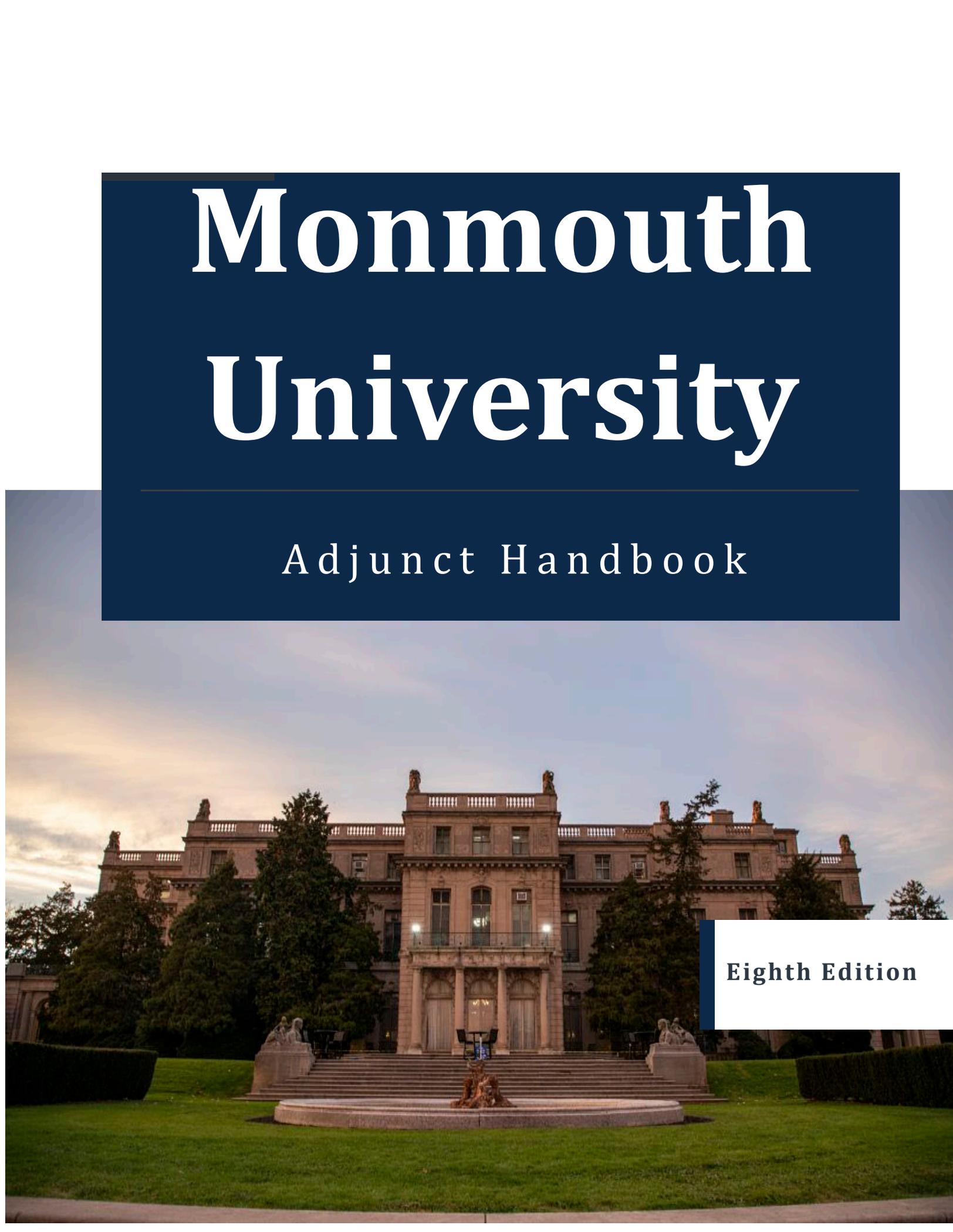


Monmouth University

Adjunct Handbook



Eighth Edition

PROVOST'S WELCOME

On behalf of Monmouth University, I want to welcome all new and returning adjunct faculty!

Your professional and scholarly expertise is critical to our students' learning and you play a key role in helping Monmouth University deliver its mission as an independent, comprehensive institution of higher education committed to excellence and integrity in teaching, scholarship, and service.

The work you do in the classroom profoundly influences our students as they develop their critical thinking and problem-solving skills, recognize and celebrate the diversity of the human experience, and engage in the campus community.

We are so very proud that all Monmouth faculty are committed to helping students achieve their full potential in preparation for life after Monmouth. This involves a collaborative learning environment, where students are challenged and encouraged by their faculty to participate actively and responsibly in classroom environments, as well as in co-curricular and extra-curricular activities.

This handbook familiarizes you with our university and helps you meet your responsibilities. It addresses issues ranging from creating a syllabus to advising students. If you have any questions or concerns, please do not hesitate to contact your Department Chair or School Dean.

Welcome once again to Monmouth University!

A handwritten signature in black ink, appearing to read "Richard Veit". The signature is fluid and cursive, with a large initial "R" and "V".

Richard Veit, PH.D., RPA
Provost and Senior Vice President for Academic Affairs

PREFACE

This handbook is designed specifically for adjunct faculty members. The instructions and statements contained herein represent current University policies, procedures, and regulations. They apply equally to all adjunct faculty members who teach undergraduate or graduate courses, day or evening. All adjunct faculty are urged to read this Handbook thoroughly and to become familiar with the material, since they will be responsible for having knowledge of the contents. Further clarification of any of these areas and additional information may be provided by the department chair or other University officials.

This Handbook is for informational purposes only. It is not intended as a contract of employment. Any policies and procedures contained herein are subject to change and interpretation at the discretion of the University, without prior notice or consideration to any employee.

In addition to this Handbook, it is recommended that adjunct faculty members familiarize themselves with the current university catalogs (undergraduate and graduate) and the *Student Handbook*.

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CHAPTER 1: AN OVERVIEW OF MONMOUTH UNIVERSITY

1.1 HISTORY

Monmouth University was founded in 1933 with federal assistance as Monmouth Junior College, largely to provide opportunity for higher education to area high school graduates who—in those Depression days—could not afford to go away to college. It was a two-year institution, holding classes only in the evening. For a time it appeared uncertain whether the College would have adequate funds to continue. With support from students and the community, however, the fledgling College survived the economic crisis and quickly assumed its present private status. In 1956, it was renamed Monmouth College and accredited by the state to offer four-year programs leading to the baccalaureate degree. Less than a decade later, it was authorized to offer master's degree programs. In March 1995, the New Jersey Commission on Higher Education designated Monmouth a teaching university pursuant to N.J.A.C. 9:1-3.1 et seq.

Today, Monmouth offers 33 baccalaureate degree programs, 26 master's degree programs and 2 doctoral degree program. Within its student body, 36 states and 34 countries are represented. More than 1700 undergraduate students live in University owned or sponsored housing.

1.2 MISSION STATEMENTS

MONMOUTH UNIVERSITY MISSION STATEMENT

Monmouth University is an independent, comprehensive institution of higher education committed to excellence and integrity in teaching, scholarship, and service. Through its offerings in liberal arts, science, and professional programs, Monmouth University educates and prepares students to realize their potential as leaders and to become engaged citizens in a diverse and increasingly interdependent world.

MISSION STATEMENT FOR THE ACADEMIC AFFAIRS DIVISION

As an integral part of Monmouth University's mission, the Academic Affairs Division provides the vision, leadership, and resources to meet the educational needs of students, faculty, and academic support professionals. In advancing and sustaining an environment that is open, collaborative, inclusive, and professional, the Academic Affairs Division recruits, retains, fosters, and supports faculty, administrators and staff who are knowledgeable and current in their area of expertise. The Academic Affairs Division is student-focused, dedicated to the creative, current, and interactive delivery of instruction and the continuous

assessment and improvement of curricula and programs, culminating in the academic, personal, and career success of Monmouth University graduates.

1.3 STRATEGIC PLAN

The Monmouth University Strategic Plan: Our Commitment to Transformative Learning (adopted by the Board of Trustees in October, 2014) expresses a collective vision of a new Monmouth University, one that will distinguish itself for its intense focus on a transformative learning experience that enables students to reach their full potential and enter a world prepared to contribute the best of themselves. The document reflects the input of faculty, administrators, staff, students, alumni, and other university stakeholders, and describes a comprehensive, inclusive, and transparent strategic planning process that will establish a path for programmatic, athletic, facility, and general funding priorities as we strive to achieve new heights of excellence.

The Plan has at its core three essential elements through which we will achieve transformative learning at both the undergraduate and graduate levels:

1. Intellectually challenging and rigorous academic experience with a strong foundation in liberal arts
2. High impact/immersive learning experiences that extend beyond the classroom
3. Preparation for life after Monmouth

These elements represent what we believe are the critical components of a Monmouth education, the defining characteristics that shape our identity and distinguish the University from any other. Most of all, they are the indispensable ingredients for how we will prepare young men and women for the lives ahead of them. While it is true that the essence of these core elements already is a part of the current Monmouth experience, we seek to enhance their breadth and impact, to bring a higher level of personalization to them for each student, and to infuse them seamlessly throughout every aspect of campus life. In effect, they will be woven into the fabric of the University and become the defining ingredients of not only who we are, but also what we aspire to become.

Updates on the current strategic plan process can be found at www.monmouth.edu/strategicplan/, and faculty are encouraged to monitor the University's progress by accessing the Strategic Planning page on the myMU portal (under "For Your Information").

Monmouth University Core Values

The Strategic Plan and the University it guides continue to uphold the following core values:

- ❖ Excellence in Teaching and Learning
- ❖ Caring Campus Characterized by Mutual Respect
- ❖ Personal and Professional Integrity
- ❖ Diversity
- ❖ Service
- ❖ Empowerment of University Community

1.4 LIBERAL EDUCATION AND THE MONMOUTH UNIVERSITY EXPERIENCE

At its heart, Monmouth University is a teaching university, and consistent with our mission, we base our students' educational experience on the time-honored philosophy of liberal education. Liberal education is "an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings" (The Association of American Colleges and Universities; www.aacu.org/advocacy-liberal-education-0).

Monmouth University's undergraduate general education curriculum is intentionally designed to provide opportunities for developing this balance of broad knowledge and transferable skills. It emphasizes exposure to multiple disciplines, engaged learning, and clear learning goals. We believe that these experiences, coupled with pursuit of greater depth of understanding within the major, should prepare students for the challenges of the 21st century.

For more information about Monmouth University's general education curriculum, visit: www.monmouth.edu/gened/.

1.5 ACCREDITATION

Monmouth University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (Telephone: 267-284-5000).

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. For more information about current accreditations, visit: www.monmouth.edu/about/accreditations/.

1.6 STUDENT PROFILE

Monmouth University's teaching and learning environment is, naturally, created by the nexus of faculty and students. Monmouth is an evolving institution and the nature of students that populate our classes has evolved as well.

For more information about Monmouth's students, visit members.ucan-network.org/monmouth and for information about what they say about student engagement at Monmouth, visit: www.monmouth.edu/learning-and-outcomes/what-our-students-say/. For more information about Monmouth's graduates, visit: www.monmouth.edu/learning-and-outcomes/.

1.7 HUMAN RELATIONS PHILOSOPHY AND POLICY STATEMENT

Monmouth University affirms the inestimable worth and dignity of every individual, regardless of his or her condition of life. We affirm, further, the right of each person to develop to his or her full potential and to be judged on the basis of personal accomplishments. Finally, we believe that the achievement of full humanity is enhanced by experience of the human family.

We are committed to achieve and sustain a pluralistic environment recognized for its racial, cultural, and ethnic diversity, and which is characterized by genuine mutuality, acceptance, and affirmation of the strengths and contributions of differing individuals and groups, and a willingness to resolve disputes in a spirit of good will.

Monmouth University through this philosophy and policy statement seeks to create a pluralistic community in which people:

- Are accepted and judged as individuals, independent of ancestry, social and economic background, sexual orientation, age, gender, physical characteristics, or personal beliefs;
- May freely engage in constructive academic dialogue and debate in our classrooms and public halls, and pursue their social and private lives uninhibited by discrimination, disruption, or harassment in any form;
- Value respect and draw their intellectual strength from the rich diversity of other peoples of different races, cultures, religions, nationalities, and beliefs.

This affirmation and commitment will guide us in the challenging times ahead as we strive to achieve excellence in service, teaching, and scholarship.

1.8 CAMPUS FACILITIES

MAIN CAMPUS

The University's 170.21-acre campus, considered to be one of the most beautiful in New Jersey, includes among its 75 buildings a harmonious blending of historic and contemporary architectural styles. The centerpiece building – and the University's identifying landmark – is **the Great Hall at Shadow Lawn**, the administrative center and a hub of activity for our students. Completed in 1931, the 130-room mansion began as the private residence of Hubert T. Parson, a former president of F. W. Woolworth Company. The mansion has been described in newspapers throughout the world, is featured in many books on architecture and art, and has been used as the backdrop for innumerable print ads and television commercials. In 1981, it served as the setting for the film version of "Annie". In 1985, the Great Hall was designated a National Historic Landmark by the U.S. Department of the Interior. The **Monmouth University Library** was originally the summer home of Murry and Leonie Guggenheim and is an architectural treasure that in 1978 was entered in the National Register of Historic Places. The **Lauren K. Woods Theatre**, a former carriage house that retains many of its original architectural features, is among other gracious older buildings that lend distinctive balance to the modern additions to the campus. Woods Theatre is home to the Music & Theater Arts Department; it is also home to Blue Hawk Records, and Blue Hawk Studio's administrative offices are located there.

Prominent among the buildings on campus is the **Rebecca Stafford Student Center (RSSC)**. The lower level houses the Center for Excellence in Teaching and Learning (CETL), the Center for Student Success (Academic Advising, Adult Student Services, Career Services, Cooperative Education, Experiential Education, First-Year Advising, Service Learning, Transfer Services, Tutoring and Writing Services, Undeclared Services), the Veteran Lounge, and The Nest food pantry. The first floor includes Disabilities Services, Global Education (including Study Abroad, International Student and Faculty Services) Central Scheduling, Conference Services and Special Events, Cafeteria, Santander Bank Branch, Information Desk, and the Fraternity and Sorority Lounge. The second floor houses the Vice President for Student Life and Leadership Engagement, Student and Community Services, the office of Judicial Affairs and Special Projects, Off-Campus and Commuter Services, Student Activities and Student Center Operations, Anacon Hall, the Intercultural Center, and an open computer lab and lounge. The third floor is home to Counseling and Psychological Services, the Student Government Association, and Shadows Yearbook.

The **OceanFirst Bank Center (OFBC)** is the home of the University Store, a Fitness Center, Boylan Gymnasium, a basketball arena which seats approximately 4,000 people, a 200-meter indoor track, and locker rooms for all 23 Division 1 sports teams and visitors. The

University's Blue/White Booster Club, the Central Box Office, and ten multipurpose suite-style rooms that can be used for academic or administrative groups are also located in the OFBC.

Other campus buildings include: **Rechnitz Hall**, a stunning art gallery which includes classrooms and faculty offices. The **Magill Commons**, a resident student dining hall and conference center. **Edison Science Hall**, home of the School of Science and offices supporting campus technology. **Howard Hall**, housing many academic departments. **Pollak Theatre**, the focus of most large campus cultural events and home to the Pollak Gallery. **Bey Hall**, home of the Leon Hess Business School, and equipped with case study classrooms, seminar rooms, computer laboratories, a state-of-the-art financial trading room, and H.R. Young Auditorium. **Pozycki Hall**, a two-story 20,000 square foot academic building connected to Bey Hall by a pedestrian bridge on the second floor includes four classrooms, a 150-seat lecture hall, eight faculty offices, a student lounge and an exterior terrace. Bey and Pozycki Halls surround a welcoming green space near the center of campus, known as **Torcivia Common**. **McAllan Hall**, which houses the School of Education, the Marjorie K. Unterberg School of Nursing and Health Studies, and the School of Social Work. **Jules L. Plangere Center for Communication** is home to the School of Humanities and Social Sciences, the Department of Communication, and several of the student-run media organizations (*The Outlook* newspaper, *Monmouth Review* magazine, 88.9 FM WMCX radio, Hawk TV, and The Verge online news portal). Plangere also houses Media Operations, which supports audiovisual and media services and event setups, livestreaming of on-campus events, and classroom/conference room media technology.

Monmouth's on-campus residence halls include the following traditional, quasi-traditional, and suite style buildings: Beechwood (home of the Honors School), Birch, Cedar, Elmwood, Hesse, Laurel, Mullaney Hall, Oakwood, Pinewood, Redwood, Spruce, and Willow. There are also three apartment-style residential facilities: The Great Lawn Apartments, the Garden Apartments, and Maplewood Hall.

OFF-CAMPUS FACILITIES

MONMOUTH UNIVERSITY GRADUATE CENTER

Two miles to the north of our main campus, the Monmouth University Graduate Center houses the departments of Professional Counseling, Speech Language Pathology, Physician Assistant, , and Occupational Therapy as well as the Clinical Mental Health Counseling, and Addiction Studies, graduate programs. This facility offers dedicated classrooms, clinical skills laboratories, observation rooms and equipment to support advanced learning outcomes. A key feature of the facility is the Center for Speech & Language Disorders, which provides evaluation and treatment rehabilitation services to the neighboring community.

For more information, see www.monmouth.edu/graduate/center/.

LAKEHOUSE MUSIC COMPLEX

Monmouth University has an off-campus facility at *Lakehouse Music Academy and Recording Studio*, located at 619 Lake Avenue in Asbury Park, NJ. Students study Advanced Audio Production in a world-class, state-of-the-art recording, studio, along with coursework in the university's dedicated space at the complex. The Monmouth satellite has instruction, meeting, and rehearsal spaces, as well as a multi-purpose classroom. The facility is available to all Monmouth departments, faculty and students.

THE UNIVERSITY BLUFFS

Some upper-level students live at the University's beachfront apartment facility, The University Bluffs. This facility is located adjacent to the Long Branch boardwalk and beach.

CHAPTER 2: ORGANIZATION AND ADMINISTRATION

2.1 THE UNIVERSITY STRUCTURE

The University follows a traditional structure.

The President is the chief executive officer of the University and reports to the Board of Trustees. He is assisted by nine vice presidents, and an executive assistant to the President and Board of Trustees.

For more information, see my.monmouth.edu/fyi/Pages/default.aspx (click on Organizational Chart).

The Provost and Senior Vice President for Academic Affairs is the chief academic officer and presides over six academic schools that are headed by deans. The Dean of the Honors School, the University Librarian, and the Director of the Intercultural Center all oversee other key areas of Academic Affairs, and report directly to the Provost. For an organizational chart, see my.monmouth.edu/fyi/Pages/default.aspx (click on Academic Affairs Organizational Chart).

2.2. THE BOARD OF TRUSTEES

The Board of Trustees is entrusted with the welfare of the University and the fostering of conditions that will contribute to the education and development of students and the effectiveness of the faculty and administration. Board members are chosen on the basis of their awareness of current educational practices, understanding of broad issues, reputation for social responsibility, and a keen interest in the mission of Monmouth University. The Board is responsible for overseeing the general educational and financial administration of the University as stipulated in the Board's By-Laws and recommended by the administration and faculty.

The Educational and Faculty Affairs Committee of the Board of Trustees is of special interest to the faculty as it is this committee that makes recommendations to the Board concerning matters of importance to the faculty – the collective bargaining agreement, tenure, promotion, and curriculum. Recommendations of the Educational and Faculty Affairs Committee are subject to the approval of the Board of Trustees.

2.3 THE ADMINISTRATION

The chief administrative officer of the University is the **President**, who is responsible to the Board of Trustees for the operation of the University. Selected by the Board of Trustees, the President is accountable to the Board and is the official adviser to and executive agent of the

Board of Trustees and its Executive Committee and serves as the University's chief spokesperson. The President is responsible for administering all policies of the Board. Major responsibilities of the President pertinent to the faculty include the following: approve and recommend to the Board of Trustees all appointments of faculty members, including promotion, tenure, and salary; place before the Faculty such matters as deemed necessary for its attention; be responsible for reviewing the actions of the Faculty and react to those actions as described in Article II of the Faculty Bylaws; confer degrees as authorized by the Board of Trustees and as approved by the faculty; and be the official representative of the University at all public occasions.

For more information about the President, including current university leadership, see www.monmouth.edu/president/.

Brief descriptions of each of the administrators who comprise the **President's Cabinet**, follow:

1. **Provost and Senior Vice President for Academic Affairs:** the chief academic officer of the University is directly responsible to the President for developing the academic curriculum, instructional technology, stimulating intellectual activity of faculty and students, recommending to the President prospective faculty members for hire, and faculty members for renewal, promotion and/or tenure. The Office of the Provost is also instrumental in the University's negotiations relative to the collective bargaining agreement with the Faculty Association.
2. **Vice President for Information Management:** the chief information officer oversees the operations, support, and logistics and security for the University's information systems. This includes instructional support, wired and wireless network, telecommunications, administrative and academic systems, help desk, media services, and application training.
3. **Vice President for Finance:** the chief fiscal officer of the University is directly responsible to the President for the development and preparation of the University's budget and fiscal management. The Vice President for Finance is responsible for the management of the University's fiscal operation including student and accounts receivables, payroll, student loans, purchasing, the University Bookstore, the Central Box Office and the Digital Print Center.
4. **Vice President and General Counsel:** the officer is the chief legal officer and provides legal advice and guidance to the University for work-related activities, coordinates legal services provided by outside attorneys, oversees the University's affirmative action activities and assists in monitoring the University's compliance programs. It also houses the University's internal auditing function.
5. **Vice President of University Advancement:** the university's chief advancement officer is directly responsible to the President for all University fundraising and alumni engagement activities

6. **Vice President for Enrollment Management:** the chief enrollment and marketing officer is responsible for the recruitment and retention of new, transfer, international, and graduate students, as well as the University's branding and marketing efforts. This officer oversees the departments of undergraduate and graduate admission, admission processing, financial aid, retention, and marketing and communications.
7. **Vice President and Director of Athletics:** the administrator is the chief athletic officer and is responsible for managing and directing the athletic programs in compliance with University, Metro Atlantic Athletic, Mid-Eastern and Big South Conferences, and NCAA Division I policies, rules, and regulations and athletics ticketing. This administrator is also responsible for all intramurals, recreation, and sport clubs, as well as the fitness center activities.
8. **Vice President for Student Life and Leadership Engagement:** the chief student life officer, is responsible for non-academic student life and development, including the residence halls and food service, student activities, student conduct, orientation, health services, psychological counseling, substance awareness activities, central scheduling of facilities, and the offices of Veteran Services, Off-Campus and Commuter Student Services, and Conference Services and Special Events.
9. **Vice President for Administrative Services:** the administrative office is accountable for all human resources activities, student employment, police and safety, mail, shipping and receiving, facilities management, environmental compliance, health and welfare of employees, risk management, insurance (health, property, liability, worker's comp), chief negotiator for three unions (OPEIU – Clerical, FM Supervisors, and Teamsters), and support for two other contracts and campus planning and construction.

CHAPTER 3: RESOURCES FOR FACULTY AND STUDENTS

3.1 ACADEMIC ADVISING

All first-year students and undeclared sophomores receive academic advising in the Center for Student Success. Sophomores, juniors, and seniors who have declared a major receive academic advising in the departments housing their majors. Academic advising at the department level includes chairs, faculty, and Department Advising Coordinators (DACs). Chairs and DACs coordinate advising of the faculty advisors in the department. The availability of trained faculty advisors during academic planning and priority registration are important department advising functions supervised by chairs and DACs. They facilitate the entrance of sophomores and new transfer students into the department. They designate Advisor assignments and inform majors and minors of advising and department news. Chairs and DACs recommend substitution of requirements and process changes of curriculum.

Graduate advising is program-specific and is done by respective program directors or designated graduate faculty. See your department chairperson for details on how graduate advising is pursued in your department.

3.2 ACADEMIC SKILLS SERVICES

Academic Skills Services, consisting of Tutoring and Writing Services, Computer Science/Software Engineering/Information Technology (CS-SE-IT) Tutoring, the Mathematics Learning Center, provide personalized academic assistance. Students may be referred by professors or may come voluntarily. The goal of each Center is to ensure the academic success of all students at Monmouth University.

Tutoring and Writing Services are part of the Center for Student Success, located in the Rebecca Stafford Student Center. Detailed information is included in the next section. For more information on Tutoring contact: 732-263-5721 or students may email tutoringservices@monmouth.edu; for more information on Writing Services contact: 732-571-7542.

CS-SE-IT Tutoring is part of the Computer Science and Software Engineering Department. Tutoring is open to any student currently enrolled in a CS, SE or IT classes at the University. The tutors are usually undergraduate students who have previously received high marks in the classes that they are allowed to tutor. Tutors are available on a walk-in basis; no appointments are needed/available. Hours are posted outside of the room for all classes that have available tutors. The tutoring center can be found in Howard Hall, room 310.

For more information: www.monmouth.edu/department-of-csse/info-current-csse-students/csse-tutoring-lab/.

The **Mathematics Learning Center** is part of the Mathematics Department, located in Howard Hall room 203. The center provides students with drop-in assistance in most entry-level and service mathematics courses. Peer tutors help students solve problems and review concepts. In addition, students may do homework assignments or study for tests while having a student tutor available. Walk-ins are welcome (visit www.monmouth.edu/department-mathematics/math-learning-center/ for current hours).

For more information: 732-263-5305.

3.4 CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (732-923-4676)

Monmouth University's *Center for Excellence in Teaching and Learning (CETL)* serves as a professional development resource for all faculty members throughout the lifespan of their career. Connect with CETL to: learn about and adapt innovative and impactful, research-based pedagogies; strengthen and expand your scholarship; develop skills as a mentor and leader; connect with colleagues to foster collaborations; and advance the Scholarship of Teaching and Learning (SoTL) through researching teaching in your discipline.

CETL partners with faculty, administrative units, and teacher-scholars from around the world to advance Monmouth's goal of providing our students with an intellectually challenging and rigorous academic experience, high impact and immersive learning, and important capacities for successful engagement in life beyond our campus community.

For more information regarding CETL professional development opportunities and to register for CETL events, visit the CETL myMU portal site: my.monmouth.edu/OfficesServices/CETL/Pages/default.aspx.

3.5 CENTER FOR STUDENT SUCCESS (732-571-3487)

The Center for Student Success provides academic, personal, and career services for all Monmouth University Students. The Center includes a wealth of support services structured to assist students throughout their entire university experience, helping them to make vital connections between education, career and life choices. The Center also helps to administer the Monmouth University Early Warning System (MEWS) and offers a series of programs focusing on academic and career areas of interest.

The programs and departments associated with the Center include First Year Advising, Advising for Undeclared Sophomores, Advising for Transfers, Academic Transition and

Inclusion, Career Services, Disability Services, Educational Opportunity Fund, and Tutoring and Writing Services and Supplemental Instruction.

The Center offices are located primarily in the lower level of the Rebecca Stafford Student Center and are open from 8:45 a.m. to 5 p.m., Monday through Friday.

FIRST YEAR ADVISING (732-263-5868)

All first-year students receive extensive academic advising from specially trained faculty. While most students tend to think of advising as simply registering for courses, our program strives to build an advising relationship that works holistically to help students develop their academic, career, personal, and social interests. Extensive major and career choices programming is available, and all first-year students are strongly encouraged to begin this exploration as early as possible. After their first year, students receive academic advising in their academic departments or the Undeclared Sophomore Advising area of the Center for Student Success.

For more information: www.monmouth.edu/advising/first-year/.

ADVISING FOR UNDECLARED SOPHOMORES (732-571-3588)

Students may remain undeclared through the sophomore year when they complete 60 credits. Undeclared sophomores receive academic and career advisement from Student Development Counselors in the Center for Student Success.

For more information: www.monmouth.edu/advising/undeclared/.

ADVISING FOR TRANSFER STUDENTS (732-571-3588)

Transfer Services connects transfer students to their academic departments for individualized advising and registration. This office can also assist students with questions regarding transfer credit policies and course equivalencies.

Please visit www.monmouth.edu/transfer-services/ for more information on transfer-specific programming, including transfer orientation, transfer credit policies, and articulation agreements.

ACADEMIC TRANSITION & INCLUSION (732-263-5668)

Academic Transition and Inclusion offers student-centered individual and group college transition and academic advising support for first generation and historically underrepresented students at Monmouth. *First to Fly: First Generation at Monmouth* is a

campus-wide initiative to empower first generation and historically underrepresented students to effectively navigate academic, personal, social, and cultural challenges they may encounter and to encourage active participation in an inclusive community of support that facilitates student persistence to graduation.

For more information: First to Fly: First Generation at Monmouth Firsttofly@monmouth.edu.

Claude Taylor, Advisor-in-Residence for Academic Transition and Inclusion ctaylor@monmouth.edu.

CAREER SERVICES (732-571-3471)

The Career Services Office provides a host of programs and services focused on helping students and alumni find professional employment opportunities. Four career fairs are presented each year (two general career fairs, one geared toward Education majors and one focused on internships) where students and alumni can meet with local, regional, and national employers. A special Accounting Honors Employment Program is also offered. Career related workshops and seminars are presented on request. Private appointments may also be requested with Career Services staff for personal career advice, including resume preparation, interview coaching and job search strategies. The Career Services' "Hawks Career Link" website is a 24/7 on-line job board where hundreds of full-time, part-time, and internship positions are listed from local and regional employers for the benefit of students and alumni.

For more information: www.monmouth.edu/career-services/.

DISABILITY SERVICES (732-571-3460)

The Department of Disability Services (DDS) is part of the Center for Student Success and is located on the first floor of the Rebecca Stafford Student Center.

Colleges and universities must not discriminate in recruitment, admission, or treatment of students with disabilities. Students with documented disabilities may request accommodations and auxiliary aids that will enable them to participate in and benefit from all postsecondary educational programs and activities. Postsecondary institutions must make every effort to ensure that the academic programs are accessible to the greatest extent possible to all students with disabilities.

The Department of Disability Services at Monmouth University assists students who have documented disabilities with self-advocacy on campus, and addresses issues and questions regarding ADA/504 requirements and reasonable academic accommodations. The aim of the

various support services for students with disabilities at Monmouth University is to provide the best possible environment in which students will be successful in their quest for academic and personal success. Accommodations and services are available to students with learning differences and/or ADHD, psychological/psychiatric diagnoses, vision and hearing loss, physical and mobility challenges, and health/medical diagnoses. Students interested in seeking services and accommodations should contact the Department of Disability Services to schedule a meeting with a staff member. Faculty members who have questions regarding how to accommodate students with disabilities are encouraged to contact the DDS office and seek assistance from a disability specialist.

The DDS Faculty Guide is available by request from the DDS office or may be viewed online at www.monmouth.edu/disability-services/faculty-members/.

For more information: www.monmouth.edu/disability-services/.

EDUCATIONAL OPPORTUNITY FUND (732-571-3462)

The Educational Opportunity Fund (EOF) is a state-funded program that provides access to highly motivated scholars from New Jersey who come from a low-income background but exhibit the potential to achieve an education. Our scholars are provided full-time admission, financial support, and the comprehensive services necessary to achieve academic success, foster personal growth, and promote career development. Furthermore, our scholars engage in transformative learning opportunities that empower them to become life long-learners, critical thinkers, ethical leaders, and productive citizens in a diverse global society.

EOF staff is committed to supporting our scholars as they navigate the academic experience throughout their undergraduate careers. To this end, we may reach out to connect with faculty to check on a student's academic progress, assist in student/faculty engagement, understand and connect with academic advising, or explore majors and career options. What's more, EOF staff is always looking to partner with faculty on creating workshops and other programming to improve the Monmouth student experience; we encourage interested faculty to contact us about such partnerships.

We are located in the 600 Building and can be reached at eof@monmouth.edu.

For more information: www.monmouth.edu/eof/.

EXPERIENTIAL EDUCATION

All undergraduate students entering Monmouth University must complete the Experiential Education requirement in order to graduate. Monmouth recognizes that students can learn

more by combining the theories and ideas taught in the classroom with life experiences in the “real world.” Therefore, we provide opportunities such as internships, service learning, class projects, Study Abroad, and Experiential Education courses (designated as “EX” in the course schedules) to help students connect their academic and real-life experiences in meaningful ways.

For more information: www.monmouth.edu/experiential-education/.

MONMOUTH’S EARLY WARNING SYSTEM (MEWS)

Goal of the Program: Monmouth’s Early Warning System (MEWS) is used to monitor academic progress of specific student groups. This computerized program provides a timely approach to monitoring and identifying students who are experiencing academic difficulty and connecting them to their academic advisors for intervention.

Student Populations Being Monitored

- First-year students
- Transfer students
- Athletes
- Undeclared sophomores
- Students registered with the Department of Disability Services (DDS)
- Students participating in the Educational Opportunity Fund (EOF)
- Students identified by the Academic Standards and Review Committee (ASRC)
- International students
- Military veterans

How MEWS Works

- MEWS is an electronic checklist that faculty members can use to notify academic advisors that their advisees in the MEWS population are experiencing academic difficulty.
- When a faculty member electronically submits the MEWS checklist, both the advisor and student are notified by email.
- In the student email, students receive specific information about possible classroom issues and are advised to contact their advisor to discuss difficulties they might be having in a specific course and to work on strategies to overcome those difficulties. Targeted academic resource information is also included in the email.
- Advisors receive the email checklist of concerns and are encouraged to reach out to the student to discuss the MEWS report.
- After discussing the MEWS report with the student, the advisor is encouraged to complete the MEWS Advisor Follow-Up form. The form outlines the specific strategy

agreed upon by the student and advisor in order to improve the student's academic performance.

For more information, look for notification emails from MEWS@monmouth.edu, or visit www.monmouth.edu/css/mews/.

Note that faculty do not need to limit themselves to students within the MEWS population if any of their students begins to show performance issues in class. Faculty may contact their student's faculty advisors directly about their concerns. Advisor and major information for each of your students can be found on your class roster, available through the myMU Portal.

SERVICE LEARNING (732-571-4411)

As a signature university pedagogy, Service Learning (SL) is organized under the Center for Excellence in Teaching and Learning (CETL). CETL SL provides support for faculty who wish to integrate the pedagogy of Service Learning into their courses. SL is a unique approach through which students and an instructor pursue course learning goals by engaging in immersive and reflective service with a community partner. For example, under the direction of the instructor, students in a writing course might partner with a high-need elementary school to provide tutoring services while reflecting on writing as a social process through which humans can connect across the lifespan. Note that undergraduate students are able to fulfill their Experiential Education general education requirement through successful completion of an SL course.

Initiated in 2015, the Service Learning Faculty Fellows (SLFF) program provides a way for Monmouth University to grow SL as one of our signature pedagogies across campus and offer students a diverse selection of service learning courses each semester. Faculty have an opportunity to apply for the next cohort of SLFFs every other spring semester.

For more information, visit the CETL myMU portal site and select Service Learning from the menu: my.monmouth.edu/OfficesServices/CETL/Pages/default.aspx.

TUTORING (732-263-5721) AND WRITING SERVICES (732-571-7542)

Tutoring and Writing Services provides free, personalized academic assistance to all students at the University. Students may be referred by faculty members or advisors, or they may come voluntarily.

Located in the Center for Student Success in the lower level of the Rebecca Stafford Student Center, **Tutoring Services** offers content-specific tutoring sessions for about one hundred academic courses per semester. During these one-on-one tutoring sessions, students are able to review course material, develop skills, and ask questions in a friendly, informal

environment. These collaborative sessions are intended to guide and motivate students to achieve their academic goals. In addition, Academic Coaches offer one-on-one assistance in strategies for college success, as well as workshops covering skills associated with organization and time management, note-taking, listening skills, textbook reading strategies, and test-taking preparation. Appointments may be scheduled online through Accudemia at acudemia.monmouth.edu , by phone (732-263-5721), or as a “walk-in” if sessions are available. For more information: www.monmouth.edu/css/tutoring-writing-services/.

Writing Services provides writing assistance for all undergraduate and graduate students. Students may seek assistance during any stage of their writing process, from the initial drafting of the assignment through the final stages of editing and proofreading. Additionally, specific Writing Assistants are able to assist with personal statements, the discipline of literature, and the specific challenges faced by English Language Learners.

Writing Assistants are available in the Student Center location during the day. We also offer evening tutoring in our *Write at Night* location at the Guggenheim Memorial Library. Please check our website each semester for the specific days and hours www.monmouth.edu/writing-services/. Appointments may be scheduled online through Accudemia: accudemia.monmouth.edu, by phone (732-571-7542), or as a “walk-in” if sessions are available. The Writing Services website offers online resources for students as well.

Visit www.monmouth.edu/resources-for-writers/resources-for-writers/ to view our skills pages on grammar and punctuation skills, research strategies, documentation styles, and discipline-specific writing guidelines.

For more information: www.monmouth.edu/writing-services/.

SUPPLEMENTAL INSTRUCTION (732-571-7542)

Supplemental Instruction (SI) is a peer-facilitated academic support program designed to help students succeed in traditionally difficult courses. SI sessions are regularly scheduled, informal review sessions that involve collaborative learning activities through which students can clarify course concepts and practice the types of study strategies that will help them truly master the information and skills required by the target course.

The sessions are facilitated by SI Leaders—students who have taken the course in a prior semester and done extremely well. In most cases, SI Leaders will attend your class lectures/labs, take notes, work closely with you on course objectives, and act as model students. Most importantly, most SI Leaders will hold three group sessions per week using lessons plans designed to help your students take responsibility for their own learning.

Studies have shown that students who attend SI receive a lower rate of D, F, or course withdrawals; earn higher mean final course grades; and graduate at a higher rate than those who do not attend.

If you suspect your course would be a candidate for Supplemental Instruction support, please contact the SI Office as early as possible in order to help us meet the recruitment, onboarding, and training requirements for our SI Leaders. Availability within the SI Program is limited.

For more information about Supplement Instruction, visit our website at: www.monmouth.edu/css/supplemental-instruction/.

You can also view the *SI Faculty Handbook* via this link: www.monmouth.edu/css/documents/si-faculty-manual.pdf/.

3.6 INSTITUTIONAL REVIEW BOARD & INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (732-23-5726)

The **Institutional Review Board (IRB)** is responsible for safeguarding the interests of persons who participate as subjects in research projects conducted by faculty or students of Monmouth University. In carrying out that duty, the IRB must examine and evaluate all research proposals to determine whether certain guidelines for the protection of the welfare of human subjects have been met, as set forth in the federal regulations. Approval is required for all research that is to be conducted by a faculty member, or by a student under the guidance of a faculty member, prior to the initiation of contact with human subjects.

For more information: www.monmouth.edu/irb.

Monmouth University is committed to the humane care and use of animals in activities related to research, testing, and teaching. The **Institutional Animal Care and Use Committee (IACUC)** monitors and oversees research activity conducted at or sponsored by Monmouth University that involves vertebrate laboratory animals. The committee assists researchers and institutional administrators with their duty to protect the rights and welfare of non-human vertebrate animals in accordance with principles regarding animal care and use as stated in the Animal Welfare Act and the Guide for the Care and Use of Laboratory Animals, and in accordance with the United States Department of Agriculture (USDA) and the U.S. Public Health Service (USPHS).

For more information: www.monmouth.edu/iacuc/.

3.7 FACULTY ACCESS TO THE *CHRONICLE OF HIGHER EDUCATION*

Monmouth University has a subscription to the Chronicle of Higher Education that we can all use. To access it, visit the Library's database page, or go to this link:

ezproxy.monmouth.edu/login?url=https://www.chronicle.com.

3.8 HONORS SCHOOL (732-263-5308)

Students in Monmouth University's Honors School graduate knowing that they have met the most rigorous academic standards in a transformative atmosphere, one that fosters academic, social, and personal growth. Graduating from the Honors School also provides practical advantages: the honors degree is noted on diplomas and transcripts, making students more attractive to graduate/professional programs and to potential employers.

The Honors curriculum provides a unique learning experience in small seminar style classes with professors known for outstanding teaching and concern for student development. All Honors courses are limited to twenty students, helping students to get to know one another and fostering discussion and debate. In addition to free-standing Honors courses, many Honors courses are "clustered" in learning communities, with professors developing common themes and assignments, allowing students to make connections and see issues from different points of view. Appreciating the emphasis on collaborative learning and the in-depth discussion of Honors courses, most students take as many of their General Education courses in Honors as they can, many more than are required. Students eligible for the Honors School are those who: a) are admitted to the University with a High School GPA of 3.5 and a SAT score of 1250 (with no less than 540 on any part); b) have a minimum 3.8 GPA and a combined 1200 on their SAT (with no less than 540 on any part) and are invited to apply to the Honors School through an essay option; or c) have a cumulative grade point average of at least 3.5 after taking 12 credits at Monmouth University; or c) transfer to Monmouth University with at least 30 credits in an acceptable program and a cumulative GPA of at least 3.5 in all previous college-level work.

To graduate from the Honors School and have the diploma so noted, a student must successfully complete 25 honors credits as follows: (1) 12 credits in Honors courses at the first year/sophomore level: often taken as part of students' general education program; (2) 9 honors credits at the junior/senior level, (3) completion of the 4 credit Honors Thesis/Capstone through two tutorials, Thesis/Capstone Proposal (HO 396) and Thesis/Capstone Completion (HO 496). In addition, students must complete all other requirements of their majors and maintain a GPA of 3.3.

For more information: www.monmouth.edu/honors-school/

3.9 INFORMATION MANAGEMENT – CAMPUS TECHNOLOGY (732-923-4357)

Information Management (IM) has campus-wide responsibilities that include wired and wireless network operations, telecommunications, administrative and academic systems administration and programming, network and system security, help desk operations, desktop computer support, instructional support, media operations, and application training and support. The IM Division supports the business of the University with the latest in communication and information technology for faculty, students, and staff. From telephones to Wi-Fi, labs to eCampus, classrooms to residence halls to administrative offices, and students to alumni, IM is involved in creating and maintaining the infrastructure, systems, and applications that are relied upon to carry out the University's business. The campus network connects more than 3,000 computers and more than 250 servers with over 1,000 applications to service the diverse technology needs of the University.

Information Management is ready to facilitate your use of technology and provide support for technology-infused teaching and learning, research, and non-academic programs of the University.

For more information: www.monmouth.edu/technology/.

For immediate computer-related service needs, call the HelpDesk at 732-923-4357 (HELP) Monday through Friday from 8:15 a.m. until 9 p.m. during the Fall and Spring Semesters. Summer hours are Monday through Thursday from 8:15 a.m. until 9 p.m. and Friday 8:15 a.m. until 5 p.m. Technicians are onsite until 11 p.m. Monday through Friday. Best efforts will be made to resolve critical issues that are received by voicemail or email outside normal working hours.

All classrooms are equipped with a campus telephone. Faculty who encounter technology problems while in class are encouraged to call the Classroom Technology Hotline (x2000) for expedited service.

MYMU

Secure, one-click access to email, eCampus, Colleague Self-Service, links to forms, policies and systems in one place for easy access. As the portal matures, the internal content identified from the main website will be migrated to the portal. Faculty can access myMU using their Monmouth login and password at my.monmouth.edu.

INSTRUCTIONAL SUPPORT

Instructional Support provides instructional design consultation for integrating technology into teaching and learning, consultation and support for Monmouth University's online learning management system (eCampus), as well as computer training and support for faculty.

eCampus, which is powered by D2L's Learning Environment, is where instructors may post material, hold discussions, collect assignments, or post grades as appropriate for web-enhanced, hybrid, or fully-online courses. The system has a number of tools that may be used for courses. For more information about eCampus, visit:

ecampus.monmouth.edu/resources/about_eCampus.php.

For "how to" video tutorials about eCampus, visit:

www.youtube.com/channel/UCLsXTdOzKAFOCZjXav1aCRQ/featured.

Beyond making use of eCampus, Instructional Support encourages faculty to integrate a variety of technologies and web-based tools into their courses to increase student collaboration, participation, and engagement, and will provide training and support to enable them to do so.

Instructional Support is located in Information Management, Edison Science Building, Room E341. Regular hours are 8:45 a.m. - 5 p.m., Monday through Friday and extended hours are offered two evenings per week (schedule varies by semester).

For all Information Management service needs, call the Help Desk at 732-923-4357 (HELP) Monday through Friday from 8:15 a.m. until 9 p.m. (5 p.m. on Fridays during the summer). Technicians are also on-site until 11 p.m. Monday through Friday, with abbreviated availability on weekends.

MEDIA OPERATIONS

Media Operations provides support for support for audio/video equipment. The department also provides operating instruction on all media center equipment and advice on purchase of audio/video equipment.

Media Operations located in Plangere Center, Room 137, is open between 8:45 a.m. and 10 p.m., Monday through Friday. Contact the University Help Desk at 732-923-4357 (HELP) or helpdesk@monmouth.edu for advanced reservation and scheduling of equipment and services.

3.10 INTERCULTURAL CENTER (732-263-5505)

The Intercultural Center (IC) at Monmouth University cultivates a campus environment where all its members can thrive equitably. The IC provides programs, educational opportunities, and policy/practice consultation that supports the academic, social, and professional success of historically underrepresented campus community members including, but not limited to, People of Color, LGBTQIA+, first generation, low-income, international, and religious minority members of Monmouth University. In addition, the IC promotes university-wide shifts towards diversity, inclusion, and respect while fostering a sense of shared responsibility for enacting equity across our diverse community of students, faculty, staff, administration, neighbors, and alumni.

For more information, please visit our website: www.monmouth.edu/intercultural/.

3.11 LIBRARY SERVICES (732-571-3450)

The Guggenheim Memorial Library is an integral part of Monmouth University's established position as a respected institution of higher learning, and a major proponent of rigorous academic research across the academic curriculum. The Library works assiduously to build and maintain collections in both traditional and digital formats to support the teaching and scholarship missions of the University, and also to deliver instruction sessions that help students perform research using traditional and digital media. The Library also applies cutting-edge technology to deliver scholarly content to students enrolled in traditional classroom settings, as well as in hybrid and distance-learning courses. The Library serves as an important state and federal depository. Functioning as the research core of the University, the Library collaborates with all campus constituencies to accomplish the common goal of preparing well-rounded, intellectually prepared, and information-literate students to achieve success, leadership, and lifelong learning in the 21st century.

LIBRARY HOURS

Library hours are posted online at library.monmouth.edu and at the entrance to the Library. Changes in hours due to holidays, vacations, and final exams are posted at both locations.

LOCATION AND RESOURCES

The Library is located on the North Campus diagonally across Cedar and Norwood Avenues from the main campus. It is situated on a beautifully landscaped estate that was the summer home of Murry and Leonie Guggenheim.

PERIODICALS AND ELECTRONIC RESOURCES

The Library provides access to over 160 periodical databases, which include general magazines, newspapers and scholarly journals in different subject areas. Check the Library Catalog for information about the Library's periodical holdings and indexing/abstracting tools to identify articles specific to a topic.

There are numerous electronic indexing, abstracting and full text information resources accessible on computers in the reference area and on networked computers at other campus locations. In addition, the Library provides access to 30,000 eBooks.

REFERENCE & INFORMATION SERVICES

A Librarian is available during daytime and evening hours until 9:00 p.m. when the University is in session to answer reference questions and provide bibliographic assistance. Online help via email is available through the Ask-a-Librarian service (library.monmouth.edu (see "Chat" link in right column)). The Librarians are especially interested in meeting the needs of the faculty and assisting students with assignments requiring library research. Faculty members are urged to discuss their interests, requirements, and suggestions with the Librarians. Faculty and students are entitled to reciprocal borrowing privileges with other libraries in the New Jersey VALE consortium (see vale.njedge.net). Faculty members and graduate students who wish to visit the Princeton University libraries to conduct their own research need to present their Monmouth University ID card at the Access Office in Firestone Library (library.princeton.edu/services/access) at Princeton University. There is no longer an access card to borrow at this location.

INTERLIBRARY LOAN/DOCUMENT DELIVERY

Interlibrary loan service is available to students and faculty members whose research needs include materials not available in our Library. Requests for books, journal articles, government documents, and other materials may be made by submitting requests through online forms found on the Library web page at momouth.cliohosting.com.

LIBRARY INSTRUCTION

The University recognizes the close relationship between library research and the wider educational goals and objectives of the institution. So that students may become self-directed learners who have mastered the skills of acquiring, evaluating and synthesizing information, the librarians are committed to the development of coherent, incremental programs of instruction. Faculty members are, therefore, strongly encouraged to integrate thoughtful, well-designed library research projects into their course syllabi.

Library instructional sessions designed to support specific research assignments or projects are available for all classes. To arrange a time, please use the University's Event Management System events.monmouth.edu/EMSWebApp/. The Instructional Services Librarian can be reached at 732-571-4404.

At least two weeks advance notice should be given to allow sufficient preparation time; professors are required to accompany their classes.

For more information: library.monmouth.edu/instruction/.

CIRCULATION PROCEDURES

Extended borrowing privileges are granted to faculty members upon presentation of a Monmouth University ID card. Circulating books may be borrowed for the school year. However, materials borrowed are subject to recall if requested by others. All materials borrowed by faculty members must be returned to the library by the end of the spring semester. Faculty are responsible for replacement cost of lost or damaged material. Reference books, reserve books and periodicals are needed in the Library for general use and are not available for loan.

A faculty member's immediate family is welcome to use the facilities of the Library. To request borrowing privileges, library cards are available at the Circulation Desk. These cards must be renewed each year. The three-week loan period established for students must be observed by family members.

COLLECTION DEVELOPMENT

All faculty are encouraged to participate in requesting library materials for purchase, especially when introducing new courses or revising syllabi. To assure broad collection coverage the library faculty also selects materials, including reference and bibliographic tools and publications of current interest. In general, the Library acquires new materials to support the curriculum and course preparation.

Faculty members should become familiar with holdings in their subject areas. The Library Catalog should be checked before purchase requests are submitted. Book requests should be forwarded regularly for expedient use of allocations. Each academic department formulates its own procedures for establishing priorities for requesting library materials. A library coordinator is chosen or appointed by each department. The library coordinator acts as a liaison between Collection Development and the department, and serves to coordinate requests from the department. Collection Development distributes review cards from CHOICE, Current Reviews for Academic Libraries to the departmental coordinators. All order requests should be submitted through the library coordinator using CHOICE review

cards or library request forms with complete bibliographic information. Requests may also be submitted electronically from forms found on the Library web page at library.monmouth.edu/materials-request/.

Faculty members are encouraged to use other professional journals in their fields to select and recommend books or journals for the Library Collection.

SPECIAL COLLECTIONS

Monmouth University's Special Collections Department collects, preserves, provides access to, and promotes the use of its rare materials to support the academic programs of undergraduate and graduate students, faculty and other scholars, including those outside the academic community. The department accomplishes this through collection development, book history presentations and talks, public exhibitions, and community outreach, graduate internships, and a credit-bearing undergraduate course on the history of the book.

The Special Collections Reading Room, located on the 2nd floor of the University Library, houses rare books, medieval manuscripts, the New Jersey Collection, and The Lewis Mumford Library. The rare book collection contains important and rare works that date from the fifteenth century; the medieval manuscript collection contains detached illuminated medieval leaves from as early as the twelfth century; the medieval manuscript collection also contains fine and important facsimile Books of Hours and various prayer books. The New Jersey Collection houses over 3100 materials, including books, periodicals and other material relating to the State of New Jersey; the personal library of Lewis Mumford comprises over 3500 books and personal artifacts relating to Mumford's storied life of American letters.

The New Jersey Collection requires no special access to use, but the rare book, medieval manuscript, and Lewis Mumford collections require advanced reservation. All collections, however, are open to the public. To make an appointment, contact the University's special collections librarian at 732-571-4403.

The Bruce Springsteen Collection—located externally from the University Library—comprises nearly 15,000 items that range from books and concert memorabilia to articles and promotional materials. For research access to the collection, contact the University's special collections librarian at 732-571-4403, or the department of Center of the Arts at 732-571-3554.

RESERVES

Library materials are placed on reserve at the request of faculty members. To allow sufficient time for locating and processing such materials, reserve requests should be submitted at least two weeks before the beginning of each semester. Forms for this purpose are available online at: library.monmouth.edu/reserveform/. Reference works, periodicals, and other non-circulating materials are not normally placed on reserve. A limited number of photocopies of periodical articles within the copyright guidelines will be made. Reserve materials will be returned to the regular shelves at the end of the semester unless a longer reserve period is requested. Upon request, the Library will also place material belonging to an instructor on library reserve. The Reserve Collection is located behind the Circulation Desk. A listing of reserve materials by instructor is located on the Circulation counter. The Library also offers electronic reserves at guides.monmouth.edu/er.php.

Due to the confidential nature of borrowing records, the Library cannot divulge the names of persons who have utilized reserve materials over a given period of time. The library reserve policy is available on-line at: library.monmouth.edu/policies/a-faculty-guide-to-library-reserves/.

3.12 POLLING INSTITUTE (732-263-5860)

The Polling Institute offers survey research consulting services to faculty and students as well as access to Qualtrics, an online survey software. We have staff trained in survey design and analysis who can meet with you one-on-one to provide guidance on methodological issues, questionnaire design, and data analysis plans for your survey research projects. We also provide guest lectures to classes about the survey research process in general and the work we do at the Polling Institute. If you are interested in moving your survey online, please contact the Polling Institute to open a Qualtrics survey for you and initiate the registration process. We can help you get started using Qualtrics and answer any questions you may have.¹

If you are interested in any of these services, please reach out the Polling Institute at polling@monmouth.edu.

¹ It is important to note that you must *always* contact the Polling Institute or one of the other account administrators (Wayne Elliott in Instructional Support or Radek Ostrowski, Director of Assessment,) whenever you need a new survey. Starting a Qualtrics survey on your own will significantly limit what you are able to do with the program.

3.13 SOCIAL MEDIA FOR PROFESSIONAL AND PERSONAL USE

Monmouth University recognizes the value of staying connected to our current and future students, faculty, staff, alumni, and donors. What's more, many faculty find social media to be an effective means for sharing information and perspectives, and for communicating important messaging regarding their disciplines. Unfortunately, social media technology use may also bring with it a host of unintended consequences. Faculty who wish to use social media in their teaching or other professional activities that identify them with the university should be mindful of Monmouth University's Social Media Policy, Visual Identity Guidelines, and Social Style Guide.

Social Media Policy:

www.monmouth.edu/about/wp-content/uploads/sites/128/2019/08/Social-Media-Policy.pdf.

Visual Identity Guidelines:

www.monmouth.edu/brand/documents/visual-identity-guidelines.pdf/.

Please register your professional social media accounts with Monmouth's Social Media Coordinator by emailing social@monmouth.edu.

3.14 SPECIAL STUDENT PROGRAMS

Special student programs include Athletics, Counseling and Psychological Services, Disability Services, Educational Opportunity Fund, Student Employment, and Study Abroad.

ATHLETICS (732-571-3415)

Athletics constitute an integral part of a Monmouth University education, and student athletes are representatives of Monmouth University in intercollegiate competition.

The class **attendance policy** for student athletes, approved by the faculty, is as follows:

All student-athletes are **required** to attend all classes. Classes cannot be missed because of practice. The only permissible time to miss class is due to team competition or travel. If class is missed, student-athletes remain responsible for all work and/or exams covered in their absence. Should this occur, the following guidelines must be followed:

1. The first day of class, each student-athlete is required to inform each professor of team commitments and scheduling conflicts with class. If the professor at this time believes this to be a potential problem that can negatively affect the student-athlete's grade, it may be necessary to drop the course. Prudence should be used, but this conversation should occur during the term's Add/Drop Week.

2. The student-athlete must obtain the approved travel verification form from the Athletics Academic Resource Center (AARC) the first week of the semester. One form should be submitted to each course in which at least one class session will be missed due to competition.
3. Head coaches must inform the Athletics Academic Resource Center of estimated travel departure and arrival times prior to distribution of the forms. The travel verification form must be handed to each professor in person, on athletics letterhead, and in blue ink.
4. Student-athletes should submit these travel verification forms to each Professor during the first week of class, then, verbally remind Professors of the competition before the absence is to take place.
5. “When a competition date and/or time gets moved (i.e. due to a weather-related event) it is the student-athletes’ responsibility to inform the faculty member of the change as soon as possible. If the faculty member requests proof of the change, any member of the Athletics Academic Resource Center can provide verification upon request. Any additional competitions that get added as a result of postseason play will be verified in an updated travel form that will be distributed to the participating student-athletes once the postseason competition date, time, and location is confirmed.

Note: *Class cannot be missed for field maintenance, game setups, and so forth. In the event a competition is rescheduled without sufficient warning (due to weather or other unforeseen circumstances), as much notice as possible should be provided to all professors.*

Monmouth Athletics maintains a telephone directory at:

monmouthhawks.com/staff-directory.

CARECONNECT MU (732-263-5258)

CareConnectMU is the University’s coordinated care network to address the social determinants of student health, success, retention, and persistence. If a student is food insecure, currently or at risk of homelessness, needs access to health insurance, caregiver support, utilities assistance, veteran resources, social skills development or other social needs, a referral through this network is the first step to engage with and help the student overcome these barriers to success at Monmouth and to achieve wellness.

There are two ways to refer a student in need to the network:

1. Using the “Student Support - CareConnectMU” form through the “Offices and Services” menu on the myMU portal:

my.monmouth.edu/OfficesServices/stusupport/Pages/default.aspx.

2. Direct your referral to Michael Callahan, Director of Veteran Services and Student Support.

Is student information secure?

While student information will be kept on file through this web-based system, there are several structures in place to keep student information safe. The CareConnectMU network and the UNITE US platform is HIPAA, FERPA, and SAMSHA compliant, and compliant with Security and Data Storage Standards and Breach & Enforcement rules. Student protected information is also restricted from view based on each provider's individualized viewing restrictions. All information is stored through Amazon Web Services, which is encrypted both when resting and in use.

For questions related to CareConnectMU, please reach out to Michael Callahan at 732-263-5258 or mcallaha@monmouth.edu.

COUNSELING AND PSYCHOLOGICAL SERVICES (732-571-7517)

Counseling and Psychological Services (CPS) at Monmouth University strives to be the comprehensive mental health resource for the University community. We foster the personal growth, resilience, academic success, and holistic well-being of students. This is accomplished by facilitating their emotional, interpersonal, and intellectual development through confidential psychological counseling, crisis management, and educational outreach initiatives. We also support the educational mission of the University by providing advanced training for aspiring mental health professionals and by serving in a consultative role with University personnel and the external community. CPS seeks to create a safe and healing environment that is inclusive and welcoming for all students.

Counseling and Psychological Services offers free and confidential psychological counseling services to all Monmouth University students. Psychological services are provided by licensed counseling professionals or graduate-level trainees, supervised by licensed professionals. The office also collaborates closely with various University departments. In addition, there are 24-hour services available for mental health crises and for drug and alcohol emergencies, which are provided through a collaboration with Monmouth Medical Center and other local agencies. Students can reach the Monmouth Medical Center Mental Health Hotline at **732-923-6999**. In addition, help is always available by contacting the National Suicide Prevention Lifeline at **1-800-273-8255** or the NJ Hopeline at **1-855-654-6735**.

CPS is located on the 3rd Floor of the Rebecca Stafford Student Center. Students may walk into the office or call 732-571-7517 to schedule an appointment for personal counseling. Additional information can be found by emailing CPS at [mucounseling@monmouth.edu](mailto:mu counseling@monmouth.edu).

In addition to direct clinical services, Counseling and Psychological Services offers a variety of different psychoeducational programs each semester that are open to all students. Programs topics vary based on current concerns and requests.

CAMPUS INTERVENTION TEAM (732-571-7517)

The Monmouth University Campus Intervention Team (CIT) is an interdisciplinary group of administrators and faculty who support students considered to be “at risk” based on observable concerning behaviors. In our efforts to promote wellness and resilience in our students, we have found that early identification and referral of students of concern can facilitate timely preventative intervention. Any member of the Monmouth community may refer a student or share their observations or concerns with the team. Should you have any questions regarding the CIT, call 732-571-7517 or email cit@monmouth.edu.

DISABILITY SERVICES (732-571-3460)

Students with Disabilities are assisted by the Office of Disability Services, which is part of the Center for Student Success, located in the Rebecca Stafford Student Center. [Detailed information is provided in section 3.5.](#)

STUDENT EMPLOYMENT (732-263-5706)

Assistance for students seeking part-time employment while attending Monmouth is available. The Assistant Director of Human Resources for Student Employment oversees all aspects of on-campus employment. Through the Federal Work Study program, qualified students (determined by the Financial Aid Office) are able to work part time and earn money to offset educational expenses. Most on-campus student positions are filled by those individuals with Federal Work Study awards.

For more information: www.monmouth.edu/student-employment/.

STUDY ABROAD (732-923-4768)

The Global Education Office (GEO) at Monmouth University strongly encourages students to participate in one of our Monmouth Global Programs – for a semester, a summer, or another length of time during the academic year. Students will find information about study abroad in the catalog, on our online study abroad program directory, and in regular sessions of “Study Abroad 101” that are held each semester.

We have a growing number of “Monmouth Global Programs” conducted during the semester or the summer. Current program locations include Argentina, Australia, England, Germany, Italy and Spain. Students may take major, minor, and elective courses to fulfill Monmouth curriculum requirements. Students participating in Monmouth Global Programs are charged the same tuition and fees as regular on-campus students and all financial aid, including merit awards and scholarships, apply (except for athletic scholarships and tuition remission). Students may apply to borrow funds, if necessary, for spending and travel while abroad.

For some majors, earning six or more credits during a study abroad program will satisfy the General Education Experiential Education requirement. Grades earned abroad will be posted to the student transcript and beginning summer 2020, will be factored into the students’ cumulative GPA. To be eligible to apply for a study abroad program, students must have a minimum GPA of 2.75, sophomore status, and not be on judicial or academic probation.

Monmouth also offers two additional opportunities to study abroad. First, Monmouth Global Seminars are faculty-led programs conducted during Winter Break, Spring Break, or the summer months. Students are enrolled in a Monmouth University course for credit and complete part of the required coursework overseas under the direction of a faculty member. Second, Monmouth Global Experiences, not-for-credit programs led by Monmouth faculty and staff in an international location, provide students with opportunities to perform service, participate in international outreach activities, and explore a global path for their futures.

The GEO is located on the first floor of the Rebecca Stafford Student Center. Students are welcome to attend a “Study Abroad 101” meeting for general study abroad information or to make an appointment with the GEO staff at geo@monmouth.edu. Students planning to apply to study abroad will work with both the Study Abroad Advisor and their departmental advisors to prepare for their academic achievement abroad.

For more information, please visit studyabroad.monmouth.edu.

VETERAN SERVICES (732-263-5258)

The Office of Veteran Services at Monmouth University is the main point of contact for student veterans, Active Duty and Reserve Component personnel, families of military, and survivors. Its staff provides assistance, advocacy, and mentoring, as well as advising for the Monmouth University Veterans Association. To refer a student to the office, please contact Michael Callahan, Director of Student Support and Veteran Services, at 732-263-5258 or by sending an e-mail to mcallaha@monmouth.edu.

For more information: www.monmouth.edu/military-students/.

3.15 WEBFACULTY FOR FACULTY

Monmouth University provides faculty with web access to class and student records. Comprehensive training materials have been provided to faculty and are posted online at www.monmouth.edu/registrar/faculty. Note that WEBfaculty is the system that was in place at the time of this handbook's publication; faculty may receive information soon regarding a new system called Self-Service.

Any questions concerning using WEBfaculty for grading, roster inquiry, student record retrieval, and the like should be addressed to the Registrar's Office (732-571-3477).

3.16 CLASSROOMS AND CLASSROOM CHANGES

Many of the major buildings on campus house classrooms that can be used for instruction. Classroom space for graduate courses and some undergraduate courses is also offered at the Monmouth University Graduate Center at Monmouth Park Corporate Center. These classrooms vary in their seating capacity and layout, so faculty are encouraged to visit their classrooms prior to the semester to assess their suitability. See www.monmouth.edu/registrar/registration/#BUILDINGCODES for a complete list, with building codes. Faculty may also view their classroom on the MyMU Portal, under Systems, EMS (Event Management System).

If an assigned classroom is not suitable, faculty members should speak with their department chair to express their concerns. The department chair should then contact the Assistant Registrar for Scheduling and Course Management in the Registrar's Office (732-263-5823 or mellish@monmouth.edu) for assistance. Every attempt to accommodate faculty, student and classroom needs will be made. Please remember that classroom assignments may not be changed without the proper authorization.

All classrooms are equipped with a personal computer with Internet access, a LCD projector, and a campus telephone.² Most classrooms also offer wireless access (Wi-Fi), sound and a DVD player. Faculty whose teaching occasionally requires additional technology are encouraged to contact the University Helpdesk (732-923-HELP or helpdesk@monmouth.edu) for advanced reservation and scheduling of equipment and

² Faculty who encounter technology problems while in class are encouraged to call the Classroom Technology Hotline (x2000) for expedited service.

services. Faculty whose teaching requires additional technology for the entire semester are encouraged to speak with their department chair, as noted above.

The Office of Conference Services and Special Events can assist you in obtaining on-campus rooms for your meetings, banquets, dinners, club events and more. The University utilizes the EMS (Event Management System) to manage all space on campus. In order to reserve a facility, there are scheduling procedures for MU Staff and Faculty, MU Student Clubs/Organizations and for Community/Corporate Organizations.

For more information visit:

www.monmouth.edu/conference-and-event-services/how-to-reserve-space-on-campus/.



CHAPTER 4: ACADEMIC POLICIES AND REGULATIONS

4.1 FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is federal legislation passed in 1974 which established guidelines governing the way educational institutions maintain and supervise student records. The law (also known as the "Buckley Amendment") requires the University to notify students and parents annually on how we comply with the law's requirements. The intent of this law is to assure students' access to their official records, provide a means of review should a student question the accuracy of a record; ensure that these records are used for legitimate educational purposes, and to control the release of records. The law permits the release of records without the prior consent of the student to appropriate University personnel, to parents if the student is claimed as a financial dependent on either parent's most recent federal income tax return, and for other circumstances as set forth in the law.

For more information: www.monmouth.edu/registrar/current-students/ferpa-policy/.

4.2 UNIVERSITY POLICIES AND REGULATIONS

Academic policies and regulations set by the University are reviewed periodically by the Faculty Council, the appropriate standing committee of the Faculty, or by *ad hoc* committees of the Faculty. This chapter contains some of the policies and regulations of interest to faculty members.

Additional policies and regulations are contained in the Monmouth University Catalogs, which may be accessed online at www.monmouth.edu/registrar/.

4.3 ACADEMIC CALENDAR

Academic calendars can be found in the University Catalogs (www.monmouth.edu/registrar/) and on the Monmouth University web site. Academic calendars generally consist of a 14-week fall semester (13 weeks of classes and one final week of and adjusted schedule); a 14-week spring semester (split by a one-week Spring Break); and five summer sessions—Sessions A, B, and C begin in May, Session D in June, and Session E in July. Session times vary: A and D are four weeks, B and E are six weeks, and C is 12 weeks.

For more information: www.monmouth.edu/registrar/academic-calendars/.

4.4 COURSE PRACTICES AND PLANNING

Particularly in courses that are prerequisite for other courses and that have more than one section, faculty members shall endeavor to follow the faculty-approved standards and cover the faculty-approved content specified in the Master Course Syllabus (see section 5.29 for information about the approval process for new courses). This means adhering closely to the course description, learning goals, and learning outcomes. Find these standards in the Master Course Syllabus for the course, available from the host academic department or the Course Information Management (CIM) system.

For maximum teaching effectiveness, faculty should provide students with frequent and timely feedback about their progress. Unless the class has been notified otherwise, the faculty should return all written work to the students in a timely manner.

Adjunct faculty are asked to schedule one office hour per week for each course taught. Arrangements for office space should be made with the department chair for whom the adjunct is teaching.

Faculty employed by the University are required to maintain their attendance and grading records for five years. E-campus may be used to retain these records. Instructors are required to keep all non-returned materials that relate to the grading process for at least one year after the class has been completed. Upon leaving the University, instructors should provide their chair with copies of their recent attendance and grading records.

4.5 CLASS ROSTERS AND WHO MAY ATTEND YOUR CLASS

Faculty are able to obtain their class rosters from their WEBfaculty account at webadvisor.monmouth.edu. Immediately after the conclusion of Add/Drop Week, the Registrar's Office will ask faculty to report on the accuracy of their electronic roster by comparing actual attendance to the electronic roster. Faculty members are required to report discrepancies to the Registrar's Office by the deadline (approximately two weeks after Registrar requests roster verification).

Note that WEBfaculty is the system that was in place at the time of this handbook's publication; faculty may receive information soon regarding a new system called Self-Service.

After discrepancies are reported to the Registrar's Office, they will attempt to contact the students so they can resolve their registration problems. Students are not permitted to attend classes unless they are properly registered. Any student attempting to attend your class who does not appear on the electronic roster should be asked to leave class, register for class, and

pay tuition – if necessary – at the Cashier’s Office. Once the student is registered, you may allow the student to attend your class. If you have any questions or require assistance, please contact the Office of the Registrar by phone at 732-571-3477 or by email at registrar@monmouth.edu.

In the past, there have been several instances of students previewing classes well into the semester and registering only for classes in which they have done well. It is important that faculty not allow students to attend classes for which they are not registered. Students who attempt to register for classes after the term concludes are frequently denied permission. Should you have any questions concerning student enrollment or registration, please contact the Registrar’s Office at 732-571-3477.

FACULTY ROSTER VERIFICATION

Monmouth University requires faculty to report on the accuracy of their electronic class roster(s). The Registrar will notify faculty and provide instructions each term/session when the verification is to be done.

4.6 CLASS ATTENDANCE

Grades in courses are normally based on academic performance (participation, contribution, and examination). Faculty members are encouraged to adopt reasonable regulations that relate grades to class attendance. All faculty members will state their specific attendance policies in a written statement and will give it to the students as part of the syllabus during the first week of the semester (see section 4.11). Students appreciate transparency in matters related to grading, so faculty are encouraged to specify penalties for absences (and for tardiness, if penalties differ), quantifying the penalties whenever possible.

Students are not permitted to attend classes unless they are properly registered. Faculty having any students attending whose names did not appear on their WEBfaculty roster should ask the students to leave the class and go through the proper registration steps, - paying tuition at the Cashier’s Office, if necessary. Students may attend class once they are officially registered.

MEDICAL ABSENCES

Brief Absences (One to Two Days): Monmouth’s Health Services directs students to communicate with their professors regarding any brief (one to two days) absence from class due to medical illness. If students have visited Health Services for treatment, their professors can contact Health Services to verify that they checked in.

Prolonged Absences (Three or More Days): Students are to notify Health Services and provide medical documentation in the event of a medical absence from classes lasting three (3) or more

days. Health Services will notify professors in writing of a prolonged medical absence due to illness or surgery, and the anticipated length of time of that absence.

Note that in either case, details of the absence are not released to faculty members. This practice is to maintain confidentiality of the student's private medical information.

Students are responsible for contacting their professors regarding any missed assignments.

For more information, contact Health Services: 732-571-3464, health@monmouth.edu or www.monmouth.edu/health-services/.

RELIGIOUS HOLIDAYS

One of Monmouth University's core values is diversity, which encompasses respect for others, cultural and global understanding, and inclusion. Multiple faith traditions are represented on our campus, including Judaism, Christianity, Islam, Hinduism, and Buddhism. Because of time constraints imposed by our academic calendar, it is necessary to schedule classes on religious holidays.

Faculty wishing to observe a religious holiday should consult with their department chairs to arrange for coverage or rescheduling of their affected classes. These arrangements should be made well in advance so that the department chair and students have as much advanced notice as possible. Students who intend to observe a holiday should inform the faculty member of the anticipated absence. Faculty should avoid conducting tests and examinations on these religious holidays and, whenever possible, provide make-up work and assignments for these students. Inform your students about these details. These simple guidelines will allow both faculty and students to observe religious holidays without having a negative effect on our academic program.

The list of religious holidays adopted by the New Jersey State Board of Education is available at <http://www.state.nj.us/education/holidays.shtml>.

ABSENCE OF THE INSTRUCTOR

Monmouth University expects all classes to be held as officially scheduled (time and place). In the event of illness or an emergency situation which makes it impossible for a faculty member to meet with a class, the faculty member should notify the department chair – in advance whenever possible. If the faculty member cannot reach the chair, the faculty member should advise the school dean. Faculty should not cancel classes or dismiss the class early, nor should faculty secure substitute instructors without informing the department chair.

4.7 AUDITING COURSES

An auditor is a student who attends a class for the purpose of acquiring knowledge but not to earn credits. The auditor is expected to attend classes, do assigned reading, and participate in class discussion, but is not required to take examinations. The auditor's name will appear on the course roster.

Students who wish to audit a class must complete a "Permission to Audit a Class" e-FORM, which is available from the student's WEBstudent account. This application must be received prior to the third class meeting. Auditor registration is subject to course section availability. Auditors may be removed from classes after registering if seats are needed for matriculating students.

No more than two (2) courses may be audited per semester. Students may not change the status of their registration in a course to "audit" or to "for credit" during the term. If, in the opinion of the faculty member, an auditor has not participated or attended sufficiently to warrant inclusion of the course on the student's transcript, the faculty member may so advise the Registrar's Office at the time final grades are submitted.

4.8 CLASSROOM CHANGES

If an assigned classroom is not suitable, faculty members should speak to their department chair to express their concerns. The department chair should then contact the Assistant Registrar for Scheduling and Course Management in the Registrar's Office (732-263-5823) for assistance. Every attempt to accommodate faculty, student and classroom needs will be made. Please remember that classroom assignments may not be changed without the proper authorization.

4.9 WITHDRAWAL FROM COURSES

Students are expected to complete the courses for which they register. On occasion, however, withdrawals are warranted. Students who do not intend to complete any course for which they are officially registered should execute an official withdrawal prior to the "W" deadline. Students withdrawing from some courses while remaining registered for one or more courses are required to complete a "Withdraw from Course" e-FORM on WEBstudent. The official date of a withdrawal is the date the completed form is received in the Registrar's Office. The withdrawal form must be received prior to the Withdrawal ("W") deadline date, as published in the Academic Calendar. Withdrawn students are noted on the course roster, available through the WEBfaculty menu.

Students, who wish to completely withdraw from the University, intending not to return to Monmouth, must complete a total withdrawal form, available as an e-FORM on WEBstudent.

4.10 THE 14TH WEEK AND FINAL EXAMINATIONS

Final examinations, where required, shall be held during the times officially scheduled during the 14th week of classes (the 14th Week Schedule for the current semester can be found at this address: www.monmouth.edu/registrar/registration/#14WEEK).

When appropriate, faculty may choose not to require a final exam or may assign a take home exam. However, they are still expected to prepare a lesson or hold class during the scheduled 14th week time period. The schedule of examinations should be announced in class. The faculty member is responsible for proctoring the examination.

A student who has three or more final examinations scheduled on one day may request that one of the examinations be rescheduled; it is normally the middle one of the three that is rescheduled. Rescheduled examinations are to be given by agreement between the student and the faculty member on or before the last day of the examination period.

For undergraduate courses, final examination grades may represent no more than one third of the term grade. There is no comparable requirement for graduate courses.

The faculty member must keep the students' final examinations on file for a period of one year after the semester. Students have the right to review the graded examination in the presence of the instructor.

4.11 CLASS SYLLABUS

Faculty must provide a **class syllabus to students during the first week of classes**. The class syllabus should be consistent with the Master Course Syllabus, available from the Department Chair or School Dean. At a minimum, the class syllabus should include the following:

Semester:

Course Code: (e.g., BY 101)

Course Title:

Course Objectives (These should be stated in a manner in which student learning can be assessed) and should be identical to those found on the master syllabus):

Class Schedule (e.g., MTh 10:00-11:15 am; Frame D; BH 127):

Instructor:

Office Hours:

Office Location:

Office Telephone:

E-mail Address:

Required Texts:

Recommended Readings:

Course Requirements (e.g., term paper, exams, journals, lab):

Methods of Evaluation and Grading Policy:

Attendance Requirement (Consult with your department chair for language appropriate for your course):

Last date to withdraw with automatic assignment of “W” grade:

Statement on Academic Honesty (Consult with your department chair for language appropriate for your course):

If needed, consider using the following statement: In order for Monmouth University to provide an environment that allows students to pursue their educational goals, it is essential to enforce strict academic integrity. Therefore, you will be on your honor throughout this course to maintain academic honesty. Academic dishonesty (cheating, plagiarism, aiding and abetting others to cheat or plagiarize) of any kind will not be tolerated in this class. Anyone caught in such an act will receive a grade of zero on the assignment and be reported to the Provost’s Office.

***Cheating** includes copying from someone else’s test or quiz; submission of material for academic evaluation that has been prepared by another individual(s) or commercial agency; willfully damaging the academic work or efforts of another student to gain an unfair advantage; possessing or using any materials intended to be used as an instrument of academic evaluation in advance of its administration.*

***Plagiarism** includes submitting written materials without proper acknowledgment of the source; deliberate attribution to, or citation of, a source from which the referenced material was not in fact obtained; submitting data which have been altered or contrived in such a way as to be deliberately misleading.*

Note that it is your responsibility to educate yourself about what constitutes cheating and plagiarism up front. Stating that you “didn’t know” after you’ve been caught will not save you from the zero grade, and you won’t have the opportunity to resubmit the work; instead, your aim should be to get it right the first time. If you are not sure, speak with your professor about this matter before you turn in your work.

***Submission of the Same Work for Two Courses:** Consider using the following statement: The submission of the same (or essentially the same) paper for two separate courses without the expressed permission of all faculty members involved is against University policy.*

***Turnitin:** If you plan to use the Turnitin plagiarism detection software for your teaching, include a statement about it in your syllabus. You may adapt the following statement to suit your course:*

Turnitin: Assignments in this course may be checked for plagiarism using Turnitin (www.turnitin.com), a Web-based resource that compares the text of student papers to

an extensive electronic database. I will inform you in advance about which assignments will be checked for originality using Turnitin.

Students agree that, by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy on the Turnitin.com site.

Statement on Special Accommodations:

Consider using the following statement: Students with disabilities who need special accommodations for this course are encouraged to meet with the appropriate disability service provider on campus as soon as possible. In order to receive accommodations, students must be registered with the appropriate disability service provider on campus as set forth in the Student Handbook and must follow the University procedure for self-disclosure, which is stated in the University Guide to Services and Accommodations for Students with Disabilities. Students will not be afforded any special accommodations for academic work completed prior to the completion of the documentation process with the appropriate disability service office.

Notes to Students (e.g., general comments about the instructor's expectations and hints for achieving academic success):

Reference to Student Handbook and Undergraduate Catalog or Graduate Catalog for other University regulations.

Outline of Course Content and Schedule (weekly or daily schedule of course topics, including approximate date of quizzes, tests, and term papers):

4.12 CLASSROOM CIVILITY

Respectful conduct and discourse are critically important to maintaining a productive classroom environment. The professor plays a key role in determining the classroom environment, and experienced teachers know that these matters cannot be left to chance. Faculty rights and responsibilities with regard to civility in the classroom are broadly defined in Monmouth University's "Community Statement on Civility" (available in the current [Student Handbook](#)):

Members of the faculty are ultimately responsible for what occurs inside the classroom environment. If, after suitable dialogue, a consensus on behavioral parameters cannot be reached, the faculty member's decision on these is final.

How civility translates into the individual classroom is up to the individual professor. Faculty are encouraged to reflect on their sensibilities regarding appropriate classroom behavior, consulting with their department chairs and other trusted colleagues, to determine the most appropriate behavioral standards for their individual courses. Further, guidelines for

appropriate classroom behavior should be addressed in the course syllabus, during the first class meeting of the semester, and at relevant points throughout the semester.

When determining standards for individual courses, consider encouraging behaviors that facilitate students' pursuit of the academic mission of Monmouth University; such behaviors may include treating fellow students and professors with respect and civility, regular class participation, regular attendance, coming prepared, and completing assigned readings. In addition, it may be appropriate to address behaviors that distract from teaching and learning. Some common issues that faculty members have addressed in the past include potentially distracting behaviors such as tardiness or leaving the classroom after class has begun, sleeping during class, eating during class, use of electronic devices (cellular telephones, personal stereos, etc.), attention to extraneous reading material, personal conversations, and use of laptops or tablet computers. In some cases faculty may feel the need to address proactively behaviors such as obscene gestures and foul, abusive, or demeaning language.

Note that faculty have been more effective in creating and maintaining an environment of professional civility when they engage in the appropriate behaviors themselves. For example, students are far more likely to prepare for class and arrive on time when they observe that their professor engages in these behaviors.

In addition, students occasionally have special circumstances that prevent them from living up to the standards outlined in the syllabus. Faculty are encouraged to be receptive to students who have legitimate reasons for requesting reasonable allowances.

4.13 MASTER COURSE SYLLABUS

Every approved undergraduate and graduate course at Monmouth has a Master Course Syllabus associated with it. This syllabus was created as part of the course approval process and serves as the definitive documentation regarding the nature of the course; faculty preparing to teach a section of the approved course are expected to follow this document when developing their own class syllabus. Master Course Syllabi are available from the Department Chair or the Course Information Management (CIM) system.

4.14 GRADING UNDERGRADUATE COURSES

In undergraduate courses, faculty are required to electronically submit mid-term grades to the Registrar's Office by the date specified in the academic calendar.

The Registrar's Office will issue a schedule for the reporting of final grades. Faculty shall report final course grades to the Registrar's Office on or before the prescribed deadlines (72 hours

after the final examination has been completed except for examinations scheduled for the last day of the examination period, for which the deadline is 48 hours after the final examination has been completed).

Faculty members are expected to report midterm and final grades for all students on the official electronic grade roster using Colleague Self-Service (in my.monmouth.edu > SYSTEMS > Colleague Self-Service). No items are to be left blank. The date of last attendance should be recorded for each student receiving a final grade of "F." Failure to return final grades by the official deadline without the express permission of the Registrar constitutes serious neglect of professional duty.

The **undergraduate** grading system is as follows:

A, A- Exceptional Performance

B+, B, B- Strong Performance

C+, C, C- Adequate Performance

D+, D, D- Poor Performance

F Failing. This grade is given for failure in a course; for unofficial withdrawal from a course after the deadline (see "W" grade); or, in some instances, when an Incomplete grade is not changed by the end of the next regular semester (see "I" grade).

P Pass. This grade is given for satisfactory completion of the Math Proficiency requirement, and other requirements without institutional credit. This grade is not used in computing a student's cumulative grade point average (GPA).

R Re-Registration Required. This grade is given when a student has made significant, but not sufficient, progress in a developmental course. (See the section entitled "developmental courses" in the Monmouth University undergraduate catalog). This grade is not used in computing a student's cumulative grade point average (GPA).

AU Audit. This grade is given to a student who attends a class for the purpose of acquiring knowledge, but not to earn credits. The auditor is expected to attend classes, do assigned reading and participate in class discussions, but is not required to take examinations.

T Transfer. This grade is given to incoming students for courses accepted for transfer by Monmouth University. This grade is not computed in the grade point average (GPA).

W Withdrawal. This grade is given for withdrawal from a course or courses up to five weeks before the last day of classes in a regular semester or its equivalent in a shorter term. See the academic calendar for the last date to withdraw in a given semester or term.

I Incomplete. This grade is given in cases where permission has been granted by the instructor to postpone completion of specific required work, such as a laboratory project or report or a missed final examination. This grade is not intended for situations where, in the judgment of the instructor, the student must retake the course for an entire semester in order to earn a passing grade. The Incomplete grade, therefore, should not be used in cases where a grade of "W" or "F" would be appropriate. The student must complete the work within the time

granted by the professor and no later than the end of the next regular semester. If the unfinished work is not completed within the specified time, an “F” grade will be recorded. The Incomplete grade is not appropriate for thesis courses. For thesis courses that are graded on a Pass/Fail (P/F) scale, assign an S when the student is making satisfactory progress but has not completed the thesis. For non-thesis courses graded on the P/F scale, the Incomplete grade may be used.

S Satisfactory Progress. This grade is given at the end of the first semester when satisfactory progress has been made in an undergraduate or graduate course, which is part of a sequence of courses that take more than one semester to complete.

NR No Report. This temporary grade is given by the Registrar at mid-term when no grade has been received from the instructor at the time that the official grades are issued.

X Credit by Exam. Portfolio Credit. This grade is issued when students pursuing credit by exam are successful in completing the exam. Also assigned as part of the Portfolio Assessment process; once a portfolio has been approved as satisfying credit for a specific course the, “X” grade is assigned.

4.15 GRADING GRADUATE COURSES

In graduate courses, faculty do not submit midterm grades. The Registrar’s Office will issue a schedule for the reporting of final grades. Final course grades shall be reported to the Registrar on or before the prescribed deadlines (72 hours after the final examination has been completed except for examinations scheduled for the last day of the examination period for which the deadline is 48 hours after the final examination has been completed).

Faculty members are expected to report midterm and final grades for all students on the official electronic grade roster using Colleague Self-Service (in my.monmouth.edu > SYSTEMS > Colleague Self-Service). No items are to be left blank. The date of last attendance should be recorded for each student receiving a final grade of “F.” Failure to return final grades by the official deadline without the express permission of the Registrar constitutes serious neglect of professional duty.

The **graduate** grading system is as follows:

A, A- Exceptional Performance

B+, B, B- Average

C+, C, C- Poor

F Failing. This grade is given for failure in a course; for withdrawal from a course after the deadline (see “W” grade); or for failure to remove an Incomplete by the end of the next regular semester.

AU Audit. This grade is given to a student who attends a class for the purpose of acquiring knowledge, but not to earn credits. The auditor is expected to attend classes, do assigned reading and participate in class discussions, but is not required to take examinations.

W Withdrawal. This grade is given for withdrawal from a course or courses up to five weeks before the last day of classes in a regular semester or its equivalent in a shorter term. See the academic calendar for the last date to withdraw in a given semester or term.

I Incomplete. This grade is given in cases where permission has been granted by the instructor to postpone completion of specific required work, such as a laboratory project or report or a missed final examination. This grade is not intended for situations where, in the judgment of the instructor, the student must retake the course for an entire semester in order to earn a passing grade. The Incomplete grade, therefore, should not be used in cases where a grade of “W” or “F” would be appropriate. The student must complete the work within the time granted by the professor and no later than the end of the next regular semester. If the unfinished work is not completed within the specified time, an “F” grade will be recorded.

The Incomplete grade is not appropriate for thesis courses. For thesis courses that are graded on a Pass/Fail (P/F) scale, assign an S when the student is making satisfactory progress but has not completed the thesis. For non-thesis courses graded on the P/F scale, the incomplete grade may be used.

S Satisfactory Progress. This grade is given at the end of a semester when work in a graduate course is satisfactory but requires more than one semester for completion. Students who receive an “S” grade must register for one credit, Continuation of Thesis/Project (REG 500) in subsequent semesters until the work is complete. A continuance allows the student to use University facilities while continuing to work within the designated graduate program.

NR No Report. This temporary grade is given by the Registrar when no grade has been received from the instructor at the time that official grades are issued.

P Pass. This grade is given for satisfactory completion of a course that is graded on a Pass/Fail basis. This grade is not used in computing a student’s cumulative grade point average (GPA).

X Credit by Exam. Portfolio Credit. This grade is issued when students pursuing credit by exam are successful in completing the exam. Also assigned as part of the Portfolio Assessment process; once a portfolio has been approved as satisfying credit for a specific course the, “X” grade is assigned.

Q Waived. This graduate grade is determined by the appropriate department to indicate that certain course requirements are waived. This grade is not computed in the student’s grade point average (GPA).

4.16 GRADE REPORTS

MID-TERM GRADES

In undergraduate courses, faculty are required to submit midterm grades electronically to the Registrar's Office by the date specified in the academic calendar.

FINAL GRADES

Faculty are required to submit final grades electronically to the Registrar's Office by the reporting deadline. The Registrar will issue a schedule for the reporting of the final grades.

4.17 STUDENT COMPLAINTS ABOUT GRADES

A student who wishes to file a complaint about a course grade should attempt first to resolve the matter through a discussion with the faculty member who taught the course in question. If the faculty member is unable to resolve the matter, the student may contact the department chair in writing, stating the basis of the complaint. Students should send such complaints to the appropriate department chair within six weeks following the receipt of final grades. Before changing a grade, a chair must, in a timely manner, attempt to discuss the grade, with the faculty member who assigned it. Only in exceptional cases should a chair change a grade that a faculty member has assigned. A student who is not satisfied with the decision of the department chair may appeal the decision in writing to the dean of the school housing the course. The decision of the academic dean is final. A faculty member who disagrees with the chair's change of grade may also appeal the chair's decision in writing to the dean, whose decision is likewise final.

4.18 CHANGE OF GRADE REQUESTS

Students are not permitted to complete or submit additional work after a term/semester concludes in an effort to improve a grade, unless the original grade was an "I" (incomplete).

In those rare cases where a faculty member determines that a change of grade is warranted, the request must be submitted and approved by the department chair and school dean. The University's position is that the grade assigned by faculty at the end of a term represents accurate evaluation of the student's work for the term; consequently, when a grade change is requested, and, particularly, if the grade change is of more than one semester's standing, the faculty member must provide information and documentation concerning what was erroneous in the original grade and why the new grade should be assigned.

Grade changes that concern courses taken more than one year earlier require the additional

approval of the Undergraduate Academic Standards and Review Committee (for undergraduate students) and the Graduate Academic Standards and Review Committee (for graduate students). The University does not allow changes to a grade after a student has graduated.

To initiate a Change of Grade, faculty should submit an e-FORM, which will be routed through the necessary approval process. E-FORMS are accessible from Etrieve Central Forms (etcentral.monmouth.edu).

4.19 ENHANCING ACADEMIC HONESTY

DEFINITIONS OF ACADEMIC DISHONESTY

Cheating includes, but is not limited to the following actions:

- A. Copying from someone else's test or examination paper.
- B. Possessing, buying, selling, removing, receiving, or using, at any time or in any manner not prescribed by the instructor, a copy or copies of any materials (in whole or in part) intended to be used as an instrument of academic evaluation in advance of its administration.
- C. Using material or equipment during a test or other academic evaluation that has not been authorized by the instructor, such as crib notes, calculator, tape recorder, or slide rule.
- D. Obtaining or attempting to obtain in a fraudulent manner any material relating to a student's academic work, including theft of examinations or library materials, or obtaining advance access to an examination through collusion with a University employee.
- E. Working with another or others in completing a take-home examination or assignment when the instructor has required independent and unaided action.
- F. Attempting to influence or change an academic evaluation, grade, or record by unfair means; this would include altering academic work that has been resubmitted without indication that the work has been altered.
- G. Permitting another student to substitute for oneself in an academic evaluation.
- H. Marking or submitting an examination or evaluative material in a manner designed to deceive the grading system.
- I. Willfully damaging the academic work or efforts of another student to gain an unfair advantage in an academic evaluation.
- J. Failing to comply with a specific condition of academic integrity that has clearly been announced in a particular course.
- K. Submitting, without prior permission, any work by a student that has at any time been submitted in identical or similar form by that student in fulfillment of any other academic requirement at any institution.

- L. The submission of material, in whole or part, for academic evaluation that has been prepared by another (other) individual(s) or commercial agent(s). Aiding or abetting another individual to cheat.

Plagiarism includes, but is not limited to the following actions:

- A. Submitting written materials without proper acknowledgment of the source.
- B. Deliberate attribution to, or citation of, a source from which the referenced material was not in fact obtained.
- C. Submitting data which have been altered or contrived in such a way as to be deliberately misleading. Aiding or abetting another individual to plagiarize.

ESTABLISHING AN ENVIRONMENT OF ACADEMIC HONESTY

It is critical for faculty members to establish clear understanding at the beginning of each semester regarding their expectations about academic honesty, and potential infractions such as cheating on exams, plagiarism, independent work on outside assignments and so forth. Faculty should include clear and definite statements of policy in the course syllabi and speak with their classes on these points at the beginning of the semester. Faculty should emphasize the serious consequences of detected cases of cheating.

Faculty members should enlist the participation of students in maintaining an environment of academic honesty in the classroom. For the purpose of signaling any problems in this regard, this should include encouraging students to come forward voluntarily to report instances of academic dishonesty. It must be emphasized that the reporting student will not be required to provide specific detail, such as identifying the students involved, and that they will be assured of complete confidentiality.

When a student volunteers a report of academic dishonesty, the faculty member should assure the student that the report will be taken seriously. Similarly, faculty members should be willing to pursue serious violations of academic honesty with the University Disciplinary Committee in order to demonstrate that such violations will not be tolerated by the University community. However, as much as possible, emphasis on academic honesty should be positive rather than negative. Considerable tact will be required to avoid the impression that all students are considered to be dishonest, and this is especially important for the non-traditional students attending Monmouth University, many of whom are mature adults holding down responsible professional positions in their communities. One possible approach is to make it clear—as is actually the case—that precautions against academic dishonesty are for the purpose of protecting the honest majority from being unfairly placed at a disadvantage by a few miscreants. Another approach would be to emphasize the ethics behind the practice of academic integrity and point out that cheating is unethical.

REDUCING THE TEMPTATION TO CHEAT

Students may be tempted into academic dishonesty out of desperation when a course grade depends on only one or two major examinations and/or term papers. Consider using frequent quizzes, exams, and regular homework assignments to spread the evaluation of the student's work more evenly over the semester and to give frequent feedback on the student's progress. In addition, the students should be made aware of at least some of the steps being taken to detect cheating.

TESTS

Giving the same examination year after year is the most frequently cited example of faculty carelessness with respect to academic honesty. It is well known that some groups have collections of old exams. It is most important that faculty vary their tests from semester to semester. In addition, faculty should take care to safeguard tests before they are given. For example, there have been reports that students have gone through faculty wastepaper baskets or entered faculty offices for the purpose of obtaining copies of exams. If tests are prepared by using a computer that is accessible to students, copies of the test should not be left on that computer memory.

As reinforcement, before administering each test, the instructor might well repeat the policy regarding cheating. While the examination is in progress, the instructor should actively proctor the class. Students should be seated in alternate rows where possible, or different tests (differing perhaps only by altering the order of the questions) might be assigned to different rows. Students should be required to store all books, papers, and other personal belongings under their seats or—preferably—at the front of the room. They should not be allowed to tear pages out of the blue books, and care should be taken to see that all blue books are returned by students who have used more than one. If scratch paper is required, it should be supplied by the instructor, who should require that it all be returned at the conclusion of the test. Preferably the students should be instructed to use pages at the rear of blue book, which can later be crossed out. The provision of standard-model hand calculators for use during a test should be considered in courses where the memorization of formulas is required. Instructors should be alert to some current electronic methods used to cheat which can include signals from silent beepers, text messaging by students who have already taken the exam, as well as prerecorded notes on hidden audio recorders. In larger classes, the instructor should make every effort to know his or her students to prevent someone from taking the test for another student.

When grading multiple-choice tests, instructors should strike through wrong answers with indelible pen or pencil to prevent subsequent alteration. When a student is suspected of altering tests in order to claim later that they were mis-graded, the instructor should photocopy some of the tests before being given back, and the class should be informed that this is being

done. Also, a check mark should be left on all blank pages at the end of the blue book to prevent a later claim that an answer was overlooked.

TURNITIN PLAGIARISM DETECTION RESOURCE

Note that Monmouth University faculty members have access to Turnitin (www.turnitin.com), a Web-based plagiarism detection resource that compares the text of student papers to an extensive electronic database. This database includes current and archived internet resources, periodicals, journals and other publications, and past student papers from Monmouth and other educational institutions.

Faculty can access Turnitin within the eCampus system through the Dropbox tool—which is the most popular method by far—or by connecting directly to the Turnitin.com website. Use of the Turnitin service is subject to the Usage Policy posted on the Turnitin site.

If a faculty member plans on using this resource in their classes, they should include statements about Turnitin in their syllabi. Here is a statement, created with the assistance of our General Counsel's office that should suit faculty needs; and faculty should feel free to adapt it to suit their courses, as appropriate:

Turnitin: Assignments in this course may be checked for plagiarism using Turnitin (www.turnitin.com), a Web-based resource that compares the text of student papers to an extensive electronic database. I will inform you in advance about which assignments will be checked for originality using Turnitin.

Students agree that, by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

In addition, faculty should be sure to talk about their use of Turnitin.com in the first class meeting of the semester, and remind students of their planned use of the software on individual assignment handouts.

Questions about Turnitin should be directed to Information Support (732-923-4357. There is also a myMU portal page provides information about the other resources provided by Turnitin.com:

my.monmouth.edu/fyi/turnitin/Pages/default.aspx.

ENCOURAGING ACADEMIC INTEGRITY ON HOMEWORK EXERCISES

Faculty should make clear in their syllabi at the beginning of each semester the precise degree of collaboration between students that is acceptable in completing homework. When appropriate to the subject and the particular assignment, the instructor should also motivate students to complete homework as independently as possible by emphasizing the benefit to be gained from working out the exercises. The instructor should also reinforce this message by careful reading and grading of all work turned in, which should be returned to the student with written comments where appropriate. When reading homework assignments, the instructor should be alert to work duplicated on different student papers. Homework assignments, like tests, should not be repeated without variation from semester to semester, since some student groups keep copies of old assignments. In some cases, the temptation to cheat on homework can be reduced by giving it relatively low weight in determining the course grade. Faculty should seek ways to hold students accountable for the contents of outside reading assignments, such as testing students on the contents of outside reading assignments; if commercial abridgments of longer texts are available, tests should include questions about materials not included in the abridgment.

ENCOURAGING ACADEMIC INTEGRITY ON RESEARCH PAPERS

When faculty members assign research papers, they should provide specific objectives for the paper and the criteria they will use in grading the paper. Exactly what constitutes plagiarism should also be carefully defined at the time the paper is assigned.

Monmouth's office of Tutoring and Writing Services offers a resource that may be used at www.monmouth.edu/resources-for-writers/documents/plagiarism.pdf. In addition to defining plagiarism and making reference to Monmouth's policy on plagiarism, it describes documentation techniques at length. Note that this office provides other resources for writers that may be helpful for your students as they prepare their papers these resources can be found at www.monmouth.edu/resources-for-writers/.

The most effective means of ensuring that each student actually prepares their own paper is to monitor the progress of the work in stages by requiring students to turn in by specified dates, preliminary outlines, bibliographies, research notes, and rough drafts. In addition, the range of topics permitted should be reasonably limited, and a student should not be allowed to switch topics late in the project. The format of the paper should be specified and papers not in conformance should not be accepted, nor should photocopied papers instead of originals. When appropriate, a quiz might be given covering the knowledge that students should have gained in preparing their papers, or the instructor might interview students individually during the course of the project. The finished papers might be kept on file by the department for a few years to prevent the submission of a copy of previous work. Faculty

members also have the option to archive their students' assignments for future plagiarism checks when they use the Turnitin.com resource.

As a general practice, Faculty should make sufficiently detailed comments and corrections on student assignments so that students understand the basis for the assigned grade. Such a practice, as research and experience have shown, increases student commitment to the learning process and respect for faculty as course instructors.

CONFRONTING ACADEMIC DISHONESTY

Faculty should promptly address all acts of academic dishonesty with the student and report the incident to the Provost's Office. An e-FORM for this purpose is available on Etrieve Central Forms (etcentral.monmouth.edu). It can be found in the "Document Library" in the "Advisors 2" folder.

Academic Dishonesty Reporting Policy:

1. The process begins when a faculty member determines that student academic misconduct has occurred. Definitions of academic dishonesty can be found above and in the *Monmouth University Student Handbook* (www.monmouth.edu/student-life/handbook/). Proscribed academic conduct is explained in the Student Code of Conduct section of the *Student Handbook*, Article I: sanctions that may be imposed can be found in Article IV.
2. A faculty member who discovers academic dishonesty shall have the discretion in determining the appropriate remedy and/or penalty for the academic misconduct in his/her course (i.e., failing grade for the assignment, the assignment category, or the class) consistent with the policies of the university and the department. If the faculty member plans to act on his or her finding of academic misconduct he or she will notify the student in writing with a summary of the faculty member's finding and the student's right to appeal, and make a good faith effort to meet with the student to discuss the finding and allow the student an opportunity to respond. If the student disagrees with the finding, he or she may appeal to the faculty member's department chair in writing within 10 working days of the notification.
3. If the student does not appeal the finding to the department chair, the faculty member shall report the misconduct to the Registrar via the Academic Dishonesty e-FORM within 15 working days of the initial notification to the student. The Registrar will send a receipt to the reporting faculty member, upon receiving the report.
4. If the student appeals the faculty member's finding to the faculty member's department chair, the chair will consult with the faculty member, consider the case within 10 working days of the receipt of the written appeal, and notify the student, the faculty member, and the faculty member's dean, in writing, of his or her decision to uphold or reverse the finding.

5. After any appeal to the chair has been decided and there is a finding of misconduct, the chair shall report it to the Registrar via the Academic Dishonesty e-FORM. The Registrar will send a receipt to the reporting chair upon receiving the report.
6. The Office of the Provost will maintain a record of students who have been reported for academic misconduct. This record will be separate from the students' academic records. When a case of student academic misconduct is reported to the Registrar, the Office of the Provost will open a file on that student, or if the Provost's office already has such a file for a student, it will add the current report to the existing file.
7. When the Office of the Provost receives a first academic dishonesty report on a student, it shall notify the student in writing that it has opened such a file, and that a subsequent incident of academic misconduct will result in charges against the student by the University Discipline Committee, which may result in the student's suspension or expulsion.
8. When the Office of the Provost receives a second academic dishonesty report on the same student, it shall forward the student's file with the multiple reports to the University Discipline Committee, and notify the student in writing that it has forwarded the file to the committee. This committee will then consider the case of repeated academic misconduct and determine the appropriate sanctions.
9. Upon the student's graduation, the contents of the file will be sealed and kept apart from the student's permanent academic record will be the result of the action of the University Discipline Committee.
10. A copy of the policy governing academic misconduct will be distributed to faculty regularly. The faculty encourages the Office of the Provost to regularly inform students of the policy and student rights and responsibilities in the area of academic conduct.

STUDENT DISCIPLINARY PROCEDURES

Monmouth University does not tolerate academic dishonesty or any other violations of the Student Code of Conduct. Faculty should address cheating and plagiarism as described above. Should faculty determine that the academic misconduct warrants the attention of the University Discipline Committee, they should consult the current Student Handbook (www.monmouth.edu/student-life/handbook/), *Article IV (Discipline Policies), specifically I.B. (Academic Dishonesty Charges) and III. (Sanctions)*.

4.20 SUBMISSION OF THE SAME WORK FOR TWO COURSES

Students submitting the same or essentially the same work for two separate courses without the express permission of all faculty members involved is not permitted. There is no intention to work against student research efforts that cross over departmental and/or course lines. Indeed, more complex projects with an interdisciplinary focus are highly desirable; however,

faculty members involved with such a project must know in advance, what is being done, and there must be mutual agreement about the project.

Faculty are encouraged to include a statement about this university policy in their syllabi.

4.21 ORDERING TEXTBOOKS AND DIGITAL MATERIALS

The Higher Education Opportunity Act of 2008 requires that all institutions of Higher Learning make available for students at the time of registration a list of required and recommended course materials, including international standard book numbers and current retail prices. The University Store therefore will request that to the maximum extent practicable, faculty submit course material orders to the Store no later than the March prior to the upcoming summer, fall, and spring semesters. The University Store works with the Registrar's Office to ensure course information is posted to the Store adoptions site and available for course material requests in a timely manner.

The U.S. Congress has recognized that there are situations (late added sections, new faculty hires for sections) that prohibit the complete fulfillment of this requirement. In addition, the law does not desire that incorrect or inaccurate information be posted. If the curriculum is being restructured or new course material decisions are being made, orders should not be placed until you are certain they are accurate.

The law also gives faculty certain rights when considering textbooks. Publishers must disclose the current net price of the book (price to the institution before any markup) and all changes to the materials from the prior edition. The University Store has more information on these aspects of the law; please contact them with your questions.

Placing orders – The University store maintains a website through which course material adoptions may be placed. Faculty will be notified via email when the website is open for adoptions. Registration is required prior to using the website; each academic department has a unique initial sign-in. We also have tools which can aid and assist in title research. Faculty are encouraged to contact the University Store Textbook Department with any questions regarding the ordering process at 732-263-5404 or bookstore@monmouth.edu

Electronic Books – Under the Higher Education Opportunity Act of 2008, institutions are encouraged to offer lower-cost alternatives to traditional textbooks. The University Store offers electronic books (“E-books”). Although not all titles are available as E-books.

E-books reside on a students' laptop hard drive or are available on a web browser; this will require students to have access to a laptop during classes, a practice which some faculty may not encourage. Should you prefer that E-books not be offered for your classes, contact the

University Store textbook department when placing your adoptions to have the E-book option deleted from your classes.

4.22 USING CUSTOMIZED COURSE MATERIALS IN THE CLASSROOM

Faculty members who wish to select their own materials and offer a customized course packet for their students need to be aware that it requires the selection of appropriate material, contacting appropriate publisher to commence copyright clearance and publication procedure, and to provide the University Store with title, publisher and pricing information (as well as ISBN, if applicable) as soon as available.

A number of publishers now provide copyright clearance services. The University Store can provide you with a list of available publishers upon request.

SOURCES OF MATERIAL

The holdings of the Guggenheim Memorial Library or any other library (including faculty members' personal libraries) may provide faculty with the inspiration for specific items they wish to include in a course packet. Course packets by their nature are not covered under the copyright provisions of "fair use" (they are neither spontaneously assembled, nor of sufficient brevity to justify the "fair use" designation). Unless the material is old enough to no longer be covered by copyright, or is in the public domain, faculty members should expect to pay some kind of royalty payment to the author, estate, or copyright holder.

COPYRIGHT CLEARANCE CENTER

The University Store utilizes the services of an outside copyright clearance provider. The University is charged both a processing fee per citation and the royalties on copies actually printed and sold. Although the processing charge is nominal, be aware that combined with the per copy royalty fee, the cost of small orders of course packets can be prohibitive.

Please follow these procedures if you wish to assemble a course packet:

1. Assemble and make copies of all materials to be included in the packet. The inclusion of original copies will vastly expedite the clearance process.
2. At least 8 weeks prior to the start of class, bring all materials to the Store, or call the Store at 732-571-3453 to arrange for the materials to be picked up. Provide the Store with course number, date of use, and estimated number of copies required.
3. Upon clearance of all articles, the course pack will be released for publication. Originals are returned to the Store via next day air, and the pack will then be printed at the Copy Center.

[See also section 5.4 "Copyright Policy – Related to Library Use."](#)

PRICING

Royalty payments are often expensive. Publishers are not uniform in how they calculate royalty payments - some may charge a flat rate per article, others charge per page.

All costs of royalties and processing will be passed along in the retail cost of the course pack, as well as the costs of printing and a Store markup on the printing costs only to cover store expenses and the costs of any unsold packs.

FURTHER INFORMATION

The University Store has available a publication “Questions and Answers on Copyright for the Campus Community,” which answers common questions on the “fair use” doctrine and has been expanded to cover software and internet issues. Please call the Store if you would like a copy, or have any questions on the course pack process.



CHAPTER 5: OTHER POLICIES AND PROCEDURES

5.1 CLOCK HOUR EQUIVALENCIES FOR ADJUNCT TEACHING

A **three-credit lecture** course equates to 9 clock hours: 3 hours class time, 3 hours prep (corresponding to credit value of course), 1 office hour, 2 hours for grading/email questions

A **two-credit lecture** course equates to 7 clock hours: 2 hours class time, 2 hours prep (corresponding to credit value of course), 1 office hour, 2 hours grading/email questions

Generalization for an n-credit lecture courses: CH (Clock Hours) = n (class time) + n (prep time) + 1 (office hour) + 2 (grading/email questions) = $2n + 3$.

A **three credit art studio** courses that necessarily has 6 contact hours equates to 12 clock hours: 6 hours class time, 3 hours prep (corresponding to credit value of course), 1 office hour, 2 hours for grading/email questions

A **two-credit lab science course** that meets for 6 contact hours per week equates to 11 clock hours: 6 hours class time, 2 hours prep (corresponding to credit value of course), 1 office hour, 2 hours for grading/email questions

Generalization for an n-credit laboratory course that meets for m-contact hours per week: $CH = m$ (contact hours) + n (prep time corresponding to credit value of course) + 1 (office hour) + 2 (grading/email questions) = $m + n + 3$.

An **n-credit social work course having a field seminar with m students enrolled** equates to $n + .5m + 4$ clock hours: $.5n$ (lecture portion) + $.5n$ (prep time) + 1 (office hour) + 3 (grading/email questions) + $.5m$. For example, in a 6-credit lecture/field course in which 14 students are enrolled, $CH = 3$ (half of course's credit value) + 3 (prep time equated to lecture portion) + 1 (office hour) + 3 (grading/email questions) + 7 (half of the number of students enrolled) = 17.

For **independent study courses, thesis courses, and service learning courses** (regardless of the credit value of the course), calculate the clock hour equivalent as one hour per week per student, one office hour, and 2 hours grading/email questions. For example, in a 4-credit independent in which three students are enrolled, $CH = 3$ (# of students) + 1 (office hour) + 2 hours grading/email questions) = 6.

For **clinical faculty supervision of teacher candidates**, 1 ½ hours per week for each teacher candidate supervised.

5.2 AFFIRMATIVE ACTION/EQUAL OPPORTUNITY POLICY

The Director of the Office of Equity and Diversity is designated as the Equal Employment Opportunity Coordinator of the Affirmative Action Program for Monmouth University and is responsible for its implementation, as well as the designated Title IX Coordinator and ADA/504 Coordinator. Any employee who has a suggestion, problem, or complaint should feel free to contact the Director at 732-571-7577.

For more information:

www.monmouth.edu/equity-and-diversity/equal-opportunity-harassment-and-nondiscrimination-statement/

5.3 ETHICAL PRINCIPLES

Monmouth University, as an educational institution and learning community, is based upon certain core values, including responsible citizenship, integrity, honor, accountability, mutual respect, leadership, and service. These and other core values are fundamental to the University community and the ethical standards of the University and its members. These values, as well as those set forth in the Monmouth University Human Relations Philosophy and Policy Statement, form the basis of our Code of Ethics. It is the responsibility of each individual to protect and support the University, its community members and its mission as a learning community.

Ethics and integrity are the responsibility of each individual. Therefore, every member of the faculty and staff, students, and any other person acting on behalf of the University is responsible for ethical conduct consistent with our Code and Monmouth University's policies. University administration, deans, department chairs, and others in supervisory positions must assume responsibility for ensuring that their conduct, and the operations for areas which they supervise, complies with this Code. The Monmouth University Code of Ethics is a statement of our belief in ethical, legal, and professional behavior in all dealings within and outside of the University.

Faculty should familiarize themselves with our Code of Ethics. This information is available online www.monmouth.edu/general-counsel/code-of-ethics-students-employees/ and in the section below.

ETHICAL PRINCIPLES FOR TEACHING

Monmouth University faculty members play a central role in the education process, and therefore must address additional ethical considerations in their day-to-day work. For guidance on these points, the University recommends that faculty consult the American Association for Higher Education and Accreditation (AAHEA) statement on *Ethical Principles for College and University Teaching*.

For more information: www.aahea.org/.

CONFLICT OF INTEREST/CODE OF ETHICS

Individual Accountability and Responsibility

Members of the University community are expected to exercise responsibility appropriate to their position and delegated authority. They are responsible to the University community for their actions or their decision not to act. Each individual member is expected to conduct the business of the University in accordance with this Code of Ethics to best serve the interests of the University.

Employees are responsible for prompt reporting of any violations of this Code, or any other instances of reasonably suspected fraud or malfeasance through the individual's chain of command at the University. Students should report violations of this Code to the Vice President for Student Services. Violations of the Code of Ethics may result in termination from the University or student disciplinary action. If the employee is not comfortable reporting an incident through their supervisor, the employee should report the matter directly to the Internal Auditor or the Office of the General Counsel.

No employee or student shall retaliate, in any manner, against an individual who reports a perceived conflict of interest matter pursuant to this policy. Any employee or student who makes such a report in bad faith shall be subject to disciplinary action.

Conflicts of Interest

All employees (faculty, administration, and staff) and students of Monmouth University have an obligation to avoid activities or situations that may result in a conflict of interest. Full-time employees are expected to place their primary professional loyalty with the University. All employees are expected to arrange their outside obligations, financial interests, and activities so as not to conflict with their commitment to the University. Employees must not

use their official positions to secure unwarranted privileges or advantages for themselves or others.

Please refer the Monmouth University Student Code of Conduct for guidance on student conflicts of interest.

All employees and students have an obligation to examine any situation in which they may have a conflict of interest and take steps to resolve the conflict. Any employee who is concerned that a conflict may exist or how to resolve it should consult with his/her department head. Students should consult with the Vice President for Student Life and Leadership Engagement. Upon determination that a conflict of interest exists, appropriate action will be taken, through recusal, reassignment, or other means to resolve the conflict of interest. No action will be taken without the opportunity for the involved employee or student to be heard with regard to whether a conflict of interest exists and what action, if any, should be taken.

The potential for a conflict of interest extends across a wide range of activities in the University. Conflicts of interest that must be avoided by employees and students include, but are not limited to:

Personal Relationships in the Workplace and Classroom

Members of the same family working in a direct supervisory relationship within the same department of the University or in a faculty/student relationship.

Consensual, amorous, or sexual relationships (including relationships with students) in connection with the supervision or evaluation of others, which involve activities or communications that exceed the recognized boundaries of faculty/student, coach/athlete, or supervisor/employee relationships.

Employees and students serving upon any committee or group responsible for the supervision or evaluation of others with whom they have a familial, amorous, or sexual relationship.

Outside Activities

Volunteer activities (except for professional organizations, conferences, seminars, etc.) which interfere with commitments to the University or activity which is not authorized by the University, which explicitly holds the employee or student out as being an official representative of the University or that the University endorses an organization or activity. This provision shall not be interpreted to restrict an individual employee's right, consistent with the University's mission, to foster the

expression of ideas and debate with regard to issues of concern to the University community.

Partisan political activity prohibited by federal and state law, regulations, or by University policy, when on University property, during working hours, or using University resources or the University name.

Outside business conducted during working hours, using the University resources (including but not limited to, equipment, computers, supplies, or other similar property) or name (except for professional activities that increase job skills and are of direct benefit to the University). (Refer to the Monmouth University Faculty Association Agreement for policy on consulting and the Non-Academic Employee Handbook for policy on consulting/outside employment).

Outside businesses owned by an employee that directly compete with the University, sell goods or services to the University, or receive funding from the University. (Refer to the conflict of interest statement in the University Purchasing Manual and the Policy on Conflict of Interest in Sponsored Research).

For the purposes of this section, the term “working hours” shall be interpreted to mean the hours an employee is required or expected to be performing his/her University duties and responsibilities in accordance with their status as a faculty member, administration, or staff member.

Purchasing and Contracts

Negotiation, authorization, or execution of purchasing agreements or other types of contracts with the University in situations where the individual has a direct or indirect financial or other interest or the acceptance of gifts, favors, or other things of value from vendors or contractors. (Refer to the conflict of interest statement in the University Purchasing Manual).

Fundraising

Acceptance of gifts from donors under circumstances in which an employee or others on their behalf will personally benefit from the gift. (Refer to the Office of University Advancement Policies and Procedures Manual for Development Activities). This policy shall not prohibit employees from applying for and receiving grant funds that are connected with academic scholarship or official University activities.

Attendance at Vendor Sponsored Events

Employees of the University shall not attend any event, function, conference, or other activity for which their expenses or costs (including items such as transportation, lodging, and food) are paid for or provided, in whole or in part, by a vendor doing business with the University, or actively seeking business with the University, under circumstances whereby it would be a conflict of interest, or create an appearance of impropriety, for the employee to attend the event, function, conference, or other activity. In determining the propriety of attending any event, function, conference, or other activity under this policy, the following factors shall be considered:

- The identity of the employee and the nature of the employee's responsibility for dealing with the vendor including whether the employee has primary responsibility for the selection of the vendor and supervision of the vendor's activities on behalf of the University.
- The nature and value of the benefits that are to be provided by the vendor.
- Whether the vendor is currently seeking, or will in the near future be seeking, an initial contractual relationship or a renewal of its contractual relationship with the University.
- Whether an issue currently exists with regard to a vendor's services to the University where it might be perceived that the vendor's actions are an attempt to influence a determination on that issue.

The prohibitions set forth in this policy shall also apply to members of the employee's family or other individuals receiving such benefit from a vendor due to their relationship with the employee.

Individual employees receiving an invitation from a University vendor or from a vendor actively seeking to do business with the University for any benefit described in this policy shall review the circumstances of the invitation with the University's Vice President and General Counsel prior to acceptance of any invitation.

It is not the intent of this policy to prohibit the receipt of occasional gifts of nominal value or occasional meals paid for by a vendor. It is also not the intent of this policy to prohibit the receipt of benefits from a vendor when the acceptance of such benefits would not create a conflict of interest or an appearance of impropriety. Employees are encouraged to seek advice from the Office of the General Counsel over whether the value of a gift received qualifies as nominal.

Compliance with Applicable Laws and Regulations

Institutions of higher education are subject to many of the same laws and regulations as other businesses. There are also additional requirements unique to higher education.

Members of the University community are expected to become familiar with the laws and regulations that affect their areas of responsibility. Many but not all legal requirements are detailed in University policies. Failure to comply may have serious adverse consequences both for individuals and for the University in terms of reputation, finances, and the health and safety of the University community. University business is to be conducted in conformance with legal requirements. Members of the University community who have a question regarding the interpretation of legal requirements should contact the Office of the General Counsel.

Compliance with University Policies and Procedures

Monmouth University policies and procedures are designed to inform employees about responsibilities, to set minimum standards, and to give the University community notice of expectations. Members of the University community are expected to transact all University business in compliance with policies and procedures and have an obligation to become familiar with those that affect their areas of responsibilities. Members of the University community are expected to seek clarification from the Office of the General Counsel or other appropriate office on a policy or procedure that they find to be unclear, outdated, or in conflict with the mission of the University.

Financial Reporting

All University accounting and financial records, tax reports, expense reports, time sheets, and other documents including those submitted to government agencies must be accurate, clear, and complete. All published financial reports must make full, fair, accurate, and timely disclosures as required under generally accepted accounting principles. Additionally, employees are responsible for reporting to management any known instances of fraudulent or misleading reporting information.

Internal Controls

Internal controls are the processes used to help ensure that the University's business is carried out in accordance with this Code of Ethics, University policies and procedures, applicable laws and regulations, and best business practices. They help to promote efficient operations, accurate financial reporting, protection of assets, and responsible fiscal management. All members of the University community are responsible for internal controls. Each business unit or department head is specifically responsible for ensuring that internal controls are established, properly documented, and maintained for activities within their jurisdiction. Any individual entrusted with funds is responsible for ensuring that adequate internal controls exist over the use and accountability of such funds.

5.4 COPYRIGHT POLICY – RELATED TO LIBRARY USE

The Monmouth University community adheres to the requirements of the United States Copyright Law of 1976, as amended, (Title 17, United States Code, hereinafter, the “Copyright Act”). In addition, Monmouth University adheres to the restrictions governing the reproduction of software. The University also ensures that the copying of materials under fair use provisions of the Copyright Act is not exceeded. The main guidelines for compliance with the Copyright Act are as follows:

- Uncopyrighted materials may be copied freely and without restriction. Prior to March 1, 1989, a copyright notice was generally required on any work to be copyright protected. Because a copyright notice is not required for copyright protection of works published on or after March 1, 1989, most works (except those authored by the US Government) should be presumed to be copyright protected. Occasionally, but not often, the copyright holder of a work will indicate that he/she intends the work to be in the public domain.
- Copying of copyrighted software may occur without the copyright owner’s permission only in accordance with the Copyright Act. The copyright Act (Section 117) permits the making of a single archival back-up copy. Some software licenses may grant “permission” to make copies of the software in excess of the single archival copy permitted by the Copyright Act. Before you copy, check to find out what is permitted in the license.

Also, faculty, staff, and students may also not use unauthorized copies of software on computers owned by or housed at Monmouth University.

- Copyrighted materials may be copied without the copyright owner’s permission where such copying constitutes “fair use” under the Copyright Act. The specific fair use criteria supported by the United States Congress have been set out in a brochure published by the National Association of College Stores, Inc. and the Association of American Publishers. They are included at the end of this policy.
- In cases where copying of copyrighted materials extends beyond what is either permitted by license (in the case of software) or fair use, permission to copy should be obtained from the copyright holder.
- Faculty or staff members shall be held personally responsible for their defense of an action for copyright infringement which contradicts Monmouth University’s compliance policy.
- Notice concerning Monmouth University’s adherence to copyright shall be posted and distributed widely, and posted at all photocopying stations which may be used for reproducing copyrighted materials, e.g., departmental and library photocopy machines, and near computers used for reproducing copyrighted software.

Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions with Respect to Books and Periodicals

MULTIPLE COPIES FOR CLASSROOM USE:

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion provided that:

- A. The copying meets the test of brevity and spontaneity as defined below; and,
- B. Meets the cumulative effect test as defined below; and,
- C. Each copy includes a notice of copyright.

DEFINITIONS:

Brevity:

- i.** Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.
- ii.** Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

(Each of numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

- iii.** Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
- iv.** "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "I" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof may be reproduced.

Spontaneity:

- i.** The copying is at the instance and inspiration of the individual teacher, and
- ii.** The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect:

- i. The copying of the material is for only one course in the school in which the copies are made.
- ii. Not more than one short poem, article, story, essay or two excerpts may be copied from neither the same author, nor more than three from the same collective work or periodical volume during one class term.
- iii. Not more than nine instances of such multiple copying shall be made for any one course during the same quarter or semester.

(The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

PROHIBITIONS:

Notwithstanding any of the above, the following shall be prohibited:

- A. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or are reproduced and used separately.
- B. There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- C. Copying shall not:
 1. Substitute for the purchase of books, publisher's reprints or periodicals;
 2. Be directed by higher authority;
 3. Be repeated with respect to the same item by the same teacher from term to term.
- D. No charge shall be made to the student beyond the actual cost of the photocopying.

Additional help can be found on the Library website page titled: A Faculty Guide to Library Reserves library.monmouth.edu/policies/a-faculty-guide-to-library-reserves/.

5.5 DRUG FREE WORKPLACE ACT OF 1988

Monmouth University desires a healthy, drug-free environment for all of its employees. As such, the University takes a firm stand of non-tolerance for the use of illicit drugs and the abuse of alcohol for all employees. Employees are expected to adhere to the University's rules and regulations. Those employees who disregard University policies and/or Federal Laws and/or New Jersey State laws will be subject to sanctions and penalties.

Applies to: All Monmouth University employees including employees working under Federal Grants and Programs

Distribution: In compliance with Federal law, each employee will receive a copy of this policy annually. New employees will be given a copy of the policy during orientation. For more information: www.monmouth.edu/general-counsel/drug-free-workplace-act/

5.6 EMERGENCY PROCEDURES AND CLOSING

Monmouth University operates under a five-level emergency management system, where Level 1 is the standard operating level and Level 5 requires that the University be closed with possible shelter-in-place or evacuation. Employees are notified of any change in security via the Regroup Emergency Notification System. All University employees are automatically enrolled in Regroup. If you do not wish to be enrolled, you must go to the web site and opt out.

For more information: www.monmouth.edu/student-life/campus-safety/.

Monmouth University has also established an *Emergency Information Telephone Line*, **732-263-5900**. During emergencies, including weather related situations when the University may need to close or delay the start of the class or workday, this line will have a recorded message with necessary information for students and employees.

If the University must close or cancel classes, a broadcast message will be sent to all employees, resident students, and classroom telephones via the campus voice mail system; information will be posted on the main page of the Monmouth University website, and you will be notified via the Emergency Notification System.

Weather-related cancellations and closings will also be announced on local radio and TV stations as stated in the Emergency Closing Policy.

Every effort will be made to forewarn faculty when classes must be canceled. Faculty should not hold classes when an emergency closing/class cancellation has been announced by the University

If you are not sure if you must report to work or class, please check your own voice mail, or call the *Emergency Information Telephone Line* at **732-263-5900** for the latest closing information. Please **do not** call the University Police, Human Resources or any other office on campus for closing information. The Provost's Office will work closely with the appropriate officials to keep the most current information on the *Emergency Information Telephone Line*. To check your voice mail from off-campus, dial 732-263-6000 and enter your 4-digit voice mailbox number and password.

Faculty should also be mindful that many of our students live off campus, and that these students may be absent from classes because of impassable roads or dangerous traveling conditions. In such cases, the University encourages faculty to respect our students' choices to put safety first, and where possible, the student should be afforded the opportunity to make up missed class contents without penalty.

For more information: www.monmouth.edu/mupd/services-programs/weather-emergency-information/.

5.7 FIRE EVACUATION

An alert and educated staff is the University's most valuable resource for fire protection. As faculty, you play a significant role in reducing campus fire risks and protecting yourself and our students from harm.

Whenever the fire alarm sounds in an office or classroom building, act immediately to ensure your safety. The campus' fire alarm systems have been designed and engineered to provide you with an early warning to safely exit the building during an emergency situation. When teaching, faculty are expected to supervise the evacuation of their classes.

All faculty should become familiar with the University's fire evacuation procedures for the room(s) in the building(s) in which they are assigned to conduct classes and in which they have offices. This includes learning where exits are located and knowing the location of the assembly points. It is a good idea to inform your classes of the fire evacuation procedures and routes at the start of each semester.

University employees are not required to fight fires and must evacuate the building immediately in the event of a fire. The University Police have primary responsibility for managing fire emergencies (until relieved by appropriate fire department personnel). Should a fire alarm sound in a building, please evacuate immediately and follow any directions given to you by the University Police.

The New Jersey Uniform Fire Code and local regulations require that the University conduct inspections and fire drills each semester. These inspections and drills must conform to the regulatory requirements and be documented. Whenever discrepancies or violations do occur, they must be identified and corrected. Violations include:

- Failure of building occupants to evacuate the building
- Disregard of fire alarms
- Disregard of legitimate directives of police officers and other emergency personnel

Evacuation Procedures

Whenever the fire alarm sounds in a campus building:

- A. Evacuate immediately via the nearest stairwell or street level exit. Close all doors when leaving as long as conditions permit.
- B. Do not use elevators.
- C. Each University building has a pre-designated assembly point. Lead/escort your class to the assembly point.
- D. Plaques listing the Emergency Coordinator for each area of the building have been posted in each department.
- E. After you have left the building, go to the pre-designated assembly point and remain there.
 - 1. At the assembly point, faculty and supervisors will account for all students and personnel and report any that are unaccounted for to the University Police or Emergency Coordinator.
- F. During an emergency, students and visitors who may not be familiar with this plan must be informed by faculty or department personnel of the requirement to evacuate.
- G. Special attention should also be given to any person requiring assistance because of a disability, especially those who are visitors or unfamiliar with the building.
 - 1. People requiring evacuation assistance should proceed to the nearest stairwell and position themselves to the side of the stairwell.
 - 2. Emergency personnel will attend to their evacuation.
 - 3. In the unlikely event that a person needing evacuation assistance must be evacuated before emergency personnel arrive, the person shall be asked to instruct as to the safest method of evacuation for him or her.
- H. No one is permitted to reenter any building until the ranking police officer or commander on the scene has given the "all clear" message.

If you discover a fire, activate the nearest fire alarm and call the University Police at x4444:

- A. If the fire alarm does not work, dial x4444 and notify occupants verbally of the emergency and the need to evacuate.
- B. You should only attempt to put out the fire if you have been trained and are comfortable with using a fire extinguisher; otherwise, immediately evacuate the building.
- C. Hazardous equipment or processes should be shut down before leaving unless doing so presents a greater hazard.

For more information: contact the Monmouth University Police Department 732-571-4444, or Facilities Management 732-571-3425.

5.8 SEXUAL HARASSMENT POLICY AND PROCEDURES

Monmouth University, consistent with its Human Relations Philosophy and Policy Statement, sets forth the policy regarding sexual harassment. The University, in accordance with federal and state regulations, will attempt to protect the rights of its faculty, non-faculty employees, and students to work and study in an environment free from all forms of sexual harassment.

For more information: www.monmouth.edu/equity-and-diversity/discrimination-and-harassment/.

See also the Student Handbook (pp. 119-124): www.monmouth.edu/student-life/handbook/.

5.9 SMOKING POLICY

Smoking is permitted on the grounds of the campus. However, smoking inside campus buildings is not permitted. The University urges due consideration for others and compliance with safety measures while smoking. Individuals exiting a University building to smoke are required to stand at least 25 feet from the entrance and are required to utilize appropriate receptacles to discard cigarettes. Appropriate disciplinary action will be taken against individuals who do not comply with this policy. Outside groups who utilize University facilities are required to comply with this policy.

CHAPTER 6: HUMAN RESOURCES INFORMATION

6.1 SALARY AND PAY CHECKS

Adjunct faculty are normally paid every other Thursday beginning the payday following the submission of the payroll form by the Provost's Office to the Payroll Department. Submission of payroll forms will not occur until after the start of the semester.

An adjunct faculty compensation scale was updated in Fall 2016. Starting salaries and maximum salaries are determined by degree (master's, doctorate) and by the discipline(s) taught. Increases of \$100 will be automatically added to the salary upon completion of teaching 24 credits. Once the maximum salary is reached, pay will remain constant at that level.

6.2 FACULTY IDENTIFICATION CARDS

Temporary identification cards will be provided by the Provost's office to adjunct faculty. Photo identification cards can be obtained at the ID Center in the Monmouth University Police Department. ID Center Hours are posted on the University Police webpage (www.monmouth.edu/mupd/safety-security/photo-ids/). All adjunct faculty members should acquire photo identification cards as soon as you have received your first paycheck. The identification card is needed to check materials out of the Library and to access recreational facilities.

Keep your ID card with you when you are on campus. Should a level 4 security at the University ever be issued, an identification card will be required to enter campus and whenever requested while on campus.

6.3 PERSONAL INFORMATION CHANGES

It is the responsibility of faculty to immediately inform the Office of Human Resources in writing of any changes which may affect personal status or that of your benefits, i.e., change of name, address, marital status, number of dependents, withholding exemptions, and home telephone numbers.

6.4 PARKING

ASSIGNED PARKING

Adjunct faculty members are assigned parking by the University Police. In the interest of maintaining good community relations with our neighbors, students and employees are not permitted to park on local streets when attending class or University functions.

REGISTRATION AND DECALS

All vehicles must be registered with the University Police Department. Vehicles may be registered during the Traffic Bureau hours, specifically Monday through Friday, 8:00 a.m. - 5:00 p.m. After-hours registration is available at the beginning of the semester. A valid decal must be permanently affixed to the vehicle and displayed on the inside driver's side rear window. The decal must be displayed so that it is visible at all times. On motorcycles, the decal must be mounted on the left front fork. Any vehicle that is not properly registered is subject to ticketing and towing.

TRAFFIC AND PARKING RULES AND REGULATIONS

Adjunct faculty whose vehicles are registered agree to observe all University, State, and municipal traffic and parking regulations. All employees are required to familiarize themselves with the *Parking and Driving at Monmouth University* brochure for additional information, including ticketing and towing information.

For more information and hours see: www.monmouth.edu/mupd/ or call 732-571-4444.

6.5 FRINGE BENEFITS

EMPLOYEE REFERRAL PROGRAM

Monmouth University recognizes that candidates are frequently referred for employment by current employees. Therefore, Monmouth University will provide a financial incentive to full and part time employees who recommend candidates (below the level of Vice Presidents) who are selected for non-faculty positions and who complete their probationary period. Further information, including Employee Referral Forms, is available in the Office of Human Resources.

TUITION REMISSION BENEFIT

Adjunct faculty are allowed to take one course (i.e., up to 3 credits) from another academic department during the semester which they are teaching at least 3 credits on a tuition-remission, space-available basis. This benefit applies only to adjunct faculty, and not to their

dependents. Adjunct faculty are not eligible for tuition remission for certain doctorate/post master's level programs and master's level degree programs as identified in the Tuition Remission and Student Housing Policy.

This policy can be found on the MyMU Portal here:

my.monmouth.edu/policies/Documents/Tuition%20Remission%20and%20Student%20Housing.pdf.



MONMOUTH UNIVERSITY



400 Cedar Avenue
West Long Branch NJ 07764



732.571.3400

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