. Please drop by to meet our staff and learn more about the resources ARMAS offers. During the fall and spring semesters, ARMAS is open from 8 am to 10 pm on Mondays through Thursdays, 8 am to 5 pm on Fridays and Sundays from 5 pm to 10 pm.

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### ACADEMIC SUPPORT

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Felix Martinez Building, (505) 454-3188

The Office of Academic Support offers an array of services with special emphasis on academic advisement. The academic support staff is available to ensure you receive assistance in assessing your interests, skills and abilities and point you in the right direction to help get you through college. The department provides assistance with peer advising, academic and social workshops, accessibility (physical, mental, and emotional disability related issues) and testing services, retention and intervention, academic advisement and new student orientation.

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### COMPUTER LABS

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Many departments have computer labs available for instructional purposes. Please check with your department. If your department does not have a computer lab, you can reserve a computer lab on the main campus (505-454-3401). If you are Center faculty, please check with your Center Director regarding the availability of computer labs.

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### INSTRUCTIONAL TECHNOLOGY AND E-RESERVES

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Educational Outreach Services (EOS) provides support services for instructional software (505-426-2249). The help desk staff in EOS is available to assist as well (1-877-248-9854 or 505-426-2215, or [eosonlinehelpdesk@nmhu.edu](mailto:eosonlinehelpdesk@nmhu.edu)). Training is available for all faculty.

Electronic reserve is available at Donnelly Library. It is a useful resource for providing students with additional materials without the costs of photocopied handouts.

Many NMHU classrooms are equipped with LCD projectors, smartboards, and computers. Other audiovisual equipment may be available from your department or school. If you plan to use a TV, VCR/DVD player, laptop, or overhead projector you should reserve it ahead of time. Check with your department, school, or center director to find out about the availability of these resources and procedures for reserving them, checking them out, and returning them.

For other technology issues, like discussing virus protection, how to rescue a crashed hard-drive, installing a new program, etc., visit ITS in the basement of Donnelly Library, or call 454-3496.

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### PAYROLL ISSUES

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Contact Human Resources: (505) 454-3308.

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### DONNELLY LIBRARY

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Highland's library offers services to all of our faculty, staff and students. We have physical libraries at our main campus in Las Vegas, and at the branches in Rio Rancho and Albuquerque. We offer physical reserves at main campus, as well as electronic reserves for all faculty. The library has over thirty electronic databases, many with full-text articles. In addition, there are approximately thirty-eight thousand electronic journals, and over 200,000 eBooks. The library is always happy to do instructional sessions for individual classes, either in person, via remote access. Passports are available to check-out material from other New Mexico Academic libraries, or you may use our Interlibrary Loan service. For more information, contact the library at (505) 454-3401 or [libinfo@nmhu.edu](mailto:libinfo@nmhu.edu).

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### INCLEMENT WEATHER

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For weather delay and/or cancellation announcements:

1. Visit the university's website [www.nmhu.edu](http://www.nmhu.edu) ;
2. Phone the university's weather hotline: (505) 426-2297 (866-231-2366 outside of Las Vegas);
3. Visit the university's Facebook page, [www.facebook.com/HighlandsUniversity](http://www.facebook.com/HighlandsUniversity);
4. Check the university's twitter account: [www.twitter.com/NMHighlands](http://www.twitter.com/NMHighlands).

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### FACULTY RESOURCES

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[The "Faculty Resources" page of the NMHU website contains valuable information for all faculty.](#)

It can be accessed as follows:

- Go to the NMHU homepage
  - Click on "Faculty"
  - Click on "Faculty Resources"
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## POLICIES

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### INFORMATION TECHNOLOGY RESOURCE POLICY

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The goal of New Mexico Highlands University's Information Technology Services (ITS) Department is to support the University in the pursuit of its Mission Statement. Its policies, guidelines, and procedures are needed to assure the availability of high quality services to all users.

Faculty are expected to review and understand University Policy concerning the use of the following technologies: internet, intranet, email, computer, and networks.

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### SEXUAL HARASSMENT POLICY

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It is the policy of New Mexico Highlands University that sex-related harassment in the workplace is a form of sexual discrimination, barred under the employment protection provisions of the New Mexico Human Rights Act, and Title VII of the Civil Rights Act of 1964, as amended.

“Sexual harassment,” as used in this policy statement, is defined as “any unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature.”

Please see the full policy included in the Appendix.

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### UNIVERSITY POLICIES

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Contingent faculty must follow all relevant university policies, including the Tobacco Policy, the Equal Employment Opportunity Policy, and the General Policies, all included in the Appendices.

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### PERSONNEL RECORDS

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1. The University shall maintain one (and only one) official personnel file for each faculty member. The file will be located in the Office of Human Resources.
2. A faculty member will be permitted to review the material contained in his or her file.
3. The University will provide a faculty member with a copy of any document placed in his or her file, unless an original or copy was sent directly to the faculty member. The faculty member may submit a written response to any document placed in the faculty member's personnel file. This response shall also be placed in the faculty member's file.
4. A faculty member may review his or her file. The Human Resources Director or his or her designee must be present during any review of personnel files.
5. A faculty member may request a copy of his or her personnel file at any time. The copy will be made available to the faculty member within three (3) working days at the current cost per copy.

6. Faculty members may also place in their file materials relevant to their academic qualifications, teaching, research, scholarship, and service.

7. If a faculty member considers material in his or her file to be obsolete, because of its age or a significant change in circumstances, he or she may request the VPAA in writing that the material be removed. The VPAA shall consider whether the material is still relevant. Material more than ten (10) years old shall be presumed to be obsolete unless the VPAA explains to the faculty member why it is still relevant. However, "core documents" such as contracts, legal settlements, and notices of disciplinary action, shall remain in a faculty member's personnel file irrespective of age.

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## LEAVE POLICY

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1. Visiting, Retained Term, and Term Faculty members shall be entitled to paid sick leave:

1.1 Sick Leave: Full-time term and retained term faculty shall earn twelve (12) hours of credit for sick leave with pay each month during the academic year. Sick leave is not accrued during any leaves of absences, paid or unpaid.

Faculty members who are appointed less than full-time earn sick leave with pay on a pro rata basis. Sick leave may be accumulated up to 1040 hours. No additional sick leave with pay beyond that accumulated amount shall be granted. Faculty members shall be responsible for immediately reporting an absence to the appropriate administrator.

1.2 A faculty member shall be responsible for promptly completing and signing a faculty absence form and returning it to the appropriate administrator. A faculty member will be required to provide a physician's statement or other appropriate verification for absences of five (5) consecutive days charged to sick leave. A faculty member may be, but shall not normally be, required to provide such a statement or verification for an absence of four (4) consecutive days or less charged to sick leave. Sick leave will be charged at the rate of eight (8) hours per day.

1.3 Sick leave may be used only for the following:

- Personal illness or injury;
- Partial days not worked when an employee, who has been on sick leave, returns to work on a part-time basis while recovering from the illness or injury;
- Transporting an immediate family member for medical services;
- Caring for immediate family member, defined as spouse, parent, child, brother, sister or any other person residing in the same household of employee who becomes ill or injured and requires personal assistance from the employee. Length of time charged to sick leave under this paragraph shall not exceed five

consecutive work days, unless the employee is eligible for Family and Medical Leave pursuant to the Family and Medical Leave Act. For those employees who are not eligible for Family and Medical Leave, more time may be allowed at the discretion of the employee's Department Chair/Dean in extreme cases

- Sick leave may also be requested and used for doctor's appointments and other pre-scheduled health-related absences. An employee requesting sick leave for a pre-scheduled appointment must request the leave at least twenty four (24) hours in advance unless an emergency situation exists.
- Director/Dean may authorize an employee to use accrued sick leave to attend the funeral of a relation by blood or marriage, with the exception of cousins.

1.4 Family and Medical Leave Act (FMLA) - The FMLA purpose is to ensure that workers can meet their family obligations without fear of losing their jobs or being otherwise adversely affected by taking time off. FMLA affords workers the right to take up to 12 weeks off from work to care for themselves or family members during a covered medical event or for certain other family reasons. The faculty member can opt to use their sick leave to continue to receive pay during the leave. Employees should contact the Human Resources Department for more information regarding eligibility.

1.5 Bereavement Leave. Upon notification to the Chair, a faculty member may be granted up to three (3) days of leave with pay for a death in the faculty member's family. "Family" is defined as spouse, domestic partner, parent, step-parent, child, step-child, brother, sister, brother-or sister-in-law, aunt, uncle, niece, nephew, grandparents, or any other person residing in the same household of the faculty member. Upon approval of the Chair and Dean, additional circumstances may be considered for bereavement leave, and additional days of leave may be granted and charged to sick leave.

1.6 Jury Duty and Required Court Attendance. A faculty member summoned for jury duty or for duty as a witness (other than as plaintiff or defendant) is granted time off with pay. A copy of the summons must be sent to Human Resources. A faculty member is required to return to his or her work location while temporarily excused from attendance in court, unless it is not practical because of the short time between court sessions or between the time court is recessed and the end of the scheduled work day.

1.7 Military Leave. Emergency military leave, temporary military leave, and indefinite military leave shall be granted to faculty members in accordance with state and federal law.

1.8 Holidays. Faculty members who are classified as "academic year" employees are entitled to all holidays designated in the campus academic calendar.

1.9 Voting Leave. Unit employees, who are New Mexico registered voters, are granted, at their request, time off that does not require the cancellation of classes (2 hours maximum) from University duties to vote in government elections.

2. Leave Without Pay. Leave without pay may be granted for extended periods of leave for illness or injury, personal reasons, school attendance, sickness in a family, or other purposes of a personal nature at the discretion of the VPAA. A faculty member shall submit a written request for the leave without pay at least two (2) weeks in advance, if possible. Otherwise notice must be given as soon as reasonably practical. Approval may be granted for a limited duration and based on operational needs. While a leave without pay is not recommended or granted without expectation of reinstatement, reinstatement is not guaranteed. While on an approved leave without pay, the faculty member shall be responsible for the employee and employer cost of medical benefits.

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## BENEFITS

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Faculty members should contact the Office of Human Resources at (505) 454-3058 for information regarding benefits.

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## WORKLOAD

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1. The normal full-time teaching load is 24 credit hours per academic year. The teaching duties and exact teaching load are described in each faculty member's contract. When the faculty member has minimal advising, service, and research duties, the teaching load may be 30 credit hours per academic year.
  2. Term and retained term appointments have non-teaching duties that are instrumental to the success of the institution. Non-teaching duties and activities of the faculty may include advising, research and/or scholarly or artistic activity, and service to the department, school, university, and community. Such duties shall normally be defined at the time of issuance of the contract. Participation in Faculty Senate committees is welcome with the understanding that term and retained term faculty serve as non-voting members. If a faculty member secures a grant through New Mexico Highlands University, release time may be granted from teaching duties based on the terms and conditions of the grant. Final preparation and submission of teaching schedules and mode of delivery shall be the responsibility of the Chair in consultation with the faculty in each discipline and the Academic Dean. Schedules will be submitted to the respective Deans for review and approval after agreement by the Department/School faculty in a department or discipline meeting.
  3. Prior to or during the semester, requests for changes in a faculty member's teaching schedule and/or the mode of delivery of a course may be initiated by the faculty member,
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Chair, or Dean. Deans may approve requested changes only after consultation with the faculty member and Chair.

4. Term and retained term faculty are engaged and paid on the basis of a semester or academic year contract, including days when the university is open and classes are not in session. The work year is normally defined by the academic calendar. Unapproved absences will result in a reduction of the term of a faculty member's contract by the number of days absent from work, and a salary reduction commensurate with the reduced contract term. Under exceptional circumstances an absence may be approved by the Dean providing a faculty absence form has been properly executed.
5. The University does not attempt to enforce an eight-hour working day for teaching faculty. However, full-time faculty members who are absent from their offices during normal working hours (8 AM – 5 PM) should leave information as to where they may be reached with their department office.
6. Failure to comply with all conditions set forth in this Handbook may lead to progressive discipline, including reprimand and/or termination for cause.

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## EVALUATION OF VISITING AND RETAINED TERM FACULTY

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### EVALUATION OF RETAINED TERM FACULTY

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The Faculty and the University accept the position of the AAUP that "Faculty members should have a primary, though not exclusive, role in evaluating an individual faculty member's performance" (AAUP "Statement on Teaching Evaluation," 2001). The faculty plays a primary role in evaluation by reviewing their colleagues' materials, conducting classroom observations, and developing evaluation reports.

All visiting and retained term faculty shall participate in annual evaluation, following the guidelines and timeline established for Bargaining Unit Faculty in the Collective Bargaining Agreement (CBA) for tenure-track and tenured faculty. The process for the evaluation of term and per-course faculty is contained in the following section (see p. 22).

When evaluating visiting and retained term faculty, special attention should be paid to the duties as described in the contract. A copy of the evaluatee's contract should be included with the other evaluation material, provided by the evaluatee.

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### REAPPOINTMENT OF RETAINED TERM FACULTY

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The reappointment process for Retained Term Faculty will follow the same timeline and procedures as outlined in Article 23 of the CBA.

For Retained Term Faculty, the faculty must be given notice if the University determines NOT to re-hire the employee during the subsequent academic year in accordance with the same schedule as would apply to Tenure Track contracts.

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## EVALUATION OF TERM AND PER-COURSE FACULTY

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### OBSERVATION AND EVALUATION OF TERM AND PER-COURSE FACULTY

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Term and per-course faculty members undergo evaluation every semester, and continued employment is contingent upon good performance. Every new term or per-course faculty member will be observed in the classroom during his or her first semester's employment. After their first semester, Term and Per-course faculty employed continuously will undergo a classroom observation—under the terms outlined below—every two years (four semesters).

The chair, dean, and/or the tenured/tenure-track faculty will make a classroom or equivalent observation (such as observing a field supervision, asynchronous online class, etc.). The observations should be a minimum of at least 30 minutes.

Observations should be conducted during the first ten weeks of a semester. The faculty member being observed must have at least 24 hours' notice before an observation by a member of the unit. The observer will prepare a written observation report—either using the suggested standard observation form included in this manual, a department developed form, or writing a letter detailing observations—within one week of the observation.

The department chair or dean should schedule a post-observation conference (including the term or per-course faculty member (and the observing faculty member, if different from the chair or dean) within two weeks of the observation. The term or per-course faculty member should receive a written report of the observation and the post-observation conference for signature before it is sent to the Provost's office and placed in his or her personnel file. The signature indicates only that he or she has seen the report. The faculty member may place a response to the observation report

After each semester's per-course employment, the dean or chair supervising the term or per-course faculty member will complete a summary evaluation form. The evaluator should consult the specific duties listed in the evaluatee's contract, the evaluatee's student evaluations and the record of in-class observation, if any (IT services will arrange for access). The result of the evaluation will determine whether or not the term or per-course will be eligible for reappointment, and for what courses.

If Departments and/or Schools are required by their accrediting bodies to have more elaborated evaluation procedures, they may design their own evaluation process. This process must be approved by the Faculty Affairs committee and shared with the employee at the time of hire.

### Term/Per-course Faculty Classroom Observation/Evaluation

Term/Per-course Faculty: \_\_\_\_\_ Course/Section: \_\_\_\_\_  
 # Students Present: \_\_\_\_\_ Date/Time: \_\_\_\_\_ Observer: \_\_\_\_\_

Teaching Types observed (check all that apply):	Comments:
<input type="checkbox"/> Lecture	
<input type="checkbox"/> Discussion	
<input type="checkbox"/> Demonstration	
<input type="checkbox"/> Collaborative Learning	
<input type="checkbox"/> Individual Instruction	
<input type="checkbox"/> Other (describe):	
<b>ORGANIZATION:</b>	Comments:
<input type="checkbox"/> States the purpose of this session.	
<input type="checkbox"/> Makes explicit the relationship between current and previous sessions	
<input type="checkbox"/> Uses class time effectively to progress toward learning objectives.	
<input type="checkbox"/> Concludes the session with summary, review of learning objectives, assignments.	
<input type="checkbox"/> Prepared and organized	
<input type="checkbox"/> Other (describe):	
<b>MANAGEMENT OF CONTENT:</b>	COMMENTS:
<input type="checkbox"/> Shows mastery of subject matter.	
<input type="checkbox"/> Conveys high, but realistic learning expectations	
<input type="checkbox"/> Gives clear explanations, with examples to clarify difficult ideas	
<input type="checkbox"/> Presents divergent viewpoints	
<input type="checkbox"/> Other (describe):	



## —CLASSROOM OBSERVATION/EVALUATION, PAGE 2—

<b>FACILITATION OF TEACHING/LEARNING:</b>	Comments:
<input type="checkbox"/> Uses appropriate pedagogy.	
<input type="checkbox"/> Corrects, clarifies, coaches	
<input type="checkbox"/> Shows enthusiasm for the subject.	
<input type="checkbox"/> Assesses for understanding and adjusts teaching to meet learning needs	
<input type="checkbox"/> Uses techniques that actively engage learners	
<input type="checkbox"/> Uses teaching materials, tools, technology appropriately.	
<input type="checkbox"/> Avoids distracting habits	
<input type="checkbox"/> Other (describe):	

<b>PRESENTATION/TEACHING STYLE:</b>	COMMENTS:
<input type="checkbox"/> Speaks clearly, with appropriate volume and speed.	
<input type="checkbox"/> Makes eye contact with students throughout the room.	
<input type="checkbox"/> Uses gestures and body movements effectively.	
<input type="checkbox"/> Varies teaching styles and methods. Primary teaching style used: _____	
<input type="checkbox"/> Demonstrates professional appearance and behavior.	
<input type="checkbox"/> Other (describe):	

Note: If any of the questions above are inapplicable, they should be marked N/A and narrative comments should be substituted instead.

**SUMMARY EVALUATION FORM FOR TERM/PER-COURSE FACULTY**  
**TO BE COMPLETED BY SUPERVISING DEAN OR DEPARTMENT CHAIR**

- |                                  |   |
|----------------------------------|---|
| _____ Exceeds expectations       | Student evaluations and classroom observation (if applicable) indicate exceptional performance. The faculty member is eligible for continued employment.  |
| _____ Meets Expectations         | Student evaluations and classroom observation (if applicable) indicate satisfactory performance. The faculty member is eligible for continued employment.   |
| _____ Needs to improve           | Student evaluations and classroom observation (if applicable) indicate satisfactory performance, but point to a need for improvement in some aspects of instruction. The faculty member may be eligible for continued employment, with careful supervision. |
| _____ Unsatisfactory performance | Student evaluations and classroom observation (if applicable) indicate unsatisfactory performance. The faculty member is not eligible for continued employment.   |

Comments & Observations
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Dean or Department Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

Vice President of Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_



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**CAMPUS CONTACT INFORMATION**

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**Academic Affairs**

(505) 454-3311  
 Rodgers Administration Building  
 Services: appeals, retroactive withdrawals, add a class

**Bookstore**

(505) 454-3598  
 (877) 248-9856 (Toll Free)  
 Student Center

**CENTER FOR ADVOCACY RESOURCES EDUCATION & SUPPORT (CARES)**

306 Student Union Building,  
 (505) 454-3529  
[preventviolence@nmhu.edu](mailto:preventviolence@nmhu.edu)

**COUNSELING - INDIVIDUAL AND GROUP**

Teacher Education Building (TEC)  
 (505) 454-3564

**Human Resources/ Affirmative Action**

(505) 454-3058  
 Rodgers Administration Bldg-108

**Donnelly Library**

(505) 454-3401

**Registrar's Office**

(505) 454-3438  
 Felix Martinez Bldg.

**Students with Disabilities**

(505) 454-3252  
 Felix Martinez Bldg.

**Student Support Services**

(505) 454-3236  
 Felix Martinez Bldg.

**Academic Support**

(505) 454-3188  
 Felix Martinez Building

**Business Office**

(505)454-3444  
 Rodgers Administration Bldg.

**Financial Aid**

Felix Martinez Building  
 (505) 454-3318 or 3317  
 Toll-free (800) 379-4038.  
[financialaid@nmhu.edu](mailto:financialaid@nmhu.edu)

**International Education Center**

(505) 454-3372/fax (505) 454-3511.  
 Student Union, Room 311.

**Campus Police**

(505) 454-3278  
 5555 on-campus emergency

**Student Affairs**

(505) 454-3020  
 Felix Martinez Bldg.

**Student Health Center**

(505) 454-3218  
 Student Center

**Writing Center**

(505) 454-3537  
 115 Douglas Hall

## APPENDIX A: ACADEMIC INTEGRITY POLICY

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## NMHU Student Academic Integrity Policy

Approved by the NMHU Faculty: February 2, 2015

Approved by the Board of Regents: March 30, 2015

New Mexico Highlands University students are expected to maintain integrity through honesty and responsibility in all their academic work.

The following describes the University's policies and procedures for faculty who discover students who use academically dishonest practices.

### Definitions:

1. **Academic Dishonesty:** Any behavior by a student that misrepresents or falsifies the student's knowledge, skills, or ability including:
  - a. **Plagiarism:** The process of using the ideas, data, written work or language of another person and claiming it as original or without specific or proper acknowledgement, including, but not limited to, copying another person's paper, article, computer or other work and submitting it for an assignment; or copying someone else's ideas without attribution; or failing to use quotation marks where appropriate; or copying another person's idea or written work and claiming it as original without acknowledgment of the original author or creator.
  - b. **Cheating:** A student's use of, or attempt to use, unauthorized notes, texts, visual aids, electronic devices, assistance, copies of tests, material or study aids in examinations or other academic work to misrepresent his or her knowledge, skills, or abilities.
  - c. **Collusion:** Cooperation between students in order to cheat or plagiarize.
  - d. **Facilitation:** One student knowingly helps or attempts to help another student to violate any provision of this policy.
  - e. **Fabrication:** A student submits contrived, altered or false information in any academic work product, exercise or examination.
  - f. **Multiple Submissions:** A student submits, without prior permission from the instructor, identical work submitted to fulfill another academic requirement.
  - g. **Falsification of Records:** A student alters a transcript or academic record, without authorization, or misrepresents information on a resume, either before or after enrolling as a student in the University, to unfairly improve his or her grades or rank or those of another student.

### Minor Cases:

For a minor case of academic dishonesty, faculty have discretion regarding whether to impose a penalty as well as whether to flag the incident by reporting it to the Registrar's Office. If a penalty is imposed but not flagged, the student should be informed of the penalty and the faculty member should keep documentation of the academic dishonesty action. If at the discretion of the faculty member, the student is flagged for a minor case of academic dishonesty, the procedures laid out in the rest of this document apply.

### Major Cases:

For a major case of academic dishonesty, defined as a faculty imposing a penalty resulting in failing the course, or resulting in reducing the final grade by a letter grade, or resulting in failing a major

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assignment or test (20% or more of the final grade), the faculty must follow the procedure laid out in this document.

### **Documentation of Academic Dishonesty:**

Faculty who impose a penalty for academic dishonesty must document the infraction. Documentation is important as evidence to support academic or disciplinary penalties, or in the event of a legal or administrative challenge to action taken as a result of a violation of this policy. Documentation needs to state the student's name, the date academic dishonesty was discovered, the type of academic dishonesty and a descriptive statement of the situation by the instructor. Supporting documents or copies of academic dishonesty need to be retained by the instructor and forwarded to the registrar by the instructor within ten (10) calendar days after imposing the penalty. Examples of situations and suitable documentation include:

1. Several students complain that other student(s) cheated on a test or assignment. Appropriate documentation is a signed letter by the students describing the incident and a copy of the assignment submitted by the student accused of academic dishonesty.
2. Several students gave identical written answers and were sitting next to each other during an examination. Copies of the exams and a note that they sat in proximity to one another constitute documentation.
3. Plagiarism can be documented with a copy of the student's work, along with a copy or citation to the source of the copied text.

Documentation should be retained as a permanent record by the registrar.

### **Penalties for Academic Dishonesty:**

Except for minor cases of academic dishonesty which the faculty member does not wish to have flagged, any penalty imposed for academic dishonesty shall be reported to the Registrar, who will then flag the student.

### **Penalties for Academic Dishonesty in Courses:**

A course grade of "F" for academic dishonesty cannot be expunged from the record and GPA calculations by retaking the course.

The University strongly urges faculty not to ignore academic dishonesty. Doing nothing does not prevent students from continuing the behavior in the future and is unfair to other students in a class. Meeting with academically dishonest students is the simplest means of addressing problems of cheating and plagiarism. However, instructors who have 1) informed classes about the nature of academic dishonesty and the possible subsequent penalties and who 2) document incidents of academic dishonesty can impose penalties on students. All course syllabi should contain a statement about the academic integrity policy. Penalties must be imposed impartially; all students involved in an incident must be penalized at the same level.

The penalty for an incident of academic dishonesty is up to the individual faculty member who detects it in a class. Penalties may range from a reduced grade on an individual assignment to a failing grade in the class. The amount of the grade reduction is up to the individual faculty member. When assigning a penalty, faculty members should consider the context in which the incident occurs.

Before assessing a penalty, faculty members should interview the student to determine his or her side of the story and identify any mitigating circumstances. If more than one student is involved, they should be interviewed separately and their stories compared. Faculty members should make a reasonable effort to determine the accuracy of the students' stories. Faculty members should feel free to consult with their colleagues, department chairs, and deans before making any final decision on assessing a penalty. If the faculty member imposes a penalty for academic dishonesty, the faculty

member must notify the student and the registrar in writing within ten (10) calendar days. Penalties for academic dishonesty carry substantial negative consequences for students. While academic dishonesty is a serious offense and should carry serious penalties, faculty should err on the side of caution when the evidence is circumstantial or unclear.

### **Appeals for Academic Dishonesty in Courses:**

A student who has had an academic dishonesty penalty imposed as a result of an alleged violation of this policy and who disagrees with the allegation of academic dishonesty or with such penalty may appeal following the Academic Petition Procedure of the Academic Affairs Committee, which can be found in online documents.

### **Penalties for Multiple Instances of Academic Dishonesty**

The registrar shall maintain a record of students who have been reported as academically dishonest. When a student is flagged twice, the name of the student is forwarded by the registrar to the Vice President for Academic Affairs and the Chair of the Student Affairs Committee. The Student Affairs Committee of the Faculty Senate shall then convene a hearing to recommend a “university-level” penalty for the student. For a second case of academic dishonesty, the penalty will often include a suspension, although the Student Affairs Committee will recommend the penalty on a case-by-case basis. Instructors are required to provide their evidence to the Committee upon request. The Chair of the Student Affairs Committee will make a recommendation to the Vice President for Academic Affairs of the result of the hearing, and the Vice President for Academic Affairs will issue a written decision to the student and the registrar within ten (10) calendar days.

When a student is flagged a third time for academic dishonesty, regardless of the time between flaggings, the University may expel the student after a hearing by the Student Affairs Committee. The Chair of the Student Affairs Committee will make a recommendation to the Vice President for Academic Affairs and the Vice President for Academic Affairs will issue a written decision to the student and the registrar within ten (10) calendar days. If the decision to expel the student is not appealed, the student’s transcript shall show the statement: “Expelled for academic dishonesty.”

### **Appeals for Multiple Instances of Academic Dishonesty**

A student has the right to appeal a decision of the Vice President for Academic Affairs to the President in writing within fifteen (15) calendar days of the receipt of the decision. The President will conduct an administrative review of the decision by the Vice President for Academic Affairs and will affirm the decision, modify the decision, or reverse the decision. The President will issue a written decision to the student, the faculty member, the Chair of the Student Affairs Committee, the Vice President for Academic Affairs, and the registrar within thirty (30) calendar days. The decision made as a result of the administrative review is final. If the decision to expel the student is upheld, the student’s transcript shall show the statement:” Expelled for academic dishonesty”.

A student’s failure to timely follow the filing deadlines established herein shall result in the dismissal of the appeal.



**Reporting Addendum:**

All cases of multiple flagging, punishments associated with such flaggings, and appeals of multiple flaggings shall also be reported to the Chair of the Faculty Senate to insure that the policy is being effectively followed. In the case that a student does not appeal the punishment for multiple flaggings, the Chair of the Faculty Senate will report this to the Registrar.

APPENDIX B: SYLLABUS STATEMENTS

**Disability Services Information (Required)**

“In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Disability Services by phone at (505) 454-3188 or 454-3252, via e-mail at [desquibel@nmhu.edu](mailto:desquibel@nmhu.edu), or visit Room 108 of the Felix Martinez building on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Disability Service.” David Esquibel Student Advisor/Coordinator of Testing and Disability Services

**HU-CARES Information (Required)**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you are encouraged to contact the Center for Advocacy, Resources, Education, & Support (HU-CARES) located in the Student Union Building at 800 National Ave in Suite 306. If you have questions or need to speak to someone regarding a concern, please call HU-CARES at 505-454-3529 or email [preventviolence@nmhu.edu](mailto:preventviolence@nmhu.edu). HU-CARES can support you in various ways, regardless if you want to report to police or not. **All services are confidential, student-centered, and free for all NMHU students, including center campuses.**

Additional resources available to you include:

- Student Health Center Main Campus-(Counseling) 505-454-3218
- Campus Police 505-454-3278
- NMHU Dean of Students 505-454-3020
- Human Resources, Title IX Officer 505-426-2240
- NM Crisis & Access Line (Professional Counselors available 24/7) 1-855-662-7474

*Center students are encouraged to contact HU-CARES for resources near the center campuses.*

**Student Academic Integrity Policy (require - edit as needed for your particular class)**

This course follows the Highlands Student Academic Integrity Policy as described in the catalog. New Mexico Highlands University students are expected to maintain integrity through honesty and responsibility in all their academic work. Examples of academic dishonesty include: Plagiarism, Cheating, Collusion, Facilitation, Fabrication, Multiple Submissions, and Falsification of Records. Penalties may range from a reduced grade on an individual assignment to a failing grade in the class. Students may also be flagged for major cases of academic dishonesty, and multiple flaggings of academic dishonesty may result in suspension (2 flags) or expulsion (3 flags). For additional information and more detailed definitions of academic dishonesty, please see the Student Academic Integrity Policy in the catalog and/or student handbook.

**+/- Grading System**

Grade	Undergraduate	Graduate	Points
A+	Excellent	Excellent	4.0
A	Excellent	Excellent	4.0
A-	Excellent	Excellent	3.7
B+	Above average	Above average	3.3

B	Above average	Average	3.0
B-	Above average	Below average, but passing	2.7
C+	Average	Poor, but passing	2.3
C	Average	Poor, but passing	2.0
D	Below average, but passing	Failure	1.0
F	Failure	Failure	0.0

Use of the (+/-) grading system is optional and at the discretion of the individual faculty members.

NOTE: Faculty have indicated they wish to have the option to use this grading scale (+/-) or the “whole letter” grade scale in individual courses, and this information must be indicated in each course syllabus

See the following article by Ben Eggleston on determining percentages for +/- grading:  
<https://its.nmhu.edu/IntranetUploads/003410-SyllabiStat-812201513328.pdf>

## APPENDIX C: SEXUAL HARASSMENT POLICY

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### 1. **Introduction**

It is the policy of New Mexico Highlands University to maintain a community in which students, faculty, staff and administration are free to work, study, and reside without being subjected to sexual harassment. Such behavior subverts the mission of all involved.

Sexual harassment is a form of discrimination on the basis of sex and is, therefore, prohibited on campus and in programs and activities sponsored by New Mexico Highlands University.

Sexual harassment constitutes an unacceptable and punishable offense at NMHU, which may include disciplinary action up to and including dismissal.

### 2. **Sexual Harassment Defined**

Sexual harassment may take many forms, including unwelcome conduct of a sexual nature and conduct that is not necessarily sexual in nature, but which is unwelcome and directed at a person because of his or her gender.

- A. Sexual harassment involving unwelcome conduct of a sexual nature can include sexual advances, requests for sexual favors or other verbal, non-verbal or physical conduct of a sexual nature when:

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

Submission or rejection of such conduct by an individual is used as the basis for employment decisions affecting the employee; or

Such conduct is so severe or pervasive that it affects an individual's work performance or creates an intimidating, threatening or abusive working environment.

Sexual harassment is distinguished from voluntary sexual relationships when the conduct directed towards you is unwelcome. Conduct of a sexual nature is unwelcome when you did not request or invite the conduct and view the conduct as offensive and undesirable.

Conduct of a sexual nature can include, but is not limited to: Verbal, non-verbal

or physical sexual advances;

Pressure for sexual favors;

Touching of a sexual nature; Sexual assault;

Sexual gestures; Sexual or "dirty"

jokes;

Offensive personal jokes and comments of a sexual nature

Displaying or distributing sexually explicit drawings, pictures and written materials.

- B. Sexual harassment can also involve acts of verbal, non-verbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping, but not involving conduct of a sexual nature, when such conduct is so severe or pervasive that it affects a student's/employee's ability to work, participate in or benefit from an education program or activity or creates an intimidating, threatening or abusive educational environment. Such conduct can include, but is not limited to:

Offensive jokes or comments, not necessarily sexual in nature, but directed at a person because of his or her gender or sexual orientation;

Threats or insinuations that lack of sexual favors will result in reprisals, withholding support for promotions or transfers, change of assignments, or poor performance reviews.

Sexual harassment against an employee/student can involve any member of the New Mexico Highlands University community, including faculty, staff, employees, students, guest speaker, visiting student or contractor.

### 3. **Reporting Sexual Harassment**

Employees/Students shall report sexual misconduct or harassment to their immediate supervisor; the next-in-line supervisor; the Dean or Director; campus police; or to the Director of Human Resources. If an employee or student is not certain whether sexual harassment is taking place, he or she should report his or her concerns.

- A. Supervisors and managers who have knowledge of sexual misconduct or harassment within New Mexico Highlands University or one of its off campus facilities shall immediately report it to the Human Resources Director and to a person above them in their chain of command.
- B. Under no circumstances, during an investigation, shall a supervisor withhold any information about reported or observed sexual misconduct or harassment.
- C. Supervisors shall report allegations of sexual misconduct or harassment even if the employee/ student reporting such misconduct has asked that no action be taken. Supervisors shall explain this obligation to employees who report sexual misconduct or harassment.

### 4. **Time Frame for Reporting Sexual Harassment**

In order to allow for a prompt and timely investigation, the complaint should be made as soon as possible, but no later than 90 days following the latest alleged incident of sexual harassment. Even if this time frame has passed, the University encourages the reporting of sexual harassment.

5. **Retaliation is prohibited**

Retaliation against any person who makes a complaint of sexual harassment, reports that another person is being sexually harassed, or who cooperates in an investigation of a complaint of sexual harassment is strictly prohibited.

If you believe you have been retaliated against or that someone else has been retaliated against for reporting sexual harassment, you should follow the same reporting requirements for reporting incidents of sexual harassment set forth in Section 4 above, Reporting Sexual Harassment.

6. **Investigation and Resolution of Reports of Sexual Harassment**

The University reserves the right to investigate any reports of sexual harassment, as the University deems appropriate.

All employees/students shall cooperate with investigations of sexual misconduct and sexual harassment complaints.

Appropriate disciplinary action will be taken against any employee, including Staff Members, Faculty members and Administrators, who are found to have engaged in sexual harassment or retaliation up to and including dismissal.

New Mexico Highlands University will also take appropriate action, to the extent possible, against non-employees, such as contractors and guest lecturers, who are found to have engaged in sexual harassment or retaliation.

7. **Confidentiality**

- A. Allegations of sexual misconduct shall be investigated by the Human Resource Department in a manner that is as confidential as possible and appropriate under the circumstances.
- B. Absolute guarantees of confidentiality or anonymity cannot be given. Every effort will be made to maintain confidentiality or anonymity of the employee.
- C. Employees/students who are interviewed during investigations of sexual misconduct allegations shall maintain the confidentiality of what was discussed during their interviews.

The Director of Human Resources has been designated responsibility for coordinating New Mexico Highlands University's efforts to comply with and carry out its responsibilities under applicable laws prohibiting discrimination and harassment, including Title IX of the Educational Amendments of 1972 and Title VII of the Civil Rights Act of 1964.

The current Human Resources Director is: Donna Castro, Rodgers Administration Building Room 108, Telephone number is 505-426-2240.

The mailing address for Director is: New Mexico Highlands University, Box 9000 Las Vegas, NM 87701.

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## APPENDIX D: EQUAL EMPLOYMENT OPPORTUNITY POLICY

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### 1. **Policy Overview**

New Mexico Highlands University is committed to providing a working and learning environment that provides equal opportunity to all current and prospective employees. Current and prospective employees will be considered for employment, promotions and other job opportunities on the basis of merit, and as otherwise required by law.

### 2. **Scope and Applicability**

This policy covers all aspects of employment including hiring, assignment of duties, compensation and benefits, training, discipline and termination.

### 3. **Policy Statement**

It is the policy of the University to prohibit unlawful discrimination and harassment against employees or applicants for employment on the basis of race, color, religion, national origin or ancestry, sex, age, physical or mental disability or handicap, serious medical condition, spousal affiliation, sexual orientation, gender identity, veteran status or any other basis prohibited by applicable law.

Any applicant or employee who feels that he or she has been discriminated against or harassed should report the incident to the Department of Human Resources, a supervisor, or campus security.

The Department of Human Resources located in the Rodgers Administration Building, Room 108.  
The mailing address is Box 9000 Las Vegas, New Mexico 87701.

## APPENDIX E: TOBACCO POLICY

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In compliance with the New Mexico Clean Indoor Act, as amended, smoking of tobacco products is prohibited in university buildings, facilities and vehicles. Smoking is allowed only in designated areas.

The Smoking Policy stipulates:

- Smoking is prohibited except in designated areas. Those areas will be well posted and will not be near air conditioning or other ventilation systems which can carry the smoke to other sites.
- Ashtrays are provided in smoking sites
- Smoking is prohibited in university vehicles.
- Smoking is prohibited within 25 feet of any building.
- Smoking is prohibited near windows or air intakes.

Smokeless tobacco is prohibited in university buildings, facilities and vehicles.

This policy applies to all University visitors, students, and employees. It is the responsibility of every member of the University community to conduct himself or herself in compliance with this policy.

Enforcement is the shared responsibility of the entire campus. The success of this policy depends upon the courtesy, respect and cooperation of smokers and non-smokers of the NMHU community.

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## APPENDIX F: GENERAL POLICIES

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Note that all employees have rights under the National Labor Relations Act to engage in protected concerted activities, including discussing terms and conditions of employment, wages, benefits, and work conditions. Nothing in these or other University policies is meant to, nor should it be interpreted to, in any way, limit employee rights under any applicable federal, state, or local laws, including employee rights under Section 7 of the National Labor Relations Act, including but not limited to the right to engage in protected concerted activities with other employees for the purposes of their mutual aid and/or protection, or to improve terms and conditions of employment, such as wages and benefits.

### 1. **Safety**

Supervisors shall advise employees of safe work practices. Employees are required to work safely and make full use of safety devices to protect themselves. All necessary safety devices shall be furnished by the University. Employees shall inform the supervisor immediately if they observe unsafe working conditions, unsafe work practices or any other hazards to safety on the campus.

### 2. **Tools**

All tools necessary for work shall be furnished by the University, unless other written arrangements are made with the employee. If an employee negligently misplaces, abuses, or loses tools of the University, it shall be the employee's responsibility to replace the tool with a same type of tool of equal or greater value.

### 3. **Uniforms**

The University will furnish uniforms required for various job classifications identified by the University.

### 4. **Keys/Key Cards**

University keys and/or key cards for employee work stations may be requested by completing a Key Request Form, available at the Facilities Management Department.

### 5. **Personal Appearance**

NMHU employees are expected to present a professional appearance and dress appropriately for the job they perform. When reporting for work each day, employees should be clean and neatly groomed. Employees may not wear cut-offs, shorts, tank tops, or any offensive, suggestive or revealing clothing.

Visible body art, piercing (except ears), and clothing with derogatory or inflammatory language is prohibited.

The appearance standards required of employees will vary according the nature and duties of their positions. If a supervisor considers an employee to be in violation of the appearance standards, the supervisor may instruct the employee to leave the work site to correct the discrepancy and then report back to the work site. The employee may ask the Dean/Director to review the supervisor's decision. Regular employees sent home will be placed on an Absence without Leave status during the time they are gone.

### 6. **Friends/Family/Children in the Workplace**

NMHU discourages employees from being accompanied by friends, family, or children while working; including leaving children on campus in office areas while they are at work. This does not

eliminate periodic, short visits from friends, family and children as appropriate. Anything other than short visits is not permitted and poses a potential harm for children and liability for the University. The University desires to be a family friendly place of business, to faculty and staff as well as to students; however, the workplace is not the appropriate place for childcare. Even during short periodic visits, children must not be left unattended. If an employee is faced with unusual circumstances regarding visitors at work, the employee should speak with his/her immediate supervisor.

7. **Animals/Pets on University Property**

Employees are not allowed to have or keep dogs, cats, or any pet in classrooms, offices, residence halls or any other campus building.

Exceptions to this policy are service animals or animals that are housed under approved conditions in research laboratories and fish, provided that the container is cleaned regularly so that it does not present a health hazard and no illegal species are kept.

8. **Mail and Postal Service**

Personal mail shall not be sent using university-paid postage.

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APPENDIX G: SAMPLE CONTRACTS

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Page 41: Sample Retained Term Contract

Page 42: Sample Term Contract

Page 43: Sample Per-Course Contract

**NEW MEXICO HIGHLANDS UNIVERSITY**  
Office of Academic Affairs, PO Box 9000, Las Vegas, NM 87701

**EMPLOYMENT CONTRACT – RETAINED TERM**  
**Non-Tenure Track**

**NAME:** Name, Banner ID

**NMHU E-mail:** \_\_\_\_\_ **Alternate E-mail:** \_\_\_\_\_

You are hereby appointed in Retained Term Status as **Rank**. The duties and responsibilities of **Rank** are generally set forth in the *Faculty Handbook* and the *Contingent Faculty Handbook* and are incorporated herein by reference. The period of this appointment is from August 8, 2016, to May 17, 2017, inclusive. The salary for these services is **Salary**, and will be paid in biweekly installments in accordance with the policy of the University.

This is a Retained Term Contract as described in the *Faculty Handbook* and, as such, automatically terminates upon the expiration of the period of appointment above, but with an expectation of re-employment, unless given notice. (Section VI, Segment C). As a full-time employee, you are eligible for employee benefits.

To accept this contract, please sign it and return it to the Office for Academic Affairs within 10 working days of the approval date given below, unless an extension of time is given in writing by the Vice President for Academic Affairs. Failure to return the signed Contract or provide notification within 10 working days may result in payment delays and/or cancellation of this contract.

As part of this contract, you must adhere to the policies and procedures in the *Contingent Faculty Handbook*. This includes, but is not limited to, fulfilling teaching responsibilities, holding office hours, regularly checking your NMHU e-mail, and attending orientation and development as outlined in the handbook.

Your signature below demonstrates that you have read this Contract and agree to the provisions thereof.

\_\_\_\_\_  
Signature of Appointee

\_\_\_\_\_  
Dr. Carol C. Linder, Interim Provost/VPAA

\_\_\_\_\_  
Date of Acceptance

\_\_\_\_\_  
Dr. Sam Minner, President

\_\_\_\_\_  
Date of Approval

<p>For Office Use Only</p> <p><b>Position Number:</b> <u>POSN 1; POSN 2</u></p> <p><b>FOAPL:</b> <u>FOAP 1; FOAP 2</u></p> <p><b>FTE:</b> <u>FTE</u></p>
--

**NEW MEXICO HIGHLANDS UNIVERSITY**  
Office of Academic Affairs, PO Box 9000, Las Vegas, NM 87701

**EMPLOYMENT CONTRACT - TERM**  
**Non-Tenure Track**

**NAME:** NAME, BANNER ID

**NMHU E-mail:** \_\_\_\_\_ **Alternate E-mail:** \_\_\_\_\_

You are hereby appointed in Term Status as **Title**. The duties and responsibilities of **Title** are generally set forth in the *Faculty Handbook* and the *Contingent Faculty Handbook* and are incorporated herein by reference. The period of this appointment is from August 8, 2016, to May 17, 2017, inclusive. The salary for these services **Salary**, and will be paid in biweekly installments in accordance with the policy of the University.

This is a Term Contract as described in the *Faculty Handbook* and, as such, automatically terminates at the end of the period of appointment above. Re-employment is solely within the discretion of the University. (Section VI, Segment C). As a full-time employee, you are eligible for employee benefits.

To accept this contract, please sign it and return it to the Office for Academic Affairs within ten (10) working days of the approval date given below, unless an extension of time is given in writing by the Vice President for Academic Affairs. Failure to return the signed Contract or provide notification within 10 working days may result in payment delays and/or cancellation of this contract.

As part of this contract, you must adhere to the policies and procedures in the *Contingent Faculty Handbook*. This includes, but is not limited to, fulfilling teaching responsibilities, holding office hours, regularly checking your NMHU e-mail, and attending orientation and development as outlined in the handbook.

Your signature below demonstrates that you have read this Contract and agree to the provisions thereof.

\_\_\_\_\_  
Signature of Appointee

\_\_\_\_\_  
Dr. Carol Linder, Interim Provost/VPAA

\_\_\_\_\_  
Date of Acceptance

\_\_\_\_\_  
Dr. Sam Minner, President

\_\_\_\_\_  
Date of Approval

For Office Use Only

**Position Number:** POSN1; POSN2

**FOAP:** FOAP1; FOAP2

**FTE:** FTE

# NEW MEXICO HIGHLANDS UNIVERSITY

Office of Academic Affairs, PO Box 9000, Las Vegas, NM 87701

## CONTINGENT FACULTY

### Per-Course Employment Agreement

Date/Time Field

Name (First and Last)

Banner ID @

Email Address

Address

City State & Zip

**CRN1**

Course No.

Course Name

# CR Hrs

# Enrolled

Begin Date

End Date

Amount

**CRN2**

Course No.

Course Name

# CR Hrs

# Enrolled

Begin Date

End Date

Amount

New Mexico Highlands University is pleased to offer you a temporary appointment to teach the above course(s), which will be paid in biweekly installments. This agreement cancels all other existing agreements for the period and services covered, and your acceptance hereof is indicated by your signature below. This agreement may be terminated or modified by the University due to inadequate enrollment, insufficient funding, or by mutual consent of the parties. Upon your acceptance, this employment agreement must be returned to the Office of Academic Affairs within 10 working days of the date of the Dean's signature. Failure to return the signed employment agreement or provide notification within 10 working days, may result in payment delays or cancellation of the agreement.

As part of this contract, you must adhere to the policies and procedures in the *Contingent Faculty Handbook*. This includes fulfilling teaching responsibilities, holding office hours, regularly checking your NMHU e-mail, and attending orientation and development as outlined in the handbook.

I have read this Employment Agreement and agree to the provisions thereof.

\_\_\_\_\_  
Signature of Appointee

\_\_\_\_\_  
Date

\_\_\_\_\_  
College/School Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President for Academic Affairs

\_\_\_\_\_  
Date

FUND

ORG

ACCT

PROG

For Office Use Only  
-----

FTE

Position Number: \_\_\_\_\_

Entered for Payment: \_\_\_\_\_

# Appendix **B**

## Contingent Faculty Orientation

August 11, 2016

8:30 – 9:00	<b>Dr. Carol Linder, Interim Provost and VP of Academic Affairs</b> <b>Introduction and Welcome</b>
9:00 – 9:30	<b>Dr. Brandon Kempner Faculty Senate Chair and Director of UG studies in English</b> <b>Academic Policies, Contingent Handbook, Governance, Faculty Resources</b>
9:30 – 9:50	<b>Kimberly Blea, Dean of Student Affairs</b> <b>Official reporting, security, and other student issues</b>
9:50 – 10:00	<b>Alex Gadberry, Retention Coordinator</b> <b>Early Alert attendance system</b>
10:00 – 10:10	<b>David Esquibel, Coordinator of Accessibility and Testing</b> <b>Accessibility services</b>
10:10 – 10:20	<b>Center directors present on each center</b>
10:20 – 10:35	<b>Dr. Diana Marrs, Director for the Center for Teaching Excellence (CTE)</b> <b>Faculty resources, upcoming events, D2L training, HIPs, zoom, instructional designers, FYE</b>
10:35-10:50	<b>Michael Raine, Registrar</b> <b>Registrar office – enrollment and procedures</b>
10:50-11:10	<b>April Kent, Librarian - Head of Public Service Division</b> <b>Library services and resources for faculty and students</b>
11:10 – 11:25	<b>Jane Mallette, Systems Analyst/Programmer</b> <b>IT services, login, email</b>
11:25 – 11:40	<b>Johnny DesChamps, Interim Blackboard/WebCT Administrator</b> <b>Educational Outreach Services (EOS)</b>
11:40 – 12:00	<b>Ken Lucero and Marka Trujillo, HR</b> <b>Human Resource services and Paper work</b>
12:00 – 1:00	<b>~Lunch on your own~</b>
1:00 – 3:00	<b>Join your departmental meetings</b>

# Appendix **C**

### Center Retreat Participants (July 26–28, 2016 – Las Vegas, NM)

NMHU Position	Participant
President	Dr. Sam Minner
Interim Vice President for Finance & Administration	Mr. Max Baca
Vice President for Advancement	Ms. Theresa Law
Interim Vice President for Academic Affairs/Provost	Dr. Carol Linder
Interim Associate Vice President Research	Dr. Jim Alarid
Interim Dean of Graduate Studies	Dr. Warren Lail
Dean of the School of Education	Dr. Lora Bailey
Dean of the School of Business	Dr. Bill Taylor
Dean of Arts and Sciences	Dr. Ken Stokes
Interim Dean of Social Work	Mr. Andrew Israel
Interim Associate Dean/Center Director-ABQ/SW	Dr. Cristina Duran
Interim Dean of Students	Ms. Kimberly Blea
Director of Educational Outreach Services	Ms. Evonne Roybal-Tafoya
Center Director-Santa Fe	Ms. Thomasinia Ortiz-Gallegos
Center Director-Farmington	Mr. Buddy Rivera
Center Director-Rio Rancho	Dr. Virginia Padilla-Vigil
Director of Library Services	Mr. Ruben Aragon
Director of Athletics	Mr. Bob Clifford
Faculty Senate	Dr. Katherine Jenkins
Registrar	Mr. Michael Raine
Office of Institutional Effectiveness and Research	Dr. Jean Hill
Director of University Relations	Mr. Sean Weaver
Director of Recruitment	Ms. Jessica Jaramillo

## Plan of Action To Address All HLC Concerns At Centers

<b>Core Component 3.D.1. – Student Support Services (SSS)</b>		
<i>Recommended Action</i>	<i>Lead</i>	<i>Timeline</i>
1. Publicize and promote existing SSS availability at Centers using multiple media (student handbook, email, orientation, short videos, web pages, social media, posters, etc.)		
2. Publicize and promote student use of recent addition of NetTutor (online tutoring available 24/7 with 48-hr turnaround)		
3. Evaluate feasibility of combining SSS resources in Albuquerque metro		
4. Develop online One-Stop Shop for SSS		
5. Formalize SSS agreements for Center student needs via Memorandum of Understanding (MOU) with appropriate partner community colleges, where available		
6. Establish procedures with partner schools on NMHU student use of partner school SSS (live tutoring, counseling services, computer labs, library, etc.)		
7. Plan necessary SSS cost into NMHU operating budget based on Center student need/use and projected enrollment growth		
<b>Core Component 3.D.2. – Learning Support (LS) and Prep Instruction (PI)</b>		
1. Determine and execute training needs for admissions and registration personnel in transfer process to ensure that appropriate courses are properly credited		
2. Streamline process for transfer students to query and submit appropriate course substitutions from similar/related coursework from previous institutions of higher learning		
3. Conduct needs assessment to determine academic program needs based on community work force needs and student interests		
4. Partner with community colleges to augment student developmental needs, if necessary		
5. Plan necessary LS/PI cost into NMHU operating budget based on Center student use and projected enrollment growth		
<b>Core Component 3.D.3. – Academic Advising (AA)</b>		
1. Determine and execute training needs for faculty and staff on transfer process and degree completion requirements for transfer students		
2. Staff Centers appropriately for academic advisement		
3. Train faculty and staff on use of Degree Audit, periodically		
4. Train faculty and staff on use of technology for remote advisement (Zoom, Skype, etc.)		
5. Establish “catch all” email accounts for each academic program to minimize lost mail, improve responsiveness, and allow opportunity for student feedback		

6. Create and post short, instructional videos on use of academic advising tools		
7. Develop online One-Stop Shop for Academic Advising		
8. Plan necessary Academic Advising into NMHU operating budget based on Center student need and projected enrollment growth		
<b>Core Component 3.D.4. – Infrastructure and Resources</b>		
1. Conduct needs assessment of Center to determine physical, infrastructure, and resource requirements		
2. Document Center infrastructure and resource capabilities using multiple media (student handbook, faculty handbook, online, orientation, short videos, web pages, social media, etc.)		
3. Meet regularly with Educational Outreach Services (EOS) and Information Technology Services (ITS) to identify technology needs based on classroom and course requirements (hardware, software, etc.)		
4. Train faculty on new, innovative classroom technologies, course development, and continued andragogy studies/techniques, periodically		
5. Require periodic participation of regular and contingent faculty in program meetings, development training, and university		
6. Train Center personnel on website administration		
7. Develop legacy ITV phase out plan with EOS and ITS.		
8. Plan necessary infrastructure/resource requirements into NMHU operating budget based on projected enrollment growth		
<b>Core Component 3.D.5. – Attention to Student Concerns</b>		
1. Coordinate and document Center procedures with Dean of Students and Registrar		
2. Train faculty and staff on established procedures related student conduct, grade appeal, academic petitions, etc., periodically		
3. Establish MOU with partner community college on requirements for local (on-scene) support in security-related incidents		
4. Publicize student concern reporting procedures available to students using multiple media (student handbook, online, orientation, email, short videos, web pages, social media, etc.)		
5. Plan necessary training and material requirement resources into NMHU operating budget based on projected enrollment growth		

## Support Services Currently Provided to Center Students

<i>Online/Virtual Services from Main Campus: General Support</i>	<i>Farmington</i>	<i>Rio Rancho</i>	<i>Albuquerque</i>	<i>Santa Fe</i>
Registration/Registrar's Office	YES	YES	YES	YES
Business Office	YES	YES	YES	YES
Financial Aid/Scholarships	YES	YES	YES	YES
Career Services	YES	YES	YES	YES
Degree Audit access	YES	YES	YES	YES
Online orientation (web/D2L)	YES	YES	YES	YES
Online Helpdesk	YES	YES	YES	YES
Veterans Support Services	YES	YES	YES	YES
<i>Online/Virtual Services from Main Campus: Academic Support</i>				
Writing Center Support	YES (Elluminate)	YES (Elluminate)	YES (Elluminate)	YES (Elluminate)
Library Resources	YES (Iliad)	YES (Iliad)	YES (Iliad)	YES (Iliad)
Online Tutoring (24/7 services)	YES	YES	YES	YES
HU-CARES	YES	YES	YES	YES
<i>On-Site Support Services:</i>				
New student Orientation	YES	YES	YES	YES
Workshops/training sessions	NO	YES	YES	NO
Academic Advisors: Staff	YES	YES	YES	YES
Academic Advisors: Faculty	YES	YES	YES	YES
Writing Assistance	Via SJC*	NO	YES	NO
Student Peer Support Groups	NO	NO	YES	NO
Counseling Services	Via SJC	NO	NO	NO
On-site Library/Resource Rm	Via SJC	YES	YES	NO
Computer Lab	YES	YES	YES	NO
On-site Tutoring Services	Via SJC	NO	YES	NO

\*SJC – San Juan College, Farmington

## Support Services Provided to Center Faculty/Staff

<i>Online/Virtual Services from Main Campus: General Support</i>	<i>Farmington</i>	<i>Rio Rancho</i>	<i>Albuquerque</i>	<i>Santa Fe</i>
Center for Teaching Excellence: PD	YES	YES	YES	YES
Instructional Design support	YES	YES	YES	YES
Technical Support/Online Helpdesk	YES	YES	YES	YES
Library Resources	YES	YES	YES	YES
Virtual Office Hours support	NO	YES	NO	NO

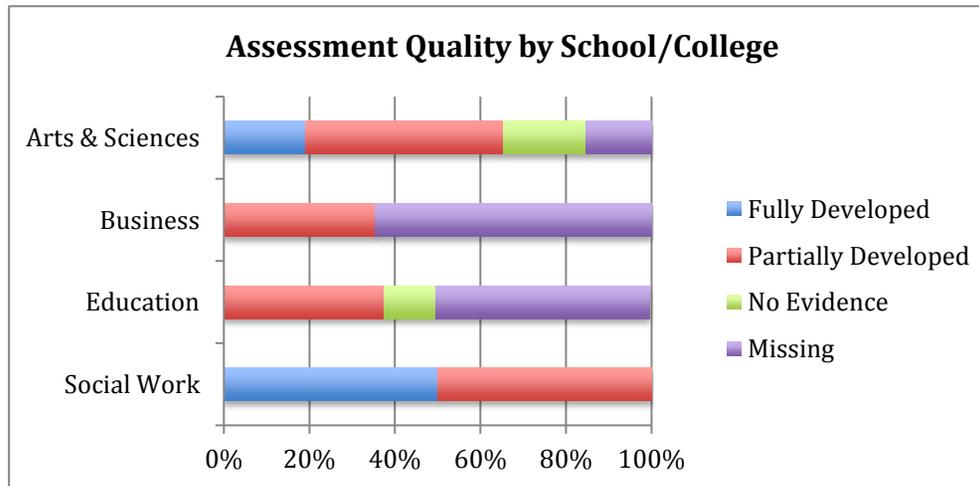
# Appendix **D**

## Outcomes Assessment Program Inventory Spring 2016

The table below gives the average peer ratings on the rubric for each academic program. A score of 3 means that the program has fully developed and implemented that criterion, while a score of 1 indicates that the reviewers saw no evidence of that criterion on the program's plans or reports. A blank in column K indicates that the program is not offered online or at the Centers.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
School or College	Program	Degree Level	Learning outcomes are clearly linked to the program's mission statement.	Learning outcomes and means of assessment are clearly linked to the four NMHU traits	Learning outcomes are clearly measurable	Learning outcomes span multiple levels of outcomes	Multiple assessments are identified	Direct measures of student learning or achievements that are clearly aligned to the learning outcomes are emphasized.	Assessment measures allow student performance to be gauged over time	If the program is present at the Centers or online, those students are included in the data collection and report	Assessment results are reported.	Assessment results are clearly explained	Assessment results are used by the program faculty to improve student learning	Assessment results are used to identify how the assessment process should be modified	Information from the assessment results is shared with multiple constituents.
Arts & Sciences	Anthropology	Baccalaureate													
Arts & Sciences	Anthropology	Master	1.0	1.0	1.0	2.0	2.0	1.0	1.0		1.0	1.0	1.0	1.0	1.0
Arts & Sciences	Applied Sociology	Master													
Arts & Sciences	Biology	Master	2.0	2.0	3.0	3.0	3.0	3.0	3.0		3.0	3.0	3.0	2.0	3.0
Arts & Sciences	Biology Undergraduate	Baccalaureate	3.0	2.5	2.5	3.0	3.0	2.5	1.0		3.0	2.0	1.5	1.5	3.0
Arts & Sciences	Chemistry Graduate	Master	2.0	2.5	2.5	2.0	2.5	2.0	2.5		2.5	2.5	2.0	2.5	2.5
Arts & Sciences	Chemistry Undergraduate	Baccalaureate	3.0	2.0	2.0	3.0	2.7	2.3	2.0		2.3	2.0	2.7	1.7	2.7
Arts & Sciences	Computer Science	Master													
Arts & Sciences	Computer Science	Baccalaureate	1.0	1.0	1.5	2.0	2.0	1.5	1.5		1.0	1.0	1.0	1.0	1.0
Arts & Sciences	Counseling and Guidance	Master	2.5	1.5	3.0	3.0	2.0	3.0	3.0	0.0	2.0	3.0	2.0	1.0	1.5
Arts & Sciences	Criminal Justice Studies	Baccalaureate	3.0	1.5	3.0	3.0	2.5	3.0	3.0	2.0	2.0	2.5	3.0	3.0	2.0
Arts & Sciences	English Graduate	Master	3.0	1.0	3.0	2.0	3.0	3.0	3.0		3.0	3.0	3.0	3.0	3.0
Arts & Sciences	English Undergraduate	Baccalaureate	2.5	2.0	3.0	2.0	2.5	3.0	1.5		3.0	2.5	3.0	3.0	3.0
Arts & Sciences	Environmental Geology	Baccalaureate	2.0	2.0	2.0	2.0	2.0	1.0	1.0		3.0	3.0	3.0	3.0	1.0
Arts & Sciences	Environmental Science	Master	2.0	2.0	2.0	2.0	2.0	2.0	2.0		3.0	3.0	2.0	2.0	2.0
Arts & Sciences	Fine Arts	Baccalaureate	2.0	2.0	2.0	2.0	1.0	1.0	1.0		1.0	2.0	1.0	1.0	1.0
Arts & Sciences	Forestry	Baccalaureate	2.0	1.0	2.0	3.0	2.0	2.0	2.0		1.0	1.0	1.0	1.0	1.0
Arts & Sciences	Geology	Master	3.0	2.0	3.0	3.0	3.0	2.0	3.0		3.0	3.0	1.0	1.0	3.0
Arts & Sciences	Health	Baccalaureate	3.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	1.0	1.0	1.0	2.0
Arts & Sciences	History	Baccalaureate	3.0	1.5	3.0	2.0	3.0	3.0	2.0		3.0	1.0	1.5	2.0	1.5
Arts & Sciences	History and Political	Master	1.0	1.0	3.0	3.0	3.0	3.0	3.0		1.0	1.0	1.0	1.0	1.0
Arts & Sciences	Human Performance and	Master	1.0	2.0	1.5	1.0	1.0	1.0	1.0		1.5	1.0	1.0	1.0	1.0
Arts & Sciences	Mathematics	Baccalaureate	1.0	1.0	1.0	1.0	1.0	1.0	1.0		1.0	1.0	1.0	1.0	1.0
Arts & Sciences	Music	Baccalaureate	2.0	1.0	1.0	1.0	2.0	1.0	3.0		1.0	1.0	1.0	1.0	1.0
Arts & Sciences	Nursing	Baccalaureate	3.0	2.0	3.0	3.0	1.0	1.0	2.0	2.0	3.0	3.0	3.0	1.0	3.0
Arts & Sciences	Political and Government	Master													
Arts & Sciences	Political Science	Baccalaureate	3.0	2.0	2.0	2.0	2.0	2.0	2.0		2.0	2.0	2.0	2.0	2.0
Arts & Sciences	Psychology	Baccalaureate	3.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	3.0	3.0	3.0	2.0	3.0
Arts & Sciences	Psychology	Master	3.0	3.0	3.0	2.0	3.0	3.0	2.5		2.5	2.5	2.5	2.5	2.5
Arts & Sciences	Sociology	Baccalaureate	3.0	2.0	3.0	2.0	3.0	3.0	2.0		3.0	3.0	3.0	2.0	3.0
Arts & Sciences	Spanish	Baccalaureate	3.0	1.0	1.5	1.5	3.0	2.5	1.5		1.0	1.0	1.5	1.0	1.5
Business & Media	Business Undergraduate:	Baccalaureate	3.0	3.0	3.0	1.0	1.0	3.0	1.0	1.0	3.0	3.0	1.0	1.0	2.0
Business & Media	Business Undergraduate:	Baccalaureate													

Business & Media	Business: Common	Baccalaureate	3.0	3.0	3.0	3.0	3.0	3.0	2.0	1.0	2.0	3.0	1.0	1.0	1.0
Business & Media	Business: Accounting	Baccalaureate	2.0	2.0	3.0	2.0	3.0	3.0	2.0	1.0	3.0	2.0	1.0	1.0	2.0
Business & Media	Business: Accounting	Master	2.0	2.0	3.0	2.0	3.0	3.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0
Business & Media	Business: Common	Master	3.0	2.0	3.0	3.0	2.5	2.0	2.0	1.0	2.0	1.0	1.0	1.0	1.5
Business & Media	Business: Finance	Baccalaureate	2.0	2.0	3.0	2.0	1.0	3.0	2.0	1.0	3.0	1.0	1.0	1.0	1.0
Business & Media	Business: Finance	Master													
Business & Media	Business: HR	Master	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	1.0
Business & Media	Business: International	Master													
Business & Media	Business: International	Baccalaureate													
Business & Media	Business: Management	Baccalaureate	2.0	2.0	3.0	2.0	3.0	3.0	2.0	1.0	3.0	2.0	1.0	1.0	2.0
Business & Media	Business: Oil and Gas	Master													
Business & Media	Media Arts	Master	2.0	1.0	2.0	2.0	3.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0
Business & Media	Media Arts Undergraduate	Baccalaureate	3.0	3.0	3.0	1.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Business & Media	Software Systems Design	Master													
Business & Media	Software Systems Design	Baccalaureate													
Education	Curriculum and Instruction	Master	1	3	3	2	1	1	1	1	1	1	1	1	1
Education	Counseling and Guidance	Master	2.5	1.5	3	3	2	3	3	0	2	3	2	1	1.5
Education	Early Childhood	Baccalaureate													
Education	Educational Leadership	Master	2	3	2	1.5	3	2	2	2.5	2.5	1.5	1	1	1
Education	Elementary Education	Baccalaureate													
Education	Special Education	Baccalaureate													
Education	Special Education	Master	2.5	3	3	2.5	3	3	2.5	1	2.5	2	1.5	2	3
Social Work	Social Work	Baccalaureate	3	3	3	3	3	3	2	3	3	3	3	3	3
Social Work	Social Work	Master	3	3	3	3	3	3	3	3	3	3	3	3	3



## Peer Review Rubric

<b>LEARNING OUTCOMES:</b>	<b>3 Fully Developed and Implemented</b>	<b>2 Developing/Partially Implemented</b>	<b>No Evidence</b>
Learning outcomes are clearly linked to the program's mission statement	Anyone reading the report would clearly see how the learning outcomes are central outcomes of the program's mission.	While some learning outcomes have a clear, specific link to the mission, for others this link is absent or hard to see.	The mission is missing or the learning outcomes are generic, with no clear and specific link between the learning outcomes and the mission.
Learning outcomes and means of assessment are clearly linked to the four NMHU traits	Each trait is measured multiple times under learning outcomes that are logically linked and means of assessment that are objectively good measures of the trait.	Some traits are included, but not all, or some traits are only measured once.	The four NMHU traits are not mentioned in the report.
Learning outcomes are clear and measurable	The learning outcomes and the means of measurement are clearly explained, so that anyone reading the report can understand them.	While some learning outcomes have a clear, logical means of measurement, others are either generic or hard to understand.	The learning outcomes are vague or abstract to the point that they cannot be objectively measured. "Students will become better citizens."
Learning outcomes span multiple levels of outcomes (attitudes, knowledge, skills, ultimate outcomes/achievements such as employment)	Learning outcomes span the range of levels, including information on the rate at which program graduates achieve expected behavioral goals.	Learning outcomes include attitudes and knowledge acquisition, but lack any measure of behavioral change or goal attainment, such as job attainment, scholarly publications, enrollment in grad school, or licensure attainment.	Learning outcomes focus entirely on one level, such as students' satisfaction with the program.
<b>ASSESSMENT METHODS:</b>	<b>3 Fully Developed and Implemented</b>	<b>2 Developing/Partially Implemented</b>	<b>3 No Evidence</b>
Multiple assessment measures are identified	Learning outcomes are measured in more than one way.	Multiple sources of data may be used, but they are lumped together as one means of assessment.	Only one means of assessment is listed for each learning outcome.
Direct measures of student learning or achievements that are clearly aligned to the learning outcomes are emphasized	The means of assessment is a clear, direct measure of the learning outcome and is as objective as possible, such as specific course assignments or student achievements directly focused on the learning outcome.	The quality, objectivity and validity of assessment measures is mixed.	Measures are limited to global assessments that have little clear connection to the learning outcome, such as course grades or student satisfaction measures. The overall validity of the means of assessment is questionable.
Assessment measures allow student performance to be gauged over time	The choice of measures allows for the assessment of beginning, advanced, and graduating students in the program.	Assessments focus heavily, but not exclusively, on one group of students.	Only one group of students is assessed (such as program graduates), allowing for no measurement of students over time or students who are not successful in the program.
If the program is present at the Centers or online, those students are included in the data collection and report	Data from Center or online students is clearly and consistently collected and discussed.	Data from Center or online students is collected inconsistently.	The program is offered at the Centers or online, but there is no indication of data collected from Center or online students.

<b>REPORTING AND USE OF RESULTS:</b>	<b>3 Fully Developed and Implemented</b>	<b>2 Developing/Partially Implemented</b>	<b>1 No Evidence</b>
Assessment results are reported	Data is reported for all measures.	Some data is reported, but some is missing.	No or very little data is reported.
Assessment results are clearly explained.	Interpretations of results are clearly linked back to the learning outcome and what the results mean for students and the program is explained.	Interpretations go beyond just a description of the results to include some explanation of what the results mean.	Any data that is presented has no or minimal interpretations (e.g., "80% of students met this goal" with no other explanations).
Assessment results are used by the program faculty to improve student learning (e.g., change/revise learning outcomes, change/revise courses or curriculum)	The report provides specific ways in which the academic program has been modified and improved based upon outcomes results.	The data may have been used to identify an area for improvement, but no changes have been made.	There is no indication that the results have been used to improve the academic program.
Assessment results are used to identify how the assessment process should be modified	Clear plans to improve the assessment process based upon the data are included.	Recognition that some aspects of the assessment process could be improved but no plans to change them	No discussion of using the results to improve the outcomes assessment process.
Information from the assessment results is shared with multiple constituents	The final report is written in such a way that anyone, including prospective students and their parents, can read the report and clearly understand the goals of the program, and the successes and challenges the program has had in achieving those outcomes.	The report may be understandable to a wide audience, but it provides little useful information (i.e., all students meet all the learning outcomes, or this is a program that is designed to lead to licensure but no data on licensure attainment is provided).	The report is difficult for anyone outside of the program to understand, or it provides little to no information that gives a clear picture of what students in the program achieve.

### **Assessment of Center Students**

The NMHU assessment system allows for the aggregation and disaggregation of assessment data for any group of students, including students at the Centers. There are 14 programs that are offered at one or more of the NMHU Centers, eight undergraduate and six graduate. Of those only one program does not currently collect data from their students at the Centers. That program will begin collecting that data for the 2015-2016 academic year.

### Dissemination of Outcomes Assessment Results

Currently complete outcomes assessment reports for each academic program are published on the Institutional Research section of the NMHU website here: <http://www.nmhu.edu/institutional-research/academic-program-outcomes-assessment/>

That location is not ideal, since members of the public would not think to look there for this information. We plan to change that system so that the reports are posted on the website of each academic program, with the heading "Assessment of Student Learning Outcomes". The web pages in institutional research will be maintained, but will only provide links to the reports on the pages of the academic programs.

### Implementation of Improvements

- 1) The academic programs are currently reviewing the peer reviews completed this spring. Several programs will be modifying their plans this spring in response to that feedback. They will be:
  - Re-writing their student learning outcomes to ensure that they are clearly linked to the mission of the program and describe outcomes specific to their program
  - Ensuring that their means of assessment are direct measures of their student learning outcomes and are clearly explained
  - Ensuring that their assessments include all students in their programs, including those online, at the Centers, and at different stages in the program
  - Ensuring that practicums, internships and field experience programs are assessed
  - Ensuring that the criteria for success on each means of assessment are clearly explained
- 2) As per the timeline in the NMHU Outcomes Assessment Handbook, all assessment data are to be entered into the system at the end of the academic year.
- 3) Reports will be generated by the Office of Institutional Effectiveness and Research and sent to the program faculty at the end of the fall semester. These reports will include analysis of Center and online students and practicum/internship/field experience programs where appropriate.
- 4) Program faculty will interpret the results and provide a complete report to the OIER for posting.
- 5) A peer review workshop will be held during Faculty Development Week before the beginning of the fall semester. Data collected during that workshop will be used to develop an update of this report, which will be reviewed by the Outcomes Assessment Committee of the Faculty Senate and the Office of Academic Affairs. The report will also be posted on the website.

# Appendix **E**



NEW MEXICO  
**HIGHLANDS**  
UNIVERSITY®

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2016 Faculty and Staff  
Professional Development and Orientation Week

Acknowledgements:

- A’viands
  - Campus Life and Conferences
  - Educational Outreach Services
  - Information Technology Services
  - Center for Teaching Excellence
  - Office of the President
  - Office of the Provost/Vice-President for Academic Affairs
  - Office of the Dean of Students
  - Office of Student Support
  - NMHU Alumni Association
  - NMHU Bookstore
- Many thanks to all who helped with this year’s PDO week, including all the presenters who generously donated their time to share their expertise

Development and Orientation Week Committee:

- Kent Tucker, Ph.D.  
School of Business Media & Technology
- Kathy Jenkins, Ph.D.  
College of Arts and Sciences, ESS
- Jason McIntosh, Ph.D.  
College of Arts and Sciences, ENG
- Emily Williams, Ph.D.  
School of Education, SPED
- Diana Marrs, Ph.D.  
Center for Teaching Excellence
- Ms. Casey Applegate-Aguilar  
First Year Experience Learning Communities
- Ms. Elizabeth Ratzlaff  
ARMAS
- Mr. Eric Urioste  
Center for Teaching Excellence



**Meagan Pollock, PhD**

**Keynote: The Building Blocks of an Inclusive Community**

Meagan Pollock, Ph.D., is the Director of Professional Development for the National Alliance for Partnerships in Equity. In this role, Meagan leads a national team of equity professionals that build educators’ capacity to implement effective solutions for increasing student access, educational equity and workforce diversity

**Workshop: Teaching Across Cultural Strengths in College**

Alicia Fedelina Chávez, Ph.D., publishes in culture and college teaching as well as on identity and leadership. This interactive workshop will introduce participants to a model of cultural frameworks in college teaching and learning and assist in beginning to apply a cultural lens to teaching, learning, and reflective practice.



7:30-8:30 am SUB Ballroom

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## Faculty and Staff Welcome Back Breakfast

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8:30-9:00 am SUB Ballroom

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*Attendance: All*

### Welcome back and announcements Introduction of New Faculty and Academic Administrators

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Diana Marrs, Ph.D., Director CTE and Carol Linder, Ph.D., Interim VPAA  
<https://nmhu.zoom.us/j/819967500>

An overview of the week, acknowledgements to planning committee, service area contributions, and changes in the schedule. The Provost will introduce new full-time academic administrators and faculty.

9:00-9:50 am SUB Ballroom

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*Attendance: All*

## The State of the University Address

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President Sam Minner

President Minner will provide a brief overview of actions and initiatives during the 2015-2016 academic year, along with the impact of those initiatives to date, and provide a preview of institutional initiatives for the 2016-2017 academic year. <https://nmhu.zoom.us/j/819967500>

## Announcements:

### Zoom and Recordings

Nearly every session will be zoomed and most sessions will be recorded. The program will indicate if a session is *not* going to be zoomed or recorded. Recordings will appear on the CTE website in a special section created for professional development week, so if you have two sessions you want to attend at the same time, you can watch one of the online at a later date!

### Air conditioning

It is recommended that you bring a jacket or sweater in case you find a room that is too cool.

### Electronics

There will be a couple of charging stations available from ITS located in SUB 322 and SUB ballroom in case your mobile devices need a recharge.

**Thank you** to MaKenzie Gruenig and Desiree Ramirez for their contributions to the design of this program!

Recommended attendance – **D:** directors **C:** chairs and deans **N:** new faculty track **R:** returning faculty, **S:** staff

## CONCURRENT SESSIONS

10:00-10:50

### International Studies

SUB Ballroom  
Michael Petronis, Ph.D.

<https://nmhu.zoom.us/j/855330701>

### Online Grading and class rosters:

#### What you need to know

SUB 321

Geri Saavedra

<https://nmhu.zoom.us/j/269784480>

This presentation will cover the online grading system, its usefulness to faculty for Midterm and Final grading periods. It will also cover information regarding the issuance of an Incomplete Grade. The presentation will include a brief discussion on the importance of your class roster and why it is useful to all faculty at the start of each academic term.

### Updates from the Office of Academic Affairs – who we are and how to get it done

SUB 322

*Attendance: C, D*

Carol Linder, Ph.D., Interim VPAA,

<https://nmhu.zoom.us/j/696262958>

Overview of policies and procedures related to academic programs, student petitions, funding requests, faculty hiring, and faculty searches. A look at where we are now and where we are going in 2016-17.

### Office 365 for faculty and other ITS functionality for the faculty

G35

Phillip Escue

<https://nmhu.zoom.us/j/922893485>

Currently, students have Office 365 for e-mail and other services. During the summer, ITS started moving faculty over to Office 365. This will give faculty better tools for communication and collaborating with students and faculty. It includes one terabyte of online storage with OneDrive for Business. Office 365 integrates with D2L Learn Management System. This will be an overview of how faculty can use Office 365.

### New Faculty and Staff Orientation

SH 100

*Attendance: N and new Staff*

**\*\* 10:00-11:50 am**

<https://nmhu.zoom.us/j/928466207>

**Michael Raine, Marka Trujillo, John DesChamps, Eric Urioste, JaneEllen Mallette, Ruben Aragon, Provost moderates (Registrar, HR, EOS, IT, Library)**

All new full-time faculty and staff should plan to attend this session to learn about how to navigate the system as a new employee. Directors are invited to share information about their respective areas and answer questions new employees may have. A resource packet will be provided to all attendees from various offices.

## CONCURRENT SESSIONS

### 11:00-11:50

### Using the Socratic Dialogue to develop critical thinking

SUB 321

**J. Mark Dyke, Ph.D.**

<https://nmhu.zoom.us/j/406456570>

One of the most important skills we can pass on to our students is the ability to critically think. “Critical thinking examines assumptions, discerns hidden values, evaluates evidence, and assesses conclusions,” (Petress 1998, p. 3). Critical thinking is the opposite of mindlessness. One way to teach students how to think critically is by giving students a participatory experience of a mindful Socratic Dialogue. Participants will learn about the guidelines developed by Heckmann (1981), Langer (1989) and Dr. Dyke for conducting Socratic dialogues, discuss the costs and benefits of using this method in class, listen to an audiotaped portion of an actual dialogue, and participate in an actual Socratic dialogue on the topic of the teacher’s role in education.

### First-Year Experience Learning Communities: What you need to know and how you can be involved

G35

**Casey Applegate-Aguilar**

<https://nmhu.zoom.us/j/314478523>

This session will present the fall 2015 FYE LC data and inform faculty and staff about the structure of and the exciting changes to the FYE LCs for fall 2016. The session will also focus on how faculty and staff can join us in building success for our first-year students.

### Shared Governance

SUB 320

**Brandon Kempner, Ph.D., et al**

<https://nmhu.zoom.us/j/689510911>

A discussion involving the Faculty Senate and the Faculty Association regarding the nature of shared governance at NMHU, including the problems we’re facing and possibilities for the new year. Meant to be more of an informal round table style discussion rather than a lecture.

### Managing classroom behavior and more serious student issues

SUB 322

**Diana Marrs, Ph.D., Director CTE and Kimberly Blea, Dean of Student Affairs**

<https://nmhu.zoom.us/j/841151511>

A presentation from CTE and Student Affairs on classroom behavior management from mild to more severe and cases for official reporting. Learn how you can encourage on-time attendance, strategies to get students to prepare, to get them to your office, to get them to stop using their phones in class. In addition, hear how to handle the more serious behaviors you may face.

### Enrollment and Retention

SUB Ballroom

*Attendance: C, D*

**Edward Martinez, Ph.D. & Dave Trites**

<https://nmhu.zoom.us/j/798593162>

This presentation will provide a short overview of the strategic enrollment management organization chart, brief historical enrollment data, and the enrollment activities we have implemented to date. Dave Trites of Ruffalo Noel Levitz will provide an overview of the services that they will be providing.

Lunch on your own  
12:00-1:20

1:30-2:45 pm SUB Ballroom

**Recommended Attendance: All****Keynote: The Building Blocks of an Inclusive Community****Dr. Meagon Pollock****Director of Professional Development, NAPE**

Students who feel connected, accepted and supported are more likely to achieve and succeed. Building a community that enables such is possible! Designed to promote awareness and inspire action, this session will explore the building blocks of an inclusive community, and highlight effective strategies that support student engagement, achievement, and success. <https://nmhu.zoom.us/j/876184727>

**CONCURRENT SESSIONS****3:00-3:50****New Budget Process for FY18**

SUB Ballroom

*Attendance: C, D***Max Baca**<https://nmhu.zoom.us/j/389853837>

Mr. Baca, VP of Finance, will outline the new budget process for FY 2018.

**Writing across the curriculum – how to help students write in content areas**

G35

**Jason McIntosh, Ph.D.**<https://nmhu.zoom.us/j/693672580>

Jason McIntosh, Ph.D., presents on how faculty can help their students write better/produce better papers in content area courses.

**NMHU Safe Zone Training – creating a safe environment for GLBTQIA students and colleagues**

SUB 321

*\*3:00-5:00pm***PJ Sedillo, Ph.D.**

The NMHU Safe Zone Project, through education, advocacy, visibility, and skill development, supports faculty and staff to become allies for GLBTQIA students and colleagues. The Project is designed to radically reduce prejudice and discrimination on the basis of sexual orientation, gender identity, and gender expression at New Mexico Highland University campus and centers in order to create a safe and affirming campus. Basic information will be presented on human sexuality, sexual and gender orientation, sexual and

**Desire2Learn Basics – hands on Workshop***Attendance: N*

SH 119

**Eric Urioste, Educational Technologist**<https://nmhu.zoom.us/j/710940147>

Desire2Learn (D2L) is the course learning management system at NMHU. It can enhance instruction in traditional face-to-face classes, serve as a repository for syllabus and other course materials, and provide a gradebook allowing students to always know their grade. In addition, D2L is used extensively for ITV and online classes. This workshop will help you get started setting up your course and will show you all the basic tools needed to use D2L.

**Instructors of Integrative Seminar***\*3:00-5:00pm*

SUB 322

*Attendance: iSeminar instructors***Casey Applegate-Aguilar, Academic Affairs****Coordinator/First Year Experience Learning and****Diana Marrs, Ph.D., Director CTE**<https://nmhu.zoom.us/j/947855237>

Learn about the new iSeminar syllabus, assignments, and major content themes. Learn about the expanded role for Peer Mentors and about the First-Year Competitions that will build a greater sense of community. The new plan allows for more integration of the three courses and a richer common intellectual and social experience for the students.

gender identity, and sexual and gender expression. Many of the “I-should-have-known-that” kinds of questions are discussed in a learner-friendly welcoming atmosphere.

Upon completion of this session you will be sanctioned as an official Safe Zone representative. One will receive a placard that will be provided that can be secure outside your office or classroom.

## CONCURRENT SESSIONS

4:00-4:50

### The Academic Calendar: Why it matters

SUB Ballroom

**Geri Saavedra**

<https://nmhu.zoom.us/j/108739234>

This presentation will be an overview of the newly approved Academic Calendar and why it is important to staff and faculty during the academic year. It will highlight important issues staff or faculty may encounter with students who may need to drop, audit, or withdrawal. The discussion will focus on why the academic calendar is important to the entire campus and address any misconceptions about critical dates.

### Degree audit: How to make it work for you

LIB 141

**Henrietta Maestas and Angel Benavidez**

<https://nmhu.zoom.us/j/120435872>

This presentation will discuss the Degree Audit/Degree Works System and how to use it effectively and efficiently while working you're your students during advisement sessions. It will cover common misconceptions and highlight the programs abilities to help advisers better advise their students to the full degree. This presentation will allow faculty to ask and address common questions regarding undergraduate and graduate level programs. We will cover tools within degree audit and possible upgrades to the system.

**5:00 PM**

### President's meet and greet

**Attendance: Select group**

1325 5th Street, Las Vegas

### Essential Library Resources – What's new

*Attendance: N*

G35

**Library staff: Leslie Broughton, Ruben Aragon, April Kent, Cheryl Zebrowski, Josephine Sena-Gutierrez, Lynn Gates**

<https://nmhu.zoom.us/j/990584574>

Librarians will highlight various services and resources such as interlibrary loan; public services and reference, including e-reserves and physical reserves; periodicals and government documents; acquisition of library material, including electronic research databases, print and electronic books, streaming video and A/V; library instruction; archives and special collections. We'll give a brief overview of the library webpage, with an emphasis on finding resources and the new LIBROS catalog. We'll present what's new at the library including planned talks and upcoming events. Our PowerPoint presentation will include our contact information, hours, and check-out policies. The library can assist with curriculum, teaching and research needs.

### Using D2L for any class

SH 119

**Presenters: Elizabeth Irvin, Instructional Design**

**Specialist: CONECTADO and Cathryn Brooks-**

**Williams, Instructional Design Specialist:**

**UNIDOS**

<https://nmhu.zoom.us/j/205246187>

Learn how D2L can enhance your class, whether it's face to face, ITV, hybrid, or fully online. The instructional designers will give an overview of best practices for course design which support your curriculum. They will also explain their role as instructional designers at NMHU.

## CONCURRENT SESSIONS

9:00-9:50

### Teaching and learning opportunities at the nearby Rio Mora National Wildlife Refuge (25 minutes)

SUB Ballroom

**Mr. Zebrowski**<https://nmhu.zoom.us/j/662118654>

In the first 25 min session, learn about the Rio Mora NWR and how that has provided an additional level of depth and meaning to students' learning. Participants will discuss strategies for adapting courses and classes to include visits to natural and cultural sites at the refuge. We will also review the refuge resources that are available to faculty and students.

### Putting your lessons in their place: teaching with interactive online maps (25 minutes)

SUB Ballroom

**Mr. Zebrowski**<https://nmhu.zoom.us/j/662118654>

In the second 25 minutes, learn about how widespread Geographic Information Systems is in daily life and academic disciplines. This presentation will introduce interested faculty to internet-based interactive mapping resources available to faculty for use in their classes. You will learn where to find mapping data related to a variety of themes such as demographics, natural resources, business, and public health.

### Faculty resources for student success

*Attendance: N*

G35

\*9:00-10:50 am

**Casey Applegate-Aguilar, Facilitator**<https://nmhu.zoom.us/j/734196476>

NMHU offers many services to support student success and help increase retention to degree completion. Come hear about what is available to your students and how you can facilitate the use of these support systems. Includes student affairs, library, writing center, ARMAS, academic support services, financial aid, registrar, FYE, HU Cares, IT and more.

### Turn up the volume! Using high-powered online discussion forums to enhance learning

SUB 321

**Virginia Padilla-Vigil, Ph.D.**<https://nmhu.zoom.us/j/793398976>

Well-crafted and facilitated discussions that use a comprehensive rubric to incite meaningful, engaging and critical dialogue can enhance learning in powerful ways! Strategies for designing, facilitating and assessing effective discussions will be presented. A sample rubric that targets key elements of effective discussion will be shared and participants will share success experiences using online discussions.

Format: This session will be interactive in that participants will have an opportunity to share ideas and strategies for designing, facilitating and assessing effective online discussions. The presenter will provide the context for discussions in online and f2f environments and will provide guidance/effective practices on how to design effective forums; facilitate meaningful and engaging dialogue, and assess discussion participation. A comprehensive rubric will be shared that has been used effectively and targets key elements of effective discussion participation.

### Faculty research committee - Securing funding, working within the NMHU system, Student research activities, internal and external funding

SUB 322

**Michael Petronis, Ph.D.**<https://nmhu.zoom.us/j/248835592>

Members of the Faculty Research Committee will present information for securing outside funding, working with the Office of Research and Sponsored Projects office on grant writing and management, and articulate the importance of conducting research to advance student learning and building research infrastructure at NMHU. Attendees will also learn about grant writing workshops, research and release time, and how to involve students.

## CONCURRENT SESSIONS

### 10:00-10:50

### NMHU Foundation: Initiatives and Outcomes

*Attendance: C, D*

SUB Ballroom

**Theresa Law**

<https://nmhu.zoom.us/j/307592420>

An overview of the Foundation's plans and processes, including information on how to request funds, and activities and events planned for FY17.

### Expectations for Tenure and Promotion

SUB 321

**Carol Linder, Ph.D., Interim VPAA & Kathy Jenkins, Ph.D., President Faculty Association/Faculty**

<https://nmhu.zoom.us/j/394367223>

Assistant and associate professors eligible for or nearing tenure and promotion will receive an overview of the evaluation process, timeline, and recommendations for the format and style of the dossier. This session will include a discussion of what you can expect from your peers, department chairs, deans, and administrators and will have a sample dossier from successful candidates for review.

### Center for Teaching Excellence: Services and upcoming events

SUB 322

**Diana Marrs, Ph.D., CTE Director**

<https://nmhu.zoom.us/j/865728422>

Attendees will learn about the several professional development tracks being offered by the CTE and review a calendar of upcoming events. In addition, an overview of services and resources will be discussed. Attendees will have the opportunity to request specific topics for professional development.

### Desire2Learn Basics – hands on Workshop

SH 119

**Eric Urioste, Educational Technologist**

<https://nmhu.zoom.us/j/710940147>

Desire2Learn (D2L) is the course learning management system at NMHU. It can enhance instruction in traditional face-to-face classes, serve as a repository for syllabus and other course materials, and provide a gradebook allowing students to always know their grade. In addition, D2L is used extensively for ITV and online classes. This workshop will help you get started setting up your course and will show you all the basic tools needed to use D2L.

### Faculty resources for student success

G35 \*9:00-10:50pm (cont.)

**Casey Applegate-Aguilar, Facilitator**

<https://nmhu.zoom.us/j/734196476>

NMHU offers many services to support student success and help increase retention to degree completion. Come hear about what is available to your students and how you can facilitate the use of these support systems. Includes student affairs, library, writing center, ARMAS, academic support services, financial aid, registrar, FYE, HU Cares, IT and more.

## CONCURRENT SESSIONS

### 11:00-11:50

#### Outcomes Assessment: Assessment of Student Learning: What, Why, How

SUB Ballroom

**Jennifer Lindline, Ph.D.**

<https://nmhu.zoom.us/j/707886623>

For new faculty, staff members involved in co-curricular programming, and returning faculty inexperienced in outcomes assessment.

This presentation will be an overview of the process for the assessment of student learning outcomes at NMHU. It will cover the academic programs, the core curriculum, and co-curricular activities. Participants will learn how the outcomes assessment process at NMHU works, how to identify and assess student learning outcomes, and how to use those assessments to improve their programs.

#### Learning Community Instructors: Working lunch

SUB 322

**Casey Applegate-Aguilar and Diana Marrs, Ph.D.**

<https://nmhu.zoom.us/j/266690349>

The session will start with lunch and a presentation on how you can best utilize your Peer Mentor and on how to build community in your class. Next, we will work on increasing the level of integration, which will vary based on the current progress of each team. The goal of this working lunch is to help instructors complete the integration planning of the three components (two academic classes and the iSeminar) and including Peer Mentors in the loop.

#### Considering teaching online? Hear how one faculty got started and see an exemplary course

SUB 321

**Rob Deacon, Ph.D., and Eric Urioste**

<https://nmhu.zoom.us/j/753299379>

A discussion about my experience learning to teach online, from my humble beginnings to teaching other faculty how to teach this way. We will discuss the learning curve to move to online teaching, how it works, and why it's important. I will also show my current course and demonstrate how I teach now.

#### Using D2L for any class

SH 119

*Attendance: N*

**Presenters: Elizabeth Irvin, Instructional Design Specialist: CONECTADO and Cathryn Brooks-Williams, Instructional Design Specialist: UNIDOS**  
<https://nmhu.zoom.us/j/806867986>

Learn how D2L can enhance your class, whether it's face to face, ITV, hybrid, or fully online. The instructional designers will give an overview of best practices for course design that support your curriculum. They will also explain their role as instructional designers at NMHU.

Lunch on your own  
12:00-12:50

## CONCURRENT SESSIONS

1:00-1:50

**Writing center services**

SUB Ballroom

**Juan Gallegos, Ph.D., and Jason McIntosh, Ph.D.**<https://nmhu.zoom.us/j/331957705>

The writing center director explains how the center works, what it does, how to prepare your students to take best advantage of a tutoring session, and how online tutoring works. Help prepare your students to get the most out of the writing center.

**Faculty panel discuss Zoom and Collaborate web conferencing tools**

SUB 322

**Carol Linder, Ph.D., Rob Deacon, Ph.D., Emily Williams, Ph.D., John DesChamps, Eddie Deschamps, Shay Bassett, and Eric Urioste**<https://nmhu.zoom.us/j/963689257>

Faculty discuss how and why they moved from Collaborate to Zoom, both web conferencing tools offered at NMHU. A technical comparison of features and capabilities of each product will be reviewed. Participants are encouraged to consider their own uses and ask how these work in Zoom.

**Degree audit: How to make it work for you**

LIB 141

*Attendance: N***Henrietta Maestas and Angel Benavidez**<https://nmhu.zoom.us/j/625446630>

This presentation will discuss the Degree Audit/Degree Works System and how to use it effectively and efficiently while working you're your students during advisement sessions. It will cover common misconceptions and highlight the programs abilities to help advisers better advise their students to the full degree. This presentation will allow faculty to ask and address common questions regarding undergraduate and graduate level programs. We will cover tools within degree audit and possible upgrades to the system.

**An overview of principles of Universal Design for Learning**

SUB 321

**David Esquibel, Accessibility/Testing Coordinator**<https://nmhu.zoom.us/j/916246746>

An overview of Universal Design which proposes to make educational products, classes, and environments more inclusive for all students, faculty, staff and visitors. Examples of inclusive practices that can be implemented in the classroom.

**Stereotype Threat - a review of Whistling Vivaldi and HU**

SUB G35

**A Faculty panel of Brandon Kempner, Ph.D., Sarah Corey-Rivas, Ph.D., Lauren Fath, Ph.D., Brooks Maki, Ph.D.**<https://nmhu.zoom.us/j/370945783>

This faculty panel will discuss the book Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do by Claude Steel and how this relates to teaching our students at NMHU and experiences in the classroom.

**Sending documents and other materials to the University Archives**

SH 100

**Lynn Gates, Librarian – Head of Archives and Cataloging Division****& Irisha Corral, Library Associate – Reference**

Sending documents and other materials to the University Archives

1:00 – 1:50

SH 100

<https://nmhu.zoom.us/j/814807677>

The Thomas C. Donnelly Library is home to the University Archives. Our mission and purpose is to collect and maintain the permanently valuable, but non-current records of the University. These records provide a historical, administrative, legal, and financial record of the institution and its many parts. We need your assistance to ensure that the archives is receiving all of the records it should.

Attendees will learn which documents and materials should be submitted to the University Archives, how to submit documents and materials to the University Archives, and learn about the purpose of the University Archives and how we preserve materials.

**CONCURRENT SESSIONS**

**2:00-2:50**

**Staff – General Meeting**

G35

<https://nmhu.zoom.us/j/481876434>

**Faculty – General Meeting**

SH 100

*Attendance: N, R*

**Brandon Kempner, Ph.D.**

<https://nmhu.zoom.us/j/996831826>

**CONCURRENT SESSIONS**

**3:00-4:50**

**Staff Association Meeting**

G35

**Mario Romero**

Discuss contracts

**Faculty Association Meeting**

SH 100

**Kathy Jenkins, Ph.D.**

Discuss contracts

**Faculty and Staff  
Social JC's Pizza**



Come enjoy Pizza and Beer and meet your co-workers!

5:00 – 7:00 pm

131 Bridge St, Las Vegas, NM 87701

9:00-9:50 am SUB Ballroom

*Attendance: All*

## Clery Act, Title IX, and HU Cares Mandatory Reporting: What's My Obligation? Responding to and Supporting Students

Dean Kimberly Blea, Student Affairs and Ashley Archuleta, HU-CARES

This session explains the responsibility of all staff, faculty, and administrators to report sex offenses as mandated by the Clery Act, Title IX, and the Campus SaVE Act. By law, all employees are required to do this training annually. Participants will learn what and how to do their part to ensure that NMHU is effectively serving the campus community and maintaining compliance. Scenarios will be used to give participants the skills to properly handle a disclosure. <https://nmhu.zoom.us/j/763527874>

10:00-10:50 am SUB Ballroom

*Attendance: All*

## Factors affecting Advising to Degree Completion

Henrietta Maestas (or Geri Saavedra), Annette Martinez, Benito Pacheco, Ron Garcia, Eileen Sedillo, Brandon Kempner, Ph.D., Carol Linder, Ph.D.

This session will provide participants with information on factors and barriers that affect academic progress for the timely graduation of students. Presenters from the offices of Academic Support (advising), Registrar, Financial Aid, Business, and the Career Services Center will provide valuable information on advising the general core curriculum, Faculty Advising Handbook, degree audits, early alert, financial aid guidelines and policies, dis-enrollment for non-payment, and career advising about major selection. <https://nmhu.zoom.us/j/572284660>

## CONCURRENT SESSIONS

11:00-11:50

### Office of Research and Sponsored Programs: What does it mean to you?

SUB Ballroom  
Jim Alarid, Ph.D.

*Attendance: N*

<https://nmhu.zoom.us/j/696554273>

This presentation will provide strategies for success to help faculty and staff submit individual and collaborative external funding proposals. ORSP aims to increase collaboration across units, to increase the number of proposals submitted, and to help NMHU remain in compliance with federal, state, local and university regulations. Federal changes will also be discussed.

### ARMAS Updates

SUB 321

Elizabeth Ratzlaff, Coordinator

<https://nmhu.zoom.us/j/195309768>

The ARMAS center provides integrated student support services, mainly for students interested in STEM fields. Services include supplemental instruction in STEM gateway courses, math tutoring during all open hours, internships, as well as study space and a computer lab. Come hear updates on FY15-16 data and plans for 2017.

## An Introduction to High Impact Practices (HIPS)

SUB 322

**Diana Marrs, Ph.D.**

<https://nmhu.zoom.us/j/749303919>

Learn what HIPS are and what they can mean for teaching and learning. NMHU recently gained an endowment grant expanding funding for faculty professional development to learn how to integrate HIPS into daily instruction. HIPS, or high impact practices, include helping students be involved in professional research at the undergraduate level, incorporating a global perspective and content into your courses, and program level internships and capstone projects or courses, just to name a few practices. Come hear more about all ten HIPS and FY 16-17 professional development related to HIPS from the Center for Teaching Excellence.

## Working with your departments webpage

SH 100

**Angela Meron and Sean Weaver**

<https://nmhu.zoom.us/j/889371315>

NMHU recognizes that individual departments and staff may wish to administer their sections of the nmhu.edu and newmexicohighlands.com website to better communicate with students, faculty, and staff. While such administration is important, faculty and staff also need to recognize the multiple functions of the university website, including issues relating to marketing, website consistency, search engine optimization, and copyright issues.

This presentation will review best practices on web content for departments wishing to make changes on their university web pages under the new web administration policy.

## Outcomes Assessment of Academic Programs: Peer Review of Reports

G35

*Attendance: C, R*

**Jennifer Lindline, Ph.D.**

<https://nmhu.zoom.us/j/501937185>

Each academic program is required to send at least one faculty member to this session, although any faculty member can attend. Participants will be asked to confirm their attendance at the workshop prior to FDW (via survey monkey). Each participant will then be sent the outcomes assessment reports of two academic programs (not their own) to review. During the session they will then provide feedback to the representatives of those programs. Faculty will then take that feedback back to their programs to be used in reviewing and revising their assessment plans. Through this process, faculty will gain a better understanding of the outcomes assessment process at NMHU, have a chance to review the assessment efforts of their colleagues, and receive feedback from their colleagues on their program's outcomes assessment plans and reports.

**Lunch on your own**  
12:00-12:50

1:00-2:50 pm SUB 322

*Attendance: N, R*

## Teaching Across Cultural Strengths in College

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**Alicia F. Chávez, Ph.D.****UNM- Department of Teacher Education, Educational Leadership and Policy**

Teaching effectively across cultures is a daily challenge and opportunity for faculty at New Mexico Highlands University where students reflect culturally diverse populations originating in differing cultural frameworks, epistemologies, and worldviews. This interactive workshop will introduce participants to a model of cultural frameworks in college teaching and learning and assist in beginning to apply a cultural lens to teaching, learning, and reflective practice. Participants will also have an opportunity for some cultural introspection in relation to their teaching practices and their work with students in learning contexts. (will not be recorded, will not be zoomed)

### CONCURRENT SESSIONS

**2:00-2:50**

#### How to do enrollment overrides

SH 119

**Henrietta Maestas**<https://nmhu.zoom.us/j/604594339>

This presentation will cover the online override process for faculty who need to grant approval to students who need to enroll for a course. This presentation will cover the process to grant an override for pre-requisite and co-requisite or restricted courses. Faculty/staff attending this session will be able to appropriately use the Self-Service system for permission of courses without having to wait for assistance from the Office of the Registrar staff.

#### Athletics and Academics – coaches and faculty working together

SUB 321

**Bob Clifford, Athletic Director**<https://nmhu.zoom.us/j/465759177>

Faculty will hear about athletics and compliance as well as learn how faculty and coaches can communicate to better support student athletes and academics.

## CONCURRENT SESSIONS

3:00-3:50

### Academic misconduct, Plagiarism and Grading policies

SUB Ballroom

**Brandon Kempner, Ph.D.**

<https://nmhu.zoom.us/j/508160666>

This presentation will discuss the Student Academic Integrity Policy, the +/- Grading System, syllabi requirements, and the Grade Appeal Process.

### Copyright and the Classroom

SUB 321

**Cheryl Zebrowski**

<https://nmhu.zoom.us/j/125205432>

This presentation will provide faculty a basic understanding of copyright and how it relates to their work, course materials, and scholarly communications. We'll discuss how to apply the fair use factors and the TEACH act in your class. We'll touch on what, when and how you can use material. Attendees will learn what you may use in the classroom without restrictions, to evaluate materials for copyright compliance using the four fair use factor, and learn what is permissible under the TEACH Act.

### Travel/Accounts Payable Process and Procedures

G35

**Crystal Romero and Lori Gonzales**

<https://nmhu.zoom.us/j/740725368>

Learn the requirements and deadlines for properly filling about travel paperwork, check requests, invoices and other Accounts Payable/Travel items. Proper submission insures a timely processing of paperwork for reimbursements.

### Learning Communities planning block

SUB 322

**Casey Applegate-Aguilar and Diana Marrs, Ph.D.**

Learning Community faculty will finalize their field experience plans and the main integrated project that will be used to showcase student work at the Celebration of Learning event.

### Early Alert : What it is and how to use it

SH 119

*Attendance: N*

**Alex Gadberry**

<https://nmhu.zoom.us/j/997911208>

Learn all the Early Alert terminology, time frames, and uses.

## CONCURRENT SESSIONS

4:00-4:50

### ITV Open Forum

SUB 321

**Mary Romero**

Meet with other faculty teaching via ITV to discuss issues and solutions. (will not be recorded or zoomed)

8:00-9:30 am SUB 321

*Attendance: Student services and anyone working closely with students*

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## Developing Student Affairs Practices Across Cultural Strengths

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Alicia F. Chávez, Ph.D.  
UNM- Department of Teacher Education, Educational Leadership and Policy

Serving an ever diversifying society is an increasing challenge in higher education regardless of what your role is in the institution. Developing the skills to advise, train, supervise, serve, program, orient, recruit, design, innovate, and make decisions across cultures is critical to our effectiveness as student affairs professionals.

This interactive, hands on session will assist you in learning techniques for deconstructing and then reconstructing university policies, operations, marketing tools, services, training sessions, curricula, and teaching methods for greater effectiveness across a diversity of cultural strengths. Included will be strategies for implementing new "ways of being" in our student and professional roles.

RSVP to [DeanOfStudents@nmhu.edu](mailto:DeanOfStudents@nmhu.edu)

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**8:00-12:00**

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## Schools and College – Strategic Planning

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**12:00-1:00**

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## Senate executive committee luncheon

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**1:00-3:00**

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## Department level meetings

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**1:00-3:00**

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## Contingent faculty join their departments

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**3:00-5:00**

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## Academic Advising

8:00-12:00

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Student Orientation

12:00-1:00

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Campus BBQ at Centennial Park

1:00-2:30

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Open House at Schools and College & Academic Advising

3:00-5:00

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Convocation

3:00-5:00

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Academic Advising – as assigned by dept.

Thank you all  
for a great start  
Fall 2016

# Appendix **F**

# **Undergraduate Advising Manual**

**Fall 2016 – Spring 2017**

**Approved by the NMHU Faculty Senate April 13, 2016**

**Approved by the NMHU General Faculty April 27, 2016**

**Approved by the NMHU Administration June 17, 2016**

**Approved by the Board of Regents July 29, 2016**

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## **Disclaimer**

This manual is merely an operational guide for faculty use. Some specifics not covered by this manual will be provided by a student's degree major or minor Academic Adviser or an Academic Support Services Adviser as may be warranted.

This manual is also a work in progress, and will be revised yearly based on Faculty Senate input and information from the advising staff. While this manual makes every effort to gather the most current information, some particulars may change both at the department and university level. Please consult your department chair for the most current advising practices in your program.

If you see any discrepancies or having any suggestions for this manual, please e-mail the Chair of the Faculty Senate, Brandon Kempner, at [bkempner@nmhu.edu](mailto:bkempner@nmhu.edu).

NOTE: The School of Social Work does not have departments or chairs. As such, faculty in the School of Social Work should substitute Dean for Chair and School for department as appropriate in this manual.

## Introduction

The purpose of this Faculty Advising Manual is to assist faculty in their advisement of students, and provide faculty with yearly-updated advising practices and policies at NMHU. Academic major and minor programs are urged to develop internal advising practices to complement this manual.

Student academic advisement is a responsibility that is shared by the Faculty and Academic Support Services under The Office of Student Affairs. Personnel in Academic Support Services are responsible for advisement of first-time freshmen, students who have not yet been accepted in a professional school (Education, Business and Social Work) and lower-division students who have not declared a major (note that currently, students who do not declare a major are listed as a University Studies major).

Faculty members in academic disciplines are responsible for advising prospective and declared major students in their degree programs; and during general registration, first-time freshmen or students that have declared a major in another field. Deans, the Registrar, and the Provost may at times provide academic advisement to students and their roles are not covered in this manual. Degree Audit in Banner provides a means to communicate with students, and record their academic progress and decisions for advising purposes. This manual describes the current role of Academic Support Services in the advising process, provides information for individual Faculty use in student advisement at NMHU, and specific policies and guidelines for Faculty to assist students in their completion of the university academic core courses and major programs.

The Manual will be annually updated and the responsibility for its maintenance is will be a responsibility of the Student Affairs Committee of the Faculty Senate.

Student Affairs Committee members who produced this document:

Kenneth Bentson  
Jiao Chen  
Juan Gallegos  
Doug Main  
Emmanuel Nkwenti-Zamcho  
Dolores Ortega  
Ian Williamson

# I. Student Advisement Process and Adviser Responsibilities

## 1. Summer Orientation, Advising First-Time Freshmen, and Fall Semester Registration

### Summer Orientation

Students admitted to NMHU are invited to attend an orientation session during the summer before registering for classes. Academic Support Services (AS) host these orientation sessions. It is during this time that ACT, SAT or Compass (test written during the orientation if the student did not take the SAT or ACT exams) scores are used to determine the level placement in English and Math. Student registration takes place during these summer orientation sessions. Chairs and Deans are notified to have faculty representing all academic major areas present at these registration sessions to assist the students. Current and updated Programs of Study (POS) from every major must be available during these summer orientation sessions for use by all Advisers.

At orientation, faculty Advisers assist students with choosing their first semester courses and with filling out the registration card. Students take the registration card to the Office of the Registrar for processing and enrollment.

### Advising First-Time Freshman and Declaring a Major

Whether they register during the orientation or while registering on campus, all first-time freshmen are required to declare a major. Students who are uncertain of a major are recorded as a University Studies major. A Major can also be declared via the Major Confirmation Form, included in this document and also available in Online Documents at NMHU.

### Learning Communities and Integrative Seminar

All first-time freshmen are to enroll in a Learning Community (LC) and Integrative Seminar (IS). LCs consist of two courses from different disciplines that are paired together thematically. Students are to enroll in both courses and the associated IS. The Coordinator of Academic Enrichment Programs will provide faculty at orientation with a list of LCs.

- When enrolling a student in an LC, enroll them in *both classes and the associated IS. Do not enroll them in only one of the classes.*

See **Section IV** for additional information about LCs and IS.

### Timeline

The majors of first time freshmen are recorded in Banner/Degree Works by the Office of the Registrars. By the fourth or fifth week of the Fall semester, the Office of Institutional Research sends a list of students to the appropriate major departments. Once the department receives this information, the department secretaries record who declared a major in their departments into Banner/Degree works. Information must include the POS to be followed by each student. Departments assign faculty Advisers to all students declaring majors in their programs. These Advisers are reported to the department secretary and recorded in Banner/Degree Works.

### Registration of Freshmen into Spring Semester

Advisers in AS manage registration for second semester freshmen.

Registration for the Spring begins in November. In November, all students in the Freshmen Forum classes are scheduled to meet with their AS Adviser to discuss pre-registration. AS Advisers will use the POS recorded in Degree Works to schedule Spring semester classes.

Faculty Advisers must approve any deviation from the POS recorded in Degree Works. Faculty Advisers must notify AS of their office hours, and be present during these hours to approve POS variations.

## **2. Second and Subsequent Year Students**

After the first year, the responsibility for advising shifts from AS to department faculty Advisers. In order for faculty to advise students, they must be provided access to Degree Audit, which is located in Banner. Faculty who do not have access to Degree Audit are to contact the Office of the Registrar. Under special circumstances AS may advise a student during their second year at NMHU.

Faculty Advisers are responsible for contacting students arranging meeting with their advisees. Advisers are to enter a note in Degree Audit when they attempt to contact a student and when they meet with a student. When meeting with a student, record what was discussed and what decisions were made.

### Degree Maps

All Academic Programs are required to have a Degree Map on file with the Office of Academic Affairs. Please see that webpage for access to the available Degree maps. Maps are guidelines only; please consult with the appropriate Department Chair for the exact specifics of what classes will be offered in any given semester.

## **Allowable Course Levels for Enrollment**

Standing determines the courses in which students may enroll.

- Freshman students may not enroll in 300- or 400-level courses.
- Sophomore students may enroll in 300-level courses but not in 400-level courses.
- Junior and senior students may take 400-level courses.

Only undergraduates with advanced standing (usually involves having less than 9 hours to graduate) and graduate students may enroll in 500-level courses.

## **3. Degree Check and Required Credits for Graduation Degree Check**

The degree check is an official procedure carried out by appointment in the Registrar's Office. The appointment may be by email, phone or in-person. Degree checks are used to identify remaining requirements for graduation and are an essential step in responsible academic planning. Students who neglect the degree-check process too often learn of unexpected requirements near the end of their studies, resulting in a delay in completing their degrees. Students should maintain constant contact with the adviser of their major to ensure completed of the program of study.

Degree checks are required at one or two points during each student's time at Highlands University:

- Bachelor's degree candidates are required to have a degree check at the beginning of their third year of studies.

- In addition, all degree candidates should have a final degree check prior to the start of the semester in which they plan to graduate.

### **General Graduation Requirements**

Bachelor's degree candidates must

- Complete at least 120 credits with a GPA of at least 2.00 or better to earn their degrees
- Complete at least 45 of upper-division courses credits (300- or 400-level).

Students and their Advisers should carefully monitor these requirements to avoid unintended delays in graduating.

### **Graduation and Commencement**

Students need to apply for graduation on a form available in the Office of the Registrar. A one-time, nonrefundable graduation fee is charged for each degree. Graduation is subject to completion of all requirements, and students are reminded of the importance of the final degree check. To participate in the commencement ceremony, a student must be eligible to complete all degree requirements at the end of the spring semester or within 9 credits for the summer term. For more information, contact the Office of the Registrar at 505.454.3436.

## **4. Additional Information**

### **Catalog Changes**

Undergraduate students may graduate under the catalog requirements for the year in which they were enrolled for the first time in a degree-seeking program, providing they complete the graduation requirements within a six-year period. Students are responsible for knowing the rules and regulations concerning graduation requirements and for registering in the courses necessary to meet them.

### **Classification of Undergraduate Students**

Classification of students is based on completion of semester credits and other criteria:

#### *Lower Division:*

Freshman: Fewer than 30 credits

Sophomore: 30 through 59 credits

#### *Upper Division:*

Junior: 60 through 89 credits

Senior: 90 credits and above

Reclassification of students occurs automatically upon completion of the prescribed number of credits. However, the chief academic officer or Provost may invoke the following additional regulations in assessing a student's preparation to take 300- or 400-level classes: sophomore students must have completed English 111; junior and senior students must have completed English 111 and 112, satisfied the mathematics proficiency requirements, and filed approved major and minor forms.

### **Undergraduate Grades**

The following grades are reported for undergraduate students at the university. As appropriate, they appear on midterm reports, semester or summer term grade reports, and transcripts.

- A+ = Excellent (4 points)
- A = Excellent (4 points)
- A- = Excellent (3.7 points)
- B+ = Above Average (3.3 points)
- B = Above Average (3 points)
- B- = Above Average (2.7 points)
- C+ = Average (2.3 points)
- C = Average (2 points)
- D = Below Average, but passing (1 point)
- F = Failure (0 points)

C or better grades are required in all courses listed as major requirements for the degree. C or better grades may be required for support courses in some majors and minors.

### **I – Incomplete**

An ‘I’ is given at the discretion of the course instructor only when circumstances beyond the student’s control prevent completion of course requirements within the established time. The student requests an incomplete in lieu of a final course grade from the instructor, whose approval is required. The instructor reports the ‘I’ and files a form with the Office of the Registrar documenting the work requiring completion and other conditions. An incomplete not completed within one calendar year automatically becomes an ‘F’ for both undergraduate and graduate students. (The instructor has the option of setting a terminal date of less than one year.) Students should not reregister for a course in which they have an ‘I’; if they do so, the ‘I’ will become an ‘F’ at the time when a grade is awarded in the reregistered course. Students are responsible for tuition for any repeated course.

### **Repetition of a Course**

A student may repeat any course, but will receive credit only once toward degree requirements and graduation unless otherwise noted in this catalog. The most recent grade received will be used in the calculation of the cumulative grade point average. Course Repeat Forms are available in the Office of the Registrar and must be completed by the student who is repeating a course. The student’s transcript will be coded to reflect that the course was repeated, and the cumulative grade point average will be adjusted. Repeat coursework may not be eligible for financial aid and students are advised to consult with the Financial Aid Office prior to repeating any course.

### **Testing Out of Classes by Special Examination**

The following regulations apply to the testing-out procedure at the university. Permission to undertake the special examination is requested on a form available in the Office of the Registrar. The request must be approved before the special examination can be given. There is a fee charged for testing out of most classes.

Applicants for special examination must meet the conditions stated in A and B below:

- A. A student is eligible to apply for special examination to test out of a class offered at the university if the student meets one of the following conditions:
  - A course has been taken with similar content, but credit has not been received for reasons other than failure.
  - There has been private tutoring, e.g., private instruction in music.

- The student has had successful work experience involving extensive preparation in the field.
  - The student has produced a work of recognized merit or presents other evidence of mastery in the field.
- B. A student eligible under A above must also:
- Have been a resident student at this university for at least one semester.
  - Have at least a 3.0 grade point average in the field and at least a 2.0 grade point average in all previous university work.
  - Limit the total number of requests for special examination to 12 credits. (Exceptions to this limit must be approved by the chief academic officer.)
  - Obtain approval of the course instructor, the dean of the college/ school in which the course is offered, and the chief academic officer.
  - Pay a fee per credit hour (currently \$40 per credit hour) for each special examination. Payment must be made prior to administration of the test.

Examination questions and the completed examination paper are to be filed in the Office of the Registrar.

### **Academic Probation – Undergraduate**

Students whose academic performance in a given semester is not satisfactory, as noted below, will be placed on academic probation:

- Freshmen must earn at least a 1.75 GPA.
- Other undergraduates must earn at least a 2.0 GPA.

The probationary period is for one semester. To be removed from probationary status, students must earn a satisfactory GPA as noted. A student on academic probation at another university may be admitted to Highlands University but retains probationary status.

### **Academic Dismissal – Undergraduate**

Degree-seeking students whose academic progress is unsatisfactory and who are placed on probation for two consecutive semesters are subject to academic dismissal and will be notified by the Office of Academic Affairs. The dismissal period may be for one semester or one calendar year. Students may appeal their dismissal to the Office of Academic Affairs. If the appeal is approved, the dismissal may be waived or shortened.

During the period of dismissal, a student may not attend classes or live in student housing.

### **Adding and Dropping Classes**

The first six days of a semester and the first week of a summer session constitute the late registration period. During this period, students may add courses to their schedule, either in substitution for a class or classes being dropped or as an increase in the number of classes. The total number of credits allowed is subject to limits stated elsewhere in this section. During the first two weeks of the semester, students may drop classes. Tuition charges will be adjusted, and the course will not appear on the student's transcript. After the drop period, students may withdraw from classes but may no longer add new classes or substitute different classes. Withdrawal from classes is allowed through the 10th week of the semester. For the last day to withdraw from summer term, refer to the online schedule of classes. The course(s) will remain

on the student's transcript, recorded with a grade of 'W'. In addition, students will be required to pay tuition charges and fees on any classes in which they are enrolled after the end of the late registration period, even though they subsequently withdraw from them.

### **Requirements for a Second Bachelor's Degree**

A student who has completed an undergraduate degree and seeks a second bachelor's degree must meet all requirements for that degree. Some of the work completed for the first degree will meet requirements for the second degree.

### **4. Changing Majors**

If a student wishes to change his or her major, he or she should be advised to contact the Department Chair of the major they wish to change to. The Department Chair will be able to assign an appropriate Adviser within the Department. To finish a change of major, all students must fill out the Major Confirmation Form or other appropriate department form, included in Online Documents and in this manual.

### **5. Additional Student Advising Responsibilities**

<b>Student Status</b>	<b>Relevant Adviser(s)</b>
Dual Enrollment (High school students taking NMHU college courses)	Educational Outreach AP New Mexico/Dual Credit Director
University Studies, Including "undeclared" students	AS and the Coordinator of University Studies
Intended Transfer (Certificate)	Faculty Advisers
Nursing Students enrolled in 2 or more developmental courses	Director of RN-BSN Program
Students in Associates or certificate programs	Faculty Advisers
Second-year Natural Sciences majors/intended majors	Faculty Advisers and AS
Social Work Undergraduate Majors	AS Advisers
Education and Business Undergraduate Majors	Professional Schools
Honors Program	Honors Program Director
Graduate Students	Faculty Advisers/Department Graduate Chairs

Note: Students in the Honors Program are advised by the Honors Program Director in addition to their major Adviser.

## II. Compass, ACT and SAT Level Testing for Math and English Placement

### 1. Who must take the Compass Exam:

All entering students are required to take the COMPASS test to assess their knowledge in reading, writing, and mathematics, unless they meet any of the following exceptions:

- Submission of a transcript showing completion of an undergraduate degree from an accredited institution recognized by the Council of Higher Education Accreditation.
- Submission of an ACT or SAT score that has been taken in the last five years.
- Submission of a transcript showing completion of college level English course equivalent to ENGL 111 and/or Mathematics course equivalent to MATH 140 (see Section VII Transfer Matrix) with a C or better.
- Enrollment in 9 or fewer hours for personal enrichment as a non-degree Special Student.
- Permission of the Department Chair to enroll as a concurrent student in a course offered by that department.

Note: Compass scores cannot be more than 1 year old when the student starts classes or the test must be retaken.

### 2. Test Placement Recommendations:

#### A. Using the Compass Test:

Test	Mathematics Placement Test		English Placement Test
	Score	Class placement	Score
Pre-algebra	< 65	MATH 120	< 80
Algebra	> 65	Math 140 or above	> 80

#### B. Using the ACT or SAT Test Scores:

Test	ACT Score	SAT Score	Class placement
Mathematics	24-36	560-800	Math 140
Mathematics	<23	<560	Math 120
English	29-36	660-800	ENGL 112
English	17-28	420-630	ENGL 111

### III. Undergraduate Student Load

An average of 15 semester credits must be completed each semester, excluding summer, if a student is to graduate in four years. Some students take more than the minimum credits required for graduation, either for personal interest or because the major or minor programs of choice are lengthy. Students should plan their load carefully, considering desired speed of progress and minimum loads required for continuation of financial assistance and scholarships, and in consultation with their academic Adviser.

It is recommended to clearly indicate in the table that students receiving institutional or lottery scholarship must be enrolled for 15 credits.

Term	Part-time	Full-time	Athlete	Financial aid	Regular maximum	Overload
Fall	11 credit hours or less	12 credit hours or more	24 credit hours for the academic year including summer	12 credit hours or more (15 recommended)	18 credit hours	22 credit hours
Spring	11 credit hours or less	12 credit hours or more		12 credit hours or more (15 recommended)	18 credit hours	22 credit hours
Summer	5 credit hours or less	6 credit hours or more		No financial aid offered	9 credit hours	12 credit hours

#### Maximum Load and Overload

The regular maximum load for undergraduate students is 18 semester credits. The school dean may approve a student's schedule for an overload of more than 18 credits, provided the Adviser recommends the overload, the student has a grade point average above 2.5 for the preceding semester, the student is neither engaged in formal extracurricular activities nor employed more than 20 hours per week, and the student is not on probation. No undergraduate student may take more than 22 semester credits hours.

The regular maximum load for undergraduate students in a summer session is 9 credits. The school dean may approve a schedule for more than nine credits subject to the conditions stated above for overloads in a regular semester. No undergraduate student may take more than 12 credits in a summer session.

#### Summer Work-study

To qualify for work-study during the summer, students must pre-register for the upcoming Fall term.

## IV. Learning Communities and Freshman Forum

All first-time freshmen are enrolled into Freshman Forum (FF) and Learning Communities (LC) classes their first semester at Highlands. LCs consist of two courses from different disciplines that are paired together thematically. The professors teaching these courses collaboratively develop a curriculum that encourages students to make connections between the two classes. LCs are for first-time freshmen only and no outside students are to be enrolled in an LC. Freshman Forum (UNST 101) is a one-credit course focused on supporting first-time freshmen as they transition to the university academic and social environment. FF is tied to the student's LC. Freshman Forum will be graded A-F and count towards the 120 for graduation as elective credit, and is required of all first-time freshmen.

LCs/FF is required of all freshmen; however:

- First-time freshmen who are former dual credit students with 15 or more credits from one or more colleges can take a stand-alone Freshman Forum *if no learning community works within their course needs* (waiver of LC requirement; not a waiver of Freshman Forum requirement). Students are identified as former dual credit students by their "Student Type" code in Banner. While their "Student Class" in Banner may be "sophomore" or "junior," if their "Student Type" is "first-time freshman," they fall under this policy.
- Transfer students with 15-29 credits will be required to take a stand-alone Freshman Forum unless transferring in credits for a freshman transition course.
- Transfer students with less than 15 credits will be required to enroll in a learning community, which includes a Freshman Forum course. They can transfer in a freshman transition course as additional elective credit, but they are still required to enroll in an LC, including the Freshman Forum class (not a waiver of Freshman Forum or LC).

Students may appeal their placement in an LC or FF. Appeals to the above guidelines will be reviewed, and determinations will be made on a case-by-case basis. Contact the Coordinator of Academic Enrichment Programs for information about appeals.

## V. Guidelines for Transfer Students

New Mexico Highlands University accepts academic credits for transfer from institutions of higher education that are regionally accredited or are candidates for regional accreditation. Transfer students will receive full credit for coursework completed with an appropriate grade, provided the classes are appropriate to a degree at the university. Transfer course grades will not be calculated as part of Highlands University grade point average and are listed on the academic transcripts with a grade of CR. (However, for graduation, all transfer credits graded are included in the final computations for honors.) Highlands University does not award transfer credit for vocational, technical, or remedial courses and credits awarded for work or life experience. Students transferring from an accredited institution of higher education may transfer under one of the following plans:

### **Course by Course**

The course-by-course plan is for students who do not plan to complete an associate degree. The Course Articulation Matrix compiled by the Higher Education Department and transfer guides in place with New Mexico two-year colleges serve as a guide for this purpose and apply to General Education requirements only.

### **Degree Completion**

Students who are transferring with an earned associate of arts (AA) or associate of science (AS) degree from a New Mexico regionally accredited institution of higher education will have New Mexico Highlands University proficiency, extended core, state core and minor requirements waived. Education majors have special requirements that may preclude waiver of some university requirements. Please consult the appropriate section of the catalog. Students who are transferring with an earned associate of arts (AA) or associate of science (AS) degree from a regionally accredited institution of higher education from outside New Mexico will have New Mexico Highlands University proficiency, extended core, and minor requirements waived. Students may be responsible for fulfilling the state-mandated core requirements. An associate of applied science (AAS) degree waives university proficiency and extended core requirements but does not waive the state-mandated core or university minor requirements. All other university requirements, including the university's state-mandated 35-hour common core, program, residency, and the 45 upper-division credit requirements must be met before granting of the baccalaureate degree.

An individual transfer analysis will be given to the student by the admissions and registrar's offices to determine courses required for completing the university's general education requirements. Major and minor program requirements will be reviewed by officials in the appropriate department. Students must complete all courses required by Highlands University and meet the university's requirements for academic performance to receive the indicated degree.

### **Transfer Among New Mexico Higher Education Institutions**

To facilitate transfer of students and course credits among New Mexico's colleges and universities, the state's public institutions of higher education are required to accept

transfer courses taken within approved modules of lower-division coursework and apply them toward degree requirements.

Several transfer guides have been developed through collaboration of New Mexico's public postsecondary institutions, consistent with requirements of state law (21-1B, NMSA 1978). Students enrolling for first-year or second-year study at a New Mexico institution and wishing to prepare for possible transfer into a degree program at another institution are advised to take these courses during their freshman and sophomore years.

### **Student Responsibility**

New Mexico's colleges and universities have collaborated to produce guides to assist students who plan to transfer before completing a program of study. Course modules are designed to help students prudently select courses so they can transfer with little or no loss of credit. However, planning for effective transfer with maximum efficiency is ultimately the student's responsibility. Responsible transfer planning includes early and regular consultation with the intended degree-granting institution to ensure all pre-transfer coursework will meet the requirements of the desired degree.

### **Lower-Division 64-Hour Transfer Modules**

Students who have selected a field of study but have not yet selected the college or university where they wish to earn their baccalaureate degree are advised to take courses during their freshman and sophomore years outlined in one of the lower-division 64-hour transfer modules. For students enrolled at any public institution in New Mexico, these courses are guaranteed to transfer to any New Mexico university and apply toward bachelor's degree program requirements. Students should consult advisers at their current institutions regarding which specific classes fit these categories. Lower-division transfer modules presently exist for:

- Business
- Teacher education
- Early childhood education

Modules for additional areas of study are being developed.

### **Inter-institutional Transfer Guides and Catalogs**

Students who have selected a field of study and/or the institution where they wish to graduate are advised to consult the transfer guide or catalog for that institution for current and detailed advice to guide their course selection. Transfer guides between most New Mexico Community Colleges and Highlands University are available through the Highlands University Admission's Office.

### **Complaint Procedure for Transfer Students**

All New Mexico public postsecondary institutions are required to establish policies and practices for receiving and resolving complaints from students or other complainants regarding the transfer of coursework from other public institutions in the state. A copy of New Mexico Highlands University's complaint policy may be obtained from the Admission Office or from the New Mexico Higher Education Department at 1068 Cerrillos Road, Santa Fe, NM 87501-4295, 505.476.8404 or <http://hed.state.nm.us>.

### **Military Credit**

The university grants credit for military education or service schools on the recommendation of the American Council on Education's Publication Guide to Evaluation of Educational Experience in the Armed Services. A DD214, DD295, or official military transcript form is required to consider credit for military service. Air Force veterans are required to provide an academic transcript from the Community College of the Air Force.

**Training Credit**

Credit for non-collegiate training programs is granted based on recommendation of the American Council of Education's National Guide to Educational Credit for Training Programs and institutional policies. Official records must be provided to the university.

## **VI. Guideline for Students with Associate Degrees**

Students who are transferring with an earned associate of arts (AA) or associate of science (AS) degree from a New Mexico regionally accredited institution of higher education will have New Mexico Highlands University proficiency, extended core, state core and minor requirements waived. Education majors have special requirements that may preclude waiver of some university requirements. Please consult the appropriate section of the catalog. Students who are transferring with an earned associate of arts (AA) or associate of science (AS) degree from a regionally accredited institution of higher education from outside New Mexico will have New Mexico Highlands University proficiency, extended core, and minor requirements waived. Students may be responsible for fulfilling the state-mandated core requirements. An associate of applied science (AAS) degree waives university proficiency and extended core requirements but does not waive the state-mandated core or university minor requirements. All other university requirements, including the university's state-mandated 35-hour common core, program, residency, and the 45 upper-division credit requirements must be met before granting of the baccalaureate degree.

## VII. Transfer Matrix Information

### General Education Core Course Transfer Curriculum

In accordance to state law (Chapter 21, Article 1B NMSA 1978), the New Mexico Higher Education Department has established policies to guarantee successful transfer of completed core courses between New Mexico postsecondary public institutions.

### Transferring Courses to Fulfill the New Mexico General Education Common Core

In accordance with policies established by the New Mexico Higher Education Department, designated general education core courses successfully completed at any regionally accredited public institution of higher education in New Mexico are guaranteed to transfer to any New Mexico public institution. Students who have decided on a major and/or an institution to complete their studies should consult with an academic adviser at that particular institution to determine the most appropriate course selections. Students enrolling for the first-year of study at a New Mexico college or university and considering possible transfer into a certificate and/or degree program at another institution are encouraged to take the courses approved for transfer during their freshman and sophomore years of study.

### Web site for the articulation matrix:

<http://www.hed.state.nm.us/institutions/general-ed-core-course-transfer-curriculum.aspx>

The core matrix of approved courses guaranteed to transfer and meet general education requirements at any New Mexico college or university can be found on the New Mexico Higher Education Department website. Courses in the state core matrix are listed by institution under each of the five general education areas.

The following are the approved courses for New Mexico Highlands, with their equivalent New Mexico common course number:

NMHU Common Core Classes	NM Common Course Number
<u><a href="#">Area I: Communications</a></u> (9 hours)	
ENGL 111 Freshman Composition 1	Engl 1113
ENGL 112 Freshman Composition 2	Engl 1123
MART 124 Public Speaking	Comm 1113
<u><a href="#">Area II: Mathematics</a></u> (3 hours)	
MATH 130 Math for Elementary Teachers 2	Approved for majors in education only
MATH 140 College Algebra	Math 1113
MATH 145 Introduction to Statistics	Math 2113
MATH 150 Trigonometry	Math 1213
MATH 211 Calculus 1	Math 1613
<u><a href="#">Area III: Laboratory Science</a></u> (8 hours)	
BIOL 110 Biological Perspectives	Biol 1114

BIOL 211 General Biology 1	Biol 1214
BIOL 212 General Biology 2	Biol 1224
BIOL 131 Human Biology	Biol 2414
CHEM 100 Chemistry for the Non-Scientist	Chem 1114
CHEM 211/215L General Chemistry 1	Chem 1214
CHEM 212/216L General Chemistry 2	Chem 1224
GEOL 101 Survey of Earth Science	Geol 1214
PHYS 105 Elementary Physics	Geol 1214
PHYS 151 Algebra Physics 1	Phys 1114
PHYS 152 Algebra Physics 2	Phys 1124
PHYS 291 Calculus Physics 1	Phys 1214
PHYS 292 Calculus Physics 2	Phys 1224

Area IV: Social/Behavioral Sciences (6-9 Hours)

ANTH 102 Intro to Sociocultural Anthropology	Anth 2113
ANTH 103 Intro to Physical Anthropology/Archaeology	Anth 1113
ECON 216 Principles of Macroeconomics	Econ 2113
ECON 217 Principles of Microeconomics	Econ 2123
POLS 151 American National Government	PolS 1123
PSY 101 Psychology & Society	Psyc 1113
SOC 152 Introductory Sociology	Soci 1113

Area V: Humanities and Fine Arts (6-9 hours)

HIST 100 The Western World	Hist 1053
HIST 201 US History to 1865	Hist 1113
HIST 202 US History from 1865	Hist 1123
PHIL 100 Introduction to Philosophy	Phil 1113
ART 100 Introduction to Art	Art 1013
MUS 100 Introduction to Music	Mus 1013
MUS 101 Rudiments of Music	Mus 1213
THEA 100 Introduction to Theater	Thtr 1013

### **New Mexico Common Core Numbers**

The course prefix and number that appear on the right-hand side next to the NMHU course number is the New Mexico common course number. This is a four alpha – four numeric set of uniform course designations serving as a single reference point for courses sharing substantially equivalent content taught throughout the state. Courses bearing this designation are part of a statewide equivalency table that cross-references the institutional course and number with a universal common course number creating an easy one-to-one match.

Students can find the New Mexico common course number listed in degree outlines, transfer guides, and in course descriptions in college catalogs and websites. Simply put, the common course number connects equivalent courses at multiple institutions assuring students that the course will transfer to the receiving institution and meet degree requirements as if it were taken on that campus.

## VIII. Forms



NEW MEXICO HIGHLANDS UNIVERSITY

Office of the Registrar

### Pre-Core, Proficiency and Academic Advisement Core Curriculum Requirements

NMHU 2014-15 Academic Year

Semester: \_\_\_\_\_ Date: \_\_\_\_\_  
 Name: \_\_\_\_\_ ID#: \_\_\_\_\_  
 Major(s): \_\_\_\_\_ Minor(s): \_\_\_\_\_

**Pre-Core Courses** - courses to be taken prior to the core curriculum.

**Mathematics** is demonstrated by both:

\_\_\_\_\_ MATH 120: Intermediate Algebra (3) if ACT Math = 0-16 or COMPASS Algebra = 0-45 and Lab

**Proficiency Courses** - all proficiency courses are a university requirement: however, you have the option to test out. See below:

**Computer Science (3 credit hours)**

\_\_\_\_\_ CS 101: Living with Computers (3) if NMHU Computer Science Test score = 0-69 and Lab

\*Note: see Office of Academic

Support or

\_\_\_\_\_ CS 144: Introduction to Computer or

\*For students majoring in Computer Science,

Math or any other science

\_\_\_\_\_ CS 145: Introduction to Object –Oriented

Programming

\*For students majoring in Computer Science,

Math or any other science

\_\_\_\_\_ MIS 145: Management Information Systems

**Language (8 credit hours)**

NOTE: Proficiency assessment or two semesters of a language other than English:

\_\_\_\_\_ SPAN 101: Beginning Spanish I (4)

AND \_\_\_\_\_ SPAN 102: Beginning Spanish 2 (4)

\*Note: see Spanish Department to test out.

\_\_\_\_\_ SPAN 111: Spanish as Heritage Language I (4)

AND \_\_\_\_\_ SPAN 112: Spanish as Heritage Language II (4)

\*Note: see Spanish Department to test out.

\_\_\_\_\_ LANG 109: American Sign Language 1 (4)

AND \_\_\_\_\_ LANG 110: American Sign Language 2 (4)

\*Note: see Language Department to test out.

**Core Curriculum** – required of all students seeking a bachelor’s degree. Core courses provide broad exposure to important academic subjects essential to a university education.

**TOTAL CORE CURRICULUM: 40 CREDIT HOURS**

**Area I: Communications (9 credit hours) English** competency is demonstrated by:

\_\_\_\_\_ ENGL 106: Reading and Writing for College (3) if ACT Reading = 0-16 or COMPASS English = 0-79 (units do not apply to 120)

\_\_\_\_\_ ENGL 111: Freshman Composition I (3) if ACT English = 17-27 or COMPASS

English = 80+ and Workshop

\_\_\_\_\_ ENGL 112: Freshman Composition II (3) if ACT English = 28+

\_\_\_\_\_ SPCH 124: Beginning Speech (3)

**Within Area II-** If your ACT or COMPASS Math scores are higher than indicated here, contact the Department of Math for assistance in selecting an appropriate Math course.

**Area II: Mathematics (3 credit hours)**

- \_\_\_\_\_ MATH 145: Introduction to Statistics, ACT Math = 24-28 or Math 120 of C or better.
- \_\_\_\_\_ MATH 140: College Algebra (3), ACT Math = 24-28, or COMPASS = 66-100  
 \*Note: - Math 140 is a Core Curriculum Requirement, Math 145 may also count towards CORE (pre-requisites may also be required; however, the pre-requisites do not count for the Core Curriculum Requirement).
- \_\_\_\_\_ MATH 115: Mathematics for Elementary Teachers I (3) \*Note: All Education Majors must take MATH 115 (MATH 100 Pre-req. - after successful completion go to MATH 130).
- \_\_\_\_\_ MATH 130: Mathematics for Elementary Teachers II (3) \*Note: MATH 115 Pre-requisite – Education majors only
- \_\_\_\_\_ MATH 150: Pre-Calculus (3)
- \_\_\_\_\_ MATH 155: Applied Calculus I (3)
- \_\_\_\_\_ MATH 211: Calculus I (4)

**Within Area III - You must choose two courses from different disciplines!** Note: Your major may require you to take specific core courses. Consult the major requirements in your catalog to help you decide which courses to take.

### Area III: Lab Sciences (8 credit hours)

#### BIOLOGY:

- \_\_\_\_\_ BIOL 110: Biological Perspectives (4) **and Lab**
- \_\_\_\_\_ BIOL 131: Human Biology (4) **and Lab**
- \_\_\_\_\_ BIOL 132: Human Biology (4) **and Lab**
- \_\_\_\_\_ BIOL 211: General Biology I (4) **and Lab**
- \_\_\_\_\_ BIOL 212: General Biology II (4) **and Lab**

#### CHEMISTRY:

- \_\_\_\_\_ CHEM 100: Non-Scientist Chemistry (4) **and Lab**
- \_\_\_\_\_ CHEM 211: General Chemistry I (3) **and** CHEM 215: Chemistry Lab I (2)

#### FORESTRY:

- \_\_\_\_\_ FOR 105: Humans & Ecosystems (4) **and Lab**

#### GEOLOGY:

- \_\_\_\_\_ GEOL 101: Survey of Earth Science (4) **and Lab**
- \_\_\_\_\_ GEOL 110: Survey of Astronomy (4) **and Lab** (if not listed in schedule, check under Physics)

#### PHYSICS:

- \_\_\_\_\_ PHYS 105: Elementary Physics (4) **and Lab**
- \_\_\_\_\_ PHYS 110: Survey of Astronomy (4) **and Lab** (if not listed in schedule, check under Geology)
- \_\_\_\_\_ PHYS 151: Algebra Physics I (4)
- \_\_\_\_\_ PHYS 152: Algebra Physics II (4) **and Lab**
- \_\_\_\_\_ PHYS 291: Calculus Physics I (5) **and Lab**
- \_\_\_\_\_ PHYS 292: Calculus Physics II (5) **and Lab**

**WITHIN AREAS IV AND V** You must complete a minimum of 15 credits.

**Within Area IV** You must complete a minimum of six credits.

### Area IV: Social/Behavioral Sciences (6 or 9 credit hours)

- \_\_\_\_\_ PSY 101: Psychology & Society (3) **and Lab**
- \_\_\_\_\_ POLS 151: American National Government (3)
- \_\_\_\_\_ SOC 152: Introduction to Sociology (3)
- \_\_\_\_\_ ECON 216: Principles of Macroeconomics (3)
- \_\_\_\_\_ ECON 217: Principles of Microeconomics (3)
- \_\_\_\_\_ ANTH 102: Intro to Sociocultural Anthropology (3)
- \_\_\_\_\_ ANTH 103: Development of Cultures & Civilizations (3)

**WITHIN AREA V** You must choose a minimum of one course from each discipline.

### Area V: Humanities and Fine Arts (6 or 9 credit hours)

#### HUMANITIES (3 or 6 credit hours):

- \_\_\_\_\_ HIST 100: Western World (3)

- \_\_\_\_\_ HIST 201: US History to 1877 (3)  
 \_\_\_\_\_ HIST 202: US History since 1877 (3)  
 \_\_\_\_\_ PHIL 100: Introduction to Philosophy (3)

**FINE ARTS (3 or 6 credit hours):**

- \_\_\_\_\_ MUS 100: Introduction to Music (3)  
 \_\_\_\_\_ MUS 101: Rudiments of Music (3)  
 \_\_\_\_\_ ART 100: Introduction to Art (3)  
 \_\_\_\_\_ ART 310: History I (3)  
 \_\_\_\_\_ ART 311: History II (3)  
 \_\_\_\_\_ ART 380: Art of the Americas (3)  
 \_\_\_\_\_ ART 340: Modern Art (3)  
 \_\_\_\_\_ THEA 100: Introduction to Theater (3)  
 \_\_\_\_\_ MART 261: History of Motion Pictures (3)

**Area VI: Other University Requirements (5 credit hours)**

- \_\_\_\_\_ Literature Course (See English or Spanish Dept. for Listing) \_\_\_\_\_ : \_\_\_\_\_ (3) choose one literature course and  
 \_\_\_\_\_ PE 100: Fit for Life (2) OR  
 \_\_\_\_\_ PE \_\_\_\_\_ : \_\_\_\_\_ (1) AND PE \_\_\_\_\_ : \_\_\_\_\_ (1)] choose a different activity for each course.



## **UNOFFICIAL** TRANSCRIPT ANALYSIS SUMMARY for RIO RANCHO TRANSFER STUDENTS

*\*This analysis is unofficial. It is used only to ascertain your current academic status and/or to facilitate your initial meeting with a NMHU Rio Rancho faculty Adviser in your major. An official analysis is performed by the NMHU Office of Admissions upon receipt of your application and official transcripts from all colleges & universities you've attended.*

### **TO TRANSFER INTO UNDERGRADUATE PROGRAMS** in TEACHER EDUCATION or BUSINESS at NMHU – RIO RANCHO, STUDENTS MUST:

- Be officially classified as a **junior or senior** by the start of their first semester at Highlands – Rio Rancho.
- Complete, prior to transfer, their program of study's pre-requisite lower-division Program Core courses.
- Possess a minimum of thirty-two (32) transferrable credits, and an AA or AS degree from a regionally accredited college/university.

**PRIOR TO REGISTERING FOR COURSES**, students must meet with their NMHU faculty Adviser. If not, students are responsible for incorrect courses taken.

**STUDENT:**

**Major:**

**Minor:** Will be waived by an AA or AS degree.

**Email:**

**Phone #:**

**AA or AS Degree(s) Awarded:**

**FACULTY ADVISER:**

**Email:**

**Office Hours:**

**Office #:**

**Phone:**

<b><u>NMHU PRE-CORE &amp; PROFICIENCY REQUIREMENTS</u></b>	<b><u>STATE-MANDATED, GENERAL EDUCATION CORE CURRICULUM (COMMON CORE) REQUIREMENTS</u></b>
<p>The following courses are <b>WAIVED</b> by an AA or AS degree (not by AAS degrees). If you do not have an AA or an AS, you must take these courses.</p> <p><b><u>NOTES:</u></b>  1.) Students may test-out of the Computer Science &amp; Foreign Language courses at CNM Student Services.  2.) All Teacher Education students must have 6 cr. hrs. ENG/Literature for licensure. Cannot be waived by AA or AS.</p> <p><b><u>PRE-CORE COURSES:</u></b>  ENGL 100: <b><u>CR</u></b>                      MATH 100: <b><u>CR</u></b></p> <p><b><u>PROFICIENCY COURSES:</u></b></p> <p>COMPUTER SCIENCE (3 cr. hrs.):</p> <p>FOREIGN LANGUAGE (8 cr. hrs.):</p> <p>LITERATURE (3 cr. hrs.):</p> <p>P.E. (2 cr. hrs.):</p>	<p><b>AREA I: COMMUNICATIONS – 9 cr. hrs.</b></p> <p><b>AREA II: MATHEMATICS – 3 cr. hrs.</b>  BUSINESS EDUCATION: Must complete College Algebra &amp; Intro to Statistics;  TEACHER EDUCATION: Must complete Math for Teachers I &amp; II, or College Algebra.</p> <p><b>AREA III: LAB SCIENCES – 8 cr. hrs.</b> (4 ea. in <u>two</u> <u>different</u> disciplines)</p> <p><b>AREA IV: SOCIAL/BEHAVIORAL SCIENCES – 6 or 9 cr. hrs. *</b></p> <p><b>AREA V: HUMANITIES &amp; FINE ARTS – 6 or 9 cr. hrs. *</b></p> <p><b>*NOTE:</b> In AREAS IV and V, students must have a combined MINIMUM of fifteen (15) TOTAL credit hours.</p>

*New Mexico Highlands University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. NMHU also has specialty accreditations:*

*The School of Education is accredited by the [National Council for Accreditation of Teacher Education \(NCATE\)](#).*

*The School of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).*

*The School of Social Work is accredited by the [Council on Social Work Education \(CSWE\)](#).*

*The School of Social and Behavioral Sciences is accredited by the Master's in Psychology and Counseling Accreditation Council (MPCAC).*

**ANALYZED  
BY:**

**DATE  
:**

Highlands - Rio Rancho  
**INITIAL ADVISEMENT TRANSCRIPT ANALYSIS (UNOFFICIAL)**  **ND S UNIVERS**

**PLEASE READ:** In accordance with policies established by the New Mexico Higher Education Department, designated general education core courses successfully completed at any regionally accredited public institution of higher education in New Mexico are guaranteed to transfer to any New Mexico public institution. Students who have decided on a major and/or an institution to complete their studies should consult with an academic adviser at that particular institution to determine the most appropriate course selections. Students enrolling for the first-year of study at a New Mexico college or university and considering possible transfer into a certificate and/or degree program at another institution are encouraged to take the courses approved for transfer during their freshman and sophomore years of study. The core matrix of approved courses guaranteed to transfer and meet general education requirements at any New Mexico college or university can be found on the New Mexico Higher Education Department website at <http://www.hed.state.nm.us/institutions/general-ed-core-course-transfer-curriculum.aspx>. (NMHU Undergraduate Course Catalog 2014-15; *Transferring Courses to Fulfill the New Mexico General Education Common Core*)

**PRE-CORE COURSES** - Courses to be taken prior to the core curriculum.

English competency is demonstrated by:

ENGL 100: Reading and Writing for College (3) [if ACT Reading = 0-16 or COMPASS Reading = 0-79]
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Mathematics is demonstrated by both:

MATH 100: Intro to Algebra (3) [if ACT Math = 0-16 or COMPASS Algebra = 0-45] AND Lab
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**PROFICIENCY COURSES** - All proficiency courses are a university requirement, but are **waived if you possess an Associate's degree**.

You may also test-out of the proficiency courses. **Rio Rancho Center students: To test-out, please contact CNM Student Services, or NMHU Office of Academic Success Services**

**Computer Science (3 credit hours)**

CS 101: Living with Computers (3) [if NMHU Computer Science Test score = 0-69] AND Lab , OR
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CS 144: Introduction to Computer *For students majoring in Computer Science, Math or any other science, OR
--

CS 145: Introduction to Object-Oriented Programming
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**Language (8 credit hrs.)** NOTE: Proficiency assessment, or two semesters of a language other than English. **Must be in the same subject.**


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&


**GENERAL EDUCATION CORE CURRICULUM**

Also known as the "Common Core," these courses are a New Mexico Higher Education Department requirement for a bachelor's degree. Core courses are designed to provide broad exposure to important academic subjects essential to a quality university education. Courses you've taken are noted.

**Area I: Communications (9 cr. hrs.) GRADE "C" OR BETTER REQUIRED**

ENGL 111: Freshman Composition I (3) [if ACT Reading = 17-28 or COMPASS Reading = 80+] AND
--

ENGL 112: Freshman Composition II (3) [if ACT Reading = 29+]
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MART 124: Beginning Speech (3)
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**Area II: Mathematics (3 cr. hrs.) (College Algebra or Higher) GRADE "C" OR BETTER REQUIRED**

**BUSINESS EDUC. STUDENTS:** Must take both *College Algebra* AND *Intro to Statistics* to comply with Business Core. Will fulfill both the common core and business core.

**TEACHER EDUC. STUDENTS:** MUST take MATH 115 & 130 (successful completion of MATH 115 is Pre-req. for 130)

MATH 145: Introduction to Statistics [ACT Math = 24-28 or Math 120 of C or better]
--

MATH 140: College Algebra (3) [ACT Math = 24-28, or COMPASS = 66-100]
---

MATH 120: Intermediate Algebra (3) [if ACT Math = 17-23 or COMPASS Algebra = 46-65] AND Lab
---

\*Note: Math 120 is a **pre-requisite** for MATH 140 - after successful completion GO TO MATH 140

MATH 115: Mathematics for Elementary Teachers I (3)
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MATH 130: Mathematics for Elementary Teachers II (3) *Note: MATH 115 Pre-requisite
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MATH 150: Trigonometry (3)
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MATH 155: Applied Calculus I (3)
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MATH 211: Calculus I (4)
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**Area III: Lab Sciences (8 cr. hrs.)**

**BIOLOGY:**

BIOL 110: Biological Perspectives (4) AND Lab
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BIOL 131: Human Biology (4) AND Lab
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BIOL 211: General Biology I (4) AND Lab
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BIOL 212: General Biology II (4) AND Lab
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**CHEMISTRY:**

CHEM 100: Non-Scientist Chemistry (4) <b>AND Lab</b>
CHEM 211: General Chemistry I (4) <b>AND Lab</b>

**FORESTRY:**

FOR 105: Humans & Ecosystems (4) <b>AND Lab</b>
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**GEOLOGY:**

GEOL 101: Survey of Earth Science (4) <b>AND Lab</b>
GEOL 110: Survey of Astronomy (4) <b>AND Lab</b>

**PHYSICS:**

PHYS 105: Elementary Physics (4) <b>AND Lab</b>
PHYS 110: Survey of Astronomy (4) <b>AND Lab</b>
PHYS 151: Algebra Physics I (4)
PHYS 152: Algebra Physics II (4) <b>AND Lab</b>
PHYS 291: Calculus Physics I (5) <b>AND Lab</b>
PHYS 292: Calculus Physics II (5) <b>AND Lab</b>

**Area IV: Social/Behavioral Sciences (6 or 9 cr. hrs.) -----□**

PSY 101: Psychology & Society (3)
POLS 151: American National Government (3)
SOC 152: Introduction to Sociology (3)
ECON 216: Principles of Macroeconomics (3)
ECON 217: Principles of Microeconomics (3)
ANTH 102: Intro to Sociocultural Anth (3)
ANTH 103: Dvlpmnt. of Cltrs & Civilizations (3)

**Area V: Humanities and Fine Arts (6 or 9 cr. hrs.)-----□****HUMANITIES (3 or 6 credit hours):**

HIST 100: Western World (3)
HIST 201: US History to 1877 (3)
HIST 202: US History since 1877 (3)
PHIL 100: Introduction to Philosophy (3)
NM History

**FINE ARTS (3 or 6 credit hours):**

MUS 100: Introduction to Music (3)
MUS 101: Rudiments of Music (3)
ART 100: Introduction to Art (3)
ART History I 310 (3)
ART History II 311 (3)
ART of the Americas 380 (3)
Modern Art 340 (3)
THEA 100: Introduction to Theater (3)
MART 261: History of Motion Pictures (3)

**Area VI: Other University Requirements (5 credit hours).** English Literature & P.E. requirements are waived by an AA or AS degree. However, six credit hours in English Literature is a Licensure requirement for all Teacher Education Students; cannot be waived.

Literature Course (3) (If taken at NMHU, will count as upper-division credit)
PE 100: Fit for Life (2) <b>OR</b>
PE ____: _____ (1) <b>AND</b> PE ____: _____ (1) [Must take two DIFFERENT activities/courses]

## **IX. Programs with Common Core Exceptions and Additions** **(taken from the NMHU Catalog)**

### **School of Business General Education Core:**

The general education requirements for the BBA degree (See: University Core Curriculum) are 40 credit hours. All business majors and minors, including non-business minors, are required to take CS 101 Living with Computers (satisfies a proficiency requirement), and ECON 216 Principles of Macroeconomics (satisfies 3 hours of Core Area IV). Students may have other proficiency requirements to satisfy beyond the core requirements.

### **School of Education:**

#### **Requirements for Admission to Teacher Preparation and Licensure Programs**

Admission to the School of Education is a separate and independent process from admission to the university. Candidates need to purchase a Chalk and Wire license through the university bookstore. All applications for admission into the School of Education are only accepted through Chalk and Wire. Candidates must complete all requirements listed in Gateway Alpha before they are admitted. If a candidate is deficient in any one of the Gateway Alpha requirements, admission will be denied, until all requirements are met. Students should contact the School of Education early in their freshman year to receive guidance in the process. Early advisement is essential to avoid delays in meeting all requirements. Consultation with an education adviser is essential to establish a program of courses. An overall grade point average of at least 2.5 is required.

1. Complete the following courses with a grade of C or better:

GNED 201 Introduction to Teaching (3)

GNED 251 Field-Base 1 Teacher Prep Experience (1)

SPED 214 Introduction to Special Education (3)

ECME 300 Professionalism (2) (ECME students only)

2. Complete and submit an application through Chalk and Wire for admission into the School of Education.

Complete the appropriate freshman and sophomore courses in the university's core curriculum together with additional extended core courses required for education majors and minors by the New Mexico Public Education Department. The choices to be made will reflect the requirements for licensing that have been set by the New Mexico Public Education Department (NMPED). These courses include:

12 hours in English

12 hours in science

12 hours in history

6 hours in fine arts

6 hours in social/behavioral science

6 -9 hours in mathematics\*

\* ECME and elementary education majors need nine hours; special education majors and secondary education minors need six hours.

3. Take the New Mexico Teacher Assessment (NMTA) exams to be eligible for student teaching.

Students must have passed the Basic Skills and Content Knowledge exams of the NMTA to be approved for student teaching. Students must pass the Assessment of Teacher Competency Exam of the NMTA in the areas of early childhood, elementary, or secondary education to receive NMPED licensure. Students have no more than two opportunities to complete successfully any of the field-based experiences. With the submission of the School of Education application, the candidate must have established an electronic portfolio, completed the disclosure form via Chalk and Wire, submitted disposition assessments from designated classes and field-based experiences, and appropriate artifacts from GNED 201 and ECME 300. Students will also be asked to submit other artifacts from other education classes. Details of this process and the required minimum scores are available from the School of Education. Students seeking a bilingual endorsement are required to pass the Prueba de Español para la Certificación Bilingüe exam. Students must maintain close communication with Academic Support Services and the School of Education regarding these important examinations.

# X. Undergraduate Major/Minor Declaration Form



NEW MEXICO HIGHLANDS UNIVERSITY  
Undergraduate Major/Minor Declaration Form  
NMHU Office of the Registrar

Name: \_\_\_\_\_ NMHU Student ID#: @ \_\_\_\_\_

**Instructions:** Below you will select your desired major/concentration (if applicable) and a minor if applicable. Before you select your major and minor you should consult with an academic adviser from the desired area of interest. Once you have met with your department adviser you may complete the form below by making the following designations for your choice including the degree type:

**1 = 1st Major, 2 = 2nd Major, 3 = Minor, 4 = Concentration**

Catalog Year:  11-13  13-15  15-17

Degree Type:  AA  AS  BA  BBA  BFA  BS  BSW  Certificate

\* the following majors designated with \* require selection of concentration listed directly below the major

† the following majors designated with † require the selection of a minor as recommended by your department advisor unless you meet the requirements for waiver of a minor

## Bachelor's Degree Option Below:

- 0091 Anthropology (BA, BS) \* †  
Select a concentration in:  
 912 Anthropology  
 913 American Indian Studies  
 911 Criminology  
 914 Sociology
- 0005 Biology (BA, BS)  
With an optional concentration in:  
 056 Teaching (BS only)  
*This major requires the selection of a Secondary Education Minor (BS only)*
- 0013 Business Administration (BBA) (ACBSP Accredited)\*  
Select a concentration in:  
 132 Accounting  
 138 Finance/Managerial  
 140 Oil & Gas Management  
 136 Management  
 134 Marketing  
 134B Marketing/Media Arts
- 0020 Chemistry (BA \*†, BS)  
For BA's select an optional concentration in:  
 202 Biochemistry (BA only)
- 0089 Computer Science (BA, BS)\*  
Select a concentration in:  
 893 Individualized Program (BA, BS) †  
 892 Information Systems (BA) †  
 891 Software/Hardware Systems (BS)
- 0116 Conservation Management (BA) †  
 0082 Criminal Justice Studies (BA) †  
 0118 Early Childhood Multicultural Education (BA/CAEP Accredited)\*  
Select a concentration in:  
 118 Age 3—Grade 3  
 119 Birth—Age 4 (Non License Option/NLIC)  
 119 Birth—Age 4 (License Option)
- 0025 Elementary Education (BA/CAEP Accredited)† \*  
 0035 English (BA) †  
 0110 Environmental Geology (BS)\*  
Select a concentration in:  
 061 Environmental Science  
 1101 Geology  
 1103 Water Resources
- 002A Fine Arts (BA, BFA) \*  
Select a concentration in:  
 026 Pre-professional (BFA only)  
 027 Interdisciplinary (BFA only)  
 021 Liberal Arts (BA only) †
- 0105 Forestry (BS)\*  
Select a concentration in:  
 1051 Forestry Management  
 1052 Wildland Fire
- 0009 General Science for Secondary Teachers (BA)  
*This major requires the selection of a Secondary Education Minor (BA Gen Sci)*

## Bachelor's Degree Option Below:

- 0047 Health (BA)\* †  
Select a concentration in:  
 474 Pre Professional Athletic Training  
 471 Health Education  
 472 Health Promotion and Wellness  
 473 Pre-Professional Allied Health
- 0050 History (BA) †  
 0045 Human Performance and Sport (BA) \*†  
Select a concentration in:  
 458 Exercise Science  
 459 Physical Education  
 450 Recreation and Sport Management
- 0090 Mathematics (BA, BS) †  
 0102 Math/Computer Science for Secondary School Teachers (BA) †  
*This major requires the selection of a Secondary Education Minor*  
 0112 Media Arts (BA) †  
 0112 Media Arts (BFA) \*  
Select a concentration in:  
 1122 Interactivity & Multimedia  
 1124 Photographic Imaging  
 1125 Visual Communication  
 1126 Video & Audio
- 0075 Music (BA)\*  
Select a concentration in:  
 752 Music Education  
 756 Music Technology & Composition †  
 758 Universal Music
- 0075 Music (BFA) \*  
Select a concentration in:  
 754 Music Composition  
 757 Music Production  
 755 Vocal Performance
- 0052 Political Science (BA)\* †  
Select a concentration in:  
 521 Law Emphasis  
 522 Liberal Arts
- 0095 Psychology (BA, BS) †  
 0093 Social Work (BSW/CSWE Accredited)  
 0091 Sociology (BA, BS) \* †  
Select a concentration in:  
 912 Anthropology  
 913 American Indian Studies  
 911 Criminology  
 914 Sociology
- 001A Software Systems Design (BSSD) †  
 0070 Spanish (BA) †  
 0029 Special Education (BA/CAEP Accredited) †  
 0125 University Studies (BA)

**Minor Options Below:**

*If you are pursuing a BS degree your minor must be in a Science related field*

- 0012 Accounting
- 0091 Anthropology
- 0002 Art
- 0004 Art History
- 0034 Bilingual/TESOL Education
- 0005 Biology
- 0013 Business Administration
- 0020 Chemistry
- 0046 Coaching
- 0099 Cognitive Science
- 0098 Combined Science
- 0089 Computer Science
- 0118 Early Childhood/Multicultural Education
- 0025 Elementary Education
- 0136 English Writing
- 0033 English as a Second Language
- 138 Finance/Managerial
- 1051 Forestry Management
- 0009 General Science
- 0111 Geographic Information Systems
- 0022 Geology
- 0047 Health
- 0050 History
- 0045 Human Performance and Sport
- 0016 Management
- 134 Marketing
- 0090 Mathematics
- 0101 Math/Computer Science for Elementary Education

*The above minor requires the selection of a Computer Science Major*

- 0112 Media Arts
- 0075 Music
- 0124 Native American/Hispanic Cultural Studies
- 0085 Physics
- 0052 Political Science
- 0095 Psychology
- 0131 Recreation
- 0026 Secondary Education
- 0070 Spanish
- 0029 Special Education
- 0091 Sociology
- 1052 Wildland Fire
- 1053 Wildlife Management

**Associate Degree Option Below:**

- 0113 General Engineering (AS)
- 0025 Elementary Education (AA/CAEP Accredited)
- 0075 Music (AA)\*
- Select a concentration in:*
- 757 Music Production
- 759 General Music
- 760 Musical Theater
- 0103 Social Behavioral Sciences (AA)
- 0074 Theater (AA)

**Certificate Options Below:**

- 11 Certificate—Interactive Cultural Technology
- 12 Certificate—Geographic Info Systems
- 15 Certificate—Forest & Watershed Restoration
- 28 Certificate—Accounting
- 29 Certificate—Finance
- 30 Certificate—Human Resource Management
- 31 Certificate—Media Marketing

**Note to Student:** The selection of your major and/or minor should always be decided in conjunction with a department adviser. All students seeking a Bachelor of Science (BS) must select as science related minor per the academic catalog policy on minor selection. If you need to change your adviser please visit your department to request an adviser update. NMHU reserves the right to change its instructional programs at any time. This form is used only for active NMHU undergraduate degree seeking students to make changes to their major/minor and/or concentration

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For Office Use Only:**

Form Processed:

Yes  No

Staff Initials: \_\_\_\_\_

If no give reason:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Department Received Stamp:

# Appendix **G**



## **Mission**

New Mexico Highlands University is a public comprehensive university serving our local and global communities. Our mission is to provide opportunities for undergraduate and graduate students to attain an exceptional education by fostering creativity, critical thinking and research in the liberal arts, sciences, and professions within a diverse community.

## **Vision**

Our vision is to be a premier comprehensive university transforming lives and communities now and for generations to come.

## **Core Values**

Excellence    Diversity    Accessibility    Responsiveness

## **Strategic Goals for 2020**

- 1. Highlands University will achieve academic excellence, academic integration and student success.**  
We commit to establishing and strengthening systems, structures and programs to enhance students' holistic well-being and success at all levels of study (including life-long learning), through the delivery of High-Impact Practices such as research and creative opportunities, increased student engagement, and service learning.
- 2. Highlands University will achieve strategic enrollment management.**  
We commit to establishing and implementing a strategic enrollment management plan that includes target enrollments, recruitment, and retention strategies for all academic degree programs and all locations.
- 3. Highlands University will achieve a vibrant campus life.**  
We commit to enhancing campus life for students, staff, faculty, alumni and community through expanded intellectual and recreational programs and services at the main campus and Centers, with a commitment to safety and inclusion.
- 4. Highlands University will be a community partner.**  
We commit to developing, expanding, and enhancing collaborative community partnerships for mutual benefit in the areas of leadership, community and economic development, community service, academic enrichment, entertainment, and recreation.
- 5. Highlands University will achieve technological advancement and innovation.**  
We commit to using technology strategically to support quality, efficiency, and innovation in daily operations, student support services, and teaching and learning.
- 6. Highlands University will achieve enhanced communication and efficiency.**  
We commit to engaging in proactive communication at all levels to provide efficient and effective services.

# Appendix **H**

NMHU Strategic Planning Template

2016-2017

**Mission** *New Mexico Highlands University is a public comprehensive university serving our local and global communities. Our mission is to provide opportunities for undergraduate and graduate students to attain an exceptional education by fostering creativity, critical thinking and research in the liberal arts, sciences, and professions within a diverse community.*

**Vision** *Our vision is to be a premier comprehensive university transforming lives and communities now and for generations to come.*

Strategic Goals for 2020	Unit Goals	Unit Actions/Strategies	Measurable Outcome(s)/	Person(s) Responsible	Indicators and Time Frame for Assessment	Date(s) for Review
<p><b>1. Highlands University will achieve academic excellence, academic integration and student success.</b></p>	<p>1. 2. 3.</p>	<p>1. 2. 3.</p>	<p>1. 2. 3.</p>	<p>1. 2. 3.</p>	<p>1. 2.</p>	<p>1. 2. 3. 4. 5.</p>
<p><b>2. Highlands University will achieve strategic enrollment management.</b></p>						
<p><b>3. Highlands University will achieve a vibrant campus life.</b></p>						
<p><b>4. Highlands University will be a community partner.</b></p>						
<p><b>5. Highlands University will achieve technological advancement and innovation.</b></p>						
<p><b>6. Highlands University will achieve enhanced communication and efficiency.</b></p>						

**Note:** *Units do not have to address every strategic goal in their unit plans. However, every unit should include plans for Goals 5 and 6.*