



ENMU-RUIDOSO
Branch Community College

Adjunct

Faculty Handbook



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MISSION STATEMENT

The overarching mission of ENMU-Ruidoso is to enhance the lives of our students and the communities we serve, now and into the future.

Eastern New Mexico University – Ruidoso Branch Community College (RBCC) combines a traditional learning environment with twenty-first century instructional technology to provide an enhanced educational experience. ENMU-Ruidoso emphasizes liberal learning, freedom of inquiry, cultural diversity and whole student life. Scholarships, cultural enrichment, excellent teaching and enriched learning define the college community's relationship and contributions.

The mission of ENMU-RBCC includes seven purposes:

- To offer academic studies for students wishing to transfer to a university
- To offer student career and technical education programs leading to gainful employment in their chosen field
- To offer a dual credit enrollment, early college admissions program for high school students within our service area
- To offer workforce education and training services, and provide instructional leadership in the economic development of the region
- To offer programs of instruction leading to Associate degrees and Certificates of Completion
- To offer lifelong learning opportunities for all citizens through continuing education and community service programs
- To offer access to adult basic education for those wishing to achieve literacy skills, completion of high school equivalency diplomas, and English proficiency

EMPLOYMENT PROCESS

Adjunct instructors are employed through an Affirmative Action process that includes advertising for positions through the local newspaper and radio. Individuals interested in teaching part-time must submit an application packet. A search/screening committee reviews all applicants and the lead faculty of the appropriate department selects the top three. Final approval comes from the Provost of the Ruidoso Branch Community College.

PAYROLL INFORMATION

Like any institution or business concern, there is a certain amount of paperwork necessary to place an employee on the payroll. Adjuncts need to complete the following documents if they did not actively teach the previous semester:

1. Setting Up and using Your ENMU Email Form
2. Immigration Form I-9, with a passport, driver's license, or social security card
3. Drug-Free Workplace Policy
4. Federal Withholding Form W-4
5. New Employee Questionnaire

6. Questionnaire for Educational Retirement Form 42
7. ERB Form 42
8. Automatic Deposit

The execution of these documents places the instructor in the payroll system. When complete, the division then completes the University PAN (Personnel Action Notice), which requests payment of a specific amount.

Your employment as an adjunct faculty member is for one semester at a time and is contingent upon enrollment. Full-time instructors in the division have priority, so should one or more of their classes be cancelled, a class that you are scheduled to teach may be reassigned to them. While the college is under no obligation to hire an adjunct faculty member for more than one semester, the college values its experienced associates.

SETTING UP CLASSES

Pre-course Preparation and Syllabi

The syllabus has been shown in court to be a contract between the instructor and the student. **Thus, it is important to plan your syllabi carefully!**

Every syllabus should contain the information prescribed by the Master Syllabus Template. The Master Syllabus is available under the Faculty Resources link of the ENMU – Ruidoso Branch Community College web page (www.ruidoso.enmu.edu) and is also available from the department lead faculty.

If the course(s) you are teaching have been offered at RBCC before, contact your lead faculty to get copies of the existing syllabi. These syllabi may be updated with current information and used again.

If the course(s) you are teaching have NOT been offered before, include the content of the Master Syllabus Template. Pay particular attention to the Expected Student Outcomes or Competencies and the Integration of Critical Skills sections of the template.

In courses where multiple sections of the same course are offered we ask that all instructors use the same syllabus. We do this so that all students will do the same amount of work, study the same materials at approximately the same time, and meet the same course requirements. If a full-time faculty person for your discipline has constructed a syllabus for the course you are teaching, you are invited to share your comments about the syllabus and suggestions you may have about the course structure with that faculty person. We are always trying to make our courses better, so your suggestions for improvement are very important to us.

All syllabi are subject to the approval of the department lead faculty and the branch Provost. Every instructor is required to send a copy of their syllabi as a Microsoft Word document attached to an e-mail to their lead faculty at least one week prior to the first day

of class. Lead faculty will collect the syllabi for their departments and then forward them to the Provost's administrative secretary for archiving.

In addition to the syllabus, several other items need to be completed in your pre-course planning.

1. Textbooks and instructional resources – It is your responsibility to obtain an instructor's copy of your textbook and any available instructional resources from the publisher of the text. Go to www.facultycenter.net and log in using the RBCC username "70888" and password "yhu855". You may also setup a personal username which will allow you to build a personal book list. If you have any difficulty, contact the RBCC Bookstore for instructions. **Please remember that most texts take at least 4 weeks to arrive.**
2. Supplies and materials – Supplies and materials should be evaluated, requested, and ordered well in advance of the class. Please follow the purchasing procedures set forth under the "*Purchasing procedures and form*" link on the Faculty Resources web page.
3. Guest Speakers – If you would like a guest speaker to come to your class, follow the procedures listed under the "*Guest Speaker Forms*" link on the Faculty Resources web page. Guest speakers must be approved by the Academic Council which meets once each month so allow ample time for approval.
4. First meeting – The first class meeting will set the tone for the rest of the semester. Instructors should come to the first class prepared to utilize the entire instructional period. It is our expectation that you will use the entire instructional time allocated for each class session, including the very first session.

CLASSROOM MANAGEMENT

Attendance Record

Instructors are required to keep attendance records and attempt to follow-up on students that have poor class attendance. This action will serve as a retention aid as well as communicate to the student that they are important to your class. Reporting of attendance records is required for financial aid disbursements and must be archived for every student along with their assignments and grades at the end of each semester. This process is explained in the *Concluding the Class* section below.

Canceled Classes Due to Low Enrollment

The college reserves the right to cancel classes prior to their first meeting that do not meet the minimum enrollment of 8 to 10 students. Lead faculty will notify adjunct faculty as soon as possible if their classes DO NOT make.

The Classroom

Your classroom should be unlocked prior to the start of your class. If for some reason it is not, contact Building Maintenance or other office personnel to open your classroom. Before leaving, make certain the classroom is as you found it, turn off the lights, and close the door. Please secure the classroom during any breaks or when you are away from your classroom.

Class Rosters

Instructors can print class rosters directly from the web. The directions are in APPENDIX D: HOW TO PRINT ROSTERS FROM THE WEB. Each instructor is requested to check each roster carefully and report any discrepancies to Student Services. Students not on the list are to be sent to the front desk during normal operating hours to receive further instruction.

Concluding the Class

At the conclusion of the semester, faculty should:

1. Return materials, equipment, keys, etc. to the person from whom they were obtained. Visit with your lead faculty to discuss the class and any possible improvements and to express your interest in teaching in future semesters.
2. Complete an Assessment Rubric for the class and give the completed rubric to your lead faculty member within 1 month of your last class. There are samples and forms on the Faculty Resources web site under Forms. Contact Karen Reeder, Branch Assessment Coordinator, for instructions on completing the rubric.
3. Submit final grades electronically to the Banner system and send a copy of your Gradebook file to Student Services. Online faculty members are not required to submit Gradebook files to Student Services. Refer to the instructions under the *Grades* heading below for details.
4. Return any audiovisual equipment, books, films, etc. to the Library.

Emergencies

Instructors are expected to react to emergency situations in a professional manner, demonstrating a primary concern for the safety of students and facilities. If a **medical emergency** arises in the classroom, **call 911** immediately. Do not attempt to help the student yourself unless you are medically trained.

If any **unauthorized person(s)** comes to your class, call or send a student to **call 911** or the Ruidoso Police Department at 258-7365. Contact your lead faculty and the RBCC Provost concerning any incidents, accidents, or emergencies as soon as possible. Remember to document the incident and the actions taken and have the document added to your personal file.

Evaluation of Instruction

Courses taught by adjunct faculty are evaluated by means of Student Instructional Reports II (SIR II). The SIRs are administered the twelfth week of a sixteen week course

and the sixth week of an eight week course. The SIRs are designed to assist the college and the instructor by showing the instructor's areas of strengths and weaknesses. Instructors should allow time for the administration of the SIRs in class and ask students to give honest responses. **The instructor may neither be in the room, nor handle the completed evaluations.** After the SIRs are administered, they are to be returned to the front desk. Following the conclusion of the semester, the respective lead faculty and branch Provost will review the summary of responses and then share them with the instructors. The SIRs evaluate curriculum, administrative support, facilities, and instructor effectiveness.

Evaluations: SIRs for Web-based Courses

The Student Instructional Reports II will be administered to the student as an electronic evaluation for those instructors teaching a web-based course.

Final Exams

Instructors are to administer final comprehensive examinations or other appropriate activities of completion during the last class meeting of the semester. At the discretion of the instructor, final examinations may be administered during the last two class meetings if more time is needed. Students will be expected to attend the last class meeting. Final exams may be administered early to graduating students.

Grades

RBCC archives information for each of our classes so that a student's performance may be recreated in the event there is a question about their grade or attendance. The information that we need to capture is as follows:

- Student name
- All assignments with the associated student score
- Tests and exams with the associated scores
- Attendance
- Grading scale

This is done most efficiently using an electronic grade book. Faculty members may use either GradeKeeper or Excel. RBCC will make either program available to instructors free of charge. You may download GradeKeeper at <http://www.gradekeeper.com> and obtain the registration number from Tech Support. If you prefer to use Excel and do not have the program, contact Tech Support to check out the installation discs.

Midterm and final grades are to be entered directly via the web. Directions for entering grades can be found in APPENDIX D: HOW TO ENTER GRADES IN BANNER. Each instructor is expected to meet the deadlines for grades set forth by the university.

Letter grades used at RBCC are "A," "B," "C," "D," and "F." These grades are assigned to the student based on achievement of course objectives. Please do not submit numerical grades and/or + or -. It is generally felt that a composite score of several tests and/or projects is more desirable than a score on a single test and/or project. Please refer

to the following letter grades with their equivalent grade points as a general guideline.

“A” – Four grade points per credit hour. The “A” grade indicates that the quality of work has been of exceedingly high academic achievement.

“B” – Three grade points per credit hour. The “B” grade indicates that the quality of work has been of consistently above average academic achievement.

“C” – Two grade points per credit hour. The “C” grade indicates that the quality of work has been of satisfactory academic achievement.

“D” – One grade point per credit hour. The “D” grade indicates that the quality of work has been of marginal academic achievement.

“F” – Zero grade points per credit hour. The “F” grade indicates that the quality of work has been of unsatisfactory academic achievement.

Other report abbreviations and their meanings include the following:

“I” – Incomplete. The “I” grade is given for passing work which could not be completed due to circumstances beyond the student’s control. It is advisable that you draft a letter outlining the conditions of completion and get the student to sign it. A copy of the letter should be given to the student and to Student Services. The following regulations apply to “I” grades:

- In no case is an “I” to be used by faculty to avoid the assignment of “D” or “F” grade for marginal or failing work.
- Change of an “I” is accomplished by the instructor submitting a change of grade form to Student Services when the work has been completed. An “F” grade should be given if the terms of the “I” agreement is not met in a timely fashion.
- A student cannot change an “I” by reenrolling in the course. Repeating a course will give the student a new grade but will not remove the “I” from the previous registration. An “I” grade will not replace an “F” grade for grade point average determination.

“N” – No grade reported by instructor.

“W” – Withdrawal. “W” indicates formal withdrawal from class PRIOR to the withdrawal deadline for each semester. Always consult the semester calendar to verify that you are still within the withdrawal cutoff date before you advise a student to drop your class. When a student withdraws from a class before the end of the drop/add period, their instructor will receive a copy of the withdrawal notice. A grade of "W" will appear on the midterm or final grade space on the web. Do not report a grade of "W" for a student who simply stopped coming to class.

“S” – Satisfactory. “S” indicates satisfactory completion of a short-term workshop or other unique course which has been designated for “S-U” grading.

“U” – Unsatisfactory. “U” indicates unsatisfactory work in a short-term workshop or other unique course which has been designated for “S-U” grading.

“NC” – Audit. “NC” indicates that students are taking the course for no credit.

The public posting of grades may be done by a prearranged identifier; however, **recognizable identifiers, such as names or social security numbers (whole or partial), shall not be used** (to do so is considered a breach of confidentiality and therefore illegal). These grades should be posted as soon as possible after finals are completed each semester. **Grades may not be given out over the phone or by email.**

Grades: Blanket

Be sure the grades that you assign accurately reflect each student's progress. Blanket grades are not permitted at either mid-term or at the end of the semester. This does not mean that you are required to give mid-term tests; however, you will need to give a mid-term grade for each student.

Grades: Changes

If an instructor finds that a grade has been recorded in error, a grade change request form must be submitted Student Services. Office personnel can provide you with a form. A letter to the student, along with the adjusted grade point average, will be sent from the Student Affairs Office after the change has been made to officially notify the student of the grade change. Grade change requests will not be considered after a period of one year from the posting of grades on the transcript.

The Instructional Period and Breaks

All instructors are expected to conduct a full instructional period at each class meeting beginning with the first day of class. Classes are not to be dismissed or cancelled except as provided by the university calendar.

Credit courses are usually set up on a 50-minute instructional period per credit. A three-credit-hour class would meet 150 minutes a week; a two-credit class, 100 minutes; and a one-hour class, 50 minutes.

Classes that meet for more than 100 minutes usually break during the middle of class for 10 minutes. Instructors should base their breaks on the needs and interests of the students. Use your instructional period to the fullest.

Missed Classes Due to Illness or Emergency

If a class period must be missed due to illness or emergency, the instructor should:

- Inform the lead faculty prior to the class. If your lead faculty member is unavailable, contact Chad Smith. Someone will post a notice on the classroom door if possible.
- Make a concerted effort to notify every student that the class will be cancelled.
- Arrange to incorporate missed material into the remaining classes during the semester.

Positive Learning Environment

Establish a positive learning environment by being flexible, by having well-planned and integrated lessons, by considering student problems and questions, by being available to help students, by giving clear expectations, and by allowing students to help structure the course around their needs.

Professional Development Conflicts

While it is best for the students if you meet your class yourself every time, professional development conflicts may arise which prohibit you from meeting your class. You are responsible for obtaining a qualified instructor who is able to conduct the class on those rare occasions. You are also responsible for any payment for that substitute. Notice must be given to the lead faculty of your absence as early in the semester as possible.

Student Body

Many, if not most, of our students are non-traditional (a bit older, married, have children, jobs, etc.) and racially/culturally diverse. New instructors often have to adjust their ways of thinking and teaching to fit the nature of our student body.

Student Misconduct

Disrespectful or disruptive behavior by the student is strictly forbidden by the Student Standards of Behavior. Racism, harassment, physical or verbal abuse, obvious substance abuse, and possession of any weapon are a few examples of student misconduct. You are never expected to tolerate disruptive behavior in your classroom. If a student becomes disruptive, ask the student to leave; if assistance is needed, call 911 if you or your students are in imminent danger or the Ruidoso Police Department at 258-7365. Contact your lead faculty and the RBCC Provost as soon as possible. Remember to document the incident and the actions taken.

Student Motivation

Consider ways you can motivate each of your students. RBCC is a unique teaching environment and may require creative methods of motivation. Consult lead faculty and other instructors for ideas and feel free to offer suggestions to other instructors. Examples of ways to motivate might include: individualize your instructional approach, be practical in your approach, allow students to work toward goals of their choosing (within the framework of your course), stress growth and accomplishment, and vary your teaching methods.

Withdrawals

Students who wish to withdraw from the university or drop a class may do so in

accordance with the University Calendar. The process is student initiated and begins in the Student Services/Advising Center. Students considering a withdrawal should be directed to the Advising Center during normal working hours.

SUPPORT SERVICES

Audiovisual Support

Audiovisual equipment and materials may be checked out from the Library. Fill out a media request form in advance to insure the availability of the equipment or supplies desired and to receive any help in operating the equipment needed.

Campus Email/Mail

All adjunct faculty need to contact Tech Support to setup their free email account on the ENMU system. **All email communications within the university will be conducted using this email address. You are required to check your mail often as there will be information that may need your prompt attention.**

Copy Service

Copy service is available by dropping your originals and a copy request form in the basket in the copy room at least 48 hours prior to needing the copies. The completed copies will be placed in your mailbox. Please note that the copy request form requires a department copy code. This code is available from office personnel or your lead faculty. Library personnel can assist you with questions you might have regarding the copyright law.

The Library

As you develop your course or search for materials to supplement your class, you are encouraged to use the resources of the RBCC Library. Resources range from government publications, periodicals and books, to electronic database assistance and inter-library loan services.

MISCELLANEOUS

Benefits

With approval of the Provost, any adjunct instructor teaching 15 credit hours or more during consecutive spring and fall semesters is eligible for employee health insurance.

Classroom Guests

Admission of non-ENMU-Ruidoso Branch Community College employees and students to the classroom is discouraged because it is the policy of RBCC that students must be enrolled in the course to attend classes. However, **WITH YOUR PERMISSION** guests may visit your classroom to “course shop” for the next semester. At no time should students be allowed to bring children or pets into the classroom.

Campus Closures

Inclement weather, national or state tragedies, or unforeseen threats to the safety of

students or personnel occasionally dictate that RBCC administration cancel classes or close the campus. The Provost or the Provost's designee will make this decision in consultation with the University President. Closures will be posted on the ENMU-Ruidoso website (www.ruidoso.enmu.edu) and will be announced on local radio stations. Office personnel will make every attempt to contact you in the event your class is canceled and you may be asked to contact your students.

Computer Use Policy

RBCC provides late model computers and software to be used by faculty, staff, and students for university related activities. There is no food or drink allowed in the computer labs or library, no downloads allowed without permission, and viewing of objectionable materials is strictly prohibited. For a complete statement of policy, contact Tech Support for the most current computer use policy.

Confidentiality

It is the policy of RBCC that student records are strictly confidential. Information about student records cannot be given out to unauthorized third parties (including parents) without the permission of the student. If parents wish to discuss with you their concerns, you may listen politely, but you should not discuss the student with them until proper authorization has been given.

Dress Code

It is Eastern New Mexico University's philosophy that the university's professional image begins with the appearance of its workforce. Individual departments may vary in their required dress expectations depending on job requirements. The department lead faculty, in consultation with the branch Provost, will be responsible for conveying appropriate standards for dress for employees, including student workers. Recognizing the difference between student workers and classified employees, this policy recognizes that appropriate attire will vary in the context of the employee's role and responsibility. The RBCC Provost is the ultimate authority for appropriate dress standards if a disagreement occurs. A few examples of inappropriate attire are cut-offs, tank tops, halter-tops, jogging suits, revealing attire, torn clothing, and the like.

Drug Free Workplace Policy

The Board of Regents of Eastern New Mexico University adopt this policy to implement the Drug-Free Work Place Act of 1988, Public Law 100-690, 102 Statute 4304 (1988), and the regulations promulgated pursuant thereto, 54 Federal Register 4945 (1989), and the Drug-Free School and Communities Act Amendments of 1989 (Public Law 101-226) and the regulations promulgated pursuant thereto, 55 Federal Register 17384-17402 (April 24, 1990). The later law requires the University to certify that it has adopted and implemented a program to prevent the abuse. and/or-illicit use of drugs and the abuse and/or illicit use of alcohol by students and employees.

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited on the premises of Eastern New Mexico University, including but not limited to its campuses, grounds, facilities, vehicles, or at any activity held on

University premises. If any student or employee of the University violates this policy, that individual will be immediately referred to the Vice President for Student Affairs or their authorized representative or the Director of Personnel, or their authorized representative. This person shall take action for sanctions and treatment as set out in this policy and in the Drug-Free Program Manual.

Sanctions for Drugs and Alcohol-Illegal Use or Abuse Employees:

If an employee is convicted of a violation of any criminal, alcohol or drug law occurring on University premises, or if found to use or possess alcohol or drugs in violation of University policy, such conviction or violation shall constitute good cause for disciplinary action. Pursuant to the University's Drug-Free Workplace Policy, the University will impose appropriate disciplinary action up to and including dismissal.

Certification:

Drug Prevention Program Certification Institutions of Higher Education

1. The annual distribution, in writing, to each employee and student regardless of the length of employment or the length of the student's study program of:
 - Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees of its activities.
 - A description of the applicable legal sanctions under local, State, or Federal law for the unlawful possession or distribution of illicit drugs and alcohol.
 - A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
 - A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.
 - A clear statement that the institution will impose disciplinary sanctions on students and employees (consistent with local, State, and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violations of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.
2. A biennial review by the institution of its program to:
 - Determine its effectiveness and implement changes to the program if they are needed.
 - Ensure that its disciplinary sanctions are consistently enforced.

Program:

The University establishes the following Drug-Free Work Place Program:

1. The purpose of the Program is to inform the University's employees about:
 - A. the dangers of drug abuse at the University as a work place,

- B. the Board of Regents' policy for maintaining a drug-free university environment,
 - C. the information on available drug counseling, rehabilitation, or employee assistance programs,
 - D. the appropriate disciplinary action and penalties that may be imposed for a drug abuse violation,
 - E. standard of conduct that clearly prohibits, at a minimum, the unlawful possession, use, or distribution of drugs and alcohol by students and employees on the institution's property or as any part of the institution's activities,
 - F. a description of the applicable legal sanctions under local, State, and Federal law for unlawful possession, use, or distribution of illicit drugs and alcohol,
 - G. a description of the health risks associated with the use of illicit drugs and the abuse of alcohol,
 - H. a description of any drug and alcohol counseling, treatment, or employees, and
 - I. a clear statement that the institution will impose sanctions on students and employees (consistent with local, State, and Federal law) and a description of these sanctions, up to and including expulsion or termination of employment and referral for prosecution for violations of the standards of conduct.
2. The Program requires the Director of Personnel to provide each employee with a copy of the policy.
 3. The Program requires each employee, as a condition of employment, to:
 - a. abide by the Board of Regents' Drug-Free Work Place Policy,
 - b. notify the Director of Personnel of any criminal drug statute conviction for a violation occurring on the University premises no later than five days after conviction,
 - c. sign a certification of awareness of the University Drug-Free Work Place policy and program
 4. The Program requires the Coordinator of Grants and Contracts Management to:
 - a. sign a certification of the University Drug-Free Work Place Policy and Program for all grant and contract proposals and agreements,
 - b. notify the appropriate federal contracting agency within ten days after receiving notice from an employee of a conviction of any criminal drug statute or of otherwise receiving actual notice of the conviction.
 5. The Program requires the Director of Personnel to take one of the following actions after receiving notice of any criminal drug statute conviction:
 - a. appropriate disciplinary action according to established personnel policy and procedure up to and including dismissal, and/or
 - b. requiring the employee to participate in an approved drug-abuse assistance or rehabilitation program.
 6. The Program requires the University to make a good faith effort to continue to maintain a drug-free work place through implementation of this policy and program.

Instructor Commitment

With a growing number of adjunct instructors, RBCC's reputation as a quality institution rests more and more on the performance of these individuals. Therefore, the college expects the same high-quality instruction from both its full-time and adjunct faculty.

Your high level of commitment to your students and your adjunct assignment helps maintain a positive, proactive learning environment. A high level of commitment to the teaching assignment can be demonstrated by thoroughly preparing for each class; by using the full instructional period; by being concerned for each student and his/her progress; by being early to class; by communicating problems, concerns, and successes to your lead faculty; and by responding to communications, suggestions, etc. from your supervisor.

Keys

For information regarding the distribution of keys to any facility, see your lead faculty.

Personal Visits to Campus by Children and Others

Preface: Eastern New Mexico University welcomes visitors and family members of its students and staff on campus. However, the institution also recognizes its obligation to provide a safe, attractive, and professional work environment for those whom we serve. This policy is not intended to discourage the presence of children or family members on campus nor to prohibit brief non-work-related visits to employees but only to assure these visits do not impede the day-to-day work of the institution.

Policy: All supervisors have the responsibility to ensure that an effective work place is maintained. Because extended visits in the workplace by children and other personal visitors distract employees and fellow workers from their official responsibilities and may put visiting children at risk, visits by friends, children, and other relatives at an employee's work site are to be limited to casual visits of short duration. With the lead faculty's permission, children may be present in the employee's office on days of K-12 unscheduled school closings, unavailability of sitters due to an **emergency**, and similar occasions. **Such occurrences should be rare.** Children must always be under visual and auditory supervision.

Sexual Harassment Policy Statement

As an institution committed to providing higher education, Eastern New Mexico University does not tolerate or condone unlawful conduct that interferes with its employees while carrying out their assignments. Sexual harassment is an intolerable conduct directed towards employees or students that disrupts both the work place and the learning environment. Such undesirable conduct gives rise to intimidation, exploitation, and other processes that are unacceptable at Eastern New Mexico University.

The University intends, first, to deter sexual harassment through the widest possible dissemination of this policy, and second, to implement corrective action for those individuals who disregard this policy. Additionally, employees are cautioned that retaliatory action directed towards persons initiating complaints is unacceptable conduct.

Sexual harassment includes, but is not limited to, such behavior as:

1. Unwelcome sexual advances;
2. Requests for sexual favors;
3. Verbal or physical conduct of a sexual nature directed towards:

- a. Faculty, staff, student workers or any other classification of employee
- b. Students
- c. Prospective employees

It is sexual harassment when:

1. Tolerance of such actions are explicit or implicit terms or condition of status in a course, program activity, academic evaluation, grade, employment, or admission.
2. Submission to such action is used as a basis for academic evaluation, grade, or employment decision.
3. Such behavior has the purpose or effect of creating an intimidating, hostile environment for working or learning.

Examples of sexual harassment include:

1. Physical assault
2. Direct propositions of a sexual nature
3. Direct statements regarding sexual submission with promise of reward (i.e.; higher grade, promotion, etc.) or threats of reprisal
4. Implied statements regarding submission to sexual advances with promise of reward or threats of reprisal (i.e., "Meet me tonight for a drink and I bet we can take care of your grade.")
5. Subtle pressure for sexual activity (i.e., "How would you like to go to a conference in Albuquerque with me?")
6. Pattern of conduct (not legitimately related to office business or the subject matter of a course) that causes humiliation or discomfort, such as sexually explicit or sexist comments, questions, anecdotes or jokes
7. Pattern of conduct that would cause humiliation or discomfort in a person at whom the behavior was directed (i.e., unnecessary touching, patting, hugging, brushing against a person's body, remarks of a sexual nature about a person's body or clothing, remarks or speculation about a person's sexual activity or experience)

Actions for handling sexual harassment:

Report the incident. The Affirmative Action Office, administratively neutral and knowledgeable, can be helpful if you need information or want to file a formal or informal complaint.

- A. Formal complaints of sexual harassment shall be documented on Form GRI and signed by the complainant. The complainant should include a thorough narrative of the events to include time and place. The complaint can be received by University administrators, deans, faculty members, academic department chairs, Affirmative Action Officer, or the Director of Personnel.
- B. Informal complaints should be directed to the immediate supervisor or the next higher level of management. Informal complaints can be received by administrators, deans, faculty members, academic department chairs, Affirmative Action Officer, Director of Personnel or any manager or supervisor. When the complainant wishes to remain anonymous, the person receiving the complaint should consult with the next level administrator or formulate appropriate action.

When the complainant is willing to be identified, the area administrator will mediate a resolution, in consultation with the Affirmative Action Officer.

Strict confidentiality shall be maintained for all charges of sexual harassment whether formal or informal.

State your objections at the time of offense. Express your objections to undesirable behavior clearly and firmly. Your response could prevent future harassment from the person especially if he or she did not realize the behavior was offensive.

Tell someone. It is helpful to talk to a trusted friend, teacher, colleague or counselor to help clarify the nature of the incident, receive support and discuss alternative responses. Many victims of sexual harassment feel ashamed, angry, even frightened and have a tendency to blame themselves for the incident. The counselors at Student Academic Services may be particularly helpful if you need emotional support. They can refer you to a University official who can provide information on University policies and procedures. Employees can also seek confidential help from the Office of Personnel.

Document incidents. Note dates, time, places, persons involved and descriptions of the behavior and how you responded in a journal or date book. Keep notes or letters received from the person.

Write a letter. A letter to the harasser can be an effective way to communicate one's objections to certain behaviors. Such a letter should state: (a) the facts of the situation, (b) the effects the behavior has had on the harassee and (c) that the harassee would like the behavior to stop.

Know your rights. Sexual harassment is a violation of University policy. It is also prohibited under Title VII of the Civil Right Act of 1964, as amended, and Title IX of the Education Amendments of 1972. You have a right to an educational or work environment that is free of bias, intimidation or hostility.
September 1, 1993

Smoking on Campus

Smoking in any indoor area on campus is prohibited. There will be no smoking within 10 feet from any campus building entrance. RBCC will provide a receptacle for discarded smoking paraphernalia in outdoor, designated smoking areas.

Solicitations/Displays/Political or Religious Presentations

Requests by non-college personnel to distribute letters or circulate information to RBCC staff, faculty, or students are to be made to the office of the University Provost.

Display or handout material designed for students or the general campus audience is to be left at the front desk. If the material is approved by the office of the Provost, the material will be placed in the appropriate location.

Individuals or groups who wish to have direct communication with students or staff members are to request location and time approval for such activity through the office of the Provost.

Political or religious presenters have the responsibility to include all significant sides of a topic. For example, if a political candidate desires to make a presentation, or is invited to do so, other candidates running for the same office are to be afforded the same opportunity.

Solicitation of any kind is prohibited on the RBCC campus unless approved by office of the Provost.

APPENDIX A – STAFF DIRECTORY

<p>Ms. Konn Apostol <i>Assistant to Provost</i> Konn.apostol@enmu.edu</p> <p>Mr. John Burns <i>Evening Campus Staff/Custodial and Maintenance Operations</i> John.burns@enmu.edu 505.257.4205(h) 505.937.5014(c) 505.258.4594(HS ENMU phone)</p> <p>Mr. Tug Bowden <i>Computer Student Tutor</i> snoopytug@netscape.net 505.336.2252(h)</p> <p>Ms. Patricia Counts <i>Accountant</i> Pat.counts@enmu.edu 505.258.9045(h) 505.257.2120, Ext 7811(w)</p> <p>Ms. Shannan Deetz <i>Administrative Secretary/Student Affairs</i> Shannan.deetz@enmu.edu 505.257.0321(h) 505.257.2120, Ext 7817(w)</p> <p>Ms. Barbara Edwards <i>Library Assistant</i> Barbara.edwards@enmu.edu 505.336.8250(h) 505.257.2120, Ext 7815(w) Please do not give home # to students</p> <p>Dr. Michael Elrod <i>Provost</i> Michael.elrod@enmu.edu 505.378.1863(h) 505.808.2679(c)</p> <p>Mr. David Glass <i>Telecommunications Coordinator</i> David.glass@enmu.edu 505.336.4793(h) 505.257.2120, Ext 7825(w)</p>	<p>Ms. Sue Kluthe <i>Student Affairs Coordinator</i> Sue.kluthe@enmu.edu 505.257.5877(h) 505.257.2120, Ext 7812(w)</p> <p>Ms. Judi Morris <i>Community Ed. Customized Training Coordinator</i> Judi.morris@enmu.edu 505.378.8223(h) 505.257.2120, Ext 7821(w)</p> <p>Mr. Jim Pawlak <i>Librarian</i> James.pawlak@enmu.edu 505.354.9109(h) 505.257.2120, Ext 7814</p> <p>Ms. Amy Porter <i>Administrative Secretary/Data Entry Clerk</i> Amy.porter@enmu.edu 505.378.7362(h) 505.257.2120, Ext 7820(w)</p> <p>Ms. Sheralyn Ross <i>Department Secretary</i> Sheralyn.ross@enmu.edu 505.354.3394(h) 505.257.2120, Ext 7810(w)</p> <p>Mr. Chad Smith <i>Academic Affairs/IT (temp)</i> Chad.smith@enmu.edu 505.937.5933(c)</p> <p>Ms. Sandy Stambaugh <i>Tech Support</i> Stambaus@enmu.edu 505.336.7934(h) 505.257.2120, Ext 7827(w)</p>
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APPENDIX B – DIRECTORY OF LEAD FACULTY

Role of Lead Faculty

The lead faculty of each department should act as a liaison between the Provost, Student Services, Library and Media Support, and the members of their department. Duties should include:

- Informing department members of decisions, information, data collection, and policies discussed in the Academic Council meetings
- Collecting and presenting data from the department such as course offerings, budget requests, and assessment reports
- Serving on staff and faculty hiring committees
- Advising department members in matters of policy, student problems, and departmental procedures
- Participation in disciplinary actions for members of the department
- Leading the department in developing an aligned curriculum
- Leading the department in developing an assessment plan
- Helping faculty develop course catalog descriptions
- Working on the overall budget
- Advising students with class schedules

Revisions:

9/16/05 – amended to include scheduling classes and serving on staff and faculty hiring committees.

10/11/05 – Deleted “Schedule classes” bullet. Topic is covered in bullet point 2. Changed “Student advisement” to “Advising students with class schedules.” Changed bullet 1 from “Keeping department members informed...” to “Informing department members...”.

11/3/05 – Approved by Dr. Elrod.

RBCC Department, Copy/Phone Codes, Lead Faculty

Biology/Chemistry	1131 copy	113 phone	Karen McCort
<i>-anthropology</i>		<i>-biology</i>	
<i>-chemistry</i>		<i>-geography</i>	
<i>-geology</i>		<i>-physics</i>	
Broadcast	1111 copy	113 phone	Chad Smith/John McCullough
<i>-broadcasting</i>		<i>-public relations</i>	
Business/Technology	1161 copy	113 phone	Chad Smith/John McCullough
<i>-accounting</i>		<i>-computer information systems</i>	
<i>-business education/administrative services</i>		<i>-marketing</i>	
<i>-communications</i>			
Education	1181 copy	113 phone	Bob Hemphill
<i>-child development</i>		<i>-bilingual education</i>	
<i>-education foundations</i>		<i>-deaf studies</i>	
<i>-reading</i>			
Fine Arts	1171 copy	113 phone	Karen Reeder
<i>-art</i>		<i>-music</i>	
<i>-theatre</i>		<i>-dance</i>	
<i>-bowling</i>		<i>-golf</i>	
<i>-HPE classes</i>			
History/Humanities	1141 copy	113 phone	Cynthia Orozco
<i>-history</i>		<i>-humanities</i>	
Language & Literature	1101 copy	113 phone	Karen Reeder
<i>-english</i>		<i>-spanish</i>	
Math Sciences	1121 copy	113 phone	Ray Fleischmann
<i>-math</i>			
Political Science/Psychology	1151 copy	113 phone	Laren Winter
<i>-political science</i>		<i>-psychology</i>	
<i>-sociology</i>		<i>-criminal justice</i>	
<i>-university studies</i>			
Trades/Technology	1201 copy	113 phone	Chad Smith/John McCullough
<i>-welding</i>		<i>-nursing</i>	
<i>-vet</i>		<i>-ems</i>	
<i>-first aid</i>			
Online Classes			Laren Winter

Lead Faculty/Phone Number

Ray Fleischmann	505.336.8376
Bob Hemphill	505.648.2500
Karen McCort	505.257.7257
John McCullough	505.622.6606
Cynthia Orozco	505.258.2212
Karen Reeder	505.257.2526
Chad Smith	505.937.5933
Laren Winter	505.653.4774

APPENDIX C - TEACHING TIPS**Student Profile**

Each semester close to 1,000 students register for credit and noncredit courses at ENMU-Ruidoso. Most reside in Lincoln County. There is no “typical” ENMU-Ruidoso student but the majority is non-traditional (not a full-time student) and female. The college attracts a culturally, socially, and racially diverse student population from recent high school graduates to senior citizens. Students attend ENMU-Ruidoso for a variety of reasons. Some are completing their first two years of college before transferring to another university. Some students are returning to college after being away from the classroom for many years and are taking a class or two between full-time work schedules to upgrade their job skills. Still others are senior citizens taking classes for the enjoyment of learning.

Students Expectations

Don't waste my time. Despite the view that they sometimes project, students want classes where they really learn something and where they feel that they have accomplished something.

Don't bore me. There is a simple exercise to modify your teaching if you feel that your class has lost interest in what you are saying: try to pick out the student who looks most bored or out of touch with what is going on. Then ask yourself, "What do I have to do to get that student to pay attention?" Sometimes you might change the tone of your voice, sometimes you might change what you are doing (stop lecturing and start a discussion, or stop a discussion and start lecturing); at other times you could walk around the room, use an example or some humor. The point is that students give you a great deal of feedback on what works for them -- use it and learn from it.

Treat me as a person. Students like to be treated with respect and kindness. The first step is to know the name of each of your students and making sure that they know that you know it. Don't hesitate to take class time to learn everyone's name; the students will appreciate the effort. Obviously, you are the authority in the classroom, but this is compatible with treating student concerns with sympathy and respect. Our students, and their families, are paying a great deal of money for their education. They deserve to be treated decently and with respect.

Make your expectations clear. Students don't expect to get good grades in every class, but they like to feel that if they put enough energy into their class they would do well. What bothers them most is when they don't know what they have to do to do better.

Questions to Consider:

What are my students like, with respect to: motivation for this course?; interest in the subject?; learning skills and strategies?; confidence in their ability to do well in the course?

Why do I want students to learn this material? What purpose(s) should this particular class fulfill for students?

How will my students need to use the information given in this class on tests and assignments?

How can I best let students know how the day's class will be structured and alert them to key points amid transitions during the class?

How can I begin the class so that students will be motivated to need or want the information that I will be giving?

What 4 or 5 points do I want to make in this class?

What examples can I give to illustrate these points? Can I start by giving an example that my students can relate to their own experiences?

How can I vary the pace of the class? Can I break it into segments to keep students' attention?

Can I model thinking, problem solving, interpretation, and/or evaluation processes for students, rather than merely presenting the conclusions of those processes?

How can I get feedback from my students during the class?

How can I reach students who have differing learning styles?

Will the world really come to an end if I don't convey all of the information I intended to convey? Which is more important: promoting my students' learning or "covering" all of the class material?

Discussions

Ask questions where there are many possible answers. Questions are often the best way to start a discussion. Questions such as "can you think of an example of this?" or "what do you think about this?" are much more likely to evoke a good discussion than is a question to which you know the answer already, such as "How does the author define this." Try to avoid "answering-pulling" questions where you know the response you want and you are trying to pull the answer out of the class. To students this feels as though you are trying to get them to give your lecture for you.

Value the question. Don't think you have to answer every student's question right away. Sometimes it is more important to focus on the question itself, rather than the answer.

Give people time. Don't expect people to have something to say right away. Don't be afraid to give students some time to collect their thoughts and questions.

Combine writing and discussion. Some faculty members have great success with asking students to write things during class. For example, you might say: take a moment and write down a question or reaction to this material. This gives you an opportunity to bring in the more shy students. It is less threatening to say, "What did you write?" than it is to put the student on the spot by saying "What do you think?"

Observe and be observed. After you have met some other faculty members whom you trust and work well with, you might ask them to observe your classes. Also you might ask permission to observe the classes of professors who have reputations as outstanding teachers.

Immerwahr, John, and Weiss, Carol (5/30/2002). "Teaching Tips."

Available: <http://www.vpaa.villanova.edu/facultymanual/index.html#Teaching%20Tips>.

APPENDIX D – USING BANNER

What is Banner?

The SCT Banner system is a suite of integrated computer applications that help ENMU – Ruidoso manage many aspects of the student population, file required state and federal reports, and efficiently execute the back-office tasks required for the function of the institution. Banner also makes information conveniently available to students and faculty on the World Wide Web. For more general information about Banner, you may go to http://www.sct.com/Education/products/p_b_index.html.

Adjunct faculty is required to have a banner logon id and to enter mid term and final grades for all of your classes. Banner is also useful to you to check class enrollment and print up-to-the-minute class rosters.

Starting Banner

Go to the ENMU – Ruidoso web site (www.ruidoso.enmu.edu) and click on the "Web Registration" link. When completed successfully, you will see the following page:

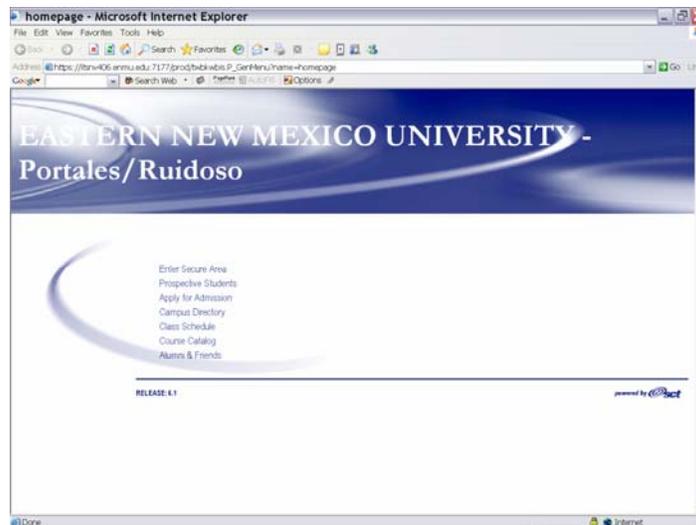


Figure 1D

To begin the login process, click “Enter Secure Area”. This will bring you to the next page:

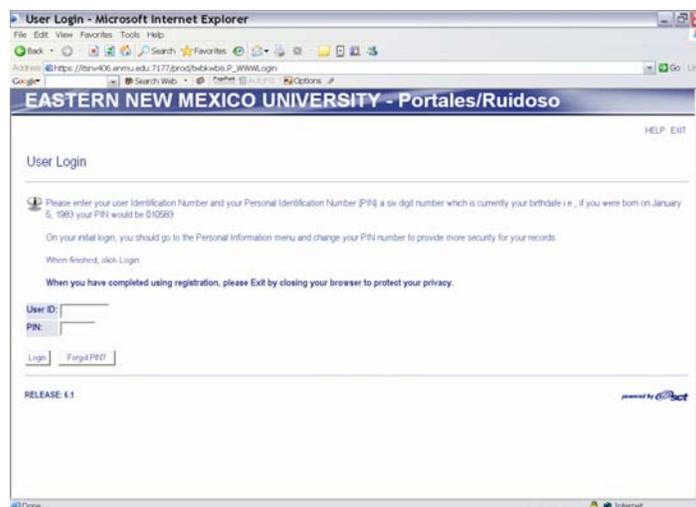


Figure 2D

The User ID that you need to enter is your faculty ID number. This is available upon completion of the paperwork to process you in from the front office. The PIN is your birthday in the format “mmddy” where “yy” is the last two digits of the four digit year. When you successfully login, you will see the following screen:

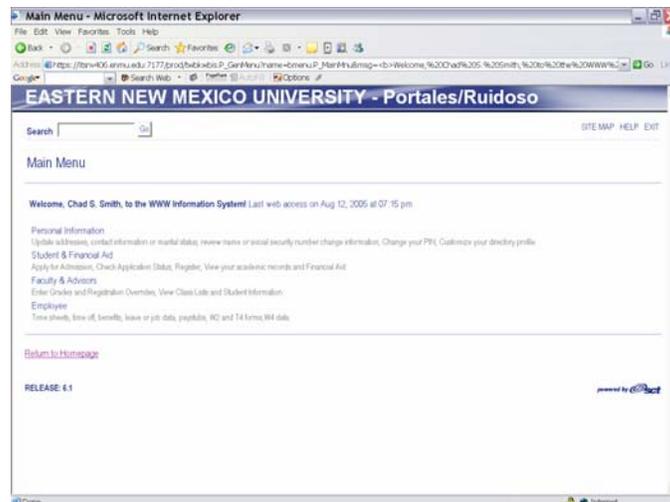


Figure 3D

You may review/change your personal information by clicking the “Personal Information” link on the screen above. This is also where you go to change your PIN to something more secure if you desire to do so.

Viewing/Printing Rosters

To view and/or print a roster for your class, click the “Faculty & Advisors” link on Figure 3D above. The next screen is shown below:

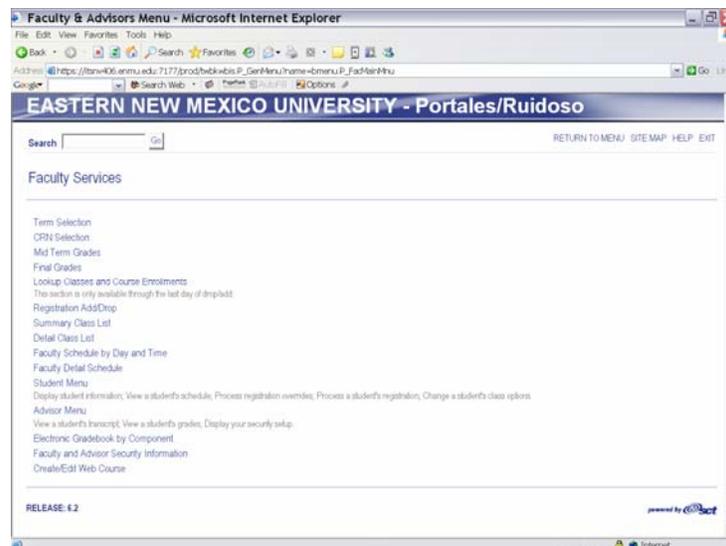


Figure 4D

Every class in Banner is identified by the term in which it occurs and the CRN. You may obtain either a “Summary Class List” or a “Detail Class List” by clicking the appropriate link in Figure 4D. The difference in the two is obviously the level of detail the report provides about the class and the students in the class. After clicking either of these links, you will be asked to select the term and the CRN for the class that you want to view. Valid terms and the CRN’s for classes that you teach will appear in a drop-down box.

Simply select the term and then the CRN to review the roster. To print the roster, click “File” on the Internet Explorer menu bar then click “Print” from the displayed options menu.

To review/print a roster for another class in the same term as the one that you are currently viewing, go back to the screen shown in Figure 4D, click on “CRN Selection”, and select the CRN for the new class that you wish to view. To view a class in another term, click “Term Selection” to select the new term then click “CRN Selection” for the new class that you wish to view.

Entering Midterm/Final Grades

You will be notified by your lead faculty and/or the Student Services Coordinator by email to enter your Mid Term and Final grades and be given a deadline for the entry. The deadline is set by personnel in Portales.

To enter mid term grades, click on the link “Mid Term Grades” in Figure 4D above. Likewise, to enter final grades click “Final Grades” in Figure 4D above. Review the discussion on Grading in this manual before making your entry.

To enter grades for another class in the same term as the one that you are currently viewing, go back to the screen shown in Figure 4D, click on “CRN Selection”, and select the CRN for the new class that you wish to enter grades for. To view a class in another term, click “Term Selection” to select the new term then click “CRN Selection” for the new class that you wish to enter grades for.

Logout

When you complete your activities in Banner, BE SURE to exit by clicking “Exit” in the upper right corner of Figure 4D. Failure to do so may endanger the confidentiality of the student information stored in Banner.

NOTE: Students will not be able to view their grades on the WEB until they are rolled to history by the registrar. Grades are rolled each morning. Once a grade is rolled the instructor can not change it. You must submit a grade change form.

NOTE: Withdrawals are pre-printed on the roster. **If the “W” does not show on the grade sheet you must enter an appropriate grade. YOU MAY NOT ENTER A “W”.**

Revision History

11/3/2005 – Added role of Lead Faculty

12/6/2005 – Approval of Handbook by Provost