

UNIVERSITY SENATE MINUTES
April 13, 2009, 10:50 am, Ed Hall 3114

ATTENDEES: Keith Adams, Herb Appelson, Joe Basso, Krishan Bhatia, Kate Boland, Bruce Caswell, Doug Cleary, Jennifer Courtney, Kevin Dahm, Michele DiCorcia, Robert D’Intino, Tom Doddy, Carol Eigenbrot, Leslie Elkins, Jon Foglein, Dorie Gilchrist, Roberta Harvey, John Hasse, Karen Haynes, Erin Herberg, Susan Hersh, Jerry Hough, Olcay Ilicasu, Alison Krufka, Lili Levinowitz, Phillip Lewis, Janet Lindman, Karen Magee-Sauer, Julie Mallory-Church, Douglas Mapp, Phyllis Meredith, Demond Miller, Eric Milou, Bob Newland, Anne Phillips, Robi Polikar, Clara Popa, Peter Rattigan, Adrian Rusu, Tanya Santangelo, Nick Schmelz, Sonia Spencer, Don Stoll, Cindy Vitto, Jia Wang, Patrick Westcott, Dex Whittinghill, Barbara Williams, Tricia Yurak, Ieva Zake.

NOT IN ATTENDANCE: (Represented by Alternates) Lori Block represented by April Ellerbe, Nadine Connell represented by Christine Saum, Karen Magee-Sauer represented by Erick Guerra, Peter Rattigan represented by Greg Biren, Clara Popa represented by Kenneth Albone, Natalie Reaves represented by Sanae Tashiro, Pat Alexy Stoll represented by Chuck Brett, Eileen Stutzbach represented by Ted Colanduno.

NOT IN ATTENDANCE: Michael Banutu-Gomez (3rd consecutive absence), Jacqueline Benevento, Mark Berkey-Gerard, Sheri Chinen-Biesen, Bill Freind, Midge Madden, Mark Matalucci (2nd consecutive absence), Mohammed Rashiduzzaman (6th consecutive absence), Kathleen Sernak.

1. Approval of Agenda – moved, seconded and approved.
2. Introductions of Visitors - Marie Tiemann, Skeffington Thomas
3. Approval of Minutes from March 2009 (separate file) moved, seconded and approved.
4. President’s Report (page 3)
5. Open Period: Marie Tiemann, Rowan Respect – new initiative at Rowan coming from the Office of Organizational Development and Personnel Policies in the Division of Administration and Finance. See separate handout for outline of presentation. Questions asked by Senate Representatives. Answers given. Rowan Respect group will work with Search Committees; will be part of Faculty Center activities. Program will be conducting needs assessment. Maria has anecdotal information from her role in human resources, will be collecting additional data. Does anyone want to volunteer for a focus group?
6. Standing Committees
 - a. Academic Policies & Procedures
 - i. Resolution to Revise the Attendance Policy: 2nd reading (pages 6-8) Moved, seconded with the friendly amendment from last time, approved.
 - ii. Resolution Recommending Extension of Drop/Add Period for Students Enrolled in Courses that Meet Once a Week on Mondays: 2nd reading (page 9) – moved, seconded, approved.
 - iii. Resolution Recommending that Registration Stay Open between Final Registration and the Beginning of Drop/Add: 2nd reading (page 10) – moved, seconded, approved.
 - iv. Resolution to Revise the Academic Integrity Policy and RAIIV: 2nd reading (pages 11-18) – moved, seconded, approved.

- b. Curriculum Committee Report (pages 19-20) – Striking the two education process C proposals, #338 and 339. #202, Communication Accelerated BA/MA in Writing Arts - moved, seconded, approved. #203, Writing Arts Sequence B: LS/HSS – moved, seconded, approved. #204, Minor in Writing Arts – moved, seconded, approved.
 - c. Resolution on Promoting Foreign Language and Culture Studies: 2nd reading (page 21) – Mickey Smith and Joy Zin. Moved, seconded and approved. Mickey announces upcoming meeting for faculty to learn more about teaching courses abroad.
 - d. Campus Aesthetics & Environmental Concerns Resolution on Smoking at Building Entrances: 1st reading (page 22) – first reading only, bring it back to departments for discussion. Inconsistency between 25 and 50 feet, should say non-residence buildings or all move to 50 feet. Send further comments about this resolution to Eric or Eileen Stutzbach. Question: Any policy about use of chewing tobacco in class?
 - e. Diversity Committee Resolution: 1st Reading (page 23) – first reading only, from Anne Phillips.
7. New Business - Bruce Caswell, AFT proposal that there be one folder for T&R and Promotion, First reading at the AFT meeting in April.
Senate Committee Selection forms due April 24th.
May 11th is our last meeting at 9:00AM
Rumor control from Eric: the President's Cabinet was suggesting/discussing the possibility of reducing adjusted load by 1/3 this coming year. It was NOT from the board and NOT about cutting the adjunct budget.
8. Adjournment – 11:50AM

PRESIDENT'S REPORT

1. Long Guns Update/Data – Reed Layton sent email below to Eric.

Subject: Deployment
Date: Thursday, April 9, 2009 1:53 PM
From: Reed Layton <Laytonr@rowan.edu>
To: "Farish, Donald J." <farish@rowan.edu>, Eric Milou <milou@rowan.edu>
Cc: Leslie Clark <clarkle@rowan.edu>
Conversation: Deployment

The deployment of rifles on college campus is a topic that currently has no research or statistics reported to this date. Numerous campus police departments across the country have added rifles to their rapid deployment weapons for accurate engagement against an armed long gun assailant.

Since 2000, over seventy students, staff and teachers have been murdered on college campuses in the United States. The 2007 Virginia Tech massacre brought the need for greater campus security to the forefront and made campus authorities and police realize that preparation for these tragedies needed to be accounted for. As crime statistics continue to increase, campus police are assessing their current training and equipment programs to acclimate to these types of crises. In today's environment, speed of response and the ability for individual officers to quickly engage and defeat threats is of vital importance.

The College of William and Mary, located in Virginia, is known for their leadership role in student safety and campus safety. Their campus was one of the first campuses to deploy rifles and allow their officers a more accurate and reliable tool to respond to threats of mass casualties.

The following college campuses in New Jersey provide rifles to their police officers: Stockton College, Montclair and Kean. Majority of all the surrounding police departments have rifles in their patrol units.

As you are aware, over the past seven weeks there have been five incidents where civilians and police officers have been killed by a lone gunman utilizing a rifle. As an administrator, I believe it is my responsibility to do what is in the best interest of our officers to ensure they are prepared and trained to protect everyone on this campus with the best capable methods and tools.

I hope this helps guide your decision on this matter.

2. Budget Issues Union Suggestions (page 3) – voluntary suggestions for discussion only. These voluntary discussions are already underway. Have gone to the Provost to Assoc Proost for research. The President's Cabinet is suggesting a cut of 1/3 of adjusted load for next year. Lots of misinformation was circulating over this past weekend. How we would reconsider after decisions have been made is troublesome.
3. CLAS Dean Search (page 4) See schedule and please plan accordingly and try to attend.
4. Faculty Center Search (Chaskes, Stoll, Harvey, Newell, AFT Representative) Committee has expanded to also include Gilchrist, McElwee and Lee Tally.
5. Skeffington N. Thomas – President's Lecture Series - Captain Watson, Defender of the Environment: Policing the High Seas! - is coming to campus Thursday, April 23rd at 4:00PM in the Eynon Ballroom of the Chamberlain Student Center – see separate handout. Form from Christine Deehan, one year in advance to apply. First Speaker was informative, Sean Carroll about Darwin, 200 plus people there. We'd like 300 or more for this speaker.

On Friday, March 27, Karen Siefring met with 25 AFT Department Reps and Department Chairs to begin the conversation regarding voluntary cost saving options that as an institution we may chose to select to assist with our budgetary shortfall in lieu of across the board personnel measures threatened by the State. This discussion is predicated on our state college system being recognized as autonomous during the economic crisis and on the absence of regulation, legislation or court action that would preempt this. Some of the ideas discussed follow. Please remember that they all begin with the word **voluntary**.

- ✦ Increase class size (not to exceed safety or course quality standards)
- ✦ One course (3 credits) reduction in chair's release time
- ✦ Decline of alternate teaching assignment
- ✦ Deferral of sabbatical
- ✦ In-load teaching assignments for academically qualified (and acceptable to the academic department) administrators.
- ✦ Put administrators who are tenured faculty back into the classroom
- ✦ Leaves of absence from one day to 29 days with concurrent or split days off
- ✦ Ten month contracts with concurrent or split months off
- ✦ Eleven month contracts with concurrent or split weeks off
- ✦ Review and promote the boatload course agreement for possible appropriate use
- ✦ Double class size with faculty receiving double credit for academically feasible classes such a film courses to free up other classroom space
- ✦ Provide student worker or grad assistant classroom management support for those willing to drastically increase class size.
- ✦ Give up 3.5% raise
- ✦ Give up increments
- ✦ Loan the University the raise and or increment, payable back with or without interest
- ✦ Donate the 3.5 raise back to the university possibly through payroll deduction
- ✦ Donate the increment back to the university possibly through payroll deduction
- ✦ Ask the University Budget Committee to resurrect and solicit new non-salary cost saving ideas campus wide such as
 - moratorium on new furniture purchases
 - swapping opportunities for equipment and supplies
 - ways to reduce paper usage

DR. PARVIZ ANSARI, WED, APRIL 15th/THURS, APRIL 16th

Wednesday, April 15th:

8:00-9:00 am breakfast with CLAS Chairs, Owl's Nest

10:00-11:00 meeting with Senate Exec, AFT, CWA, Library 126

2:00-3:00 Open Forum, University Community, Library 600 (THE TOWER)

Thursday, April 16th:

10:00-11:00 Open Forum with CLAS Faculty and Students, Library 226

DR. RICHARD KREMINSKI, MON, April 20th, and TUES, April 21st:

Monday, April 20th:

8:00-9:00 breakfast with Chairs of CLAS, Owl's Nest

10:00-11:00, meeting with Senate Exec, AFT, CWA, Library 126

2:00 Open Forum, University Community, Library 600 (THE TOWER)

Tuesday, April 21st:

10:00 Open Forum, CLAS Student/Faculty, Library 226

DR. LOUISE TEMPLE, THURS APRIL 23d, and FRI, April 24th

Thursday, April 23d:

8:00-9:00 am, breakfast with CLAS Chairs, Owl's Nest

10:00-11:00, meeting with AFT/CWA/Senate Exec, Library 226

2:00-3:00, Open Forum, University Community, Library 226

Friday, April 24th

10:00 Open Forum, CLAS Students and Faculty, Library 226

DR. CONSTANTINE THEODOSIOU, MON, APRIL 27th, and TUES, APRIL 28th

Monday April 27th:

8:00-9:00, breakfast with CLAS Chairs, Owl's Nest

10:00-11:00, meeting with AFT, CWA, and Senate Exec, Library 126

2:00-3:00, Open Forum, University Community, Library 600 (THE TOWER)

Tuesday, April 28th:

10:00-11:00 Open Forum, CLAS Students and Faculty, Library 226

Resolution to Revise the Attendance Policy

Background on the resolution:

Last year, the Senate approved a revised version of the Attendance Policy proposed by the APP Committee. The impetus for the revision was the inclusion of language requiring faculty to accommodate students who miss class for legitimate reasons. The version that was implemented included language added later by the Provost's Office, shown in italics below:

Faculty (singularly or as part of a department or program) may establish additional attendance criteria that are consistent with the above. *This may include referring students who have missed more than 25% of scheduled class times for reasons listed in #2 under student responsibilities to the Dean of Students to arrange a hardship withdrawal from the class.*

This language replaced the statement shown below, again in italics:

Faculty (singularly or as part of a department or program) may establish additional attendance criteria that are consistent with the above. *This may include setting a maximum number of absences for a course—whether excused or unexcused—after which a student fails the course.*

The problem with this version was that it would permit an instructor to fail a student on the basis of excused absences, which the University does not believe to be legally defensible. Since the resolution was passed at the end of the semester and it was not possible to bring it back to the Senate, the policy was revised by the Provost's Office and implemented. It was expected that the Senate would review and if necessary revise the policy this year.

During this academic year, several faculty have expressed concerns about the existing policy. The main issue is that it places a considerable burden on faculty to document excuses and to provide alternative assignments to students with excused absences. The burden is considerable because 25% of the course—a month's worth of classes—may be missed. In addition to the logistical issues, the very large proportion of classes that may be missed undermines stated institutional values, including learning communities, collaborative and cooperative learning, project-based learning, and interactive learning. To address this situation and further clarify the policy, APP proposes the following resolution to again revise the policy.

WHEREAS, implementation of the new attendance policy this year has revealed that missing 25% of a course is excessive, and that providing alternative assignments or not counting activities for up to 25% of a course is not appropriate for many courses, such as lab courses, collaborative and cooperative learning-based courses, project-based courses, etc.;

AND WHEREAS, faculty should have the authority to determine how important attendance is to the learning experience in their classes;

BE IT RESOLVED, that the University adopt the following revised attendance policy for all students:

Proposed Revision to Attendance Policy

Because classroom experiences vary greatly among disciplines, deliveries and instructors, Rowan's community of learners is best realized when teachers and learners interact in ways deemed appropriate for any particular class. Thus, although what constitutes attendance can differ from course to course, the following applies to all courses:

Responsibilities of Students

- 1) Students are expected to be present at each meeting of each scheduled class for which they are officially registered. Students are responsible for knowing the instructor's attendance policy as stated in the syllabus.
- 2) Students absent for any of the following reasons:
 - Religious observances
 - Official University activities
 - Documented illness
 - Death of a family member or loved one
 - Inclement weather

must inform their instructor with **official or verifiable written documentation** before the fact in cases of religious observances and official University activities, or as soon as possible thereafter in cases of illness, death of a family member or loved one, and inclement weather. Students should consult with their instructor regarding acceptable documentation.

- 3) In the case of rare and compelling circumstances not listed in #2 above, students should make every effort to discuss reasonable accommodations with the instructor in advance if feasible or as soon as possible afterward .

Responsibilities of Faculty

- 1) Faculty are expected to keep accurate attendance records.
- 2) Attendance requirements must be part of the syllabus provided to students prior to the end of the drop/add period.
- 3) In the case of #2 under Student Responsibilities, faculty must make reasonable accommodation to provide these students the opportunity to make up their written work, tests, or other assignments at the earliest possible convenient time. In cases where graded classroom activities cannot be repeated **and** the student has not exceeded the maximum number of allowable absences (as explained below under #6), the faculty member will either provide an alternative graded exercise to replace the missed activity or remove the activity from the calculation of the student's final grade.
- 4) Faculty are under no obligation to make special provisions for students who are absent for reasons other than those listed above. However, faculty are encouraged to consider accommodations for rare and compelling circumstances.
- 5) If a student develops a pattern of excessive and/or unexplained absences, faculty should advise the student to request assistance from the Dean of Students.
- 6) Faculty (singularly or as part of a department or program) may establish additional reasonable attendance criteria that are consistent with the above. This may include setting a maximum number of absences for a course—whether excused or unexcused—after which a student should withdraw from the class with a WF. If the Dean of Students determines, in consultation with the faculty member, that excused absences were a significant factor, the withdrawal may be altered to a simple W.

Current Attendance Policy Effective Fall 2008

Because classroom experiences vary greatly among disciplines, deliveries and instructors, Rowan's community of learners is best realized when teachers and learners interact in ways deemed appropriate for any particular class. Thus, although what constitutes attendance can differ from course to course, the following applies to all courses:

Responsibilities of Students

- 1) Students are expected to be present at each meeting of each scheduled class for which they are officially registered. Students are responsible for knowing the instructor's attendance policy as stated in the syllabus.
- 2) Students absent for any of the following reasons:
 - Religious observances
 - Official University activities
 - Documented illness
 - Death of a family member or loved one
 - Inclement weather

must inform their instructor with official written documentation before the fact in cases of religious observances and official University activities, or as soon as possible thereafter in cases of illness, death of a family member or loved one, and inclement weather.

Responsibilities of Faculty

- 1) Faculty are expected to keep accurate attendance records.
- 2) Attendance requirements must be part of the syllabus provided to students prior to the end of the drop/add period.
- 3) In the case of #2 under Student Responsibilities, faculty must make reasonable accommodation to provide these students the opportunity to make up their written work, tests, or other assignments at the earliest possible convenient time. In cases where graded classroom activities cannot be repeated, the faculty member will either provide an alternative graded exercise to replace the missed activity or remove the activity from the calculation of the student's final grade.
- 4) Faculty are under no obligation to make special provisions for students that are absent for reasons other than those listed above.
- 5) Faculty should counsel students who develop a pattern of excessive and unexplained absences, and to request assistance from the Dean of Students if the pattern continues.
- 6) Faculty (singularly or as part of a department or program) may establish additional attendance criteria that are consistent with the above. This may include referring students who have missed more than 25% of scheduled class times for reasons listed in #2 under student responsibilities to the Dean of Students to arrange a hardship withdrawal from the class.

ACADEMIC POLICIES AND PROCEDURES COMMITTEE

**Resolution Recommending Extension of Drop/Add Period
for Students Enrolled in Courses that Meet Once a Week on Mondays**

WHEREAS, Drop/Add runs from the first day of classes (usually a Tuesday) through Monday of the following week, procedurally requiring that students who decide to drop a Monday night class and add a new one go through the post-Drop/Add process and obtain several signatures;

AND WHEREAS, in practice, the Registrar's Office permits these students to change their registration on the following Tuesday without going through the post-Drop/Add process;

BE IT RESOLVED, that we recommend that the practice be institutionalized so that all students and faculty are aware of it and that, for simplicity, the policy apply to all students registered for Monday classes that meet only once a week, so that the Drop/Add Information will now include the statement that "Students enrolled in courses that meet once a week and have their first meeting on Monday are permitted to Drop/Add courses through the Tuesday following the first meeting."

**Resolution Recommending that Registration Stay Open
Between Final Registration and the Beginning of Drop/Add**

WHEREAS, Final Registration is currently scheduled for one day, which occurs approximately two weeks before the start of the semester, and is not open again until the Drop/Add period opens when classes begin;

WHEREAS, for various reasons, students are unable to register on the one day currently available for Final Registration;

WHEREAS, as a consequence of being unable to make changes to their registration, students may have problems with their status concerning financial aid, athletic eligibility, etc.;

WHEREAS, in practice, advisors often contact the Registrar and request registration changes for students between Final Registration and Drop/Add;

WHEREAS, when students are trying to add a class during Drop/Add, they often miss the first day of class;

WHEREAS, if students could drop or add classes before the beginning of the semester, instructors would experience less turnover or fluctuation in their enrollments during the first week of classes;

AND WHEREAS, limiting Final Registration to one day is no longer necessary with the implementation of Banner;

BE IT RESOLVED, that we recommend having registration stay open for all students between what is the current Final Registration day and the beginning of the Drop/Add period to allow students ample time to make schedule changes before the first day of class.

AND BE IT FURTHER RESOLVED, that in Academic Year 2009-10, in conjunction with the Office of the Provost, the Academic Policies and Procedures Committee and the full University Senate will evaluate the success of piloting Open Registration; give full consideration to the impact of changes to registration on students, faculty, staff, and administrative offices; and develop a recommendation for effective scheduling and structuring of registration to be formally implemented.

ACADEMIC POLICIES AND PROCEDURES COMMITTEE

Resolution to Revise the Academic Integrity Policy

WHEREAS, the Academic Integrity Policy, developed by the Academic Integrity Task Force and approved by the University Senate in May 2008, has been in place for several months;

WHEREAS, there has been a full cycle of processing of Reports of Academic Integrity Violations (RAIVs), including submission of RAIVs by instructors and reviews and hearings conducted by the Academic Integrity Review Board;

AND WHEREAS, implementation of the policy and associated adjudication processes has revealed areas needing legal and procedural clarification;

BE IT RESOLVED, that we adopt the following revised policy document and RAIV form in order to strengthen the University's processes for upholding academic integrity and fairly adjudicating acts of academic misconduct.

Revisions to the original document are highlighted in yellow below. The revised RAIV is attached separately. The original document and RAIV are available on the Provost's Policies and Procedures website.

I. Introduction

The integrity of academic programs is imperative to Rowan University's mission. While acknowledging the social and collaborative nature of learning, the University expects that grades awarded to students will reflect individual efforts and achievements. All members of the Rowan community are responsible for understanding what constitutes academic dishonesty; upholding academic integrity standards and encouraging others to do likewise; and knowing the procedures, rights and obligations involved in the Academic Integrity Policy. Academic dishonesty, in any form, will not be tolerated. Students who commit an act of academic dishonesty are subject to disciplinary sanctions up to and including expulsion from the university.

II. Definitions of Academic Integrity Violations

Cheating: Cheating is an act of deception by which a person misrepresents his or her mastery of material on a test or other academic exercise.

Examples of cheating include but are not limited to:

- ✦ Copying from another person's work.
- ✦ Allowing another person to copy your work.
- ✦ Using unauthorized materials such as a textbook or notebook during an examination or using technology to illicitly access unauthorized materials.
- ✦ Using specifically prepared materials such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination.
- ✦ Collaborating with another person during an examination by giving or receiving information without permission.

Plagiarism: Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. When submitting work that includes someone else's words, ideas, syntax, data or organizational patterns, the source of that information must be acknowledged through complete, accurate and specific references. All verbatim statements must be acknowledged through quotation marks. To avoid a charge of plagiarism, a person should be sure to include an acknowledgment of indebtedness, such as a list of works cited or bibliography.

Examples of plagiarism include but are not limited to:

- ✦ Quoting, paraphrasing or even borrowing the syntax of another's words without acknowledging the source.
- ✦ Using another's ideas, opinions or theories even if they have been completely paraphrased in one's own words without acknowledging the source.

- ✦ Incorporating facts, statistics or other illustrative material taken from a source, without acknowledging the source, unless the information is common knowledge.
- ✦ Submitting a computer program as original work that duplicates, in whole or in part, without citation, the work of another.

Fabrication: Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive.

Examples of fabrication include but are not limited to:

- ✦ Citation of information not taken from the source indicated.
- ✦ Listing of sources in a bibliography or other report not used in that project.
- ✦ Fabricating data or source information in experiments, research project or other academic exercises.
- ✦ Misrepresenting oneself or providing misleading and false information in an attempt to access another user's computer account.

Academic Misconduct: Academic Misconduct includes the alteration of grades; involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class.

Examples of academic misconduct include but are not limited to:

- ✦ Submitting written work to fulfill the requirements of more than one course without the explicit permission of both instructors.
- ✦ Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form, or entering any university office, building or accessing a computer for that purpose.
- ✦ Stealing, buying, selling, giving away or otherwise obtaining all or part of any unadministered test/examination or entering any university office or building for the purpose of obtaining an unadministered test/examination.
- ✦ Coercing any other person to obtain an unadministered test.
- ✦ Substituting for another student or permitting any other person to substitute for oneself to take a test or examination.
- ✦ Altering test answers and then claiming instructor inappropriately graded the examination.
- ✦ Violating the Network and Computer Use Policy, also known as the "Acceptable Use Policy, Network and System Services" established by Information Resources. Currently available at: <http://www.rowan.edu/toolbox/policies/network/>. Below are some examples of violations listed in the policy. Students should refer to the policy for the full list of violations.
 - Each user is solely responsible for all functions performed from his/her account(s) on any system.
 - No user may violate Federal Copyright Law. This means he/she may not alter, copy, translate, transmit, or receive software, music, images, text, or any other information licensed to or copyrighted by another party unless the license or copyright explicitly permits he/she to do so.
 - No user may attempt to monitor another individual's data communications, nor may he/she read, copy, change, or delete another individual's files or software, without the prior permission of the owner.
 - No user may send messages that are likely to result in the loss of the recipient's work, system downtime, or otherwise compromise a remote user's system. This includes, but is not limited to, redistribution of computer viruses or trojan horses.

III. Classification of Academic Integrity Violations by Offense

Violations of academic integrity are classified into four categories based on the seriousness of the behaviors and the possible sanctions imposed. Brief descriptions are provided below. These are general descriptions and should not be considered as all inclusive.

Level 1 Violations

Level 1 violations may occur because of ignorance or inexperience on the part of the person(s) committing the violation and ordinarily include a very minor portion of the course work. A sanction for a level 1 violation will not exceed a failing grade on the assignment.

Example: Improper footnoting or unauthorized assistance with academic work on the part of a first-year Rowan University student.

Recommended Sanction(s): Make-up assignment at a more difficult level or assignment of no-credit for work in question,

required attendance at a workshop on academic honesty, and/or an assignment that will increase the student's awareness of academic integrity.

Reporting Mechanisms: Matters involving Level 1 violations are normally adjudicated by the instructor and sanctioned accordingly. A record of this violation will be retained in the Office of the Provost in accordance with State record retention guidelines. The student can appeal the determination and/or the sanction imposed in accordance with policy.

Level 2 Violations

Level 2 violations involve incidents of a more serious nature and affect a significant aspect or portion of the course. Any violation that involves repeat offenses at level 1 is considered a level 2 violation. A sanction for a level 2 violation will not exceed a failing grade in the course.

Example: Quoting directly or paraphrasing without proper acknowledgment on an assignment or failing to acknowledge all sources of information and contributors who helped with an assignment.

Recommended Sanction(s): A failing grade in the course, Academic Integrity Probation and/or the imposition of other lesser sanctions as deemed appropriate.

Reporting Mechanisms: Matters involving Level 2 violations are normally adjudicated by the instructor and sanctioned accordingly following a sanction review by the Academic Integrity Review Board (for additional information refer to Section V below, "Academic Integrity Review Board Procedures"). The student can appeal the determination and/or the sanction imposed in accordance with policy. A record of this violation will be retained in the Office of the Provost in accordance with State record retention guidelines.

Level 3 Violations

Level 3 offenses are even more serious in nature and involve dishonesty on a more significant portion of course work, such as a major paper, hourly or final examination. Any violation that is premeditated or involves repeat offenses below level 3 is considered a level 3 violation. A sanction for a level 3 violation will not exceed suspension from the University.

Example: Copying from or giving assistance to others on an hourly or final examination, plagiarizing major portions of an assignment, using forbidden material on an hourly or final examination, presenting the work of another as one's own, or altering a graded examination for the purposes of re-grading.

Recommended Sanction(s): A failing grade in the course, Academic Integrity Probation, and suspension from the University for one or more semesters with a notation of "Disciplinary Suspension" placed on a student's transcript and/or the imposition of other lesser sanctions as deemed appropriate.

Reporting Mechanisms: Matters involving Level 3 violations are adjudicated by the Academic Integrity Review Board and sanctioned accordingly. The student can appeal the determination and/or the sanction imposed in accordance with policy. A record of this violation will be retained in the Office of the Provost in accordance with State record retention guidelines.

Level 4 Violations

Level 4 violations are the most serious breaches of academic integrity. They also include repeat offenses below **Level 4** violations and violations committed while already on or after returning from Academic Integrity Probation.

Example: Forgery of grade change forms; theft of examinations; having a substitute take an examination; any degree of falsification or plagiarism relating to a senior or graduate thesis; using a purchased term paper; sabotaging another's work; the violation of the clinical code of a profession.

Recommended sanction: Expulsion from the University and a permanent dismissal notation on the student's transcript and/or the imposition of other lesser sanctions as deemed appropriate.

Reporting Mechanisms: Matters involving Level 4 violations are adjudicated by the Academic Integrity Review Board and sanctioned accordingly. The student can appeal the determination and/or the sanction imposed in accordance with policy. A record of this violation will be retained in the Office of the Provost in accordance with State record retention guidelines.

IV. Reporting and Adjudication of Academic Integrity Violations

A student or University employee who has witnessed an apparent act of academic misconduct or has information that reasonably leads to the conclusion that such an act has or will occur should inform the instructor or the Office of the Provost.

An instructor who believes that a student has attempted or committed an apparent act of academic misconduct should investigate the matter. Instructors are encouraged to consult with staff in the Office of the Provost.

Role of Instructor

- a. If the instructor then concludes that misconduct has occurred, he or she should obtain a copy of the Report of an Academic Integrity Violation (RAIV) form from the web, the departmental office, or the Office of the Provost. The instructor should complete as much of the RAIV form as possible prior to meeting with the student, including the appropriate type of violation/level.
- b. The instructor should make reasonable attempts to meet with the student in question as soon as possible. When necessary, such meetings may be conducted by telephone or electronic mail. In this meeting every effort should be made to preserve the basic teacher/student relationship. The student should be given the opportunity to respond to the allegation and to review and sign the RAIV if he/she so chooses. The student's signature signifies that he/she is aware of the alleged violation and understands where information on next steps in the procedure can be found. The student should be allowed to remain in class and complete course work until a final resolution is reached.
- c. The instructor should include a recommended grade sanction on the RAIV before the student signs the acknowledgement section of the RAIV form. Instructors may recommend sanctions up to and including a failing grade for the course depending on the level of violation. Students should not sign the form if they have additional questions or want to consult staff in the Office of the Provost.
- d. At the conclusion of the meeting the instructor must provide the student with a copy of the RAIV form, whether the student signed the form or not. The instructor should then forward the form and all supporting documentation to the Office of the Provost for a determination of the appropriate level of violation.

Level 1 violations: The instructor will make the determination on whether a violation has occurred and on the penalty. Appeals go directly to the Office of the Provost and will be heard by the Academic Integrity Review Board.

Level 2 violations: The instructor will make the determination of whether a violation occurred and on the penalty. Appeals go directly to the Office of the Provost and will be heard by the Academic Integrity Review Board. which will refer the matter to the Academic Integrity Review Board for a sanction review.

Level 3 and 4 violations: The Office of the Provost will refer the matter to the Academic Integrity Review Board for adjudication at a hearing. Appeals are decided by the Provost.

- e. Additional sanctions, including suspension or expulsion from the university, may be assessed when requested by the instructor, requested by the academic unit in which the violation occurred, or when stipulated by the academic integrity policy (i.e. the level of the violation or the existence of previous academic integrity violations by the student).
- f. In the case that an instructor must assign a grade before the case is resolved, the instructor should assign a grade of "INC," which will be changed when the case is resolved.
- g. A student may not withdraw from a course in which he or she has committed or has been accused of committing an academic integrity violation. A student found to have withdrawn from a course in which an academic integrity violation is alleged or determined will be re-enrolled in the course upon receipt of a RAIV by the Office of the Provost. In addition, a student found responsible for an academic integrity violation in a course in which they have participated but have not enrolled will be retroactively enrolled and assigned an appropriate sanction.

V. Academic Integrity Review Board Procedures

Composition of the Board

The Academic Integrity Review Board is composed of six regular members.

- ✦ Two student members who are appointed by the Student Government Association. Student members must be matriculated and in good standing with the University.
- ✦ Two members of the faculty who are appointed by the University Senate President.
- ✦ Two members of the administration who are appointed by the Office of the Provost.

- ✦ One alternate from each category will also be appointed.

The Academic Integrity Review Board is chaired by the Associate Provost for Academic Affairs. The Chair shall be a participating but nonvoting member of the Committee. The Academic Integrity Review Board may conduct a sanction review or be convened for adjudication of an allegation of academic dishonesty by a quorum of four members, provided that at least one student, one faculty member and one administrator are present.

Overview of Hearing Process

Level 1 and 2 violations are adjudicated by the instructor and reported to the Office of the Provost. The Academic Integrity Review Board reviews these reports to confirm that classifications of violations and subsequent sanctions that were imposed were appropriate. The Review Board also determines whether the student has committed a prior violation and adjusts the level of violation accordingly. Level 3 and 4 violations are referred directly to and adjudicated by the Academic Integrity Review Board.

The possible findings and outcomes of hearings conducted by the Academic Integrity Review Board are summarized below. Academic Integrity Violation is abbreviated as AIV.

Appeal of Level 1 Violation

Possible Findings	Outcomes
Student is not responsible for an AIV.	Student is cleared. Grade must be recalculated without the penalty for the alleged violation.
Student is responsible for a Level 1 violation.	Level 1 sanctions are upheld.

Appeal of Level 2 Violation

Possible Findings	Outcomes
Student is not responsible for an AIV.	Student is cleared. Course grade must be recalculated without the penalty for the alleged violation.
Student is responsible for a (Level 1) violation.	Student is responsible for a lesser offense. Penalty is lowered as appropriate and course grade is recalculated.
Student is responsible for a Level 2 violation.	Level 2 sanctions are upheld.

Level 3 and Level 4 Sanction Hearings

Possible Findings	Outcomes
Student is not responsible for an AIV.	Student is cleared. Grade is recalculated without the penalty for the alleged violation and entered to replace the Incomplete.
Student is responsible for a lesser (Level 1 or Level 2) violation.	Student is responsible for a lesser offense. Penalty is determined as appropriate. Course grade is recalculated and entered to replace the Incomplete.
Student is responsible for a Level 3 violation.	Level 3 sanctions are applied as appropriate.
Student is responsible for a Level 4 violation.	Level 4 sanctions are applied as appropriate.

Additional Procedural Guidelines

- For matters not being adjudicated by the Academic Integrity Review Board (Levels 1 and 2), the Board will conduct a sanction review to determine whether the student has prior violation and then determine appropriate additional sanctions.
- When applicable the Office of the Provost will be responsible for providing both the student and the instructor with proper notice concerning their participation in a hearing before the Academic Integrity Review Board. In addition, notice of the results of hearings and matters referred for sanction review will also be provided. In the event that either the student or the instructor does not attend a scheduled hearing the matter will be heard based on the written record and the information provided by the party in attendance.
- Hearings conducted by the Academic Integrity Review Board will be closed to all members of the campus and outside community except those directly involved with the case.
- The burden of proof rests upon the complainant, who must establish, on the basis of the standard of a “preponderance of evidence,” that it was “more likely than not” that the accused student is responsible for the conduct violation based on the weight of the credible information presented.

e. Any student appearing at a hearing before the Academic Integrity Review Board for adjudication of an allegation of academic dishonesty may challenge the assignment of any member of the board to his/her case. Upon hearing the details of the challenge, the Chair will either uphold or deny the challenge.

f. A Board member will withdraw from adjudicating any case in which he/she cannot reach a fair and objective decision.

g. There will be an audio recording of the hearing (excluding Board deliberations and voting) for the purpose of providing assistance to the Board in their deliberations and to the accused student or complainant for use in filing an appeal. This recording remains the property of the University and constitutes an official record of the hearing.

g. Because legal procedures will not be formally applied, the Chair will make all determinations on questions of procedure and admissibility of information presented and will not be excluded from hearings or Board deliberations except that s/he will not vote. The Chair will exercise control over the manner in which the hearing is conducted to avoid unnecessarily lengthy hearings and to prevent the harassment or intimidation of witnesses. Anyone who disrupts a hearing or who fails to adhere to hearing procedures may be excluded from the proceeding.

h. The Board will review all materials and hear all information pertinent to the case from the complainant, the accused and all witnesses. Members of the Board, including the Chair, will be free to ask relevant questions in order to clarify information or resulting issues.

i. After hearing all the information, the Board will deliberate privately until a decision is reached by a majority vote. A tie vote will result in a finding of “not responsible.”

j. If the student is found “responsible” the Board will determine the appropriate sanction to be imposed. At this point both the academic and non-academic past disciplinary records of the accused student will be supplied to the Board by the Chair. Other information from the Chair which is relevant to the choice of sanction(s) may also be introduced at this point, including information concerning sanctions imposed against other students for similar offenses. No information directly related to the case in question may be introduced for the first time unless the accused student has been informed and allowed to review and comment on the information.

k. Following the hearing, the Office of the Provost will provide the accused student with written notification of the decision reached, the reason for the decision and information regarding the University’s appeal process. If the student is found “responsible,” a record of the decision will be placed in the student’s advising folder.

VI. Rights in Hearings

The University disciplinary system is not a criminal or civil law process and the legal procedures applicable in criminal and civil cases will not apply. This policy is not intended to supercede any existing law or regulation. University disciplinary hearings will accord the following specific rights to all students:

a. To receive written notice of the alleged violation.

b. To have reasonable access to the case materials prior to and during any hearing.

c. To have access to advice by an individual of his or her choosing, including an attorney.. However, the advisor may not participate in the hearing. The student must sign a FERPA waiver indicating he/she has consented to have the individual present.

d. To participate in the hearing, present information on his or her own behalf, call witnesses and question information provided at their hearing. This does not include the right to directly question witnesses.

e. To receive written notification of the decision reached. The notification will also include a list of any sanctions imposed and appeal information.

VII. Description of Sanctions

A student may receive a single or multiple sanctions for violations of the Academic Integrity policy. Factors to be considered in deciding sanctions will include present demeanor and past disciplinary record of the student and the nature and severity of

the violation. Sanctions which may be imposed upon any student found to have violated the Academic Integrity policy include the following:

Notation of Academic Integrity Violation on Transcript: When a student fails a course for reasons of academic dishonesty, this will be noted on the student's transcript. The notation will be removed from the transcript after the student completes an academic integrity workshop or its equivalent. The student can have a maximum of one such notation removed in his/her career as a Rowan student.

Academic Integrity Probation: A defined period of time (minimum of one semester) indicating that a student is no longer in good standing with the university vis-à-vis academic integrity. (This status is distinct from Academic Probation, which concerns academic performance.) Any subsequent Academic Integrity Violation while in this status will likely result in suspension or expulsion from the university.

Suspension: Beginning on the date the suspension takes effect, the student is no longer a registered student, may not attend classes, nor receive grades for a specified period of time. In addition, while in this status, the student is not permitted to be present on the campus or at a University-sponsored event for any reason whatsoever. The suspension will be noted on the student's academic transcript as disciplinary suspension. The student is not entitled to any refund of any fees after published refund dates.

Expulsion: Beginning on the date the expulsion takes effect, the student may never again be a registered student, may never attend classes, nor receive grades. In addition, the student may never be present on the campus nor at a University-sponsored event for any reason whatsoever. The expulsion will be noted on the student's academic transcript as Academic Integrity Expulsion. The student is not entitled to any refund of any fees after published refund dates.

VIII. Appeal of Academic Integrity Violations

1. Upon receiving notification of the outcome of a case, the accused student may file an appeal for the following reasons:

- a. A specified procedural error(s) or error(s) in the interpretation of University regulations is so substantial as to have effectively denied the participant a fair hearing.
- b. New and significant information has become available which could not have been discovered by a properly diligent person before or during the hearing.
- c. The sanction is substantially disproportionate to the violation.
- d. The facts of the case were insufficient to establish that a violation occurred.

Please note: If a student has pleaded responsible to a violation, the reason for appeal will be limited to reason "c" only.

2. All appeals must be made within seven (7) business days of the date on the letter informing the student of the decision. Appeals must be submitted in writing to the Provost or designee and should explain in detail the basis of the request, including any supporting documentation. Upon receipt of the written appeal, the Provost will defer the imposition of the sanction(s) pending the decision on the appeal.

3. The Provost will review the written appeal and all documentation contained in the case file and will decide whether to deny or uphold the appeal. If an appeal is upheld based on procedural error or new information (reasons a or b above), the case will be remanded to the original adjudicator for re-opening of the hearing. If an appeal is upheld based on disproportionate sanction or lack of sufficient information (reasons c or d above), the Provost will render the appropriate determination and/or sanction.

4. The Provost will respond to the appeal within seven (7) business days of the date on the letter. The final decision will be issued in writing either accepting or denying the appeal and giving the reasons for this decision.

5. Normally, all appeal decisions are final and will be implemented immediately. For matters involving the expulsion of a student, the accused student may request that the President of the University review the decision of the Provost. A request for review by the President must be made within seven (7) business days of the date on the letter informing the parties of the Provost's decision. The request must be submitted in writing to the Office of President and must include clear and convincing reasons to change the decision of the Provost. The President may or may not elect to review a decision. The request for review will be responded to in a timely manner by the Office of the President.

6. The appeals process described will be the final step in the adjudication process.

This form should be used by the instructor to address and report alleged academic integrity violations.

Step 1: Meet with the student(s) involved to discuss the alleged misconduct and indicate below when and how the meeting took place.

Instructor-student meeting occurred on _____ (date):

<input type="checkbox"/> in person	<input type="checkbox"/> by phone	<input type="checkbox"/> by email	<input type="checkbox"/> unable to meet with/contact student
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Step 2: Provide the information requested below concerning the misconduct. Classify the violation and identify the sanctions that were imposed (sanctions may be imposed for Level 1 and Level 2 violations only). See the Academic Integrity Policy and Flow Chart for details.

The following student has been charged with violating the University Academic Integrity policy:

Name: _____ Student ID Number _____

Dept. and Course Number: _____ Section No. _____

Level 1 (involves a minor aspect or portion of the coursework; may occur because of ignorance or inexperience)

Type of violation	<input type="checkbox"/> Cheating	<input type="checkbox"/> Plagiarism		
Sanction(s) imposed	<input type="checkbox"/> Reduction of grade on assignment	<input type="checkbox"/> Alternative assignment	<input type="checkbox"/> Assignment on awareness of academic honesty	<input type="checkbox"/> Attendance at academic honesty workshop

Level 2 (involves a more significant aspect or portion of the coursework; more serious in nature)

Type of violation	<input type="checkbox"/> Cheating	<input type="checkbox"/> Plagiarism		
Sanction(s) imposed	<input type="checkbox"/> Reduction of grade on assignment	<input type="checkbox"/> Failure for the course	<input type="checkbox"/> Attendance at academic honesty workshop	<input type="checkbox"/> Academic Integrity Probation

Level 3 or 4 (involves a major aspect or portion of the coursework, such as an exam or final paper; may involve premeditation or intentional deception or acts of misconduct beyond the context of the classroom)

Type of violation	<input type="checkbox"/> Cheating	<input type="checkbox"/> Plagiarism	<input type="checkbox"/> Fabrication	<input type="checkbox"/> Academic Misconduct
Sanctions for Level 3 and Level 4 violations are determined by the Academic Integrity Violation Review Board. The student should be assigned an Incomplete in the class pending the outcome of the hearing. The minimum sanction for a Level 3 violation is failure for the course; the maximum is suspension. Level 4 violations may result in expulsion.				

Step 3: Attach a summary of the incident and rationale for the violation level and sanctions in the form of a memo or letter to the Provost's Office. Include copies of all relevant materials, including a syllabus.

Step 4: Ask the student to sign the acknowledgment below, and provide the student with a copy.

I have been made aware of the alleged violations and understand that the procedures delineating next steps can be found in the Academic Integrity Policy.

Student signature: _____ Date: _____

Step 5: Forward this form and associated documentation to the Office of the Provost.

Instructor's Name: _____ Signature: _____

Dept.: _____ Email: _____ Phone: _____ Date: _____

Report of the University Curriculum Committee

April 13, 2009

Submitted by Janet Moore Lindman

Process C

SCC#	College	Title	Department
08-09-202	Communication	Accelerated BA/MA in Writing Arts	Writing Arts
08-09-203	Communication	Writing Arts Program Sequence B: LS/HSS	Writing Arts
08-09-204	Communication	Minor in Writing Arts	Writing Arts
08-09-338	Education	MA in School Administration — major revisions	Educational Leadership
08-09-339	Education	Supervisor Certification Program — major revisions	Educational Leadership

Process A

SCC#	College	Title	Department
08-09-109	Business	Accounting Mentorship	Accounting/Finance
08-09-110	Business	Management Skills for Engineers	Management/MIS
08-09-111	Business	Advanced Financial Planning	Accounting/Finance
08-09-112	Business	Entrepreneurial Accounting	Accounting/Finance
08-09-113	Business	Risk Management	Accounting/Finance
08-09-114	Business	Auditing	Accounting/Finance
08-09-115	Business	Principles of Finance	Accounting/Finance
08-09-116	Business	Organizational Behavior	Management/MIS
08-09-117	Business	Professional, Legal, Managerial	Management/MIS
08-09-118	Business	Operations Management	Management/MIS
08-09-119	Business	Leadership & Supervision for Managers	Management/MIS
08-09-123	Business	Marketing Management	Marketing
08-09-124	Business	Issues in MIS	Marketing
08-09-125	Business	Project Management	Marketing
08-09-126	Business	Systems Analysis and Design	Marketing
08-09-128	Business	Management Information Systems	Marketing
08-09-129	Business	Business Web Applications	Marketing
08-09-130	Business	MIS Capstone Experience	Marketing
08-09-131	Business	Intermediate Accounting I	Accounting/Finance
08-09-132	Business	Cost Accounting	Accounting/Finance
08-09-229	Communication	Field Experience -- name change	Communication Studies
08-09-230	Communication	Field Experience, I, II and III	PR/Advertising
08-09-231	Communication	MA in Public Relations – minor change	PR/Advertising
08-09-333	Education	Nutrition for Fitness	Health/Exercise Science
08-09-334	Education	Contemporary Issues in Nutrition	Health/Exercise Science
08-09-335	Education	Applied Biomechanics	Health/Exercise Science
08-09-337	Education	Field Experience for MEd in Teaching Leadership	Educational Leadership
08-09-340	Education	Changing Organizations	Educational Leadership
08-09-341	Education	Principal Cert Program	Educational Leadership
08-09-342	Education	Instructional Leadership & Supervision	Educational Leadership
08-09-343	Education	Introduction to Principalship	Educational Leadership
08-09-344	Education	Law & Ethics for School Leaders	Educational Leadership
08-09-345	Education	Leadership & Theory	Educational Leadership
08-09-346	Education	Organizations as Cultures	Educational Leadership
08-09-347	Education	Practicum/Seminar on Administration &	Educational Leadership

		Supervision II	
08-09-348	Education	School Finance and Records	Educational Leadership
08-09-349	Education	MST Thesis requirement change	Teacher Education
08-09-350	Education	Practice in Teaching ESL	Teacher Education
08-09-351	Education	COGS ESL Education – minor change	Teacher Education
08-09-507	Fine & Performing Arts (FPA)	Practicum Performance Ensemble	Theatre/Dance
08-09-508	FPA	Practicum Production Ensemble	Theatre/Dance
08-09-509	FPA	Advanced Tap Dance	Theatre/Dance
08-09-510	FPA	Advanced Jazz Dance	Theatre/Dance
08-09-511	FPA	Advanced Ballet	Theatre/Dance
08-09-616	Liberal Arts & Sciences (LAS)	Applied Spanish Program Sequence A: LS/HHS – minimum grade req	Foreign Language & Literatures
08-09-619	LAS	Zulu Courses	Foreign Language & Literatures
08-09-620	LAS	Ancient Greece	History
08-09-621	LAS	Ancient Egypt	History
08-09-817	LAS	Network Security	Computer Science
08-09-819	LAS	Introductory Botany	Biological Sciences
08-09-820	LAS	Plant Diversity	Biological Sciences
08-09-821	LAS	Mathematics Research I	Mathematics
08-09-822	LAS	Mathematics Research II	Mathematics
08-09-823	LAS	Mathematics Research III	Mathematics
08-09-824	LAS	Mathematics Research IV	Mathematics
08-09-825	LAS	Chemistry in Environment	Chemistry/BioChemistry
08-09-826	LAS	Advanced College Chemistry I & II	Chemistry/BioChemistry
08-09-827	LAS	Biology Major – change in elective	Biological Sciences
08-09-828	LAS	Invertebrate Zoology	Biological Sciences

Resolution on Promoting Foreign Language and Cultural Studies

Whereas the increasing national emphasis on globalization requires a heightened awareness of foreign languages and cultures,

Whereas the national trend among universities indicates a growing emphasis on international awareness and education,

Whereas there is no university-wide policy on foreign language and cultural education,

May it therefore be resolved that academic departments and programs be encouraged to provide opportunities for their students to develop competency in foreign languages and cultural studies.

Resolution on Smoking at Building Entrances

Whereas under NJ State Law New Jersey State law (N.J.S.S. 26:3D-17), smoking or ignition of any tobacco or other product or substance is prohibited in all buildings on campus, including but not limited to classroom buildings or administrative office buildings including the Chamberlain Student Center;

Whereas there are ash cans placed at the doorways to these buildings;

Whereas individuals are often exposed to second hand smoke upon entering a building;

Whereas smoking is prohibited within 50 feet of entrances to residence halls;

May it therefore be resolved that smoking also be prohibited within 25 feet of any building on campus, including but not limited to administrative and classroom buildings and that the SGA take the lead in addressing the issue of smoking on campus in collaboration with the Center for Addiction Studies, University Senate, Health Center, and Public Safety.

Diversity Committee Resolution

WHEREAS, the most recent version of the Rowan University Mission, and the Academic Master Plan affirm diversity as one of the University's core values, and a desired characteristics of the university community for reasons of justice as well as educational breath and effectiveness.

WHEREAS, the mission statement mentions "highly qualified and diverse faculty, staff and students", and the Academic Master Plan lists "diverse perspectives" as a core value of the institution.

WHEREAS, commitment to this core value, and experience in implementing it, is distributed across campus, and works from the ground up as often as from the top down. Yet by several measures, including the definition of diversity promulgated in our Master Plan, Rowan University is not where it should be with regard to diversity.

WHEREAS, as the legal environment has changed, the methods by which Rowan seeks to maintain and deepen this commitment have also had to change. Many departments need assistance in finding ways to do this in their job searches, while complying with the current state of the equal employment opportunity law, and maintaining their commitment to finding the best candidate to fit the particular needs and mission of the department.

WHEREAS, the Office of Equity and Diversity is well positioned to provide such assistance. The Office knows the law as it bears on diversity and hiring. It collects institutional research on diversity issues. As methods and resources used to promote diversity on campus prove to be effective, it will be able to share these methods and resources with others, and will gain a more comprehensive picture of what is being done on campus to pursue this part of the university's stated mission and goals.

WHEREAS, at present, there is no standardized university-wide method of promoting diversity in hiring at the departmental level, or of keeping track in a reliable and informed way of what is being done toward this end within the university. Consultation with the Director of Diversity and Equity is optional, and occurs in only a minority of departmental hires.

THEREFORE, the Diversity Committee offers the following resolution to increase university-wide interest in and commitment to the core value of diversity, as it affects the hiring process.

BE IT Resolved, that when departments are authorized to search for full-time, tenure track faculty, the department or its search committee shall meet with the Director of Equity and Diversity, or with her or his representative, prior to advertising the position. The purpose of this meeting shall be to discuss appropriate strategies for attracting a diverse pool of applicants for the job, as well as ways in which the department can further the university's commitment to the value of diversity in the process of fulfilling its departmental mission.