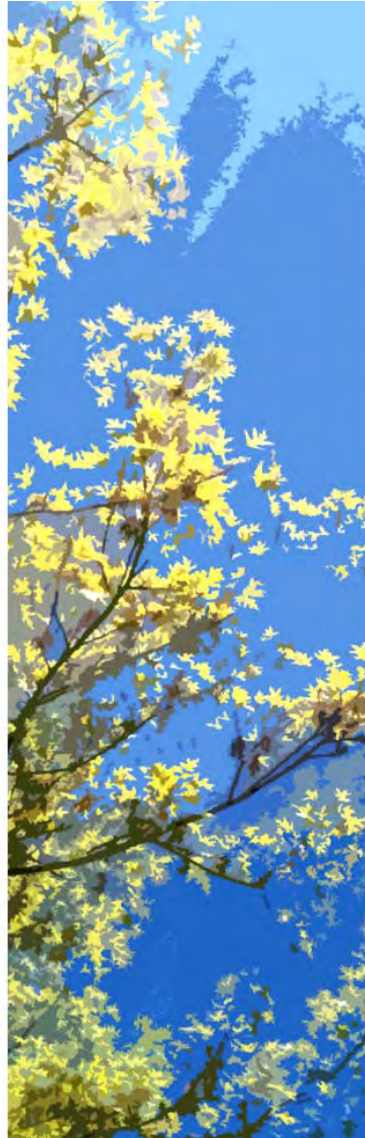
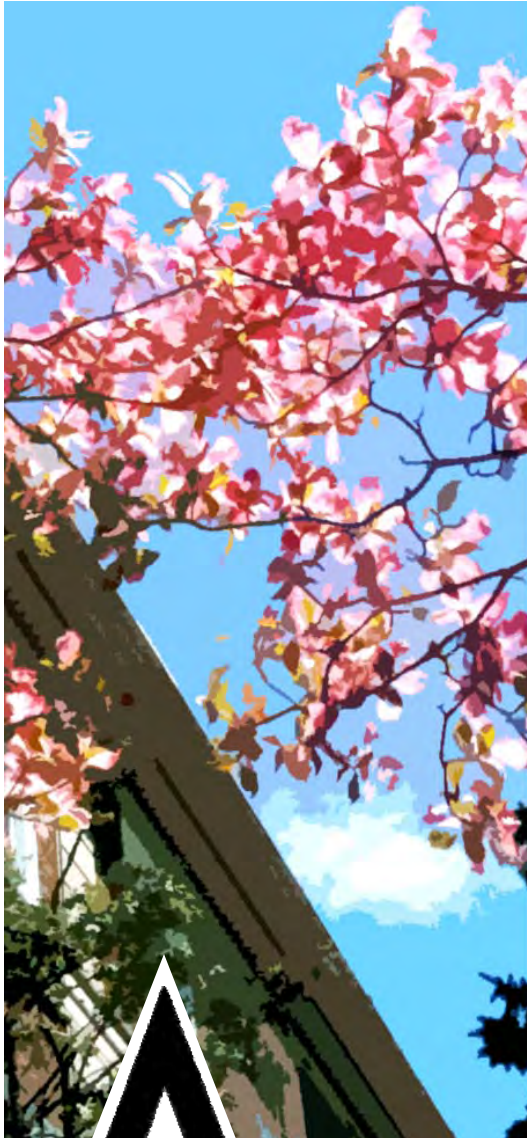


2011 - 2012

Faculty Handbook



**ADELPHI
UNIVERSITY**

GARDEN CITY, NEW YORK 11530

ADELPHI UNIVERSITY FACULTY HANDBOOK CREDITS

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FULL-TIME FACULTY HANDBOOK
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AN OVERVIEW OF ADELPHI UNIVERSITY

Chapter

Adelphi University, chartered by the New York State Board of Regents in 1896, was the first liberal arts institution of higher education on Long Island. From 1912 to 1946, Adelphi enrolled only women. Initially located in Brooklyn with 57 students and 16 faculty members, it moved to the present location in 1929. In 1963, it was granted university status, and by the late 1970s, it had expanded to its current 26 buildings on 75 acres. The colleges and schools of the University consist of

- the College of Arts and Sciences (including the General Studies Program),
- the School of Business,
- the Ruth S. Ammon School of Education,
- the School of Nursing,
- the School of Social Work,
- the Gordon F. Derner Institute of Advanced Psychological Studies,
- the Honors College, and
- the University College (including Adelphi's adult baccalaureate program).

The University has three extension centers: the Manhattan Center, a contemporary facility located at 75 Varick Street in downtown Manhattan with 20 classrooms and computer labs, conference rooms, student lounge areas, a branch library, and art gallery; the Hauppauge Center located in Suffolk County at 55 Kennedy Drive in Hauppauge with 5 classrooms and computer labs, a library and a new conference center; and the Hudson Valley Center located at 457 Maple Street, Poughkeepsie, offering courses leading toward the Master's degree in Social Work. Additional sites are

located in Kings, Nassau, and Suffolk Counties, offering courses within academic programs in the Schools of Business, Nursing, and Education, as well as the University College programs. In fall 2010, there were 7,917 students at Adelphi, 4,939 of them undergraduates. The majority of the students only enroll at the Garden City campus (6,773). Approximately 15% of the students attend classes at our off-campus sites—primarily at the Manhattan Center. One-third are students of color. There were 289 international students in fall 2010, representing 54 countries. Approximately 90 percent of the undergraduates and graduate students are from New York State. Women comprised 73 percent of all students in 2010: 70 percent of undergraduates and 79 percent of graduate students. The largest proportion of undergraduates is in the College of Arts and Sciences (40 percent); most graduate students are in the professional schools. In fall 2010, there were 1,193 graduate students in the Ruth S. Ammon School of Education, 897 in the School of Social Work, 301 in the Gordon F. Derner Institute of Advanced Psychological Studies, and 348 in the School of Business. Eighteen new full-time faculty are arriving in September 2011. This brings the total full-time faculty to 337, along with approximately 656 adjunct faculty. These faculty members are housed within the academic units (with the exception of the Honors College, which is staffed by faculty from other units). Listings of the faculty, academic degrees and certificate programs are available in the Undergraduate and Graduate Bulletins. Adelphi has a long-standing commitment to a student-centered philosophy, embodied in the Mission Statement adopted by the Board of Trustees in March 1998.

UNIVERSITY MISSION STATEMENT

Adelphi University comprises a small liberal arts college and a cluster of professional schools that have grown up in close relationship to the needs of the region. Our mission is to provide quality undergraduate and graduate education and to offer professional preparation of the first rank in arts, education, business, clinical psychology, social work, nursing and other health sciences. The University prepares a broad spectrum of graduates and undergraduates for a wide range of life pursuits while fostering a passion for knowledge; an understanding and a questioning of cultural values; and a view of themselves as independent, life long learners, and contributors to knowledge and service in an ever-changing world.

Adelphi University is committed to provide a high-quality education for all of its students: for undergraduates and graduates, for those coming directly from high schools, and for those who transfer from community and other colleges, for those studying the liberal arts and sciences, for those pursuing specific career preparations in the professional schools, and for those nontraditional students seeking access to higher levels of learning.

Recognizing the interrelatedness of worldwide political, scientific, and cultural life, the University is committed to sustaining and improving its ethnic, social, and geographic diversity, and curricula that reflect global awareness. Thus, Adelphi recruits students not only from Long Island and the greater metropolitan New York area, but nationally and internationally as well. Adelphi also seeks to attract an outstanding faculty, committed to teaching excellence, scholarly inquiry and artistic achievement, and public service, from all parts of the United States and from abroad.

Adelphi believes in the broad development of students necessary to their serving as effective and enlightened persons in society. In addition, therefore, to its traditional emphasis on teaching and research, Adelphi supports the growth of students outside the classroom by offering a wide range of cultural and artistic programs, and leadership and participatory opportunities in athletics and recreational programs; in internships, public and community service; and in student government.



FACULTY GOVERNANCE AND PEER REVIEW

Chapter II

The Faculty are directed by the Articles of Governance, which define faculty involvement and participation in governance. The Articles were adopted by the Board of Trustees and Faculty in 1990 and address faculty membership, areas of faculty authority, faculty officers and composition and structure of the Faculty Senate, the composition and structure of the Faculty Committee on Retention, Tenure, and Promotion (peer review), the definition and role of Chairpersons, the role and composition of the Faculty Hearing Committee, provision for the writing of faculty by-laws, and provision for amendments. Faculty participation in governance is encouraged.

FACULTY SENATE AND SENATE COMMITTEES

Faculty representatives are elected to the Faculty Senate. Article III.C of the Articles of Governance specify the composition of the Faculty Senate. The Faculty Senate Executive Committee is the elected leadership of the Senate and includes a Chair, Vice-Chair, Secretary, and several Executive Committee members. Faculty members volunteer to serve on one or more of several Faculty Senate Committees. The following is a list of Senate Committees and their charges:

[Please note: The Faculty Senate committees listed are subject to change. Membership on all committees, except the Academic Affairs Committee, is open to all faculty members]

Academic Affairs

[members chosen by election within each college, school or library]

Charge: *The committee shall:*

- Receive reports from the duly elected Academic Affairs (Curriculum) Committees of all Units within the University and recommend Senate action on new or restructured programs or courses, including any changes in designated course co- or prerequisite, proposed by the Units.

- Review and recommend Senate action on any initiatives that seek accreditation and registration for new programs.
- Review and recommend Senate action on proposals for the creation, merger and/or abolition of programs and academic units, or on other appropriate academic affairs/issues not specifically stipulated above.
- Carry out other activities as delegated by the Senate.

[The Articles of Governance (Article II) state in part: “Through its designated bodies, the faculty shall determine entrance requirements and the curriculum for each degree offered.” Article III states in part: “The Faculty Senate, is the representative governing body of the Faculty and has primary responsibility for: requirements for granting degrees offered by the University” (III.A.2) and “curricula of the University” (III.A.3).]

Academic Standards

Charge: The committee shall:

- Review and recommend policies and practices regarding student academic performance, including issues related to probationary criteria and practices, student program progress criteria, advisement and or guidance, and remediation practices (including LD support program).
- Review policies of probation and dismissal, providing written recommendations to the Senate.
- Review policies related to academic freedom in relation to standards, making recommendations to the Senate.
- Work with the Office of Academic Services to review University policy on administrative aspects of grading policy.
- Carry out other activities as delegated by the Senate.

[The Articles of Governance (Article III) state in part: “The Faculty Senate, is the representative governing body of the Faculty and has primary responsibility for: Standards of admission and retention of students” (III.A.1); “Instructional and research standards and policies throughout the University” (III.A.4); and “Standards for those aspects of student life which relate to the educational process, including student discipline” (III.A.6).]

Academic Information and Technology (SCAIT)

Charge: The committee shall:

- Evaluate the status of informational technology in light of the academic needs and freedoms of faculty and academic needs of students.
- Review plans for the amount and availability of information technology for faculty and students.
- Develop and recommend a policy for the acquisition of academic software and hardware.
- Work, through its services subcommittee, to resolve short-term issues relating to academic technology.
- Carry out other activities as delegated by the Senate.

[The Articles of Governance (Article III) state in part: “The Faculty Senate, is the representative governing body of the Faculty and has primary responsibility for: Instructional and research standards and policies throughout the University” (III.A.4).]

Admissions and Retention

Charge: The committee shall:

- In cooperation with the Director of Admissions, review and recommend on admission policies including standards, recruitment and retention strategies.
- In cooperation with the Office of the Provost and the Office of Enrollment Management, review performance on student retention and recommend policies regarding retention issues.
- Work closely with the Director of Admissions and the Office of Enrollment Management to promote and develop full Faculty participation in the recruitment process, including school visitations, receptions, open houses, etc.
- Carry out other activities as delegated by the Senate.

[The Articles of Governance (Article II.B) state in part: “Through its designated bodies, the faculty shall determine entrance requirements and the curriculum for each degree offered.” Article III states in part: “The Faculty Senate, is the representative governing body of the Faculty and has primary responsibility for: “Standards of admission and retention of students”(III.A.1).]

Athletics

Charge: The committee shall:

- Review the mission and goals of the Athletic Program and identify areas where help may be needed to meet these objectives.
- Review University rules and regulations regarding recruitment, eligibility, role and the function of the Faculty Athletic Representative, as well as that of the University Compliance Committee.
- Identify and recommend policy on academically, socially and financially related issues and/or problems regarding student athletes.
- Review and evaluate University compliance with Title IX.
- Report on the graduation rates of athletes.
- Carry out other activities as delegated by the Senate.

[The Articles of Governance (Article III) state in part: “The Faculty Senate, is the representative governing body of the Faculty and has primary responsibility for: Standards for those aspects of student life which relate to the educational process, including student discipline” (III.A.6).]

Credentials and Elections

Charge: The committee shall, as charged in Article III.G.2 of the Articles of Governance:

- Conduct and supervise all elections involving the Faculty Senate including Senate officers, Executive Committee, and the succeeding Credentials and Election Committee.
- Conduct and supervise all elections requiring the participation of the total eligible voting faculty.
- Examine the credentials, rule on the eligibility and recommend the seating of all Senators.
- Discharge other duties as delegated to it by the Faculty Senate.

Finance

Charge: The committee shall:

- Review all documents from the Administration concerning budgetary plans and policies.
- Present interim and final recommendations to the Senate about the implications and/or any necessary alterations of these plans and policies based upon

assessment of current programs and Units across the University.

- Carry out other activities as delegated by the Senate.

[In accordance with the Articles of Governance (Article III. B.2): “The Faculty Senate shall advise on major issues affecting current or projected budget matters.”]

Individuals with Disabilities

Charge: The committee shall:

- Work toward increasing sensitivity and awareness, and educating students, faculty, administrators and staff on the Adelphi campus about the needs of individuals with disabilities.
- Make recommendations to the appropriate individuals or departments concerning issues of accessibility and safety of buildings and accessibility to programs.
- Review and recommend policies pertaining to Adelphi University and individuals with disabilities.
- Provide follow-up on recent consultants’ reports as they pertain to members of the Adelphi community with disabilities.
- Review and report on the availability of various forms of adaptive technology and make recommendations regarding the enhancement of such technologies or the acquisition of new assistive technologies.
- Carry out other activities as delegated by the Senate.

[The Articles of Governance (Article III) state in part: “The Faculty Senate, is the representative governing body of the Faculty and has primary responsibility for: Standards for those aspects of student life which related to the educational process, including student discipline” (III.A.6).]

Judiciary

Charge: The committee shall:

- Work with the Office of Student Affairs to review the Student Judiciary Act and the proposals for modification of the Act.

[The Articles of Governance (Article III) state in part: “The Faculty Senate, is the representative governing body of the Faculty

and has primary responsibility for: Standards for those aspects of student life which relate to the educational process, including student discipline” (III.A.6).]

Library

Charge: *The committee shall:*

- Work in cooperation with the Dean of the Libraries, Library Faculty and SCAIT to evaluate the status of library holdings in light of the academic needs of faculty and students.
- Work in cooperation with the Dean of the Libraries and Library Faculty to develop a long range plan to improve the library and maximize its function as a quality resource for faculty and students.
- Work to support, strengthen, and monitor the system of library liaison with schools and departments to ensure currency in library acquisitions.
- Carry out other activities as delegated by the Senate.

[The Articles of Governance (Article III) state in part: “The Faculty Senate, is the representative governing body of the Faculty and has primary responsibility for: Instructional and research standards and policies throughout the University” (III.A.4).]

Student Life and Development

Charge: *The committee shall:*

- Review the quality of undergraduate and graduate student life at the University and make recommendations to the Senate to improve the quality of student life. The committee shall consult with the Committee on Admissions and Retention concerning the review and recommendations.
- Advise the Office of Student Affairs on policies and procedures pertinent to all aspects of student life, offering a summary report to the Senate.
- Oversee the work of the Pre-Medical and Pre-Law Councils.
- Carry out other activities as delegated by the Senate.

[The Articles of Governance (Article III) state in part: “The Faculty Senate, is the representative governing body of the Faculty and has primary responsibility for: Standards for those aspects of student life which related to the educational process, including student discipline” (III.A.6).]

Teaching and Advisement

Charge: The committee shall:

- Serve as an advocate to maintain the high priority that Adelphi has placed on good teaching.
- Organize and hold workshops on teaching, the purpose of which is not assessment, but colleagues learning from colleagues.
- Monitor the academic advisement system.
- Carry out other activities as delegated by the Senate.

[The Articles of Governance (Article II) state in part: “Through its designated bodies, the faculty shall undertake any other actions necessary to carry out its professional responsibilities” (II.B.4).]

Untenured Faculty

Charge: The committee shall:

- Endeavor to welcome and encourage the association and confederation of untenured faculty members into the life of the University by fostering and promoting informal interactions among themselves and with tenured faculty members.
- Supplement departmental practices in the guidance of untenured full time faculty through their tenure and review process.
- Conduct regularly scheduled public gatherings to enable untenured faculty members to present their research, scholarly or creative professional work to the Adelphi community in a social setting.
- Work to promote the development of untenured faculty members by serving as an advocate for awareness of the needs of those faculty members.
- Report to the Faculty Senate on the retention or departure of untenured faculty.
- Carry out other activities as delegated to it by the Faculty Senate.

[The Articles of Governance (Article II) state in part: “Through its designated bodies, the faculty shall undertake any other actions necessary to carry out its professional responsibilities” (II.B.4).]

Questions about the Faculty Senate or its Committees should be directed to the Senate Office at (516) 877-3360. The office is located at Hagedorn Hall Room 122.

FACULTY PEER REVIEW

The Faculty Committee on Retention, Tenure, and Promotion (FCRTP) is elected from each of the academic units (see Articles of Governance) and is responsible for the peer review process, at the University-level, for faculty members who are being considered for tenure and/or promotion, for sabbatical leaves or emeritus status. The procedures for these are outlined in the Collective Bargaining Agreement. Reappointments of untenured faculty are based on peer review procedures started at the unit or college level. Each unit or college has its own peer review document. Faculty should contact the chair of their peer review committee to obtain a copy of this document. All untenured faculty being considered for reappointment or tenure, and faculty being considered for promotion are expected to prepare a portfolio of their professional work (in the areas of teaching, scholarship and service) along with a peer review application (standardized across the University). Faculty are encouraged to contact the chair of the unit peer review committee about the development of the portfolio which includes, for example, samples of course outlines, assignments, student work, publications or manuscripts, student evaluations, peer evaluations and evaluations of outside experts in the areas taught and/or researched by the individual faculty member. There are specific deadlines for submission of these materials for peer review. These, too, can be obtained from the unit or college peer review committee or the FCRTP.

Please contact the FCRTP Office with questions at (516) 877-3360, located in Hagedorn Hall Room 122. Information is also available on the Adelphi Intranet (available on eCampus) at intranet.adelphi.edu/#fcrtp



COLLECTIVE BARGAINING, CONTRACT RENEWAL, TENURE AND PROMOTION

Chapter III

The Adelphi Chapter of the American Association of University Professors (AAUP) has represented the faculty in collective bargaining since 1972. It is one of the oldest collective bargaining chapters of the AAUP and represents the faculty in contract negotiations and other issues that relate to faculty rights and responsibilities. We urge you to become familiar with the contract and if you have any questions, concerns or suggestions to contact the Executive Director, Cathy Cleaver, who can be reached at (516) 877-3295. At Adelphi dues are 1% of annual salary to the AAUP. National AAUP works to support faculty members nationwide and is very active in working for faculty and students through supportive legislation. All dues paying Adelphi faculty members are also members of the national organization. If you are opposed to contributing to the AAUP, you can opt to have your contribution go to a scholarship fund.

American Association of University Professors (AAUP)

The current contract has some provisions that the AAUP fought hard for and you may wish to take advantage of them. Same sex domestic partners are covered under our health insurance policy and are eligible for all the same tuition remission benefits as spouses.

The members of the AAUP Steering Committee are elected by the faculty and work for the faculty. We look forward to working with you at Adelphi.

CONTRACT RENEWAL, TENURE & PROMOTION

No matter what we tell you about not worrying about contract renewal and tenure evaluation—you're going to worry. Understanding the process and the steps that you must take might at least reduce some of the anxiety around this issue. First, remember that there are a lot of resources available to help you with problems or

concerns regarding teaching, scholarship and service to the University. Your department chair (if you have one), your dean and the folks in the Provost's Office are all there to help you. Don't hesitate to approach any (or all) of these people. Second, if you understand what has to be done and when it has to be done, you can plan accordingly.

1) *Every full-time non-tenured faculty member will have an annual review.* In a contract renewal year, this review will include a recommendation regarding renewal of contract.

2) *Adelphi uses AAUP guidelines for notice of renewal or non-renewal.* If you started in the fall and have a one-year appointment, you will receive notice of renewal or non-renewal by February 28. In essence, you will have your "annual" review immediately after your first semester. If you have a two-year appointment, you will receive notice by December 31 of the second year. You will have an annual review towards the end of your first year and a subsequent review with a recommendation during the first semester of your second year. After two years of fulltime service, you are entitled to a one year's notice.

3) *Establish a teaching portfolio at the outset.* Include all syllabi, student evaluations, peer evaluations, tests, bibliographies, Web addresses or Web pages, proposals for new courses, etc. Include a statement of your teaching philosophy and pedagogic goals. Keep it current.

4) *Keep your vita current.* Make sure it includes the classes you have taught, all publications and scholarly presentations, grant proposals and grants received, etc. Also have available any reviews of your scholarship or recommendations by external reviewers, copies of articles, books or papers presented.

5) *Keep an up-to-date log of your University and professional service.* Put down everything. Professional, department, school, or university-wide service is important. If a colleague remarks that you made a valuable contribution on a particular committee, you might ask for a recommendation when you are up for renewal or tenure.

The first level of review is done within your unit. Make sure you are given a copy of the Unit Peer Review Plan.

If there is anything in the Plan you don't understand, ask for clarification. It should state what is required of you for contract renewal and, ultimately, tenure and promotion. If it doesn't, or it isn't clear, ASK. Teaching and scholarship are the primary criteria for reappointment, but service counts. Make sure you know what is expected in regard to scholarship, for contract renewal (worry about tenure later). You cannot properly prepare for an evaluation without knowing what is going to be evaluated. In your first year or so at Adelphi, concentrate on your teaching and scholarship. (There will be plenty of time for you to serve the University outside of the classroom.) The unit makes a recommendation to the dean (or, in some cases the department head) who in turn makes a recommendation to the Provost. Final approval of the President and the Board is required. While this seems like a lot of steps, you will only have to submit one portfolio. Except for consideration of institutional needs, recommendations for renewal are based on merit. We hope that all of you will be evaluated for tenure at the appropriate time. If you have no credit for prior service, you will be evaluated for tenure in the first semester of your sixth year at Adelphi. If you have been given credit for prior work, just deduct the number of years credit from six.

The Collective Bargaining Agreement spells out what you will have to submit for tenure. It includes a portfolio with teaching materials, a self-evaluation, and examples of your scholarship. By this time, you should have some record of service to the University. Your scholarship will have to be reviewed by a number of outside reviewers (at least three). The tenure review, like the reappointment review, starts with the department or school. The Unit Peer Review Committee will make a recommendation to the chair or dean. The dean will make a recommendation to the university-wide Faculty Committee on Retention, Tenure and Promotion (FCRTP). The FCRTP makes a recommendation to the Provost, who makes one to the President, who presents the material to the Board.

This need not be an intimidating process. If you know what is expected, you can do it. Your appointment is evidence that we believe you have excellent potential as teachers and scholars. We look forward to your being with us for a long period of time.



FACULTY SUPPORT: LIBRARY, PROFESSIONAL DEVELOPMENT AND TECHNOLOGY RESOURCES

Chapter IV

The University Libraries are composed of the Swirbul Library, the Archives and Special Collections, the libraries at the Manhattan, Hauppauge, and Hudson Valley Centers, and an off-site storage facility. The Libraries offer facilities, resources, and services in support of the instructional, research, cultural, and student life programs of the University. They collectively hold about 600,000 volumes, including bound periodicals and government documents, as well as materials in other formats, including 807,000 microforms and 34,000 audiovisual items. The Libraries maintain approximately 1,100 subscriptions to print journals and serials, and to over 61,000 unique electronic journal titles. The Libraries also provide access to more than 200 electronic databases. Access to materials not in the collections is provided by interlibrary loan services and by borrowing privileges with Connect NY, a consortia of 15 academic libraries with combined holdings of over 5 million volumes. The Library is also a selective depository for official government publications of the United States and New York State. ALICAT, the Adelphi Library Catalog Online, provides electronic access to the Libraries' holdings. Swirbul Library serves as the main library, and has particular strengths in the arts and humanities, sciences, the social sciences, and professional studies. It houses Reference Services, Access Services (Circulation/Reserve/Non-Print Services), Periodicals, Microforms, Interlibrary Loan and Document Delivery Services, a Curriculum Materials Center, the Copy Center, classrooms, and the Information Commons, and a Writing Center Help Desk. The Aimee Ornstein Memorial Library represents an outstanding collection in the areas of banking, money management, and finance. Libraries at the off-campus sites maintain basic collections in support of their academic programs offered, and their resources are supplemented through intralibrary loan and document delivery services from

the Garden City libraries. University Archives and Special Collections are located in the New Hall, which is adjacent to Swirbul Library. Among the notable special collections are the Small Press publishers; Children's Illustrated Literature; William Blake; William Cobbett; William Hone; Americana; Cuala Press; expatriate literature of the 1920s and 1930s; materials on the origin and development of the English novel; Spanish Civil War Papers; the Siegfried Muller Memorial Collection of Gerhart Hauptmann; and the Robert R. McMillan Collection of Political and Presidential Memorabilia including materials on the Panama Canal.

LIBRARY RESOURCES FOR FACULTY AND ACADEMIC PROGRAMS

Circulation or Access Services

Faculty may borrow library materials from all Adelphi libraries using an Adelphi University ID card. Full-time faculty and senior administrators may check out book materials for one year, while part-time faculty and junior administrators who are teaching may check out materials for one semester. Note that if a student requires a book which has been checked out to a faculty member, that book must be returned when recalled. There is a limit of 25 items in total, at any given time, and a limit of five per Library of Congress classification (e.g., HD, PN, LB, etc.). Some materials have restricted loan periods. If special needs arise, please contact Ann Minutella, Associate Dean of Libraries, at (516) 877-3518. Research/teaching assistants who borrow books for faculty must present a signed letter stating the specific items requested by the faculty member to the Access Services Desk. Non-print materials, including compact discs, DVDs, and VHS videotapes used in the classroom, may also be borrowed from Access Services for one week. Art slides may be borrowed, however, LP Sound recordings and computer software do not circulate. If you have questions, contact Access Services, at (516) 877-3570.

Ordering Materials

Departmental submission of course syllabi is strongly encouraged to ensure that the Library is properly supporting curriculum needs. Requests for particular titles that support the curriculum are also welcomed from individual faculty members. All such requests should be routed through the designated Library Liaisons within each academic unit. The Library Liaison Network is made up of one or more classroom

faculty members assigned the task of coordinating library resources within the unit's curricula, and a corresponding library faculty member assigned for that area. This is the primary channel of communication between academic units and the Library regarding library resources and services, including material purchase requests in all formats (e.g., monographs, journals, DVDs) and arrangements for instructional presentations to classes. When submitting requests for the purchase of new materials, full bibliographic information should be provided. Forward requests to the Library's Faculty Liaison assigned to your unit, who will then coordinate submissions with the Collection Development and Management Librarian.

Book requests within the scope of the Adelphi curriculum are usually honored and requests for materials intended for individual faculty research will be considered as funds permit. Because of the higher costs and longer-term commitment involved in purchasing journal titles and electronic resources, such requests are submitted to the Library's Collection Development and Management Committee for approval. Consult with the Library's Faculty Liaison for your unit about possible full-text electronic access to periodical titles, as well as access to Interlibrary Loan and Document Delivery services.

Reciprocal Borrowing Services (or) Resources from other Libraries

The Adelphi Libraries provide faculty and students with access to the resources of other selected libraries in New York.

- ConnectNY is a unified online catalog of 15 academic libraries in New York State, with combined holdings of over 5 million books. Before filling in an Interlibrary Loan request for a book in ALICAT, please click on the ConnectNY icon on the ALICAT screen. If the book you want is available at any other member library, you can request it yourself. Requested items can be received in as few as 48 hours during regular business days at either the Garden City or Manhattan campus, and you can keep them for 21 days. ConnectNY items can be renewed one time for 21 days.
- Adelphi University faculty and students can have onsite access to most libraries on Long Island.
- Adelphi University faculty and students can have onsite access (but usually not borrowing privileges)

at selected academic and special libraries in New York City. To access these services, a METRO pass can be obtained from the reference desk.

- Adelphi University faculty and students can have borrowing privileges (including access to selected online electronic resources) at all branches of the New York Public Library—except for the Research Libraries.

Faculty (but not students) may apply for direct borrowing privileges at Hofstra, C.W. Post and Stony Brook University. Both faculty and students may obtain borrowing privileges at the Rosenthal Library of Queens College. Because of articulation agreements with two year colleges in the City University of New York system, faculty and students will be able to use their libraries.

NOTE: Onsite access and borrowing privileges vary considerably from library to library. Therefore both faculty and students are urged to consult with an Adelphi Reference Librarian before visiting other libraries.

Inter-Library Loan and Intra-Campus Access Services

The inter-library loan service allows the faculty, staff and students to obtain material that are not owned by Adelphi Libraries. More information about our policies and procedures along with the Inter library loan request form are available online at Inter-Library Loan Web page.

For journal articles that are not owned by the branch library, patrons can submit a request by logging into their inter-library loan account and select “intercampus article request” link and submit a completed form.

For more information please email ill@adelphi.edu or call (516) 877-3571.

Library Web Site

The Adelphi Libraries’ website libraries.adelphi.edu serves as a gateway to its resources and services. It provides access to the libraries’ online catalog (Alicat/Alicat Plus), research databases, ejournals, eReference books, and non print media. In addition, here you can make use of services such as interlibrary loan, e-reserves, ConnectNY, and library instruction.

Using their Adelphi login credentials (i.e., eCampus login), students, faculty and staff who are in good standing can obtain access to the full range of resources

Library Reserves and CoursePaks

and services from their office computers or any other campus workstation, as well as from home or any other remote location.

Faculty may request that heavily used items (books, journal articles, or videos) be placed on reserve for their students by contacting library staff, preferably in advance of the beginning of the semester. The Reserve Services is part of Access Services. Call (516) 877-3570. Faculty must fill out the online form to designate materials for reserve, rather than submitting bibliographies or class outlines. This form is available on the Library Web site under the “Reserve & E-Reserve” link. These lists are entered into ALICAT, and the materials are then accessible by course number, course title, item title, and by professor’s name. Sign-out periods are designated by the faculty member.

Electronic reserves are available upon request. Please contact Maria Facciolo-Roca, Reserves Supervisor, for more information. Call (516) 877-3598. As an alternative, faculty often prefer to order “CoursePaks” from the Library Copy Center. CoursePaks are often used in conjunction with, or in place of textbooks. These packets are sold to the student, and contain readings that might otherwise be placed on reserve. Copyrights on CoursePaks materials are cleared through an agreement with the Copyright Clearance Center. The price is about 16 cents per page to be copied and cleared, plus about \$5.00 for binding and mastering. Typically, production takes 10 working days, depending on complete copyright approval. The service is also available for the Manhattan, Hauppauge and Hudson Valley Centers. Call (516) 877-3967 for more information. Or call 1-800-254-PAKS, or, email at CPAKS@aol.com.

Library Instruction

The Libraries offer information literacy instruction sessions to both graduate and undergraduate classes. The overall aim of our instruction classes is to assist students in developing critical thinking skills when locating, accessing and evaluating information resources for research as Adelphi students and for use throughout the lifelong learning process. As part of the General Education requirements, the Freshman Orientation Experience (FOrE) includes a library component consisting of one class session in the library. This session introduces students to basic information literacy

skills and orients them to the library and its resources. Basic and advanced sessions are available upon request. Course specified instruction can be arranged to meet the specific needs and assignments of your course. The Library faculty suggests that if you are requiring a research component in your syllabus, you contact your liaison or the instructional services librarian to help you guide students to appropriate resources for the assignment. Library faculty can work with you to develop and implement a useful and successful assignment geared to your course curricula. This will help your students achieve the goals of the class using the best resources available and insure their success. To make arrangements for a session, you can submit the instruction e-form available on the Library website. Go to “Faculty” menu and click on “library instruction”, where you will find a link to the library instruction e-form. Please fill out the form and submit. To discuss the instruction program further, contact the Library Liaison member assigned to your unit or school (see Appendix: Full-Time Faculty and Administrators), or contact Prof. Eloise Bellard, Coordinator of Library Instruction (516) 877-3584 or email to bellard@adelphi.edu.

DIRECTOR OF WRITING PROGRAMS

All faculty wishing to develop approaches to using writing as a pedagogical tool are encouraged to contact the Director of Writing Programs. Along with overseeing the writing instruction within General Education in the College of Arts and Sciences, the Director is available to work with faculty individually or in groups on strategies for developing effective writing assignments, responding to student writing, teaching the particulars of writing in one’s discipline, discouraging plagiarism, and understanding how to communicate to students what they need to know to write well for a particular course. The Director can advise faculty on using and understanding *A Writer’s Reference*, the grammar, style and citation guide that all incoming students have been required to purchase as part of their Freshman Orientation Experience (FOrE) course.

Director of Writing Programs
 Michael Matto, Associate Professor of English
matto@adelphi.edu
 Harvey Hall, room 202
 Phone: (516) 877-4165

FACULTY CENTER FOR PROFESSIONAL EXCELLENCE

About the Faculty Center

The Faculty Center (FCPE) supports the academic mission of Adelphi University by providing faculty with development and support in teaching, scholarship, and in the effective use of instructional technology. The Faculty Center reports to the Senior Associate Provost of Academic Affairs and is advised by a faculty advisory committee that meets regularly to advise on programs, services, and new initiatives. Suggestions for programs and feedback from all faculty are greatly appreciated. Please contact Senior Associate Provost Audrey Blumberg at (516) 877-3159 or email Blumberg@adelphi.edu with questions and suggestions for the FCPE Advisory Committee.

While the Faculty Center provides a variety of services, its main focus is on helping faculty find innovative ways to meet their teaching goals with instructional technology. A team of faculty development professionals offers expertise in instructional technologies and teaching methods that can help to:

- enhance student engagement
- facilitate critical thinking
- encourage effective collaboration
- support differentiated instruction
- improve access to learning for all students
- streamline course administration
- and develop life-long learning habits in students

All Adelphi faculty are welcome to explore, learn, and apply innovative teaching strategies involving technology. Seminars, workshops and one-to-one consultations are offered throughout the year on topics such as: online and blended instruction; best practices in curriculum design; Universal Design for Learning (UDL); Moodle; video and audio production; iTunes U; podcast lecture recording; online assessments and surveys; clickers; plagiarism prevention; Web 2.0 tools for education; and much more.

Comprehensive tutorials are also developed by the team and made available on the FCPE website for those who prefer to learn in a more self-directed way. Please visit the website for more information at fcpe.adelphi.edu or contact Susan Lambert, the Faculty Center's Director, at (516) 877-4225.

Communities of Shared Practice

The Faculty Center also co-sponsors, promotes and supports initiatives that celebrate faculty achievements in teaching and scholarship and that facilitate communities of shared practice.

Examples include:

- Adelphi's annual *Teaching with Technology Conference*, an opportunity for faculty to present their teaching innovations to peers
- The *Teaching and Research Forum*, a media-rich online faculty newsletter featuring faculty video profiles and articles written by faculty
- The Faculty Center's *Instructional Technology Blog*, a place to find news and information on new technologies and best practices in teaching
- The Provost's *Instructional Technology Grant Awards (ITG's)*, which offer funding to faculty interested in implementing innovative teaching projects that involve technology. For more information about ITG's, please contact the Faculty Center. FCPE staff assist faculty with every stage in the ITG process, from planning a grant proposal to implementing and assessing teaching projects.

In addition to the services mentioned above, the Faculty Center provides faculty with access to a computer lab, a breakout room, and a specialty equipment loan program. Please see subsequent pages for more information about our services and how to access them and feel free to contact the Faculty Center at (516) 877-4221 with any questions you may have.

Instructional Technology Support

Seminars/Workshops

The Faculty Center offers a wide range of workshops and seminars throughout the year. Some sample topics are listed below. Seminars and workshops are offered in physical classroom settings, as well as online in real-time, and asynchronously. To view current offerings and to sign up for a workshop, please visit our workshops page at fcpe.adelphi.edu/services/signup.php

Sample Topics:

- Moodle course management system
- Universal Course Design (UDL)
- Video activities for the modern classroom

- Video conferencing with Adobe Connect or free alternative tools
- Video and Audio Podcasting
- iTunes University
- Designing engaging slide presentations
- Blended and online learning
- Online Quizzes, Exams and Alternative Assessments
- Effective Online Discussions and Communication Methods
- Online Survey Design
- Plagiarism Prevention with Turnitin.com
- Using Student Response Systems (clickers) for a more active and engaging classroom
- Smartboard Training
- Online Collaboration Tools (eg Google Docs)
- Web 2.0 Applications (e.g., blogs, wikis, twitter, Voicethread, Jing, Google Apps and Docs, and more)

One-on-One Consulting

The Faculty Center provides one-to-one consulting for faculty to address individual needs and teaching goals – either as a one-time meeting or on an ongoing basis for longitudinal projects. For best results, please bring your syllabi and existing teaching materials with you to your appointment and please schedule your appointment in advance by contacting Ann Tabert at (516) 877-4221 or email tabert@adelphi.edu.

Moodle Course Management System

Adelphi uses Moodle as its primary course management system. Moodle, an online course management system developed by educators for educators, offers many activities that foster active learning and student collaboration. Some of Moodle's features include discussion boards, assignment submission, areas for student teamwork, online journaling, built-in wikis, and a flexible course layout. For detailed information and online print and video tutorials please visit our Moodle support Web site at fcpe.adelphi.edu/Moodle/.

Support for Online and Blended Course Development

Our senior instructional technologists are available to advise and assist faculty in developing and teaching courses via blended, online, or video conferencing format. Offering a course online or via video

conferencing must be approved by the dean or chair of the instructor's department. We help locate and test existing teaching materials (re-usable learning objects), advise on available software and hardware, assist in the design and assessment of new materials, and help organize content into a course that is both accessible and stimulating to students as well as manageable for the instructor. For more information, please see our Web page on Distance Learning at Adelphi at fcpe.adelphi.edu/DL/.

Faculty Center Labs

FACULTY SUPPORT LAB

Located in Alumnae Hall 001, the Faculty Support Lab is available to faculty by walk-in or appointment Mon–Fri 8:00 a.m.–5:00 p.m. (Hours are extended from 8:00 a.m.–7:00 p.m. on selected days.) The Lab is staffed with a Senior Instructional Technologist and 5-7 student technologists. Faculty who visit the lab are offered assistance in learning new applications and developing instructional materials. Student technologists are available weekdays to help with instructional technologies as well as Microsoft Office, Excel, Powerpoint, scanning, and more. Call (516) 877-4220 or (516) 877-4228 for more information.

MEDIA LAB

Located in Alumnae Hall 002, the Faculty Center's Media Lab is a small, in-house media production facility that provides high quality video and audio content by and for the Adelphi community. The Media Lab is staffed with a Media Lab Manager, Media Technologist and several student technologists who serve faculty while they receive training and mentoring in all aspects of video production.

Digital Media Production

The Media Lab offers video production services and at the same time serves as a training center for the Adelphi community. Production emphasis is on media for teaching and learning; however, other projects serving the Adelphi community will be considered. An interdepartmental charge-back system at highly competitive rates will be applied for some projects, while projects clearly dedicated to teaching and learning will remain free of charge. Media Lab staff help Adelphi faculty and staff determine the scope, timeline and possible rates for each project.

iTunes University

iTunesU is an academic version of Apple's popular media delivery tool, iTunes. It allows faculty to easily upload podcasts and other instructional media so that students have immediate access to these course materials. We advise in delivery methods of media content, and ensure compliance with copyrights, fair use, and the TeachAct.

Faculty interested in creating and distributing podcasts, such as recorded lectures via iTunesU, can visit fcpe.adelphi.edu/itunesu/ or contact Ann Tabert to schedule an appointment for assistance.

For more information on Media Lab services, please visit fcpe.adelphi.edu/mediacenter/.

Special Equipment Loan

The Faculty Center loans the following hardware to Adelphi faculty. Faculty Center staff are happy to train faculty in the use of the hardware items listed. Equipment should be reserved in advance with Ann Tabert at (516) 877-4221 or by email at tabert@adelphi.edu.

- digital cameras
- digital video cameras
- digital sound recorders
- headsets
- tripods
- in-class voting system
- dictation machine
- remote control for hybrid rooms.

Guidelines for Specialty Equipment Loan:

- Equipment cannot be loaned to students or assistants.
- Faculty will need to present their Adelphi IDs when signing out equipment
- If parts are lost, we ask that faculty replace them as soon as possible

Please note that the Faculty Center does not distribute or loan laptops, presenters, or LCD projectors. The department that handles these requests is the Office of Information Technology (IT). For these requests, faculty can contact the IT Help Desk on the second floor of the Swirbul Library or make reservations with the IT Department online at it.adelphi.edu/services/equipment.php or via phone at (516) 877-3340.

Staff, Hours, and Locations

STAFF

Lambert, Susan

Director
117 Alumnae Hall
(516) 877-4225
slambert@adelphi.edu

Tabert, Ann

Administrative Assistant
(Contact for all scheduling and appointments)
123 Alumnae Hall
(516) 877-4221
tabert@adelphi.edu

Huang, Rui

Instructional Designer
119 Alumnae Hall
(516) 877-4224
huang2@adelphi.edu

Jennings, Thomas

Media Technologist
02 Alumnae Hall
(516) 877-4252
tjennings@adelphi.edu

Kase, Mitchell

Manager, Media Lab
02 Alumnae Hall
(516) 877-4128
mkase@adelphi.edu

Rosner, Benjamin

Senior Instructional Technologist
01 Alumnae Hall
(516) 877-4340
brosner@adelphi.edu

LOCATIONS AND HOURS

The Faculty Center is located in Alumnae Hall 123 and in adjacent rooms and offices. More detailed information on each space is provided below.

Faculty Support Lab in Alumnae 001

(516) 877-4220 or (516) 877-4228

The support lab is available for faculty by walk-in or appointment Mon–Fri 8:00 a.m.–5:00 p.m. (Hours are extended from 8:00 a.m.–7:00 p.m. on selected days.) Faculty who visit the lab are offered assistance with

learning new applications and with developing instructional materials. Student technologists are available weekdays to help with scanning, email, Moodle, Microsoft Office, and more.

Media Lab in Alumnae 002

(516) 877-4252 or (516) 877-4128

The Faculty Center's New Media Lab is an in-house video and audio production and training center for the Adelphi community. Production emphasis is on media for teaching and learning. Staff also train faculty in the use of iTunes University. iTunes U offers a secure platform onto which faculty can upload instructional materials, such as podcast lectures, for their students.

Faculty Center Breakout Room Alumnae Hall 124

Faculty are invited to use the breakout room to work or relax, away from the buzz of their offices. Before coming over, faculty may call Ann Tabert at (516) 877-4221 to be sure the room is available. The breakout room is equipped with a large flat-screen television, a computer and several comfortable chairs and tables.

Faculty Center Classroom in Alumnae Hall 126

The Faculty Center classroom is primarily used for faculty development workshops and one-to-one consultations. The classroom is equipped with a laptop cart that contains both PC's and Macs; a large flat-screen television; and a projector and SMART Board.

PLEASE NOTE that the breakout room and classroom are not official Adelphi meeting rooms; reservations for group meetings are generally not accepted. Exceptions to this policy are made at the discretion of the Faculty Center's Director.

For more information, please visit our website at fcpe@adelphi.edu.

INFORMATION TECHNOLOGY

Technology Support

IT Help Desk

Swirbul Library, 2nd Floor

(516) 877-3340

helpdesk@adelphi.edu

The Office of Information Technology (IT) manages the University-wide network infrastructure and system servers and is dedicated to providing you with the technology resources to enhance your teaching and expedite your research. Adelphi IT services include:

- Help Desk support, workshops, and Atomic Learning online training
- eCampus portal
- Adelphi email
- Computer hardware and software distribution
- Classroom technology
- Administrative applications
- *adelphi.edu* and departmental Web sites

Important: In order to submit grades, you must activate your eCampus account as soon as possible. Please have your department head contact Network Accounts to initiate setup. This will also enable you to use Moodle for online course management.

Technology Advisory Committees

Technology plays a very critical part in academic life and almost every technology initiative affects campus constituents. To help meet their needs, the Senate Committee on Academic Information Technology (SCAIT), the Administrative Computing Committee (ACC), and the Web Policy Committee (WPC) work closely with IT and participate in identifying and assessing technology initiatives. Faculty are encouraged to become active in these campus technology advisory committees.

The *Senate Committee on Academic Information Technology* is a subcommittee of the Faculty Senate. SCAIT meets monthly and advocates technology needs for the faculty. Among its activities, the Committee has recommended the selection of Moodle course management, collaborated in the design of new technology-enhanced classrooms, and adopted the launch of eCampus as its strategic initiative.

The *Administrative Computing Committee*, chaired by the CIO, addresses Adelphi's current and future administrative technology needs. Representatives include the Dean of Student Affairs, Associate Provosts, and directors or senior members of administrative departments including: Admissions; Alumni Relations; Budget; Faculty Center for

Professional Excellence; Human Resources; Library; Purchasing; Registrar; Residential Life and Housing; Research, Assessment, and Planning; and Student Financial Services.

The **Web Policy Committee** coordinates input from various campus constituencies to make improvements to Adelphi Web site. Given the importance of *adelphi.edu* as a communications and public relations tool, the Committee addresses policy issues, ensures the relevance of site content, and sets priorities for new Web applications. WPC membership currently includes the Director of Public Affairs, a representative of each area vice president, the Web Services team, and faculty and student representatives.

IT Help Desk

The Help Desk provides technical support and assistance to all users in the areas of desktop computer deployment, workshops, and computer lab support. The Help Desk is located in the Information Commons on the second floor of Swirbul Library. You can also contact the Help Desk by:

Telephone: (516) 877-3340

Email: helpdesk@adelphi.edu

Fall & Spring Semester Hours:

Monday–Thursday	8:00 a.m.–midnight
Friday	8:00 a.m.–8:00 p.m.
Saturday	8:00 a.m.–8:00 p.m.
Sunday	10:00 a.m.–midnight

Hours vary by semester, exam periods, and intersessions.

The Help Desk uses a work order tracking system. If you need assistance with campus-related technology issues, please submit a work order request describing the problem. Your request is assigned a unique ticket number so that you can check the status.

To begin a request, go to support.adelphi.edu, log in with your Adelphi username and password, and click on the “Submit Request” icon. Fill out the required fields and click “Save”. You can also browse the Knowledge Base for answers to common questions.

Workshops

Adelphi IT offers many support services and workshops for the Adelphi community. For a listing of upcoming workshops on topics such as software programs and information security, go to it.adelphi.edu and click

Workshops in the left menu. For questions relating to technology in curriculum, contact the Faculty Center for Professional Excellence at (516) 877-4221 or by email at fcpe@adelphi.edu.

For more information about IT services, go to it.adelphi.edu.

eCampus Portal

The Adelphi eCampus portal gives you secure access to applications and services in one location. Once you log in to eCampus, you can read your email, view message boards, access CLASS and Moodle, and much more.

Logging in to eCampus

Click the eCampus link from any Adelphi Web page or type ecampus.adelphi.edu. Enter your username and password to access eCampus services. If you forget your username or need to create or reset your password, go to portal.adelphi.edu/web/guest/retrieve-password

Recommended Browsers

Adelphi IT recommends using Mozilla Firefox or Internet Explorer when accessing Adelphi's secure services and applications. Using other unsupported browsers may cause errors with some applications.

Note for AOL users: To access Adelphi's online applications as an AOL user, after connecting through AOL, you must launch one of the browsers mentioned above in order to properly use eCampus services.

eCampus is organized by tabs:

MESSAGE BOARDS

Open to faculty, administration, and students to post questions and share information.

CALENDAR

This Adelphi calendar communicates all University-sponsored activities and events. Browse the calendar to view all events or specify academic, athletics, arts, cultural, or organization events. To post an event to the Calendar, please contact your dean's office.

LIBRARIES

Click on the Libraries tab to access ALICAT, electronic journals, and online databases. You can also access these resources at libraries.adelphi.edu.

SERVICES

Some of the many online services for faculty include:

- Atomic Learning Online Training

- CLASS
- DegreeWorks Degree Audit System
- Course Search
- Email
- Faculty Profiles
- Moodle Course Management System

Atomic Learning

Adelphi's subscription to Atomic Learning includes nearly 50,000 step-by-step video tutorials on common software and online applications such as MS Office, Adobe products, and Moodle, plus workshops and tech integration projects on emerging technology topics, such as blogging and Internet Safety. Access Atomic Learning via the Services tab, or at ecampus.adelphi.edu/alearning/.

CLASS (Course Listing, Advising and Student Services)

Faculty can use CLASS to obtain information about their classes and advisees. Access CLASS via the Services tab, or at class.adelphi.edu.

First time users, please select "Create a PIN" under the Faculty heading and follow the instructions. You will need to enter this PIN anytime you access CLASS.

The following capabilities are provided:

My Advisees: A list of your advisees, including links to their registration and transcript information.

Universal Adviser: Allows you to approve a proposed schedule for a non-advisee enrolled in your department.

Register On Demand: Lets you interact with students online to help advise and create their schedules. Actual registration may also be completed if this occurs during the "rolling registration" period.

My Rosters: Your class roster including basic student data.

My Office Hours: Displays your office hours.

My Schedule: Your schedule for a specific semester.

My Pin: Allows you to change your Personal Identification Number.

Course Directory: Course offerings and available seats.

Student Search: Directory information for students.

Faculty Search: Directory information for select faculty.

DegreeWorks Degree Audit System

DegreeWorks is a software application that matches academic information and course history stored on the University Student Information System with the University's degree requirements to produce degree audits. The online system allows faculty advisers, currently enrolled students, and the Registrar to determine the student's status in relation to degree requirements. The application can also be used in "what-if" scenarios to determine the effect a change in majors can have on a student's fulfilling the necessary degree requirements.

Course Search

Course Search allows users to set specific criteria to view Adelphi course offerings by semester, level, school, department, day of the week, and campus.

Email

Faculty members are issued *@adelphi.edu* accounts with Novell GroupWise (Please note: Faculty will be transitioning to the AU Gmail system during the Fall 2011 semester. For detailed email instructions, please go to *it.adelphi.edu/services/email.php*)

Faculty, staff, and administration addresses consist of an Adelphi username followed by *@adelphi.edu*. Please note: Student addresses consist of the student's Adelphi username followed by *@mail.adelphi.edu*.

To set up your account, your dean or department head must send a request to Network Accounts, *net_acct@adelphi.edu*, with the following information:

- full name of faculty member requesting account
- status of faculty member (full-time or part-time)
- department
- office phone extension.

To access your email, you must enter your username and password. Your username must be entered in lower case, with no spaces. If this is your first time logging in, please reset your password immediately by going to *portal.adelphi.edu/web/guest/retrieve-password*. If you need assistance, contact the Help Desk at (516) 877-3340 or email *helpdesk@adelphi.edu*.

For tips on forwarding mail, setting a vacation response, and filtering bulk mail, go to the it.adelphi.edu/services/email.php

The University provides the following distribution lists. Email messages intended for any these groups must have prior approval from the Dean's office.

- entire campus
- all faculty
- all full-time faculty
- all part-time faculty (not all adjuncts have accounts)
- all faculty, administrators, and staff
- all administrators
- all students
- all undergraduate students
- all graduate students

Email distribution policies and procedures can be found at it.adelphi.edu/policies/emdp.php.

Faculty Profiles

Full-time faculty members are encouraged to set up an online profile that highlights their experience, research interests, accomplishments, and curriculum. It is vital to keep your profile up to date since it is used by students, as well as administration, the Office of Public Affairs, and the media to identify specialists and spokespersons.

Access the Faculty Profile Manager via the eCampus Services tab. You can also access the Faculty Profile Manager at adelphi.edu/faculty/profiles/manager and log in with your Adelphi username and password.

Find Help/FAQs at adelphi.edu/faculty/profiles/manager/helpfaq.php. For additional information, please contact the FCPE at (516) 877-4221 or fcpe@adelphi.edu.

Moodle Course Management System

Moodle online course management software is available for you to post course materials, assign work, post grades, and engage students in class discussions. Moodle's features include areas for student teamwork, peer evaluation, and built-in blogs and wikis. The FCPE hosts workshops to assist faculty in learning to use the many beneficial tools available in Moodle. Use the Moodle tab in eCampus or find it under Services. User guides to Adelphi's Moodle and workshop information

Computer Hardware and Software

are available at fcpe.adelphi.edu/moodle/. Mozilla Firefox is the recommended browser.

Additional eCampus Services include: Course Library Reserves, Academic Planning, Classroom Facility Requests, and Net Storage. Log in to eCampus and click the Services tab to view those available to you.

Desktop and Laptop Deployment

You may exchange your desktop computer for a laptop through the Laptop Swap program. For more information, contact the Help Desk at (516) 877-3340, email helpdesk@adelphi.edu, or submit your request at support.adelphi.edu.

If you are requesting a new computer or other hardware for your department use, follow the procedures at it.adelphi.edu/purchasing/department.php.

Laptop & LCD Projector Loan

Faculty may borrow a laptop, wireless presenter device, and/or LCD projector on a single-day basis. Equipment must be reserved in advance by calling the Help Desk at (516) 877-3340, sending an email to helpdesk@adelphi.edu, or by submitting the Online Equipment Reservation form at it.adelphi.edu/services/equipment.php. Audio and video recording equipment and accessories are available for loan through the FCPE at fcpe.adelphi.edu/services/equipment.php.

Software Requests

To request specific software for your desktop, laptop, or teaching lab, please follow the instructions at it.adelphi.edu/purchasing/department.php.

Please note that several weeks of lead time are necessary to accommodate the inquiry, testing, and procurement of each piece of software. A listing of the software currently installed in the computer labs is available at it.adelphi.edu/services/labs/.

Hardware Support

Support is available for your University computer only. Please contact the Help Desk at (516) 877-3440, email helpdesk@adelphi.edu, or open a work order ticket.

The Help Desk does not provide support for personally owned computers and other equipment. For such issues, please consult your warranty for vendor information or contact a local computer store or repair shop.

Classroom Technology

Personal Computer & Accessory Discounts

Adelphi faculty who want to purchase computers or equipment for personal use are eligible for discounts when they order products from affiliated vendors such as Apple, Dell, HP, and Microsoft through the University's website. Go to it.adelphi.edu/purchasing for information.

The range of technology services that enable you to incorporate technology in the classroom include:

- Technology-Enhanced Rooms
- Symposium
- 3M Digital and SMART Boards
- Student Response System (Clickers)
- Mobile Wireless Cart
- Audio Recording and Podcasting
- Video Streaming
- Distance Learning/Videoconferencing

To view a listing of the equipment that is available in specific classrooms, visit it.adelphi.edu/services/classroom.php.

Technology-Enhanced Classrooms

Almost all of Adelphi's classrooms have multimedia capabilities and Internet access to accommodate video and audio broadcasting and/or electronic presentations. All technology rooms are equipped with computers. Each classroom has different hardware and software capabilities. If you intend to use technology as part of your instruction, please review the room's functions before making your reservation: it.adelphi.edu/services/classroom.php.

Some classrooms have a podium and are equipped with a computer and a projector. There are also several tiered lecture halls equipped with ELMO, centrally managed projectors, and data ports.

Other rooms require minimal operation and support. Although they do not have the podium, these rooms have computers, provide multiple plug-and-play connections for laptops, projectors, and other equipment, and have the capability to access the Internet, stream video and audio, and run electronic presentations. For more information, contact the Help Desk at (516) 877-3340 or helpdesk@adelphi.edu. Or submit your request through support.adelphi.edu.

Symposium

This interactive touch-screen monitor is available in some classrooms. Various drawing tools can be utilized using a mouse or stylus pen. A recording function allows instructors to save lessons as a video file which can be shared with students via Moodle.

3M Digital & SMART Boards

These digital whiteboards act like powerful oversized touch-screen monitor. Similar to the Symposium, they have the added capability of real-time conferencing. For more about the different capabilities of each system, go to it.adelphi.edu/services/classroom.php.

Student Response System (Clickers)

This system allows students to actively participate in presentations and lectures by submitting their responses to questions using a digital response card/remote which transmits anonymous results to the instructor's computer.

Mobile Wireless Cart

A laptop cart complete with 24 high performance wireless laptops with DVD/CD-R drives and chargers is available for use in the Science building to accommodate occasional needs for a computer classroom. For more information on reserving the cart, please go to: it.adelphi.edu/services/classroom.php.

Audio Recording and Podcasting

Professors can borrow easy-to-use digital audio recording equipment from the FCPE to record lectures, events, interviews or class assignments. The podcasts are usually hosted on iTunes University.

Video Streaming

Faculty can incorporate digital videos into their online course offering. Videos are usually hosted on iTunes U or Adelphi's in-house media server, depending on the content. For more information on digitization, please contact the FCPE at (516) 877-4221 or by email at fcpe@adelphi.edu.

Videoconferencing/Distance Learning

The University has both fixed and portable videoconferencing capabilities, enabling the Garden City campus to conduct live videoconferences with the Manhattan, Hauppauge, and Hudson Valley Centers, as well as other enabled locations. To reserve this

function, contact the Office of the Registrar at (516) 877-3320.

Please note that faculty must have proper training in order to use the videoconference equipment. To download Adelphi's Videoconferencing Handbook, go to fcpe.adelphi.edu/technology/multimedia.php.

If you are interested in developing an online course at Adelphi, go to fcpe.adelphi.edu/DL/.

Wireless Access

IT maintains wireless coverage throughout the Garden City campus as well as the three Center locations. Your computer must be equipped with a Wi-Fi card.

When configuring your wireless settings, the network name (SSID) will be AU2. Please call the Help Desk for the network key (password). When attempting to make the Internet connection, the server will prompt you for a valid Adelphi sign-in. Enter your eCampus username and password.

For more information on the Adelphi wireless network, go to it.adelphi.edu/services/wireless.php.

Personal Web Sites

Panther accounts are available to Adelphi faculty who wish to create individual Web pages.

Go to it.adelphi.edu/services/panther.php for the account creation form or contact the Help Desk. Please note, setting up a Panther account may take up to two business days.

Personal Web sites must adhere to the University's Acceptable Use Policy which can be found at it.adelphi.edu/policies/. The FCPE can provide assistance; however, site development and maintenance is the responsibility of the individual. For more information, please visit the FCPE Web site at fcpe.adelphi.edu.

For class projects involving the creation of Web pages, faculty may request Panther accounts for students by providing a roster to Network Accounts or by referring individual students to the Help Desk on the second floor of Swirbul library. Students must bring their Adelphi ID with them. For non-Computer Science courses, keep in mind that students are also able to create Web pages using their Adelphi Gmail accounts through Google Sites.

Departmental Web Sites

If you would like to contribute content to your department's Web site, please email your request to your department's Web liaison, who will coordinate updates with the Web Team. Procedures and a list of key contacts are located at it.adelphi.edu/web-communications/.

Each department has a page listing the department faculty. If your name has been omitted, please have your department head contact webteam@adelphi.edu with your name, title, room number, email address, and phone extension. The Web team will also add a link to the faculty profile of full-time faculty.

Telephone and Voicemail

Service Coverage

- For on-campus calls, dial the 4-digit extension of the party you are trying to reach.
- For off-campus local calls, dial 9, then the 7-digit number you want to reach.
- For regional calls, dial 9 first, then 1, then the area code and 7-digit phone number you want to reach.

To call outside the area codes 718, 212, 516, 631, 914, and 917 requires a PIN number. Your supervisor or department head must request a PIN number for you, indicating whether it should be for domestic and/or international calls. The request can be submitted to helpdesk@adelphi.edu or entered as a work order at support.adelphi.edu/.

Voicemail

All faculty are assigned a voicemail box and a temporary passcode.

To access your voicemail from your own on-campus phone, dial * # #. You will be prompted to enter your mailbox number. The tutorial will start and prompt you for a passcode. Enter your mailbox number as your temporary passcode. You will then be prompted to change your passcode. Then complete the tutorial.

To access your voice mail from:

- any other campus phone, dial 3999. When you hear the welcome message, hit the # key followed by your mailbox number and passcode.
- off campus, dial (516) 877-3999. You will hear the message "Welcome to Adelphi University." Press the # key followed by your mailbox number and passcode. Download the user guide at it.adelphi.edu/services/manuals.php.



GRANTS AND SPONSORED PROJECTS

Chapter V

One of the best ways to help support and structure your scholarship is through grant-funded projects. The mission of the Office of Research and Sponsored Programs (ORSP) is to provide assistance to faculty seeking funding for their research, teaching and creative works. ORSP provides one-to-one assistance and educational and informational workshops. The Office is directed by Dr. Michael Breton, Associate Provost for Research and is located in Social Work, Room 121 ((516) 877-3655, and online at administration.adelphi.edu/osp). It is part of the Provost Office, reporting to Dr. Gayle Insler, Provost and Senior Vice President for Academic Affairs. Additional information about grants, and University policies and procedures is located in the appendices of this *Handbook*, and in the *Grant Writing Handbook*. The *Grant Writing Handbook*, an internal publication prepared by the Office of Research and Sponsored Programs, reviews the steps involved in writing and submitting grants and provides budget templates and sample grants. It also outlines the University's administrative policies regarding grant submissions.

SOURCES OF INFORMATION ABOUT GRANTS AND SPONSORED PROJECTS

The University subscribes to the SPIN database of over 7,500 funders. All faculty have access to SPIN, simply go to the services tab of the ORSP website, administration.adelphi.edu/osp/services.php and SPIN is one of the links. If you are on campus when you access the database, you do not need a username or password. You can use SPIN to search for funding by keyword, or by day and month. From the same ORSP Web page, you can also use GENIUS to complete a faculty profile. A profile will allow you to customize the search engine to find opportunities that correspond to your areas of interest. The funding opportunities are

then delivered to you via email on a daily basis, so please take some time to consider and enter keywords that are specific enough to return grant announcements that are relevant to you.

In addition, a full listing of grant funders (both federal sponsors and private foundations) can be found in the *Annual Register of Grant Support: A Directory of Funding Sources, 2011* (R. Bowker, Publisher), which lists funding sources according to subject categories (humanities, international affairs, special populations, urban and regional affairs, education, social science, physical science, life science, technology and industry). *The Foundation Directory, 2011*, lists foundations and describes their interests. Both books are located in the Reference Section of Swirbul Library. Information about private and governmental programs is also available online. As always, the ORSP is available to help you search for funding opportunities.

- For federal agencies
www.grants.gov
(search by government agency and/or keyword)
- For foundations, The Foundation Center,
www.fdncenter.org



STUDENT ADVISEMENT AND COURSE MANAGEMENT

Chapter VI

There are few areas that are more important in the lives of our students than faculty advisement. Expectations of faculty with regard to advisement are treated seriously, as it is central to the students' adjustment and satisfaction with the University.

Familiarity by both students and faculty with all academic policies is a critical element in academic success. Information on G.P.A. requirements, degree requirements, Latin Honors, dates relating to course add/drops, etc. and other policies, are available online in each of the following: *Academic Adelpi*, *Directory of Classes* (by semester), and the online *Undergraduate/Graduate Bulletins*.

STUDENT ATTENDANCE

While the University has no uniform attendance policy some departments and schools do. You should be aware of what is required in your division. In any case, faculty members are required to take attendance and provide those records upon request to administrative offices. Attendance policies should be made clear to the students at the start of the semester.

EARLY WARNING PROCESS

Faculty who teach undergraduate classes will have Early Warning forms available online in CLASS from the beginning of the semester. These forms will ask you to identify any student who is having a problem and the nature of the problem (i.e., attendance, exams, etc.) It is very important that these be returned as soon as a problem is discovered so that students who need support can receive it in a timely fashion. The Office of Academic Services will try to steer the student to the appropriate office for help.

FINAL EXAMS

Final exams are always scheduled during the last week of the semester. If a final examination is given it must be at the time assigned (which might be different than the time the class meets). If there is no final examination then the class must meet for instruction at the time the final exam is scheduled

ACADEMIC ADELPHI

All freshmen receive a copy of *Academic Adelphi*. *Academic Adelphi* includes information on special programs, such as Pre-Med, some information on rules and regulations, career planning, majors and minors, and General Education.

GUIDE TO STUDENT LIFE

This is a publication of the Office of Student Affairs, which gives an overview of co-curricular possibilities, a review of campus life policies and procedures, and the rules and regulations guiding student life. This publication is available online or you may contact the Office of Student Affairs, University Center, Room 106 to obtain a copy.

ADVISEMENT HANDBOOK

This handbook contains detailed information on faculty advisement and is available online.

CLASS ROSTERS

Class rosters are available online by accessing the CLASS system. The rosters should be checked against class attendance, and the Registrar's Office notified of any students missing from the roster.

CLASS (COURSE LISTING, ADVISING, STUDENT SERVICES)

You can reach this valuable site by logging onto the Adelphi eCampus Portal (*ecampus.adelphi.edu* or click on eCampus on the Adelphi home page), click on C.L.A.S.S in the box "My Favorite Services." If you haven't established a PIN, click on "reset your password" and follow the instructions. CLASS allows you access to your course, grade, and early warning rosters. During periods of advisement and registration you can use this system to approve your advisees

classes and actually register the student if it is the appropriate time. There are many other valuable tools on this site.

DEGREE AUDIT SYSTEM

The degree audit system can also be reached via eCampus. DegreeWorks is a degree audit program and an academic advisement tool designed to show the degree requirements for your advisee's major. All undergraduate majors and some graduate degree programs are available. The audit checks off the requirements that have been met and show the ones that the student needs to complete. It also has a "What If" component. This allows you or your student to ascertain what would be required if s/he wanted to change programs. It is very useful, especially around the time of registration.

GRADING

Your online grade rosters can be accessed via CLASS (My Grading Rosters). The roster becomes available the week before the end date of your class. Directions for using the online system can be found on the Web site.

Entering an I for a grade will enable the electronic (I)ncomplete contract. Please follow the directions and submit the contract for each of the students listed. A copy of the contract is then emailed to you, the student, and the Dean of the School.

Grade Glossary

Grades represent the instructor's evaluation of student competencies and course performance. Grades assigned by Adelphi instructors should be consistent with University standards, policies, and procedures. Each instructor will inform students of applicable grading standards for a course. At the end of each semester, grades are given in semester courses. Instructors submit grades to the University Registrar at the end of each term.

Grading System

Adelphi has a letter grading system.

Letter	Grade Points (per credit hour)	Quality Range
A+	4.0	Superior mastery of facts and principles; clear evidence that stated course objectives and requirements were met by the student.
A	4.0	
A-	3.7	

Letter	Grade Points (per credit hour)	Quality Range
B+	3.3	Above average mastery of facts and principles; evidence that stated course objectives and requirements were met by the student.
B	3.0	
B-	2.7	
C+	2.3	Average mastery of facts and principles; some evidence that requirements were met by the student.
C	2.0	
C-	1.7	
*D+	1.3	Little mastery of facts and principles; acceptable evidence that stated course objectives and requirements were met by the student.
*D	1.0	
*D-	0.7	
P	0.0	(Passing) Where the grade of A, B, or C is not used. The "P" is not computed in either the semester or the cumulative G.P.A.
F	0.0	No mastery of facts and principles; little evidence that stated course objectives and requirements were met by the student.

*On the Graduate transcript, only the School of Business uses a "D" designation.

Other Transcript Designations

AU (Audit)	Students who are auditors register for the course, pay the regular tuition, but do not receive a grade.
I (Incomplete)	The student has not completed the course requirements by the end of the semester and has obtained permission from the instructor to take additional time to complete the course work. Conditions: The designation of Incomplete (I) rather than a regular letter grade may be used by instructors only if a student has been excused from the completion of course requirements because of illness or other exceptional, compelling circumstances. Students may have no more than one calendar year after the end of the semester in which the grade was given, to resolve Incompletes. Unresolved Incompletes convert to F's after this time. This then becomes the final grade.
IP (In progress)	The IP grade shall only be used for completion of theses and continuing graduate research.
W (Withdrawal)	Is issued by the Office of the University Registrar when the student has officially withdrawn from a course with the instructor's written consent. This procedure is accomplished only on an Action Request Form. "W" is not computed in the G.P.A.

Academic Forgiveness

A student who returns to Adelphi University after an extended absence with a GPA less than 2.0 may apply for Academic Forgiveness. If granted the grade point average is calculated from the point of

readmission without losing credit for all previous course work with a grade of C- or better. However, grades from all course work taken at Adelphi are used in calculating eligibility for membership in honor societies and graduation with honors. Grades that have been forgiven are noted as such on the transcript. This policy can only be applied once and only for a first baccalaureate degree.

Computing the Grade-Point Average (G.P.A.)

For each semester's work, a semester's G.P.A. is computed by dividing the total number of *Quality Points* by the total number of *Quality Hours*.

Quality Points are computed by multiplying the grade points per hour by the credit hours of the course. *Quality Hours* are all graded credits taken at Adelphi University.

Earned Hours are credit hours awarded to the student for successful completion of academic course work or its equivalent.

Attempted Hours are the number of credit hours for which a student is actually registered, excluding courses that are audited, and those from which one has been officially dropped.

A student who has received advanced placement credit and/or transfer credit will have the cumulative G.P.A. computed on the basis of total quality hours at Adelphi.

DATES AND DEADLINES

Every semester specific deadlines are set for student actions such as dropping or adding a course. These deadlines can have a direct impact upon a student's academic career and financial obligations, so it's important that you are aware of them. They can be found on the Academic Calendar at ecampus.adelphi.edu/registrar/calendar.php

GRADE CHANGES

Only the instructor of the course submits grades. That instructor must approve any change of grade. A grade may be changed only if there is unequivocal evidence that it was the result of computational or mechanical error.

To process a change, the instructor of record must obtain an official Change of Grade Form from their departmental administrative assistant. Grade changes must first be signed by the instructor and then by the department chair and the appropriate dean before being submitted to the Office of the University Registrar.

Change of Grade Forms will not be accepted from a student.

WEB GRADING INSTRUCTIONS

- Log on to *ecampus.adelphi.edu*
 - Open CLASS
 - On the left side menu, click on MY GRADING ROSTERS.
- This will give you a listing of the courses you are teaching for the semester.
- Click on the roster you wish to enter.
 - Next to each student's name, appears a 'pull down' arrow. This will reflect the grading option available for the course/student.
 - Click on the grade you wish to enter.
 - When you are ready to review the grades you have input, click on REVIEW. This will bring you to a review page that you can print for your records. If you find an error, you should click on the BACK TO GRADE INPUT button at the bottom of the page. You can make your changes and then, click on REVIEW again.
 - When you are finished reviewing, click on Submit at the bottom of the page. This will submit your roster to the system.
 - If entering the grade of (I)ncomplete, an *Incomplete Contract* must be submitted during this process.

The link to the *Incomplete Contract* will appear after the grades are submitted. When you submit the contract, a copy will be sent as an email attachment to you, the Dean and the student. You should print out a copy of the attachment for your files.

A few notes:

The RESET button at the bottom of the first page will clear any grades that have not yet been saved.

Once a grade has been saved, it cannot be changed using on-line input. It will require a Change of Grade Form to be submitted.

It is recommended that you use the latest version of Firefox or Internet Explorer and make sure your computer accepts cookies.



TEACHING AND LEARNING AT ADELPHI

Chapter VII

Teaching at Adelphi exposes faculty to traditional-age and adult students from different backgrounds, and often with different academic preparation. This range provides both challenges and inspiration for creative instructional approaches. As emphasis in higher education has moved from instructor-centered to student-centered learning in recent years, the Adelphi faculty has responded by introducing new pedagogical methods and maintaining a strong commitment to helping students learn and succeed in their educational goals.

The following excerpt from Adelphi's *Vision* statement describes some of the principles that Adelphi faculty, administrators and students value.

Adelphi University is a place where:

- *Exciting and challenging teaching, the high quality of libraries, laboratories, and technology, and the individual attention given to students, lead to high levels of student learning and rates of graduation, and to accomplished and high achieving graduates.*
- *Students are known by name and know the faculty by name; students learn in safe, beautiful, and inspiring settings; highly accomplished alumni assist current students; campus organizations, the arts, sports, internships and volunteer service off-campus contribute to student learning and development.*
- *Faculty are active scholars, artists, and practitioners; curricula are both grounded in the disciplines and interdisciplinary; and excellence is assured through continuing evaluation.*
- *Personal achievement is measured at least as much in terms of ethics, character and good citizenship as in terms of financial success or material gain.*
- *Members of the wider community find intellectual*

and cultural stimulation; and students from all parts of the world, and of all backgrounds and ages, find intellectual stimulation and engagement in the world of ideas.

For the full version of Adelphi's mission and vision statement please go to www.adelphi.edu/about/mission.php.

Teaching tips, guidelines and policies can be found under "Teaching at Adelphi" at fcpe.adelphi.edu/teaching/, and examples of faculty-run workshops and brown bag lunches, as well as information on student advisement, are available at the Faculty Senate Committee on Teaching and Advisement Web page at fcpe.adelphi.edu/cta/.

COURSE DELIVERY MODES

Students today are more demographically diverse, teamwork-oriented, focused on performance, and involved in community service than their predecessors. They are also technology conversant (if not talented), employing it regularly in school and in work settings. In recognition of the diverse characteristics, learning styles and needs of our students, Adelphi offers faculty opportunities to explore and use various instructional approaches. In many instances the notion of the "classroom" itself is evolving dramatically, with exciting results for both students and faculty.

The different course delivery modes at Adelphi are defined as:

Traditional: Class sessions are held primarily face-to-face, with 0 to 29% of the content delivered online.

Videoconferencing: The course is offered in a face-to-face format over *Internet Protocol (IP)* to remote sites or with Web-based delivery via IP.

Blended: Thirty to seventy-nine percent of the course is delivered online via the Adelphi course management system, the rest of the course is delivered via the traditional face-to-face class sessions.

Online: Eighty percent or more of the instruction is delivered online, with few, if any, face-to-face sessions.

Online instruction is provided via Moodle, the Adelphi course management system.

Information about training, procedures, policies and resources for these delivery modes can be found on the FCPE Web site at fcpe.adelphi.edu. Faculty are encouraged to attend Center workshops and work one-on-one with FCPE instructional technologists to infuse technology into their courses.

In addition, the *Faculty Senate Committee on Teaching and Advising* presents regular programs during the year that address issues of teaching from multiple perspectives. Find more information at fcpe.adelphi.edu/cta/.

GENERAL STUDENT LEARNING GOALS

Every institution of higher education is committed to providing high-quality education to its students. Until recently, the definition of quality focused on such factors as faculty credentials, the size of library holdings, admissions selectivity, student satisfaction measures, strong finances, and operational efficiency. These and other resources can certainly affect the quality of the education students receive. More recently, however, both regional accrediting agencies and educational institutions themselves have questioned the wisdom of exclusive reliance on such indirect, or primarily input, measures. The higher education community has grown increasingly committed to the articulation of specific learning outcomes—what we intend for students to know, do, and be when they complete our programs. Learning-centered assessment is the direct measurement of these outcomes. Direct indicators allow an institution to know—rather than simply presume—that its students are learning what it expects them to learn. Adelphi’s regional accrediting agency, Middle States Association of Colleges and Schools, now requires member institutions to document their plans for the direct assessment of student learning outcomes.

Adelphi University conducts periodic reviews of each of its academic programs and expects well articulated learning goals and evidence of assessment of such goals to be central to the program self-study.

In addition, the Faculty has adopted six learning goals

which it believes, as a whole, form the core of undergraduate *general learning*. These goals follow:

Communication is the clear, coherent interchange of ideas with a particular purpose and audience, using written, oral, and/or electronic means. Note that the development of students' communication skills may be either an explicit goal or an implicit, yet essential, component of instruction.

Critical and Integrative Thinking is the ability to identify, evaluate, and construct arguments and proposed solutions to problems. Students should be able, through logical analysis and synthesis, to categorize information, distinguish between relevant and irrelevant data, and predict outcomes.

Quantitative Reasoning is the ability to understand and apply numerical information. This understanding requires the skills of computation, reading of tables and graphs, statistical evaluation of data, and presentation of quantitative arguments.

Information Literacy is a set of abilities enabling students to recognize when information is needed, and to locate, evaluate, and use effectively the needed information. "Information," in this context, includes a variety of sources—print, non-print, and electronic.

Global Citizenship includes knowledge about human diversity and the multiethnic, multicultural nature of humankind; awareness of the commonalities of needs and desires of people in a shrinking world; respect for the rights of others; tolerance for difference opinions and views held and expressed by other "world citizens;" and a sense of responsibility to act in ways that enrich the human experience.

Artistic Understanding and Practice: The ability to understand and/or create art. This includes the fine arts, performing arts, art history, and film and video. To the extent appropriate, the individual program student learning goals and the University general education learning goals should underlie course design.

SYLLABUS DESIGN

The course syllabus serves as a contract between students and their professor. Therefore, it is important that the syllabus present clear course objectives and expectations for students. A well-planned syllabus will avert many,

often time-consuming questions and problems as the course progresses. Faculty members must provide the course syllabi to students, the chair and the dean no later than the first week of classes. Some University divisions request a particular format for course syllabi; please determine if your unit does so.

A well-designed course syllabus should include the following:

I. General Course Information

- a. Course title, number (including section number), and number of credits.
- b. Course meeting days and times
- c. Any computer usage requirement or online component—include designation as Web-based or blended course structure and any special skills or training required (e.g., use of student tutorial for Moodle)
- d. Include a statement concerning students with disabilities. The University Office of Disability Support Services or the Learning Disabilities Program will work with you to provide student support and suggests the following statement be included on every syllabus:

“If you have a disability that may impact your ability to carry out assigned course work, and are not enrolled in the Learning Disabilities Program, it is important that you contact the staff in the Disability Support Services Office (DSS), University Center, Room 310, (516) 877-3145. DSS@adelphi.edu. DSS will review your concerns and determine, with you, appropriate and necessary accommodations. All information and documentation of disability is confidential.”

- e. Please include information about end of term course evaluations. The Provost’s Office suggests the following statement:

During the last two weeks of the class, you will receive notification, via email and eCampus, that the course evaluation is available for your input electronically. Availability will end at the start of the final examination period. Your feedback is valuable and I encourage you to respond. Please be assured that your responses are anonymous and the results will not be available to the

instructor until after the end of the semester and therefore after course grades have been submitted.

Note that courses that are not semester long may have different dates and a shorter period for student input. Individual faculty will be notified by email of these time periods. See the section below on **Student Feedback on Teaching and Learning** for more information on course evaluations. If you have any questions about the course evaluation process, please contact Dr. Nava Lerer, Director of Research, Assessment and Planning at x3236.

II. Faculty Contact Information

- a. Faculty member's name
- b. Faculty member's contact information
 1. Office building and room number
 2. Office phone number
 3. Email address
 4. Office hours

III. Course Description

- a. Identify the principal content of the course in a brief description
- b. State any pre- or co-requisites
- c. Specify the course goals and objectives—what and how you expect students to learn in the course. (It is worthwhile to think about how your course design and content will facilitate this learning, and to consider how you will assess the extent to which the course meets these learning goals and specific objectives.) Where appropriate, indicate the University's *general learning goals* and identify course objectives that reflect these goals. (See *Student Learning Goals* section above in this Chapter.)

IV. List required texts and/or course materials, as well as other recommended readings

Include titles, authors, editions, and any other relevant publication information. Indicate if any assignments will be available online.

V. *Course Expectations or Requirements*

- a. Identify the required assignments
 1. Number and approximate length of assigned papers
 2. Number and general format of examinations and quizzes
- b. Include relevant policies or statements you have on:
 1. Class participation
 2. Attendance and punctuality
 3. Use of cell phones or other communication devices in class
 4. Academic Honesty—include a formal statement on Academic Integrity.

It is often helpful to provide a broad definition of plagiarism for students, many of whom believe that only direct quotation without attribution constitutes plagiarism.

[See, for your information, the Faculty Handbook Appendix on Adelphi University's policy and procedures regarding Academic Honesty.]

5. Faculty who plan to use *Turnitin* as a plagiarism detection tool are responsible for informing their students about how it will be used. This can easily be done with a note included in the course syllabus. The following two statements are examples of how the faculty can notify students on the syllabus that they are using *Turnitin*:

“Adelphi University has a license agreement with Turnitin.com, a service that helps prevent plagiarism from Internet resources. All written assignments in this course will be submitted through and reviewed by Turnitin.com. Please see Adelphi's tips for students on preventing plagiarism and student instructions for Turnitin.com for more information.”

“Adelphi University has a license agreement with Turnitin.com, a service that helps prevent plagiarism from Internet resources. I reserve the right to request an electronic copy of any written assignment submitted in this course for

review through Turnitin.com. Please see Adelphi's tips for students on preventing plagiarism and student instructions for Turnitin.com for more information."

[See Section IV, Faculty Center for Professional Excellence for information on Turnitin, as well as the Web page at academics.adelphi.edu/academicintegrity/tips.php.]

- c. Indicate student performance evaluation procedures for course grades, and specify values for required and supplemental assignments toward the course grade.

VI. Course Outline

- a. Outline class topics and specific assignments by theme and/or by class meeting date.
- b. Indicate any scheduled class sessions that will be cancelled or rescheduled because of planned absence by you (e.g., attendance at conference, religious holiday, etc.)

[Note that all faculty absences and plans for coverage or rescheduling of the missed class must be reported to the department chair, division head, or dean. (See the Collective Bargaining Agreement, Article XIII, Section 5.d.)]

- c. Indicate due dates of assignments and papers.
- d. Indicate dates of in-class examinations, including mid-term and final examinations.

[Note that all faculty absences and plans for coverage or rescheduling of the missed class must be reported to the department chair, division head, or dean. (See the Collective Bargaining Agreement, Article XIII, Section 5.d.)]

VII. Course Resources

- a. Include a bibliography of related readings.
- b. Provide any relevant suggestions for good study or best learning practices specific to the subject and course.
- c. Identify additional resources and support that are available.

STUDENT FEEDBACK ON TEACHING AND LEARNING

Faculty development is a priority emanating from the University vision and mission. Feedback from students is a vital component of the faculty development process. Since spring 2001, student feedback regarding faculty has been solicited each semester in the form of anonymous course evaluations which are distributed at the conclusion of each course. The survey instrument was revised in 2002 by a committee comprised of faculty and academic administrators. The resulting instrument solicits feedback from students on course content and teaching effectiveness, as well as on the development of skills relating to general learning goals adopted by the faculty, in particular, communication, critical thinking, quantitative reasoning and information literacy. Summary results of the surveys and student comments are available to the faculty member after the end of the semester. Discussion of the results of these surveys is included in the annual review meeting between the faculty member and his or her academic administrator (see discussion below).

Pursuant to the current Collective Bargaining Agreement, course evaluations will be available for student input on the Web and each faculty member and academic administrators will be able to access the summaries via eCampus. As has been past practice, published summary results of each course will be available in bound books placed at the libraries for student reference.

In addition to the course evaluations, the Office of Research, Assessment and Planning administers a number of national student surveys, including the National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE) and the Beginning College Survey of Student Engagement (BCSSE), as well as its own undergraduate and graduate Student Experience surveys (SES)—available on the Adelphi Intranet under the Research tab at intranet.adelphi.edu/orap/—which provide feedback to the Adelphi academic community on the extent and value of the incorporation of instructional technology, accessibility of faculty, and classroom and learning experiences for students.



ACADEMIC AND CO- CURRICULAR SUPPORT

Chapter VIII

THE WRITING CENTER

(EARLE HALL, LOWER LEVEL, (516) 877-3296)

The Writing Center is an academic support service for students of all abilities learning to use writing more effectively across disciplines, at any stage of the writing process, and in all aspects of college life. The staff of trained peer tutors works with students by offering feedback on their writing during individual face-to-face and/or online tutoring appointments at its various locations (two in Garden City and one in Manhattan). Instructors assigning group writing projects should contact the Writing Center Director to learn more about how we can work with student writers in small groups. Instructors may refer students to the Writing Center to work on or revise specific or semester-long assignments. Tutors can help any student, from those who have great difficulty even getting started to those grappling with the most sophisticated arguments. Also available are copies of Diana Hacker's *A Writer's Reference*, the grammar, style, and citation guide customized for Adelphi University by Bedford/St. Martin's which is purchased by all incoming first-year students and is the university's adopted writing resource manual. Writing Center staff is available to give a brief presentation in your class about our services. Also, we offer workshops on writing related topics. The Writing Center Director can also help faculty develop the use of writing as a pedagogical tool

in their classes and suggest strategies for writing cogent assignments and is available to collaborate on in-class workshops. Faculty seeking feedback on their own writing may request an appointment with the Director. Instructors can also request that a writing tutor (designated Writing Assistant) be assigned to her/his class for an entire semester. The Writing Assistant partners with faculty and works with the entire class on writing assignments. Instructors may visit the Writing Center or contact the director, Mary Wyeth, at (516) 877-3294 or mwyeth@adelphi.edu for further information. Resources for both faculty and students are available on the Writing Center's website: Adelphi University → University Services → Academic Support Services → Writing Center.

(Please note: the Writing Center is not a proofreading service—tutors help students learn to proofread and revise their own work, but will not simply edit their papers for them.)

THE LEARNING CENTER

(EARLE HALL, LOWER LEVEL, (516) 877-3200)

The Learning Center offers academic support in the following areas:

- 1) Content Specific Tutoring, i.e. help with specific course material or assignments
- 2) General Studentship Tutoring, i.e. basic academic skills like time-management, note-taking, study skills, reading comprehension and strategies, etc.
- 3) Satellite Academic Programs including the Grad Prep program for students preparing to take graduate school entrance exams like the MCAT and GMAT.

Services are delivered in one-on-one, small group, or workshop format; and are free of charge to Adelphi students; and are available on the branch campuses, either in person by request or via distance video conferencing technology or student email g-chat. Walk-in sessions are often available, but appointments are strongly recommended. Staffing, scheduling, and other information is available on the Learning Center's website: University Services → Academic Support Services → Learning Center.

The Learning Center seeks a closed feedback loop that includes strong faculty input, including referral of

students, or inclusion on syllabi. A representative will also happily give a brief presentation in your class. Suggestions and recommendations are encouraged; please contact the Director—Matt Lavery—at (516) 877-3202 or mlavery@adelphi.edu.

DISABILITY SUPPORT SERVICES

(UNIVERSITY CENTER 310, (516) 877-3145)

The Office of Disability Support Services (DSS) is a vital campus resource and provides free assistance to students with documented disabilities to ensure equal access to all aspects of University life through assistance, advocacy, and reasonable accommodations. Such disabilities include, but are not limited to, learning, medical, physical, psychological, and sensory. DSS is committed to designing individual, specific accommodations, such as extended-time testing, note taking services, books in alternative print format, sign language interpreters, assistive technology, accessible shuttle transportation, and accessible classrooms, while at the same time preserving Adelphi's high standard of academic expectations and performance.

Students seeking reasonable accommodations must complete a *Petition for Accommodations* form, a *Consent for Release of Information* form, and submit recent, valid documentation of the disability. If the request is granted, the student is notified by letter and issued an Accommodations Card identifying the type of accommodation(s) the University will provide. The student will present the Accommodations Card when requesting these accommodations. DSS is committed to designing individual, specific, reasonable accommodations according to documented need while at the same time strives to preserve Adelphi's high standard of academic expectations and performance.

STUDENT INTERNSHIP

(THE CENTER FOR CAREER DEVELOPMENT, (516) 877-3135)

Student Internships can be an extremely valuable part of a student's college education by allowing students to get "real life" experiences in many diverse fields of interest. Internships can be paid or unpaid, part-time or full-time, local, out of state, or even outside of the United States, and come in many different areas of study and interest and run the entire gamut of job

offerings from accounting to zoology. Popular internships usually mirror the many areas of study at Adelphi: banking and finance, management, accounting, IT, government, sales, media and communications, education, and graphic design. Others are in community involvement and social/neighborhood interaction, public interest groups, and in the many vibrant Long Island non-profit organizations. Students may be able to receive college credit for their internship through courses offered by their departments. The internship program administered by the Career Center is guided by Internship Standards (see Appendices) approved by the University's Internship Advisory Committee.

While helpful to those students who are positive about their future plans and goals, internships are avenues for those students who may be unsure about those plans and want to explore an area of work. Many students might think that they must possess a business background or majoring in business in order to obtain an internship in a business field. The same understanding might hold for a student who wants to intern in Washington, D.C. or Albany, or in some similar area or field of study. Not so! Internships are not full-time, permanent jobs, so employer expectations are different. While certain credentials or skills may be necessary for some internships, the desire and willingness to work, a dedicated and dependable work ethic, and an enthusiastic approach to work, generally assures a valuable internship experience.

The Center for Career Development is specifically designed to help students identify internship opportunities, facilitate placement, and support faculty oversight of these placements. The Center maintains listing of hundreds of internship offerings.

The Center also assists students with prospective internships by coaching them with resume and cover letter writing (available in-person as well as online), interviewing tips and techniques (also available either in-person or online), placement counseling, and more. Internship workshops are held monthly from October through March and feature a rotating focus on different careers and industries by bringing experts and industry leaders to Adelphi.

The Career Center sponsors and maintains an online job and internship posting system called PantherZone that is available to students 24/7. PantherZone is actively used to communicate internship opportunities to students via email and the posting of flyers and information on its e-bulletin board. PantherZone is also used by students to sign-up for short-term on-campus work as well as to organize on-campus job recruitment and placement.

For further information on student internships, please contact Jonathan Ivanoff, Internship Coordinator, at the Center.

STUDY ABROAD (CENTER FOR INTERNATIONAL EDUCATION, ALUMNAE 111, (516) 877-3487)

adelphi.edu/studyabroad

The Center for International Education (CIE) manages all administrative matters pertaining to Adelphi programs abroad as well as provides guidance and support to Adelphi students and faculty who wish to participate in or create a credit-bearing study abroad program. The mission of the Center for International Education is to:

- provide students with the opportunity to develop global competencies to be able to succeed, take leadership positions, and be agents of change in today's complex and interdependent world, through engagement in education abroad;
- develop and maintain effective cooperation and exchange partnerships with selected institutions worldwide;
- encourage curriculum internationalization, and international diversity on campus; and,
- foster international development, exchange, and teaching overseas opportunities to faculty and administrators.

Adelphi University offers students the opportunity to study abroad at many locations around the world. The CIE assists students through the process of selecting the best program for their academic needs and personal interests. Options include short-term, semester and academic year programs.

LET'S GO PROGRAM**(LEVERMORE 303, (516) 877-3150)**

The First Year Experience Committee developed the LET'S GO! Program to create opportunities for new students to meet faculty members and fellow classmates outside the traditional classroom setting. Faculty members are given the opportunity to accompany their freshman classes to off-campus & on-campus events, after which a discussion and refreshments will be enjoyed. An email is sent out at the beginning of each semester describing the LET'S GO! Program in further detail.



STUDENT AFFAIRS

Chapter IX

Recognizing the importance of a full undergraduate experience for its resident and commuter students, alike, Adelphi sponsors a broad range of co-curricular activities. Students can participate in a wide variety of intercollegiate athletic, recreational and/or intramural programs. Currently, over 350 students are involved in intercollegiate athletics. The University supports 22 varsity men's and women's teams, and effective for the 2009–10 season, Adelphi became a member of the Northeast-10 Conference in addition to the Eastern College Athletic Conference. The men's soccer team competes in NCAA Division I; all other varsity teams compete in Division II. In the last five years, Adelphi teams have won three NCAA Division II titles in women's lacrosse, a Northeast Regional Championships in women's soccer, conference championships in baseball, softball, men's and women's cross-country and men's basketball, and NCAA appearances by women's cross country, women's volleyball, men's swimming, men's and women's tennis, men's golf, and women's lacrosse. In addition, in 2008–09 Adelphi sent individual athletes to the NCAA Tournament in golf, women's cross-country and men's and women's indoor track.

There are two student publications—*The Delphian* (student newspaper) and the *Oracle* (yearbook). Co-curricular involvement is encouraged—students have available two student governing bodies (Student Government Association and the Resident Student Association); other student planning organizations include the Student Activities Board, Student Athlete-Advisory Committee, and the Commuter Student Organization. Almost 30 academic and social clubs, four campus media organizations, seven cultural organizations, five religious organizations and nine community service/social action clubs offer students a

variety of ways to become involved. In addition, there are 27 honors societies and 15 Greek letter fraternities, sororities and social fellowships. While graduate students do not have a University-wide student governing body, most organized activity by graduate students occurs within an academic unit or department. Approximately one-quarter of the undergraduate student body at the University resides on campus. The Division of Student Affairs handles different aspects of student needs, providing services located in many offices around campus.

DEAN OF STUDENT AFFAIRS

(UNIVERSITY CENTER 108, (516) 877-3660)

The Office of the Dean of Student Affairs oversees all areas of student life at Adelphi, including Auxiliary Services, Disability Support Services, Health Services, Interfaith Center, International Student Services, Residential Life and Housing, Student Conduct and Community Standards, Student Counseling, and Student Involvement. The Office strives to create a supportive, educational environment that provides students with opportunities for growth and success through diverse experiences that are challenging, rewarding, and meaningful. Services, programs and support are provided to enrich and complement the academic experience. As student advocates, the Office promotes involvement, skill development, and the overall health and well-being of the entire student body.

CENTER FOR STUDENT INVOLVEMENT

(UNIVERSITY CENTER 110, (516) 877-3603)

The Center for Student Involvement is the central place for campus life and co-curricular education at Adelphi University. Committed to meeting the needs of the student population, the Center works with individual students, and over eighty student clubs/organizations, to offer a wide array of social, cultural, intellectual, recreational, governance, paraprofessional and leadership activities that supplement the academic experience and enrich personal development. The Center for Student Involvement provides programs and support for student participation in campus life and activities, Greek Life and Social Fellowships, Multicultural and Diversity Affairs, New Student Orientation, Opportunity Program, Student Leadership Services, and Volunteer Service. Commuter student services are provided under the direction of the

Center for Student Involvement. Services include programs and advocacy for students who live off-campus, a Commuter Student Organization and Commuter Assistant Program, as well as the availability of shuttle and train schedules, and off-campus housing lists. In addition, the Center contributes significantly to major University events such as Commencement, Homecoming, and Family Weekend.

STUDENT COUNSELING CENTER

(UNIVERSITY CENTER 310, (516) 877-3646)

The Student Counseling Center (SCC) offers help to undergraduate and graduate students with problems that may interfere with their academic or personal goals. The SCC offers a variety of services, including confidential individual and group counseling, evaluation, crisis intervention, anxiety management, psychiatric services, rape crisis counseling, anger-management counseling and education, outreach and consultation services, substance abuse counseling and education, psychoeducational workshops, and referrals to both on-campus and off-campus resources. Any student currently enrolled at Adelphi, part-time or full-time, is eligible for these free, private, and confidential year-round services. Common concerns students present to counselors include problems with self-esteem, depression, anxiety, eating disorders and body image issues, relationship difficulties, dealing with emotions, family-related issues, decision making, and uncertainty about the future. During fall and spring semesters, the Center is open Monday–Thursday, 8:30 a.m.–7:00 p.m., Fridays, 8:30 a.m.–4:30 p.m. During vacations and intercession, the Center is open Monday–Friday, 8:30 a.m.–4:30 p.m. In case of an emergency in the evening, or on the weekend, call 911 or campus security by dialing 5 on any campus phone or (516) 877-3511.

HEALTH SERVICES

(WALDO HALL MAIN FLOOR, (516) 877-6000)

The Health Services Center provides multiple avenues of health care and health education to the University community. The Center also provides students with information on immunization requirements and insurance, and maintains all health forms required by the University. The Center is open 24 hours a day during the semester and on a limited schedule during summer and semester breaks. The Center is under the

direction of a Nurse Practitioner, and staffed by Nurse Practitioners, Registered Professional Nurses, and Emergency Medical Technicians. The Nurse Practitioners are available to students by appointment during clinic hours Monday through Friday, 12:00 p.m.–4:00 p.m.

The Center staff also provides emergency response to accidents or injuries on the Adelphi campus. In case of emergency when the Health Services Center is closed, call Public Safety by pressing 5 on any campus telephone, or by dialing (516) 877-3511. For non-emergency concerns, call the center for an appointment with one of the health professionals on duty. In addition to emergency services, the Center provides routine gynecological care and athletic clearance.

In conjunction with other campus organizations, the Center offers workshops and seminars on health and wellness; to provide supportive and outreach care, health counseling and teaching, case management/referral; to act as liaison to internal and external units for the implementation of the total healthcare regimen; to record cases; and to follow up with insurance and medical facilities. Health Services subscribes to a positive healthcare philosophy that emphasizes human contact and intervention that fosters a holistic approach to health-related issues.

HEALTH AND WELLNESS PEER EDUCATION AND MENTORING CENTER

(WALDO HALL HEALTH SERVICES CENTER, (516) 877-6009)

Adelphi has recently introduced the Health and Wellness Peer Education and Mentoring Center, a service designed to create a college experience that is positive, safe and healthy for Adelphi students to reach their intellectual, psychological, social, cultural and spiritual potential. Staffed by a diverse group of peer mentors, the Center will offer opportunities to support and encourage health promotion for the individual student and collective student body. Educational workshops, programs, and a resource center of supportive literature will promote student learning and critical thinking on issues which impact student health. The Center is supported through a collaborative effort from on- and off-campus members of the community.

THE INTERFAITH CENTER**(UNIVERSITY CENTER 3RD FLOOR, (516) 877-3113)**

Religious life and practice are a matter of choice at Adelphi. For students who want to include a spiritual life as part of their college experience, the Interfaith Center, part of the Division of Student Affairs, provides such support and services. Catholic, Jewish, Muslim and Protestant chaplains help foster an ecumenical and interfaith presence on campus and introduce interested members of the University community to houses of worship in the area. The Center provides opportunities for the development of religious life on campus through worship services and by providing resources to increase the knowledge and appreciation of all religions. The chaplains are responsive to the religious traditions of the University community; participation is voluntary and members of all faiths are welcome to all activities, programs and services.

INTERNATIONAL STUDENT SERVICES**(UNIVERSITY CENTER 110, (516) 877-4990)**

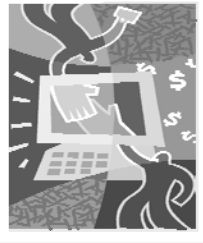
The Office of International Student Services (OISS) provides a wide variety of services for international students, from rules and regulations pertaining to F-1 and J-1 visa holders, which includes maintaining status, employment, to adjusting to U.S. culture. OISS, part of the Division of Student Affairs, is the liaison between international students and U.S. Citizenship and Immigration Services, the Department of State, the Social Security Administration and the Internal Revenue Service (IRS).

RESIDENTIAL LIFE AND HOUSING**(EARLE HALL 100, (516) 877-3650)**

Residential space is available to over 1250 students in seven traditional residence halls located on campus. Earle Hall is the largest residence hall and houses the office of Residential Life and Housing, the Honors College program and suites, the Campus Media Center which includes P.A.W.S. radio, Works in Progress, the Office for the Student Activities Board, Learning and Writing Centers, and the Language Lab. Eddy Hall houses the EXCEL program which matches new freshmen with upper-class student mentors; the Greek suites are located in the lower level. Waldo Hall, along with Earle Hall, helps to form “the quad” which is a favorite among residents for outdoor recreation. Linen Hall is home to the ELS Language Centers, a program

to learn English that attracts students from around the world. Chapman Hall, located near the University's baseball field, also houses the Learning Disabilities Program, and introduced its "green living community" for students interested in environmental initiatives. New Hall A is adjacent to the softball field, and houses the University Library Archives and Special Collections. Our newest residence hall, New Hall B, is adjacent to the softball field and will debut in fall 2011.

Residential Life is under the direction of the Director and Assistant Director for Residential Life and Housing, and each residence hall is staffed by a full-time professional Residence Hall Director (RHD), plus carefully selected and trained graduate and undergraduate Resident Assistants (RAs).



FACULTY BENEFITS AND UNIVERSITY SERVICES

Chapter X

The Office of Human Resources is responsible for most aspects of personnel administration, with some shared responsibilities with the Provost's Office. The Office advises senior management on all human resource issues and recommends, implements, and enforces policies, procedures and programs in the following areas: employment (recruiting, orientation and obtaining visas); employee relations; benefits (insurance and pension plans); compensation; labor relations; compliance with federal, state, and local laws (such as affirmative action, equal opportunity employment, and harassment); and training. The discrimination coordinator for employee concerns pursuant to Section 504 of the Rehabilitation Act of 1973 and for Title IX concerns is Jane Fisher, Manager, Employment, Employee & Labor Relations, Room 203, Levermore Hall, (516) 877-3222; the coordinator of Title VII and the Affirmative Action Officer is Lisa S. Araujo, Assistant Vice President for Human Resources & Labor Relations, Room 203, Levermore Hall, (516) 877-3224.

FACULTY BENEFITS

In order to expedite the completion of new hire paperwork, establish an email and other computer accounts, newly hired faculty are advised to go to our new hire link: class.adelphi.edu/newhires/passwd.php where they can complete and print tax cards, the I-9 form, personal information form and the drug-free workplace policy.

Human Resources conducts employee orientation meetings with new full-time faculty and provides them with additional employment documents and information including: credit union information packet and a new employee orientation form. A benefit orientation is also conducted by Human Resources which includes a review of the benefits available to faculty. Adelphi's benefits program includes a selection

of medical and dental insurance plan options, life insurance options, long term disability options, tuition remission and a 403(b) retirement plan. Employees have the option of paying their portion of the health and dental insurance premiums on a pre-tax basis and an optional health care spending account is available to pay for eligible out-of-pocket health care expenses (for example, un-reimbursed dental, eyeglasses) on a pre-tax basis. Employees have the option of electing to participate in a dependent care spending account to pay for eligible out-of-pocket dependent care expenses on a pre-tax basis and, employees also have the option to elect to participate in a tax-free benefit to help reduce the burden of qualified transportation and parking expenses. In addition, new faculty members are provided with documents and information, including:

- premium rate sheets for medical/dental plans
- health insurance election form
- document establishing dependent eligibility
- medical waiver/CHIP notice
- pre-tax premium contribution form
- summary plan descriptions for medical/dental insurance coverage
- comparison chart for medical plan options
- family and medical leave policy
- dental plan options
- dental insurance election form
- COBRA notification
- application for domestic partnership benefits
- enrollment forms and booklets for the health care/dependent care/ transportation reimbursement accounts
- life insurance summary plan description
- life insurance enrollment form and premium sheet
- life assistance program
- travel assistance program
- long term disability enrollment form and premium sheet
- long term disability summary plan description
- summary plan description for Adelphi University Defined Contribution Retirement Plan—403(b)
- default Investment Notice for Defined Contribution Retirement Plan—403(b) (QDIA)
- 403(b) Salary Reduction Agreement
- Fidelity & TIAA Enrollment kits
- tuition remission

- employer assisted housing program (see intranet.adelphi.edu/hr/policies/eahp.php)
- United Way Forms

Many of the documents and information above can be found at intranet.adelphi.edu/hr/

All faculty must have their paychecks directly deposited into a checking or savings account. The form is available at intranet.adelphi.edu/hr/pdfs/direct_dep.pdf.

Full-time faculty are paid twice per month on the 15th and the last work day of each month (if any pay day falls on a Saturday, Sunday or holiday, the payment will be made on the preceding week day). Adjunct faculty are paid on the last day of each September, October, November, and December, and February, March, April, and May. Faculty who teach summer courses will be paid on June 30 for Summer I and August 15 for Summer II. Administrators in Human Resources, located in Levermore 203, are available to meet with faculty members about their benefits and other human resource-related issues. If you have questions after orientation, please call (516) 877-3220 or the individual responsible for the area in question (see the Office of Human Resources' Web site at administration.adelphi.edu/hr).

UNIVERSITY SERVICES FOR FACULTY

Faculty I.D. Cards

Faculty I.D. cards are necessary for identification within the University, opening electronic classrooms, and library privileges. All full-time faculty can have 24 hour access to his/her building via the card access system. The Adelphi I.D. must have a magnetic strip on the rear of the card and prior to use must be activated by the Department of Public Safety. The cards are issued in the Public Safety Office, Levermore Hall Lower Level (hours are weekdays from 8:30 a.m. to 7:00 p.m. Monday–Thursday. This same office issues parking stickers for cars on campus.

If your I.D. card is lost or stolen please report it to the Public Safety department immediately by dialing (516) 877-3500.

Health Services Center Waldo Hall, ((516) 877-6000)

The Health Services Center primarily cares for registered Adelphi students (see the *Guide to Student Life*). Health Services nurses will provide emergency response to minor or major accidents or injuries to

Alice Brown Early Learning Center ((516) 877-3906)

anyone on the Adelphi University campus.

The Alice Brown Early Learning Center (ELC) is a full-day program for toddlers, preschoolers and kindergarten-aged children. The program is licensed by the New York State Office of Children and Family Services. The Center, which operates under the auspices of the Ruth S. Ammon School of Education, houses 63 children; ages 18 months through 5 years. The center is open 8:00 a.m. to 6:00 p.m. Monday through Friday in conjunction with the University's operating calendar. The center has a rich history of serving children from families of the faculty, staff and student population of Adelphi University and children of local residents.

The ELC emphasizes a constructivist approach to early childhood education that is rooted in the theories of Piaget, Dewey and Vygotsky. The program is also modeled on the concepts promoted through the Reggio Emilia schools in Italy.

Many of the best practices associated with early childhood education are also evident at the ELC. We believe that children are active learners with a natural curiosity to explore and discover how the world around them functions and what their role is within this world.

The adult's and community's role is to support the child's learning style while guiding and facilitating learning without imposing pre-planned knowledge on the child. This goal is best accomplished through meaningful, concrete, reciprocal play experiences in the context of children's development.

Children's play—supported by caring, reflective and responsive adults and communities—will enhance a child's natural curiosity, allowing the child to have experiences that will contribute to advance his/her knowledge and understanding of the world. By providing the child with long periods of uninterrupted play, with supportive, interactive adults, we create the opportunity for the child to develop his/her understanding of the steps involved in critical thinking and to hone an ability to become a creative thinker and problem solver. Offering the child the opportunity to explore and discover at his/her own pace and in his/her own way, expanding his/her interests and skills fosters a life-long commitment to discovery and continued learning.

Adelphi University is committed to providing high quality early childhood education to the children and families utilizing the Early Learning Center so the new Alice Brown Early Learning Center will offer students and faculty a lab school environment to pursue academic and research needs.

The ELC also offers graduate student assistantships and work-study employment opportunities, and fieldwork experiences to Adelphi University students.

For further information please call the ELC (516) 877-3906 or email the Director, Laura Ludlam at Ludlam@adelphi.edu.

Ruth Harley University Center

Dedicated in 1972, the University Center is named in honor of the former Dean of Women Ruth S. Harley. The Ruth S. Harley University Center houses student affairs personnel and many other services. Facilities and services on the lower level include the Barnes and Noble Bookstore, postal stamp machine, and the Fireplace Lounge with color television. The newest additions to the UC are the Commuter Student Lounge, with lockers and computers that provide easy access to the Internet. The Bookstore is open Monday–Friday from 9 a.m. to 7 p.m. and on Saturdays from 10 a.m. to 2 p.m. They stock textbooks, non-book items and Adelphi University clothing as well as other gifts. Faculty are expected to submit book orders for their courses within the times posted each semester by the bookstore staff so that books will be available during student registration. Faculty must specify whether they are requesting a desk copy of the book, if available.

The main level includes the Center Gallery, Campus Information Center, an ATM machine and the Atrium Lounge. Several administrative offices on the first floor provide convenient access to student services. The U.C. Cafeteria offers a wide variety of meal and snack options. A spacious dining room opens onto a lovely outdoor patio. Catering services is also provided and a convenience store is located in Post Hall.

The second level is the primary activity area of the Center. It features a Grand Ballroom which can accommodate 700+ people or it can also be sub-divided into three smaller rooms. Lounges and seven multipurpose meeting rooms meet every need. In addition, the Athletic Hall of Fame is located between

room 202 and 203.

The third floor is the home of several student organizations: the *Oracle* yearbook, *Magnum Opus* literary magazine, the Student Government Association, the Student Activities Board, and *The Delphian* newspaper. Several administrative offices and the Interfaith Chapel are located on the third floor.

The University Bookstore
Lower Level University Center
(877-3990)

Open Monday–Friday from 9 a.m. to 7 p.m. and on Saturdays from 10 a.m. to 2 p.m., they stock textbooks, non-book items and Adelphi University clothing as well as other gifts. Faculty are expected to submit book orders for their courses within the times posted each semester by the bookstore staff so that books will be available during student registration. Faculty must specify whether they are requesting a desk copy of the book, if available.

Cultural Events

The quality of campus life is greatly enriched by a wide variety of cultural activities. Under the auspices of the Distinguished Lecture Series, the Center for African-American Studies, and other campus agencies, approximately 40 events are held annually, attracting close to 12,000 people per year. Cultural Events Calendars are issued to the University community every year. The Music Department and its performing groups produce about 20 concerts each year ((516) 877-4290, Room 207, Performing Arts Center), and the Performing Arts and Dance Department offer a variety of cabarets, one-act plays, dance workshops, as well as three dramatic/musical and two dance main-stage productions, all of which are open to the public ((516) 877-4930, Olmstead Theatre). Many events are free; some have admission fees. Subscriptions are available.

Athletic/Fitness Facilities

All indoor facilities including the gymnasium and pool, are located in the Center for Recreation and Sports, providing facilities for personal fitness, exercise, recreation as well as intramural and intercollegiate athletic events. Recent major outdoor additions to meet the athletic needs of the community have included a new baseball field, a women's softball field, and the renovation of the track at the adjacent Waldorf School (owned by Adelphi) for recreational and practice usage.

Work/Life Programs

For your information see the Appendix on page xxxv for Adelphi University's Work/Life Programs for Full-Time Faculty.



DEPARTMENT OF PUBLIC SAFETY & TRANSPORTATION

Chapter XI

The mission of the Adelphi University Department of Public Safety & Transportation is to contribute toward the quality of University life by fostering a safe and secure environment. The department endeavors to help preserve an environment where diverse social, cultural, and academic values are allowed to develop and prosper. Creating a safe and secure environment is considered the responsibility of the entire community. Members of the department encourage a sense of communal concern for each other's safety and respect the needs and rights of the community. In addition, the department is responsive to the special needs of the large and diverse community of people who have come from all over the United States and the world to study and work at Adelphi University.

EMERGENCIES

(516) 877-3511
or
dial 5 from any campus phone

During normal business hours, please call (516) 877-3500. Emergencies should be called in to (516) 877-3507 and (516) 877-3511 or dial 5 from any campus telephone. The Department of Public Safety operates 24 hours a day seven days a week. A Public Safety supervisor is always present on campus. There are also 40 exterior emergency call phones throughout campus and 100 red interior telephones that provide immediate communication with the Public Safety Department.

ADELPHI UNIVERSITY'S ANNUAL PUBLIC SAFETY REPORT AND GENERAL BUILDING EVACUATION TIPS

Adelphi University's annual Public Safety report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain non-campus buildings or property owned or controlled by Adelphi University; and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies related to alcohol and drug use, crime

prevention, the reporting of crimes, sexual assault, emergency response plan and other matters. This report can be viewed by visiting administration.adelphi.edu/publicsafety or obtained upon request from the Department of Public Safety and Transportation.

General Building Evacuation Tips

1. When a fire alarm sounds, all occupants shall immediately evacuate the building.
2. Never use elevators during an emergency evacuation.
3. Be aware of the marked exits from your area and building.
4. Know the location of fire pull stations and fire extinguishers.
5. When the building evacuation alarm is sounded or when you are directed to leave by a member of the Fire Department, the Garden City Police Department, evacuation warden, or a member of the Department of Public Safety, walk quickly to the nearest marked exit and ask others to do the same.
6. Once outside, proceed to a clear area at least 150 feet (half a football field) from the building. Keep walkways clear for emergency vehicles. Adelphi Public Safety Officers will assist with directions.
7. An Incident Command Post (ICP) will be established near the emergency site by the Department of Public Safety. Keep clear of the ICP unless you have important information to report.
8. Do not return to the building until you are told to do so by a representative of the Garden City Fire Department, Garden City Police Department, the evacuation warden, or a member of the Department of Public Safety.
9. Report any suspicious person or emergency to Public Safety [Dial 5 from campus phones or call (516) 877-3511.]

WEATHER EMERGENCY CLOSINGS

In the event of weather conditions forcing the University to cancel classes at any or all campuses, closing information may be accessed as follows:

By Telephone:

Garden City Campus (516) 877-6870
 Manhattan Center (516) 877-6872
 Hauppauge Center (516) 877-6871
 Hudson Valley Campus (845) 471-3348

Radio Stations Announcements:

<i>AM</i>		<i>FM</i>	
710	WOR	92.1	WLNG
1010	WINS	97.5	WALK
1100	WHLI	102.3	WBAB
1240	WGBB	106.1	WBLI
1600	WLNG		

Television News:

Channel / Station

2 CBS
 4 NBC
 7 ABC
 12 Channel 12 News

Web site:

events.adelphi.edu/closings.php

UNIVERSITY TRANSPORTATION

Shuttle Services

Web site:

administration.adelphi.edu/publicsafety/traffic/campus_transportation.php

The University operates a shuttle van service to off-campus locations. Public transportation locations include the Hempstead Bus Terminal and the Nassau Boulevard and the Mineola LIRR stations. Service is also available to designated off-campus shopping and entertainment areas with increased service on weekends. Limited service is also provided during holiday, intersession, and summer periods.

For schedule information contact:

The Department of Public Safety and Transportation
 Levermore Hall, Room 012
 Campus extension: (516) 877-3500

Office of Commuter Student Affairs
 University Center, Room 109
 Campus extension: (516) 877-6667

Traffic Regulations

1. PARKING IS BY PERMIT ONLY. Permits expire on September 30 of each year.
2. Students, faculty, and staff are required to register annually.
3. All motor vehicles utilizing University parking facilities must:
 - a. be registered with the University
 - b. display a current state registration
 - c. display a current University parking permit either on the left side of rear bumper or lower left rear windshield.
4. Commercial vehicles are not permitted to park on campus with the exception of vendors servicing the University and vehicles owned by the University.
5. The University assumes no responsibility for loss or damage to vehicles parked on its property.
6. Students, faculty, and staff are permitted to register a maximum of two vehicles.
7. Permits are issued to a particular license plate and are not transferable.

Tips for parking when space is limited:

1. Arrive early for your classes
2. Use the parking areas that tend to be underutilized
 - Parking Field 7 (Behind Chapman, Linen, and Eddy Halls)
 - Parking Field 8 (Across Cambridge Avenue, next to the Hy Weinberg Center)
3. Park at Garden City Pool (close to campus). Shuttle service to campus is available:
 - Monday through Thursday, 7:30 a.m.–8:00 p.m., running approximately every 15 minutes
 - Pick-up and drop-off is in front of Post Hall (but may vary due to campus construction)
 - Questions? Call Public Safety 516.877.3500
4. Consider car-pooling.
5. Consider taking public transportation (Adelphi offers free connecting shuttle service to and from the university). Schedules can be obtained in the Office of Commuter Student Affairs, University Center,

room 109, Department of Public Safety, Levermore Hall, room 012, or by using the Campus Transportation Web site at:
administration.adelphi.edu/publicsafety/traffic/campus_transportation.php.

Vehicle Registration

Where:

Department of Public Safety Department and Transportation,
 Levermore Hall, Lower Level
 Telephone: 516.877.3500 or 516.877.3503

Hours:

Monday–Thursday: 8:30 a.m. to 6:00 p.m.
 Friday: 8:30 a.m. to 4:30 p.m.

Parking Permits

Obtaining and displaying parking decals and temporary permits:

1. You must bring the following items/documents to the Department of Public Safety and Transportation to obtain a parking decal or temporary permit:
 - a. University I.D.
 - b. valid vehicle registration showing plate number and description of vehicle
 - c. bursar's receipt or other proof that you are a registered student or employee
2. Parking decals must be affixed to the rear bumper, driver's (left) side, or taped to lower left rear windshield.
3. Temporary permits must be displayed on the dashboard (driver's side).
4. Special permits and day passes must be displayed on the dashboard (driver's side).
5. One Day Visitor Permits can be obtained at the Public Safety Booth (parking field one, next to Levermore Hall).

Handicap Permits

1. Students, faculty, staff, and visitors with disabilities may obtain special parking permits for parking in designated handicap parking areas.
2. Only university handicap permits are recognized. Visitors with handicap permits may obtain one-day

visitor permits (see below).

3. Vehicles parked in handicap parking areas without Adelphi handicap permits, or one-day (handicap) visitor permits, will be summonsed and the vehicle immobilized (booting) or towed.
4. Vehicles with special permits (except visitor) must also display a current parking decal.
5. To obtain a handicap permit contact or visit the appropriate office below:
 - a. Students: Office of Disability Support Services
University Center Room 310, (516) 877-3145
 - b. Faculty/staff: Healthy Services Center, Waldo Hall, (516) 877-6000
 - c. Visitors: Public Safety Booth (Parking Field One, next to Levermore Hall).
6. All permanent Adelphi University handicap parking permits will have no expiration date. The only time you will need to notify the Office of Public Safety and Transportation, is when you purchase a new vehicle. A new A.U. decal will be issued to you with your new vehicle information on file (i.e. license plate number, make & model) making sure permit information and decal corresponds. You must present and display a valid current county or state handicap parking permit.

The Renewal of a Temporary Handicap Parking Permits

All temporary faculty handicap permits are renewable by Sept 30th of each year (the same time as regular university parking permits). Current medical documentation and a current state driver’s license is required (form of I.D.) at the time of renewal. All renewals may be obtained from the Office of Health Services, Waldo Hall.

MESSAGEONE ALERTFIND

As part of a strategy to broaden our emergency notification and crisis communication channels, Adelphi has partnered with Dell MessageOne, enabling the University to instantly broadcast urgent messages and deliver instructions to the campus community when necessary.

With Dell MessageOne's AlertFind service, Adelphi can send notifications to students, faculty, and staff using their preferred communications channels, including text or voice messages to a cell phone or home phone. Users can also revise their emergency contact information when needed via Adelphi's eCampus Web portal, and instructions are included on the new Adelphi. I.D. cards.

For information how to register, or for answers to frequently asked questions, go to administration.adelphi.edu/publicsafety/messageone.php.

PROCEDURES FOR HOSTILE INTRUDERS

Over the past several years, there have been a number of violent acts committed against university communities across the country. While Adelphi University has been fortunate not to have experienced such an occurrence, it is prudent and responsible to set forth guidelines to address the response and management of a hostile intruder incident. Although the probability of such an incident occurring on campus is minimal, preparedness is important for survival in a hostile intruder encounter.

1. HOSTILE INTRUDER(S) IN A RESIDENCE HALL

When a hostile person(s) is actively causing death or physical injury or the imminent threat of death or physical injury within a residence hall, the university recommends the following actions be implemented:

- Lock yourself in your room.
- If communication is available, touch #5 or extension 3511 from any in-house telephone or call 877-3511.
- If away from your room, join others in a room that can be locked.
- Do not stay in the open hall.
- Do not sound the fire alarm. A fire alarm would signal the occupants in the rooms to evacuate the building and thus place them in potential harm as they attempt to exit.
- Barricade yourself in your room with desks, beds or anything you can push against the door.

- When and where available lock your window(s) and open blinds or curtains.
- Stay away from the window (when possible).
- Turn all lights and audio equipment off.
- Try to stay calm and be as quiet as possible.
- If for some reason you are caught in the open such as hallways and lounge type areas, you must decide what you are going to do. This is a very crucial time and can possibly mean life or death depending on what actions you take.
 - You can try to hide, but make sure it is a well hidden space or you may be found as the intruder moves through the residence hall looking for more victims.
 - If you think you can safely make it out of the building by running, then do so. If you decide to run, do not run in a straight line. Keep any objects you can between you and the hostile person(s) while in the building. Once outside, do not run in a straight line. Use trees, vehicles or any type of object to block your view from the residence hall as you run. When away from the immediate area of danger, summon help any way you can and warn others.
 - If the person(s) are causing death or serious physical injury to others and you are unable to run or hide, you may choose to feign being dead if other victims are around you.
 - The last option you have if caught in an open area in the residence hall may be to fight back. This is dangerous, but depending on your situation, this could be your last option.
 - If you are caught by the intruder and are not going to fight back, obey all commands and don't look the intruder in the eyes.
 - Once the police arrive, obey all commands. This may involve you being handcuffed or made to put your hands in the air. This is done for safety reasons and once circumstances are evaluated by the police, they will give you further directions to follow. The police may not know who the shooter is or if there are multiple shooters.

2. HOSTILE INTRUDER(S) IN A BUILDING OTHER THAN A RESIDENCE HALL

When a hostile person(s) is actively causing death or serious physical injury or the threat of imminent death or serious physical injury to person(s) within a building other than a residence hall, the university recommends the following actions be implemented:

While these guidelines refer primarily to academic buildings, it should be stated that these procedures are also relevant to administrative buildings and other common buildings on the campus.

- When and where available, faculty and staff should immediately lock the students, staff and themselves in the classroom or office.
- If possible cover any windows or openings that have a direct line of sight into the hallway.
- If communication is available, touch #5 or extension 3511 from any in-house telephone or call 877-3511.
- Do not sound the fire alarm. A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempt to exit.
- When and where available, lock the windows and open the blinds or curtains.
- Stay away from the windows.
- Turn off lights and all audio and video equipment.
- Try to remain as calm as possible.
- Keep everyone all together.
- Keep classrooms secure until police arrive and give you directions.
- If you are not in a classroom, try to get to a classroom or an office if you cannot safely escape from the building.
- Stay out of open areas and be as quiet as possible.
- If for some reason you are caught in an open area such as a hallway or lounge, you must decide what you are going to do. This is a very crucial time and it can possibly mean life or death.
 - You can try to hide, but make sure it is a well-

hidden space or you may be found as the intruder moves through the building looking for victims.

- If you think you can safely make it out of the building by running, then do so. If you decide to run, do not run in a straight line. Attempt to keep objects such as desks, cabinets, fixtures, etc. between you and the hostile person(s). Once outside, do not run in a straight line. Use trees, vehicles and other objects to block you from the view of intruders. When away from the immediate area of danger, summon help in any way you can and warn others.
- If the person(s) are causing death or serious physical injury to others and you are unable to run or hide, you may choose to feign being dead if other victims are around you.
- Your last option if you are caught in an open area in a building may be to fight back. This is dangerous, but depending on your situation, this could be your last option.
- If you are caught by the intruder and are not going to fight back, obey all commands and don't look the intruder in the eyes.
- Once the police arrive, obey all police commands. This may involve your being handcuffed, or keeping your hands in the air. This is done for safety reasons and once circumstances are evaluated by the police, they will give you further directions to follow.

3. HOSTILE INTRUDER(S) ON THE GROUNDS OF THE UNIVERSITY.

When a hostile person(s) is actively causing death or serious physical injury or the threat of imminent death or serious injury to person(s) on the Adelphi University grounds, we recommend the following procedures be implemented:

- If possible, run away from the threat, as fast as you can.
- Do not run in a straight line.
- Use vehicles, bushes, trees and anything else to block your view from the hostile person(s) while you are running.
- If you can get away from the immediate area of

danger, summon help and warn others.

- If you decide to hide, take into consideration the area in which you are hiding. Will I be found here? Is this really a good spot to remain hidden?
- If the person(s) are causing death or serious physical injury to others and you are unable to run or hide, you may choose to feign being dead if other victims are around you.
- The last option you have if caught in an open area outside may be to fight back. This is dangerous, but depending upon your situation, this could be your last option.
- If you are caught by the intruder and you are not going to fight back, do not look the intruder in the eyes and obey all commands.
- Once the police arrive, obey all police commands. This may involve your being handcuffed or made to put your hands in the air. This is done for safety reasons and once circumstances are evaluated by the police, they will give you further directions to follow.

While these guidelines cannot cover every possible situation that might occur, they can reduce the number of injuries or death if put into action as soon as a situation develops. Time is the most important factor in the optimal management of these types of situations.

THREAT ASSESSMENT

Threat Assessment Team

Preserving the safety and security of students and employees is a top priority for Adelphi, and one that requires commitment, coordination, and communication. To facilitate collaboration among the many individuals whose work affects our collective security, Adelphi established a Threat Assessment Team (T.A.T.) workshop in 2008.

Recent events nationally have made us all too aware of the random and unpredictable nature of violence. This important workgroup has been effective since it was established, and meets twice a month to address important issues. The Team will continue to be coordinated by the Office of Public Safety and is designed to monitor and discuss reported incidents and implement action plans as necessary. Group members

include the:

- associate vice president of enrollment management and student affairs
- dean of student affairs
- executive director of public safety and transportation
- assistant vice president of human resources and labor relations
- director of the student counseling center
- assistant dean of student affairs
- associate provost of academic affairs
- director of health services
- associate dean of intercollegiate athletics and recreation
- assistant professor in the school of nursing
- information security officer
- executive director for off campus programs
- academic director, department of emergency management.

The team also includes one or more members of senior staff and representatives from Adelphi psychological services. The chair of the team may invite the participation of the Garden City police, or other uniformed service personnel, as appropriate.

You may recall that the establishment of a Threat Assessment Team was a recommendation of the Congressional report issued following the tragedy at Virginia Tech in 2007. Adelphi was one of the first institutions of higher education in the country to implement this recommendation. The work of the Threat Assessment Team relates solely to addressing potential or actual serious safety issues involving members of the campus community. It does not supersede, supplant, or replace the University's current judicial procedure or the protocols for reporting incidents and safety concerns.

Any member of the campus community may become aware of a troubling situation that is causing serious anxiety, stress, or fear in or out of class. If such a situation appears to be imminent, including possible immediate risk of violence to self or others, it should be reported immediately to the Department of Public Safety at 516-877-3511, or by dialing "5" from any campus phone. All of these numbers are printed on the

back of your Adelphi ID card.

I thank the team members for their ongoing efforts to preserve the safety of our community. More information about campus safety and answers to some frequently asked questions can be found at administration.adelphi.edu/publicsafety/policies/threat_faq.php

FAQs about When and How to Report Issues of Concern

What type of behavior warrants a report?

Any self-injurious behaviors, suicidal ideation, erratic behaviors that disrupt teaching or University activities, or behaviors that might compromise safety should be reported.* When in doubt, REPORT.

What do I do if I know an individual who may need to be reported?

If you feel there is an immediate threat, dial “5” from any campus phone to contact the Department of Public Safety. For non-emergencies call 516.877.3511. Otherwise, use the resources below depending on the nature of the concern.

Who should you make your report to?

If a member of the University community observes any behavior that is of concern and should be brought to the attention of the Threat Assessment Team (TAT), please call during business hours:

In reference to students behavior: Dean of Student Affairs

In reference to staff behavior: Office of Human Resources

In reference to faculty behavior: Office of the Dean, Provost, or Human Resources

For immediate attention or off business hours:

Off Campus 516-877-3511 (Public Safety)

Or dial “5” from any campus phone

Who can make a report?

Anyone who feels an individual associated with Adelphi University is a threat to himself/herself and/or the University community can make a referral. This includes students, faculty, staff, coaches, roommates, and parents.

What happens after I make a report?

The TAT members will take the information provided and make a decision regarding appropriate action. The TAT will ensure every report is thoroughly addressed.

How do I know if it is a TAT issue or if it is more appropriately handled by another campus resource?

You do not have to make this determination. If another campus resource is more appropriate, a member of the TAT will refer the student and handle the transfer of information.

Note: All information received will remain confidential. Reports to the Threat Assessment Team or Public Safety can be made anonymously.



NEW FACULTY APPOINTMENTS **2011**

Chapter XII

We are pleased to welcome the following new full-time faculty members to the Adelphi community.

COLLEGE OF ARTS AND SCIENCES

Jessica Dutton

Visiting Assistant Professor

Environmental Studies Program

Jessica Dutton is a candidate for the Ph.D. in Marine and Atmospheric Sciences at Stony Brook University with an expected completion in September 2011. She has an M.Phil. (2010) in Marine and Atmospheric Sciences from Stony Brook, an M.A. (2006) in Geology from Queens College-CUNY, and a B.Sc. (Hons) (2000) in Marine Biology from University of Wales Swansea, UK. She has taught as an adjunct at Adelphi University, Suffolk County Community College and at Stony Brook University. Ms. Dutton has three refereed journal articles, two accepted publications, and was awarded the Sigma XI Excellence in Research Award (2008).

Brian Meyers

Assistant Professor

Department of Music

Brian Meyers has a Doctor of Musical Arts in Music Education (2011) and an M.M. (2003) in Music Education from Arizona State University, and a B.M. (1996) in Music Education from Capital University Conservatory of Music. He has served as a Band Director in both Junior High and High School settings. At Arizona State University he has served as an

undergraduate music instructor and has also taught at the graduate level. He has level I (2005) and Level II (2006) Kodály Certification.

Christopher Saucedo

Associate Professor

Department of Art and Art History

Christopher Saucedo has an M.F.A. (1988) in sculpture from the University of Michigan, additional post-graduate work at the Skowhegan School of Painting and Sculpture in Skowhegan, Maine and at Queen's University in Belfast, Northern Ireland. He has held positions in the Department of Fine Arts at the University of New Orleans, where he was a full professor and chair of the department. Mr. Saucedo has an extensive record of gallery exhibitions, commissions, awards, grants, and residencies.

Dana Velasco Murillo

Assistant Professor

Department of History

Dr. Dana Velasco Murillo has a Ph.D. (2009) and an M.A. (2005) in History, from the University of California, an M.A. (2002) in English Literature, with distinction, from California State University, and a B.A. (1991), *magna cum laude*, in History, from Loyola Marymount University. Recently, she has been a University of California President's Postdoctoral Fellow. She is fluent in Spanish and has reading proficiency in Portuguese, Nahuatl, and French. Dr. Velasco Murillo has one publication, an encyclopedia article, and a section of a book. Her research areas include Colonial Mexico, Ethnohistory, Silver-Mining Society, Ethnicity and Identity, Gender, Migration, and Urbanism.

SCHOOL OF BUSINESS

Robert Goldberg

Visiting Associate Professor

Department of Accounting, Finance and Economics

Robert Goldberg has a M.B.A. in Finance, an M.S. in Nuclear Science and Engineering, and a B.S. in Nuclear Science and Engineering from Columbia University. He has been Managing Partner at the Maratan Partners asset management advisory firm and has high-level experience at a number of Wall Street firms, including

several Managing Director positions at Merrill Lynch & Co., Barclays Capital and WR Hambrecht. Mr. Goldberg has served as an adjunct faculty member at Adelphi. He has one publication and one patent.

Thomas Shinick

Visiting Associate Professor

Department of Management, Marketing and Decision Sciences

Thomas Shinick has an M.B.A. in Marketing and a B.S. in Management from Adelphi University. Since 2000 he has taught at Adelphi as an adjunct and also served as chair of the School of Business Board of Business Advisors. He is president of Corporate Development Partners, LLC and Chairman of U.S. China Partners, Inc. Mr. Shinick also held senior management positions at Twin Lab, Inc. and Rugby-Darby Group Companies.

RUTH S. AMMON SCHOOL OF EDUCATION

Dana Battaglia

Visiting Assistant Professor

Department of Communication Sciences and Disorders

Dana Battaglia is matriculated in the Speech and Hearing Sciences Ph.D. program at the City University of New York. She has an M.A. (2001) from St. John's University and a B.S. (1998) from Long Island University. Ms. Battaglia has the NY State Education Department certification as a Teacher of Speech and Hearing Handicapped and as a Speech Language Pathologist and holds a Certificate of Clinical Competence from the American Speech Language Hearing Association. She has served as an adjunct professor at Adelphi University, Hofstra, LIU, and CUNY Queens College. Ms. Battaglia has one publication and has given numerous seminars and presentations.

Renee Fabus

Associate Professor

Department of Communication Sciences and Disorders

Dr. Renee Fabus has a Ph.D. (2006), an M.Phil. (2001), and an M.S. (1992), each in Speech-Language Pathology from Columbia University, and a B.A. (1990) in Psychology from New York University. She

served as an assistant professor at Brooklyn College and has also taught as an adjunct at Columbia University, Adelphi University, and Hofstra University. Dr. Fabus has three publications, four works in press and one contracted DVD that is in production (*Case Studies in Articulation and Phonological Disorders in Children*).

Kevin Mercier

Assistant Professor

Department of Health Studies, Physical Education and Human Performance Science

Mr. Kevin Mercier is a doctoral candidate at Columbia University's Teachers College. He has an M.S. (1999) in Exercise and Sport Sciences and a B.S. (1997) *cum laude*, with a double major in Health Education and Physical Education both from Ithaca College. Mr. Mercier also has several New York State Certifications: Physical Education; Health Education; and School District Administration. He has served as a Health and Physical Education Teacher in the North Shore School District. He was a recent New York State Secondary Physical Education "Teacher of the Year".

Lisa Minicozzi

Visiting Assistant Professor

Department of Curriculum and Instruction

Lisa Minicozzi successfully defended her doctoral dissertation, in early childhood education, from Teachers College, Columbia University in 2011. She has a Ed. M. (2001) from Columbia University and both an M.A. (1993) in American History, and a B.A. (1992) in History, from Catholic University of America. She has varied administrative and teaching experience in schools: as an elementary school principal; as a high school dean of students; as a secondary school teacher; and as an elementary school teacher and holds New York State Teacher Certification in Social Studies 7-12.

Dorothy Phalen

Clinical Assistant Professor

Department of Curriculum and Instruction

Ms. Dorothy Phalen has an M.S. (1982) in Education from Long Island University and a B.S. (1980) in Psychology from McGill University. She earned a

School Administrator/Supervisor Certificate (1997) from C.W. Post College of Long Island University and holds New York State Certification: Permanent; School Administration/Supervision; and Special Education. Ms. Phalen has worked at Adelphi University in several capacities: Director of Early Childhood Education and Early Special Education Programs; part-time faculty; and Coordinator of Fieldwork and Student Teaching and of the Early Childhood Special Education Program. She also has served as a Special Education Teacher (Commack Union Free School District), and as Assistant Director of Educational Services at United Cerebral Palsy Association of Greater Suffolk.

GORDON F. DERNER INSTITUTE OF ADVANCED PSYCHOLOGICAL STUDIES

Jairo Fuertes

Associate Professor

Dr. Jairo Fuertes has a Ph.D. (1996), specializing in Counseling Psychology, an M.A. (1992) in College Personnel Administration, and a B.A. (1987) in Psychology, from the University of Maryland. He has experience in teaching, administration, and research: as a Full Professor in the School of Education at Fordham University; as Clinical Supervisor at Baruch College, CUNY; as a Fellow of the Academy of Counseling Psychology; and as co-author of twenty-five refereed journal articles and three books. Dr. Fuertes' research interests include process and outcome in psychotherapy and multicultural counseling competencies. He has three articles in press.

SCHOOL OF NURSING

William Jacobowitz

Assistant Professor

Dr. William Jacobowitz has a Ed.D. (2003) in Behavioral Health Education, an M.S. (1988) in Community Mental Health Nursing, an M.P.H. (1988), in Health Policy, Planning and Administration, and a B.S. (1981) in Nursing from Columbia University. He served as Associate Executive Director, Patient Care Services and as Assistant Executive Director at Zucker Hillside Hospital and as Clinical Care Center Director at the Department of Psychiatry at Mount Sinai Hospital, and a Director of Nursing, Department of Psychiatry

at Stony Brook University Medical Center. Dr. Jacobowitz's research area is interventions to reduce staff injuries in psychiatric facilities. He has also investigated reducing falls in geropsychiatric patients. He has three publications and has taught as an adjunct instructor at Stony Brook University.

Elizabeth Lee

Assistant Professor

Dr. Elizabeth Lee has a Ph.D. (2009) from the University of Connecticut, an M.S.N. (1981) from the State University of New York at Stony Brook, and a B.S.N. (1970) from Hunter College/Bellevue School of Nursing. She has served as a Staff Nurse, a Public Health Nurse, a Substance Abuse Counselor, a Family Nurse Practitioner, a School Nurse, and an adjunct faculty member at both the State University of New York at New Paltz and Mount St. Mary College. Dr. Lee is a New York Registered Professional Nurse.

Seon Ah Lee

Assistant Professor

Dr. Seon Ah Lee has a Ph.D. (2009) in Nursing Informatics, from the University of Illinois at Chicago School of Nursing, a Ph.D. (2002) in Maternal Child Nursing, from Kei Myung University, Korea, an M.S.N. (1997) from Kyung Pook National University, Korea, and a B.S.N. (1993) from Gyeong Sang National University, Korea. She is a Registered Nurse in New York and in Korea. Currently she is in a post-doctoral program at the University of Illinois, Chicago. In Korea, she served as an Assistant Professor of Nursing. Dr. Lee has nine journal articles.

Shan Liu

Assistant Professor

Dr. Shan Liu has a Ph.D. (2008) from Yale University School of Nursing, an M.S.N. (2003) from Central South University Xiangya, and a B.S.N. (2001) from Hunan Medical University. She is a registered nurse and served as an Associate Professor at Jinan University. Dr. Liu has five papers in peer-reviewed journals, and three papers in Chinese journals. She served on the editorial board for *Useful Nursing Terminology Handbook* (English-Chinese).

Thomas Virgona***Assistant Professor***

Dr. Thomas Virgona has a Ph.D. (2008) in Information Studies from Long Island University, an M.S. (1996) in Information Systems from Pace University, and a B.S. (1983) in Computer Science from SUNY Brockport. He has taught as an Associate Professor at Central Connecticut State University and as an adjunct at Pace University. Dr. Virgona plans to teach courses in the new Center for Health Innovation and has many years' experience working across disciplines within academic and external agencies, including his work with Citigroup: as Vice President/Global Technology, and in Application, Project, Budget and Human Resources Management. He also served as a programmer/analyst at several organizations, including: Muscular Dystrophy Association; Business Envelope; and Adelphi University. Dr. Virgona has eight journal publications, and several non-refereed publications.

SCHOOL OF SOCIAL WORK

Matthew Bogenschutz***Assistant Professor***

Dr. Matthew Bogenschutz has a Ph.D. (2010) and an M.S.W. (2004) from University of Minnesota School of Social Work and a B.S. (1997) in Psychology from the University of Illinois. He is a Licensed Graduate Social Worker in Minnesota and was a Post-Doctoral Fellow/Research Associate at the Institute on Community Integration (a disability related research institute) at the University of Minnesota. Dr. Bogenschutz has several research interests: self-directed policy and services for people with autism and other disabilities; health promotion for vulnerable populations; direct support work-force development strategies and outcomes; employment outcomes for adult immigrants and refugees; social movement development in developing nations; and uses of technology in social work education. He has two peer-reviewed publications.

APPENDICES

Adelphi University Honor Code

“The University is an academic community devoted to the pursuit of knowledge. Fundamental to this pursuit is academic integrity. In joining the Adelphi community I accept the University’s Statement of Academic Integrity and pledge to uphold the principles of honesty and civility embodied in it. I will conduct myself in accordance with ideals of truth and honesty and I will forthrightly oppose actions which would violate these ideals.”

Wednesday, August 29, 2001

PROCEDURES AND FORMS

ACADEMIC HONESTY AT ADELPHI

THE COMMITTEE FOR ACADEMIC HONESTY

The Committee will have the responsibility to promote an atmosphere of academic honesty, working to educate the entire Adelphi Community. The Committee will develop and distribute materials including guidelines for promulgating the code of academic honesty through course syllabi, class discussion, and written guidelines to students on matters such as plagiarism.

In the case of infractions of the code of academic honesty, the Committee provides the members to investigate, to mediate, and if ultimately necessary, to constitute a formal Hearing Board.

The Committee will be made up of 12 students and 12 faculty. Faculty will normally serve for terms of two years to help ensure continuity on the Committee. (In the initial year, half the faculty appointments will be made for one year and half for two. Thereafter all faculty appointments will be made for two years.) Students will serve for terms of one year, but those who desire may be reappointed for a second year by the Student Government Association. Members will normally be chosen in the spring for the coming year. The students will be chosen from names submitted to the Student Government Association. Students may volunteer or be nominated by any member of the university community. Faculty will be chosen from names submitted to the Faculty Senate. Faculty may volunteer or be nominated by any member of the university community. Those who volunteer or are nominated will be fully informed of the nature and seriousness of the committee's work before the selection process. Only those who agree to undertake the work will be considered. One of the 12 professors will serve as the procedural chair to handle rotating appointments, record keeping, and so on. Student vacancies that occur during the year will be replaced during the year by the SGA; faculty vacancies will similarly be filled by the Faculty Senate. It is expected that the Faculty Senate and SGA will respectively provide a full slate of appointments each year. In the event that either body is unable to provide all the needed members, the Provost will have the power to supply additional members to make up the full complement. Although the Provost will expect to accept all members selected by the Senate and SGA, the Provost will have the ultimate power to reject candidates deemed unsuitable for the work of the Committee.

THE CODE OF ACADEMIC HONESTY

The code of academic honesty prohibits behavior which can broadly be described as lying, cheating, or stealing. Violations of the code of academic honesty will include, but are not limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas prohibited by the professor
3. Unauthorized multiple submission of work
4. Sabotage of others' work, including library vandalism or manipulation

5. Plagiarism: presenting any work as one's own that is not one's own
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating on examinations through the use of written materials or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc.

To promote academic integrity, the University has implemented Turnitin, a Web-based plagiarism detection tool. For information and training on Turnitin, please contact the Faculty Center for Professional Excellence at (516) 877-4221 and visit the academic integrity Web site at academics.adelphi.edu/academicintegrity/

PROCEDURES TO HANDLE VIOLATIONS

The approach to handling reported violations is generally a progressive one. That is, the procedure is designed to allow choices at various stages based on the severity of the charge or facts that emerge from the proceedings. Although the work will normally be done by the Committee as outlined here, the Provost will have the authority to convene an ad hoc committee to handle charges when the matter is urgent and the standing committee is unable to meet. In such cases the Provost will seek as far as possible to secure both student and faculty representation on the ad hoc hearing committee.

The detailed procedures outlined below are intended and envisioned primarily for undergraduate violations. Graduate students are held to a higher standard: they are typically older, more experienced, and often engaged in study in areas where human health and welfare could be seriously affected by academic dishonesty. Graduate violations should be reported (by professors or students) to the Dean. The student's Dean will have the power to set a penalty, including immediate expulsion from the program (and therefore from the university). If the graduate student contests the facts, he or she may ask for a hearing with the Committee for Academic Honesty. If the Committee upholds the violation, the Committee will impose the penalty recommended by the Dean. Graduate students will be clearly and formally informed of this policy and of the severity of violations of the code of academic honesty upon enrollment.

Any student who observes or suspects a violation is encouraged to report the violation to the appropriate professor, to any member of the Committee for Academic Honesty, or to the Provost's Office, which will forward the charge to the Committee. A professor who observes or suspects a violation may wish to begin by talking with the accused student or students. As has always been the case, professors have the right and the power to adjust grades on the basis of academic dishonesty. However whether or not the professor and student agree on the facts or the grade, either may choose to go to the Committee for Academic Honesty. Note: Professors are required to report directly to the Provost's Office all instances of academic dishonesty. This particularly includes those cases in which the student and professor resolve the matter without requesting any action from the Committee for Academic Honesty. Even though a case of admitted dishonesty may be resolved by stern admonition and/or an agreed on penalty in the form of a grade, a record must be kept so that the professor and the Provost can know whether or not the student has any history of academic dishonesty. The Provost's Office will be authorized

to set a penalty for the student in question. Students who wish to contest the claims against them or the decision of the Provost's Office may request a hearing with the Hearing Board.

When the Committee receives notification of a suspected violation, the chair will appoint one of the 12 professors serving to undertake the role of mediator and/or fact finder. The fact finder will begin the investigation as expeditiously as possible, but whenever possible no later than a week after receiving the charge.

The appointed professor will first check to see if the accused student has any recorded violations in the records of the Committee maintained in the Provost's Office. If the student has no record of reported violations, the investigator will approach the accused student and the person or persons who have suspected the student and begin the investigation hoping to find grounds for mediation. If upon investigation it emerges that there are no prior violations and the offence is not egregious, the investigator may attempt to see if all parties can be brought into agreement about the facts of the situation and if a solution can be found which would not require the involvement of a Hearing Board. If no such solution can be reached a hearing will be required, and the professor will proceed to gather facts from all parties concerned. Likewise, if the accused student has any recorded violations, a hearing will be required and the fact finder will begin the investigation with a view to preparing the case for a hearing. When the investigation is complete, the fact finder will summarize the case in writing. This summary will be provided to the parties involved in the suspected violation and to the Chair of the Committee on Academic Honesty. The chair will contact the remaining 22 members of the Committee (10 other professors and 12 students) for the purpose of convening a Hearing Board. The Chair will bear in mind that a finding of the Committee requires a minimum of 10 votes, 4 of which must be cast by student members. The hearing is chaired by the fact finder, who does not cast a vote.

Students may present their own case or have a faculty advocate represent them. They cannot be advised by parents or lawyers during the hearing. Character witnesses will be limited to two, whose statements will normally simply be submitted in writing. The Hearing Board itself may call expert witnesses as deemed useful in addition to material witnesses. The person alleging a violation will be present and the student accused will present. All members of the Hearing Board present are entitled to ask questions of anyone speaking for either side. If a student refuses to attend a Hearing, the Hearing can and will be held without the student present. The fact finder will present whatever facts may have been found that might make a case on the student's behalf.

After the presentations and questions are concluded the Board will deliberate in private. After deliberation votes will be cast by written ballot. The chair will tally the votes before all the members. A minimum of two thirds will be required to affirm a violation. In Committee hearings, the presumption will be of innocence and the burden of proof will fall squarely on the person alleging a violation. A vote to affirm a violation should be based on clear and convincing evidence.

If two thirds or more of a minimum of 10 voting members (with at least four students present and voting) vote to find a violation, the Board will then proceed to consider a penalty. The following range of penalties is within the power of the Board to impose:

- (i) If the violation is the first offence to come before the Board and only involves the work of the student in question, that is, it does not involve the sabotage of someone else's work or such theft or damage as harmed another student, the minimum penalty will be

probation for one semester after that in which the violation occurred. (Depending on the timing of the hearing, this penalty and others may be imposed immediately to include the semester in which the violation occurred.) This will be true even when the student is remorseful or the offence is deemed relatively minor. The probation does not appear on the student's transcript nor does it become part of any permanent record publicly available. Therefore if the student is never again found in violation, there are no permanent consequences to this penalty. It is understood that any proven violation during the probationary period will result in expulsion. If the violation is deemed grievous and/or the student is without proper remorse, the Committee may impose a more severe penalty such as more lengthy probation or even suspension. The Board may choose whether the suspension applies to the semester in which the offence was committed (and may in some cases then entail a retroactive loss of the semester's credit) or is to apply to an upcoming semester.

(ii) If the violation is a second offense but one not incurred while the student is on probation or if the offence involves damage to the work of another student, the minimum penalty will be suspension either for the semester during which the offence occurred or for the next semester. If the offence is judged particularly grievous and/or the student is without proper remorse, the Board may opt for a more severe penalty, longer suspension or even expulsion.

(iii) If the violation is committed during a probationary period or is a third offence, the automatic penalty will be expulsion from the university.

After the Hearing Board has considered the possible penalty, the Chair will determine what seems to be the penalty thought most reasonable by the majority. There will then be a second vote by written ballot whether or not to impose this penalty. A majority of votes will serve to impose the penalty. If there is no majority, discussion will continue and another penalty will be suggested by the chair and voted on. In case a majority does not emerge, the minimum penalty as indicated above will be automatically imposed. It will be the responsibility of the Provost to make sure that any penalty imposed is carried out.

Decisions against a student may be appealed to the Provost, except in the case of extraordinary circumstances within seven business days of the original finding. Normally the Provost will only consider appeals on grounds of procedural violation or unreasonableness of penalty. The Provost's Office will be authorized to set a penalty for the student in question. A finding by the Hearing Board that no violation has occurred cannot be appealed further.

The Chair will keep written records of the Hearing. The hearing will also be tape recorded. These written and audio records are confidential and will be maintained in the Provost's Office. The proceedings themselves and the penalty of probation are not a part of the student record. The record of a sole offence will be expunged upon graduation.

nm/rev: 05/10/02

ACADEMIC HONESTY VIOLATION REPORT FORM

Course _____ Semester _____ Report Date _____ Incident Date _____

Student _____ Professor _____

Violation:* _____ Fabricating data or citations
 _____ Collaborating in areas prohibited by the professor
 _____ Unauthorized multiple submission of work, e.g., same paper used in more than one course, etc.
 _____ Sabotage of others' work, including library vandalism or manipulation
 _____ Plagiarism: presenting any work as one's own that is not one's own
 _____ The creation of unfair advantage
 _____ The facilitation or assisting with dishonesty
 _____ Tampering with or falsifying records
 _____ Cheating on examinations through the use of written materials or giving or receiving help in any form during the exam, including talking, signals, electronic devices (e.g., text messaging), etc., or copying from another's work

* Copies of supporting evidence should be attached to this form

Description of the Violation: (Please feel free to use and attach additional pages to provide information for this and other explanations requested) _____

Sanction: _____ Failure in Work Assignment
 _____ Failure in Course
 _____ Other (please explain) _____

The student and I have discussed the incident and (select one of the following four options):

_____ the student admits responsibility for the violation and accepts the sanction

Additional comments: _____

_____ the student does ***not*** admit responsibility for the violation*

Additional comments: _____

_____the student admits responsibility for the violation but does ***not*** accept the sanction*

Additional comments: _____

_____the student and I have ***not*** discussed the incident

Explain: _____

(*) The student has been advised that he/she may appeal this to the Committee for Academic Honesty

Student Signature _____ Date _____

Student Comments _____

Professor Signature _____ Date _____

Please send this form ***and*** copies of supporting evidence to the Provost's office.

This report is maintained in the Provost's office but does not become part of the student's permanent academic record.

(Some of the material in this report format was collected at the Center for Academic Integrity Convention held at Kansas State University, October 2004.)



Notice to Student Reported to Provost Office - 1st Offense

DATE:

TO:

FROM: Kenneth C Rondello
Chair, Committee for Academic Honesty

Professor _____ has reported you to the Provost's office for academic dishonesty. Since this is your first offense, the allegation and the supporting evidence are maintained in the Provost's office and remain confidential, i.e., the material is not shared with anyone except in accordance with government regulations.

If another report is made while you attend the University, you will have to meet with the Committee for Academic Honesty. The Committee will review the evidence in both reported cases supporting the charges of academic dishonesty and establish a penalty that is appropriate to the findings. According to the Committee's policy and procedures, the penalty may include probation, suspension for one or more semesters, or expulsion from the University. The results of the hearing may be shared with faculty in your future coursework.

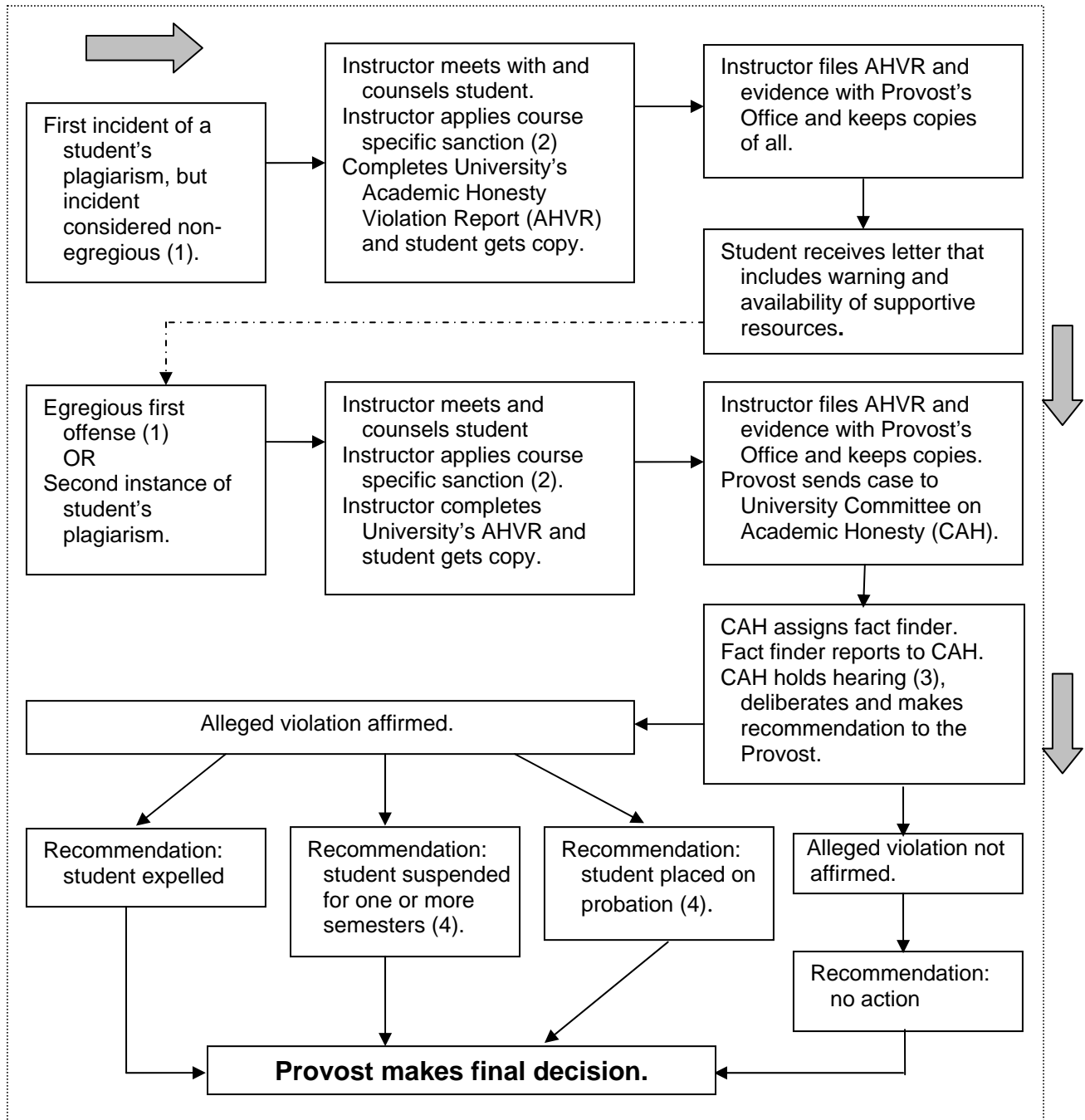
If the professor who made the report has not discussed the incident with you, make arrangements to see the professor as soon as possible. If you disagree with the professor about the incident, or your guilt, you may appeal to the Committee for Academic Honesty. The intention to appeal must be made within fourteen (14) days of receipt of this notice. You may petition the Committee for a review by contacting me at extension 4289 or by email: letter@adelphi.edu.

If you are experiencing difficulty in your academic studies, we recommend that you discuss your concerns with the professor involved or your academic advisor. The University Student Counseling Center (#3646) is also an excellent resource for services and referral. Referral can be made to the Writing Center (#3200), the Learning Center (#3200), the Office of Disability Services (#3145), the Peer Counseling Center (Hotline #3663) and/or the Center for Psychological Services (#4820).

The report to the Provost's office by the professor will not appear on your official transcript. The report and supporting evidence will, however, be kept on file in the Provost's office until you graduate from the University. At that time the folder will be discarded.

cc: Les Baltimore, Associate Provost for Academic Affairs
Professor _____

Undergraduate Student Case of Plagiarism Flow Chart



1. Egregious may include but is not limited to: student buys paper, steals someone else's paper.
2. Sanctions may include but are not limited to: redo assignment, fails assignment, fails course.
3. Faculty member is invited to present and answer questions about the allegation. Student is invited to present his/her case and answer CAH members' questions.
4. Additional recommendations may include receiving counseling and/or other supportive services.

3/18/06: Developed by Suzanne Michael, PhD

POLICIES AND PROCEDURES**AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY**

Adelphi University is committed to a policy of equal opportunity and non-discrimination regarding all educational, student programs and employment actions and further commits not to discriminate against any individual on the basis of an individual's race, creed, color, national origin, ethnicity, sex, sexual orientation, disability, genetic predisposition or carrier status*, age, religion, marital status, veteran status, or any other basis protected by applicable local, state or federal laws.

All Executives, Deans, Associate Deans, Chairs, Department Heads and Department Managers are responsible for assuring that this policy is adhered to at all times and full knowledge and understanding of this policy is communicated to all personnel.

To the best of its ability, Adelphi University shall:

take affirmative steps and apply every good faith effort toward achieving nondiscrimination and equality of opportunity in educational, student programs, and employment actions;

insure that employment practices (including compensation, benefits, terminations, recruitment, promotions, and all other terms and conditions of employment) as well as programs involving students both in academic and non-academic programs are administered without regard to individual's race, creed, color, national origin, ethnicity, sex, sexual orientation, disability, genetic predisposition or carrier status*, age, religion, marital status, veteran status, or any other basis protected by applicable local, state, or federal laws;

comply fully with all applicable federal, state and local laws relating to equal employment opportunity, affirmative action, and non-discrimination in public services;

maintain a program of Affirmative Action to which efforts will be directed to review and update existing practices both for conformity with government regulations and for consistency with the standards of conduct that are endemic to a University;

communicate fully to all managerial and supervisory personnel that equal opportunity is an essential part of their responsibility. All employees are to understand that providing equal opportunity is not only a requirement of the law but also a continuing and important objective to which Adelphi is committed.

* genetic predisposition or carrier status - Genetic predisposition means a genotype that increases the risk of disease but does not make it certain. Carrier status means individuals who have inherited a disease-causing allele (gene).

POLICIES AND PROCEDURES

ANTI-HARASSMENT POLICY

Statement from the President

Harassment of any type will not be tolerated at Adelphi University. If you have any questions or concerns about harassment, or if you need help in resolving a problem, I urge you to contact a member of the Anti-Harassment Panel. Anti-Harassment Panel members have been trained in applicable law, university policy and procedures, and crisis intervention. The Dean of Student Affairs (for students) or the Assistant Vice President for Human Resources and Labor Relations (for employees) are the links in the event that more formal actions are necessary to resolve a complaint.

Thank you.

Robert A. Scott
President
Adelphi University

Anti-Harassment Policy

Adelphi University is proud of its work and academic environment, and will take all necessary steps to ensure that it remains pleasant and collegial for employees, faculty members and students, all of whom are required to treat each other with courtesy, consideration and professionalism. The University will not tolerate harassment of any employee, faculty member or student by any other member of the University community based on an individual's race, creed, color, national origin, ethnicity, sex, sexual orientation, disability, genetic predisposition or carrier status*, age, religion, marital status, veteran status, or any other basis protected by applicable local, state or federal laws. With this policy, the University prohibits not only unlawful harassment, but also other unprofessional and discourteous actions. Accordingly, derogatory or inappropriate remarks, slurs, or jokes related to any unlawful factor will not be tolerated. The University shall make this anti-harassment policy available in various and appropriate places on campus.

Harassment in any context, in addition to being unlawful, is reprehensible and is a matter of particular concern to an academic community in which students, faculty and staff are related by strong bonds of intellectual dependence, collegiality, and trust.

To demonstrate its commitment to maintaining an environment free of harassment, Adelphi University created an Anti-Harassment Committee to draft this policy and address issues of harassment.

Scope

This policy applies to: students involved in academic, educational, recreational, and living programs; applicants in the admissions process; and recipients of Adelphi's programs or services, including participants in Adelphi-based research projects and activities, student teaching, internships and field placement regardless of locations; and all employees and

applicants for employment in all positions. The policy also encompasses University-sponsored events which occur off-campus and all campuses and/or satellite sites are covered by this policy.

Harassment

Conduct prohibited by this policy includes but is not limited to: unwelcome sexual advances, requests for sexual favors, or any other visual, verbal, or physical conduct of a sexual nature; or any derogatory visual, verbal, or physical conduct that reflects bias based on race, creed, color, national origin, ethnicity, sex, sexual orientation, disability, genetic predisposition* or carrier status, age, religion, marital status, veteran status, or any other basis protected by applicable local, state or federal laws, when:

submission to the conduct is made either explicitly or implicitly a condition of the individual's academic or employment advancement;

submission to or rejection of the conduct is used as the basis for academic or employment decisions affecting the individual;

the harassment has the purpose or effect of unreasonably interfering with the individual's academic or work performance; or creating an environment which is intimidating, hostile or offensive to the individual.

The harassment is not directed at a specific individual but nevertheless has the effect of unreasonably interfering with work or academic performance or creating an environment which is intimidating, hostile, or offensive to others.

*genetic predisposition or carrier status - Genetic predisposition means a genotype that increases the risk of disease but does not make it certain. Carrier status means individuals who have inherited a disease-causing allele (gene).

The University regards such behavior as a violation of the appropriate standard of conduct required of all employees and faculty, students and others associated with the University. Harassment, including sexual harassment, can occur between individuals of the same or different status, and both men and women can be the subject of harassment by members of either gender. Harassment, including sexual harassment, can involve individuals or groups; can occur during one incident; or over a series of incidents including single incidents, which, in isolation, would not necessarily constitute discrimination or harassment; can be direct or systemic; and can occur between members of the University community, on campus or off.

Each member of the University community must exercise his or her own good judgment to avoid engaging in conduct that may be perceived by others as harassment. Forms of harassment include, but are not limited to:

Verbal - repeated sexual innuendoes, racial or sexual epithets, derogatory slurs, off-color jokes, propositions, threats, or suggestive or insulting sounds;

Physical - unwanted physical contact including touching, interference with an individual's normal movement, or assault;

Visual/Non-verbal - derogatory posters, cartoons or drawings; suggestive objects or pictures; graphic commentaries; leering; or obscene gestures;

Other - making or threatening reprisals as a result of a negative response to harassment.

The University regards such behavior as a violation of University policy and of the

appropriate standard of conduct required of all persons associated with the University. The University is committed to preventing such conduct, investigating complaints of inappropriate conduct, and remedying violations of this policy. Any employee, faculty member, or student who believes that he/she is or may be subjected to objectionable conduct are strongly encouraged to report it immediately to an Anti-Harassment Panel member.

Anti-Harassment Panel Members

The following are the names of the individuals to whom complaints may be directed: Lisa Araujo, Jane Fisher, Kermit Frazier, Perry Greene, Jeffrey Kessler, James McGowan, Ruth McShane, Angela Price.

No member of the University community should allow an inappropriate situation to continue by not reporting it, regardless of who is creating that situation. Furthermore, no supervisor or manager is exempt from reporting misconduct in violation of this policy. Those inflicting such behavior on others are subject to the full range of institutional disciplinary action, up to and including separation from the University, and/or referral to authorities for criminal prosecution, as appropriate.

Because the relationship between teacher and student is central to the academic mission of the University, it is essential to establish that the standard of expected conduct in that relationship goes beyond the proscription against sexual harassment as defined in the University's policy. No nonacademic or personal ties should be allowed to interfere with the academic integrity of the teacher-student relationship. With respect to sexual relations in particular, what might appear to be consensual, even to the parties involved, may in fact not be so.

On this basis, any sexual relations between any teacher and any student or other person in a supervisory role and any student are inappropriate. This category includes relations between a graduate student and an undergraduate when the graduate student has some supervisory and/or academic responsibility for the undergraduate. In addition, it includes relations between an administrator, coach, advisor, program director, counselor, or residential staff member who has supervisory responsibility for a student. The University deems such relations to be unethical. The Anti-Harassment Panel Members will respond to reports brought to them of inappropriate and unethical sexual behavior and will act to help ensure the protection of its students and that the integrity of the University is maintained.

In order to discourage such sexual relations, in acting on complaints that come to the University's attention, any complaint of sexual harassment by a student against an individual will be presumed to be a violation of this policy if sexual relations have occurred between them while the individual was teaching or otherwise had, or is likely to have, supervisory responsibility or academic or professional influence over the student.

Other Elements

Failure to recognize that one's behavior is sexually harassing to an individual or group of individuals is not a suitable response to an allegation of harassment. Differences in perception on the part of individuals who have complained of harassment have led to court rulings based on the "reasonable person" standard in evaluating offensive behavior. Accordingly, all members of the University community should consider how others may view their behavior, and not just how they view it themselves.

Gender-based harassment or behavior that ridicules, denigrates, and/or harasses a person because of his/her gender may not be sexual in nature, but may constitute a hostile work or learning environment resulting in harassment and will not be tolerated.

Harassment that is not directed toward a specific individual may still create a hostile or offensive work or learning environment for individuals, and is also prohibited by this policy (e.g., pornographic materials on an office desk). In addition, conduct that is directed to another individual may create a hostile or offensive work or learning environment to a third party who observes or overhears the offensive physical or verbal conduct (e.g., two individuals engaged in a consensual relationship openly discuss their sex lives and this offends another individual).

Persons involved in consensual relationships outside of the teacher/student, supervisor/subordinate, or professional/student roles, must exercise caution to prevent the development of harassing behavior or use of authority inappropriately. If consensual relationships change and are no longer mutual, conduct, once welcome by both individuals, may become unwelcome to one. The fact that there is initial consent forming a romantic relationship does not preclude a charge of harassment in the future.

Confidentiality

The University will investigate every complaint promptly and thoroughly. The existence and nature of a complaint will be disclosed to the extent necessary to make a prompt and thorough investigation and/or as may be necessary to take appropriate corrective measures. Those individuals responding to requests for information regarding any complaint are required to maintain confidentiality. The University will comply with all federal, state and local mandates regarding the reporting of crimes to appropriate authorities.

Retaliation

Under no circumstances will Adelphi University tolerate any retaliation against an individual for making a complaint of harassment or discrimination in good faith under this policy or for participating in an investigation. The University considers such retaliation or the threat of retaliation at any stage to be a serious offense because it is unlawful and may prevent potential complainants, witnesses, or others from reporting harassment. Any individual who is retaliated against or threatened in any way should report any such retaliatory act to any of those to whom a report of harassment might be made under this policy. Any complaint of retaliation will be investigated and appropriate action will be taken consistent with this policy.

Cooperation/Obstructing the Process

All members of the University community, including employees, students, faculty, and administrators are asked to assist and cooperate in the application of this policy, in particular by cooperating in any investigation under this policy. Any person whose willful action or inaction obstructs the application of these procedures or who breaks an agreement shall be subject to disciplinary action.

Additionally, those with supervisory responsibility, such as senior administrators, deans, managers, or supervisors should be aware that they might be held responsible/liable for actions or inaction, which obstructs the application of this policy and, in addition, are required to report any incidences of harassment to the proper contact person.

Support and Assistance

Members of unions and employee associations have all rights to representation that their Collective Bargaining Agreements confer. Students may avail themselves of the support and assistance as outlined in the Student Judicial Act, which is available in the Guide to Student Life at the Office of the Dean of Student Affairs.

Implementation

The Office of the Assistant Vice President for Human Resources and Labor Relations, in conjunction with the Chairperson of the Anti-Harassment Panel, will be responsible for the implementation and dissemination of this policy.

What to Do if Being Harassed

If you think you are being harassed, DO NOT:

- Ignore the incident - it probably will not go away on its own;
- Resign a position, transfer departments, drop a class, or change a class to avoid the problem;
- Automatically believe that you caused the incident or provoked the harassment;
- Believe that the complaint will be taken lightly, ignored or trivialized.

If you think you are being harassed, you may want to (but are not required to), consider telling the harasser to stop. The harassed person may not have directly told the harasser to stop. The harassed person should consider approaching the harasser and saying “I want (whatever the harassing behavior is) to stop immediately” in a firm and assertive manner. This approach gives the complainant an active role in the resolution process and, hopefully, a sense of “empowerment.” Telling the harasser to stop will often deter the harasser from subsequent and more progressive acts of harassment.

If the complainant does not want to confront the harasser on his/her own, or wishes to take other actions in conjunction with a personal confrontation, the complainant should proceed according to the following process described below.

The Anti-Harassment Panel

The Anti-Harassment Panel is a group of individuals composed of Adelphi employees who have been selected based upon their interest in the topic, skill in resolving these issues, knowledge of this topic, training, and willingness to dedicate the time and resources necessary for completion of their responsibilities as assigned.

Anti-Harassment Panel members shall be instructed how to respond to allegations of harassment and are kept up-to-date on Adelphi’s current Anti-Harassment Policy and campus and national harassment cases and they stand prepared to provide information on the avenues of recourse available to resolve the alleged complaint.

The members of the Anti-Harassment Panel may change at any time but every effort will be made to ensure that the Panel contains at least one female and one male member and for the composition of the panel to be diverse. A list of current members will be made available at the following locations: Adelphi’s Web site, the Swirbul library, the Office of Human Resources, the Office of the Dean of Student Affairs, the Student Counseling Center and Health Services.

Each individual on the Panel will assume the following roles:

- meet with individuals who allege that they have been the victim of harassment;
- clarify the definitions of harassment and discuss how these definitions may or may not pertain in the circumstances described by the complainant;
- discuss with the complainant whether counseling should be considered based upon the circumstances;
- where appropriate, assist the complainant in filing a formal, written complaint regarding the harassment;
- facilitate the filing of the complaint with the appropriate individual;
- participate in on-going education for the campus community regarding matters of harassment to include the creation and dissemination of appropriate educational materials about harassment, and to conduct or host seminars or training sessions for all members of the campus community.

For a list of the members of the Anti-Harassment Panel for each academic year (including names, titles, office location, office hours, telephone number, e-mail address) please see the locations listed above. Every attempt will be made to ensure that the panel is composed of members that represent the various employee groups on campus.

A Chairperson will be selected by the Panel within the first two meetings of an academic year. The term of a Chairperson will be one academic year. The Chair may be reelected for up to two consecutive terms.

The Chairperson will ensure that all complaints are investigated within a reasonable period, keep other Panel members informed of recent legal decisions and other related issues; certify that each member has been appropriately trained before assuming active membership on the panel; update and disseminate the Anti-Harassment Policy and keep minutes for each Panel meeting.

The Reporting Process

Any member of the University community who believes that he or she has been the object of harassment in violation of this policy or believes that he or she has been treated in an unlawful, discriminatory manner, is encouraged to report the complaint immediately to a Panel member. The complainant has the option of initiating the complaint in person by meeting with a member of the Anti-Harassment Panel or through Adelphi University's online complaint form at Adelphi's Web site: intranet.adelphi.edu/hr/harassmentreport.php

Formal Action

A complaint could be filed with any Panel Member, who will assist the complainant in filing a detailed written description of the actions, dates, incident(s), persons involved, witnesses, and other pertinent information. After meeting with the complainant, the Panel member would ask the Assistant Vice President for Human Resources & Labor Relations (for employees and non-students) and/or Dean of Student Affairs (for students), or their designees, to consult and assist in the investigative process applicable as detailed below:

Complaints against faculty members—The Chief Academic Officer, or his/her designated representative, will take action for investigation into charges of violations of this Anti-Harassment Policy by faculty members. Faculty members shall be subject to the provisions of

the Collective Bargaining Agreement between the University and the Adelphi University Chapter of the American Association of University Professors. Any faculty member who, after appropriate investigation, has been found to have harassed another member of the University community, will be subject to disciplinary action, which may include reprimand, suspension from service for a stated period, with or without pay, termination of employment, or such other lesser penalties deemed appropriate for the violation. Individuals who appeal any formal disciplinary action taken against any faculty member covered by the Collective Bargaining Agreement shall have access to the specified contractual appeal procedure.

Complaints against non-faculty employees—The Assistant Vice President for Human Resources and Labor Relations will take action for investigation into charges of violations of this Anti-Harassment Policy by non-faculty employees. Any individual who, after appropriate investigation, has been found to have harassed another member of the University community, will be subject to disciplinary action, which may include reprimand, suspension from service for a stated period, with or without pay, termination of employment, or such other lesser penalties deemed appropriate for the violation. Individuals who appeal any formal disciplinary action taken against any non-faculty member covered by a Collective Bargaining Agreement shall have access to any applicable contractual appeal procedure, and any non-union employee shall have right of appeal to the Vice President for Administration & Student Services, or his/her designee.

Complaints against Students—The Student Judicial Act, under the jurisdiction of the Dean of Student Affairs, will govern actions for student violations of the Anti-Harassment Policy.

The Panel member initially contacted by the complainant will act as an advisor, contact person, and resource to the complainant throughout the process. A complaint can result in disciplinary action, up to and including suspension from Adelphi and/or termination of employment and possible criminal prosecution, as may be appropriate.

Informal Resolution

Alternatively, there may be situations where a more informal resolution to a complaint of harassment may be appropriate. At his or her option, the complainant may request that the complaint be handled on an informal basis (that is, if the complainant does not seek formal disciplinary action on his/her behalf and cessation of the alleged conduct in question is the only desired goal). However, certain allegations of harassment are not appropriately handled through informal mechanisms and the University at all times retains the right to investigate any complaint in a formal manner or take whatever other action it deems appropriate, with or without the complainant's consent.

If informal action is deemed appropriate by the Panel member (after consultation with the Chairperson of the Panel), a written complaint would not be required and the Panel typically would not meet regarding sanctions or disciplinary action. Panel members are authorized to take and retain written notes in connection with the complaint, even if an attempt is made to resolve the matter informally. If the complainant voluntarily elects to deal with the problem personally, the Panel member can offer advice on different ways to handle the situation. The Panel member also may explore other possible informal resolutions to the complaint, such as a letter to a respondent, clarification of University policy or an informational meeting between the Assistant Vice President for Human Resources and Labor Relations (for employees and non-students) or Dean of Student Affairs (for students) or their designee(s), the respondent, and the complainant, if appropriate and desired by the complainant.

In addition, at any time during or following the conclusion of the informal resolution process, the complainant has the right to discontinue or bypass informal resolution and initiate a formal complaint. Similarly, at any time during or following the conclusion of the informal resolution process, the University has the right to investigate and handle the complaint in a formal manner, with or without the complainant's consent.

False Complaints

A complainant who makes allegations against another member of the University community in bad faith or for vexatious purpose (instituted without real grounds and meant to harm) will be subject to disciplinary action.

An inquiry into a vexatious complaint would be considered to be a separate case and would constitute a separate investigation by the Anti-Harassment Panel.

Policy Review

This policy will be reviewed for possible revision on an annual basis, or as otherwise necessary, by the members of the Anti-Harassment Panel.

Anti-Harassment & Individual Speech Guidelines

It is the policy of Adelphi University that all employees and students be able to work and pursue their goals in an educational environment absent discriminatory harassment. Adelphi recognizes a moral, legal, and contractual obligation to maintain reasonable educational, residential and working environments. Consistent with these obligations, Adelphi is committed to prohibiting harassment and achieving diversity within the University community.

The role of universities in the community is to encourage the free flow of thoughts and ideas essential to higher education. Therefore, while Adelphi University does not encourage offensive or insensitive speech, principles of academic freedom may limit the University's ability to restrict speech as a means to oppose harassment and discrimination.

Notwithstanding the University's promotion of free speech, the University may impose reasonable regulations on its time, place and manner. For example, the University could compel students to move or postpone an unscheduled rally if the space previously had been properly reserved by another group. In addition, speech deemed by the University to be threatening, intimidating or harassing may be subject to further regulation in accordance with this policy.

POLICIES AND PROCEDURES

CODE OF ETHICS

Preamble

We, the trustees, faculty, administrators, staff and students of Adelphi University affirm our commitment to this Code of Ethics and to conducting ourselves in ways that promote mutual trust as well as public confidence in the University. We are individually responsible to each other for exhibiting in our own actions the highest ethical standards and for avoiding any impropriety or appearance of improper behavior that might reflect negatively upon our community. We value highly the mutual support that assists us in behaving in ways that are ethically exemplary. In complex situations, ethical principles may be in conflict with each other—both may be legal and moral—and the chosen course of action may be difficult to determine. Thus, we at Adelphi openly discuss ethical matters, make ethical choices without prejudice, and show appreciation for ethical behavior. We seek to promote adherence to the codes of conduct included in University policies, as well as to those of the professional groups to which our members belong, so that the University will be better able to achieve its educational mission.

The Adelphi community aspires to be a model of ethical behavior and to achieve its vision by educating graduates known for their exemplary ethics, character and citizenship. Each member of the community is responsible for conducting him or herself in accordance with this Code of Ethics and all other applicable university policies while engaged in university activities. This Code of Ethics is merely a codification of existing rights and obligations contained within other University documents; it is not intended to create any new rights and obligations on the part of faculty, administration, staff, students of the University.

Core Values and Principles

The identity of Adelphi University as an institution of higher education is rooted in a set of core values from which flow broad principles that provide general guidelines for acting ethically in the often ambiguous realities of daily life. The standards of conduct articulated in University policies reflect the application of these core values and principles.

The PURSUIT OF KNOWLEDGE is a core value which is central to the mission of the university. The members of the university community strive to advance intellectual and creative inquiry and use the work of others responsibly in this endeavor. The university is committed to the maintenance and protection of academic freedom and freedom of speech which are essential to the pursuit of knowledge.

The core value of PERSONAL INTEGRITY requires that all members of the university community act honestly and responsibly, holding ourselves accountable to others for our actions.

The core value of MUTUAL RESPECT is essential to achieving a sense of community at Adelphi that values all equally. This sense of community is attained by treating others with courtesy, acceptance and respect and through responsible stewardship of the university's heritage, property and resources.

The core value of JUSTICE requires that every member of the University accept responsibility, locally within the Adelphi community, in the neighborhoods that surround us, and globally, for

the just treatment of others and the natural world.

Illustrative Applications

The examples which follow illustrate the broad spectrum of activities, many of which are complex, in which ethical concerns may arise at Adelphi. Each example is followed by a reference to Adelphi University policy and procedure documents that provide fuller explanations and guidelines for ethical decision making and actions. These documents are available in the University library, on the University intranet, and in the administrative offices indicated below.

Academic Honesty

The highest standards of academic honesty characterize the learning, research, scholarly and creative activities in which members of the Adelphi community are engaged. Dishonest activities include presenting the work of others as one's own, fabricating data, cheating on examinations and sabotaging the work of others. (Articles of Governance of Adelphi University; Code of Academic Honesty in Guide to Student Life--Office of Academic Services and Retention, Office of the Provost, Office of the Dean of Students)

Research, Scholarship and Creative Activity

Adelphi safeguards the rights and welfare of humans who participate in research, including studies using surveys or interviews and any research involving children or others who are vulnerable. The humane use of animals in research is guaranteed by compliance with all applicable federal regulations. (Manual of Policies and Procedures for the University Committee on Human Participation in Research--Office of Sponsored Programs; Institutional Animal Care and Use Committee Guidebook--Biology Department, College of Arts and Sciences)

Hiring and Admissions Practices

The University takes affirmative steps and makes good faith efforts toward achieving non-discrimination and equality of opportunity in employment and in academic and non-academic programs. These practices include, for example, student admissions and employee recruitment, compensation and benefits. The employment of relatives within the University is monitored by the Office of Human Resources in order to minimize potential conflicts of interest. (Statement on Affirmative Action/Equal Opportunity--Office of Human Resources; Employment of Relatives in Employee Handbook--Office of Human Resources)

Relationships

The members of the Adelphi community place a high value on relationships built on reason, mutual trust, respect, dignity and equality. Harassment of any sort is not tolerated, including such behaviors as violence, intimidation, sexual advances, exploitation and derogatory conduct that reflect bias. In relationships where there is unequal power, such as those between faculty and their students, the person in the position of authority is obligated to avoid potential conflicts of interest, abuse of power, sexual or romantic relationships, or exploitation of any type of those they supervise, teach, coach or advise. (Anti-Harassment Policy and Procedures--Office of Human Resources; Anti-Violence Policy--Office of Human Resources; Policy on Hazing in Guide to Student Life--Office of the Dean of Students)

Confidentiality

The work of many at Adelphi requires knowledge of sensitive, privileged information involving students' academic, psychological or disciplinary records, library borrowing records, salaries of

employees and records regarding the University's finances or business planning. Confidentiality by those with such knowledge is essential and contributes to the mutual trust and respect that characterize Adelphi. (Employee Handbook--Office of Human Resources)

Conflicts of Interest and Commitment

Situations may arise that make it difficult for us to act in the best interests of the University. All of us are obligated to avoid placing ourselves in any positions or situations in which there may be a conflict, or the appearance thereof, between personal interests and our duty to Adelphi. Areas of potential conflict include the use of confidential information, college purchases not subject to competitive bids, the acceptance of gifts and, under certain conditions, outside employment. (Conflict of Interest Policy in Financial and Administrative Reference Guide--Office of Human Resources; AAUP Collective Bargaining Agreement--Office of Human Resources; Employee Handbook--Office of Human Resources; Conflict of Interest Policy in Bylaws of the Board of Trustees--Office of the Board of Trustees)

Financial Transactions

All financial matters, including cash receipts, contracts, purchase orders and reimbursements for travel and entertainment expenses are transacted according to policies that have been established so that the University upholds the laws and the principles underlying them. Grants and contracts are subject to University review to assure that funds are expended in compliance with all applicable statutory and regulatory requirements. Competitive bidding, for example, is required for all purchases of goods and services over \$1,000, and costs must meet the basic guidelines of allowability, reasonableness, allocability and be net of all applicable credits. (Grant Administration in Financial and Administrative Reference Guide--Comptroller's Office; Administrative Activities in Financial and Administrative Reference Guide--Comptroller's Office)

Use of University Resources

University services, staff time, supplies, equipment and travel budgets are used solely for University-related business and not for the personal advantage of an individual. (Employee Handbook--Office of Human Resources; Travel and Entertainment in Financial and Administrative Reference Guide)

Impact on the Environment

Adelphi seeks to protect the natural environment by appropriately using and recycling resources and by avoiding conditions that may result in creating environmental hazards. (Asbestos Management Policy--Department of Facilities Management; Policy on Hazard Communication Program--Department of Facilities Management)

Electronic Communication

Information systems are used in accordance with all laws and are not used for commercial purposes or non-University, personal or solicitous activities. Computer programs, electronic mail, voice mail and electronic files are presumed to be private and confidential unless misuse is suspected. Loopholes in security systems should not be used to damage information systems, obtain extra resources or gain access to systems without authorization. (Acceptable Use Policy--Office of Information Technology and Resources)

Implementation

Seeking Clarification

Members of the Adelphi community value their reputation for behaving ethically and therefore reflect before acting, especially in complex situations. Simple questions such as the following offer guidance in deciding if an act is consistent with the University's core values:

- How would my action appear to others at Adelphi?
- Could it harm Adelphi's reputation?
- Is it ethical and legal?
- What does my conscience tell me?
- Should I check before acting?

In instances where policies appear ambiguous or questions arise about personal responsibility in adhering to this Code of Ethics, clarification can be sought from supervisors, directors, chairs, deans, vice presidents or the office responsible for the policy in question.

Reporting an Alleged Violation

All trustees, faculty, administrators, staff and students have an obligation to bring suspected violations to the attention of appropriate supervisory personnel in a responsible manner. Generally the first person to be informed should be either one's immediate supervisor in the case of employees, or the director of the University office concerned. In those instances in which the immediate supervisor is involved in the alleged violation, the report should be made to the person at the next highest supervisory level. The process for reporting suspected violations of specific policies, such as sexual harassment, is usually explained as part of the policy itself. The Office of Internal Audit should be contacted in instances of financial irregularity. Complaints about financial matters, such as accounting, internal accounting controls and audits, and about other matters relating to the conduct of business, such as relationships with vendors and government officials, may be submitted confidentially and/or anonymously. The Adelphi community expects that those who report violations in good faith and in an appropriate manner, whether or not further investigation substantiates the claim, will be free from retaliation in any form. The identity of complainants will be protected, within legal limits, and those who retaliate against them will be disciplined.

Enforcing Ethical Standards

All reported violations will be investigated promptly in accordance with procedures detailed in the relevant policy identified in the documents listed below. Those accused are not assumed to be responsible for the reported behavior until the appropriate process has reached a conclusion. Fundamental fairness is accorded to all individuals.

Refraining from Abuse of This Code

No one will falsely report misconduct of any sort by another individual for the purpose of discrediting or otherwise harming the reputation of that individual. Any complainant guilty of such abuse will be subject to disciplinary action.

Responsibilities

All members of the Adelphi community are responsible for conducting University-related activities ethically and for making the University a place known by the excellent character of all associated with it. Trustees, faculty, administrators and staff are influential models for Adelphi students. Those in supervisory positions have the dual responsibilities of encouraging ethical

behavior as well as dealing appropriately with suspected violations reported to them. The internal auditor plays a unique role in financial matters by ensuring that the University goes beyond complying with the letter of all applicable laws to acting in conformity with the principles underlying them. The trustees, and especially the members of the audit committee, assure the public that the University conducts its affairs with integrity and merits full trust. Because of the trustees' fiduciary responsibility for the institution as a whole, they have a special duty to adhere to the highest ethical standards and to ensure that senior administrators disseminate this Code of Ethics to all employees and students.

Reference Guide to Existing Documents

Various policy statements, which are found in the following documents, describe standards of conduct that trustees, faculty, administrators, staff and students have determined guide ethical behavior at Adelphi. The University continuously reviews and updates these documents in an effort to match behavior with new realities and maintains current versions of them in electronic format for easy access by all members of the community.

- Articles of Governance of Adelphi University
- Bylaws of the Board of Trustees
- Code of Academic Honesty in Guide to Student Life
- Code of Conduct in Guide to Student Life
- Collective Bargaining Agreements
- Employee Handbook
- Faculty Handbook
- Financial and Administrative Reference Guide
- Guide to Student Life
- Human Subjects Research Policy
- Institutional Animal Care and Use Committee Guidebook
- Office of Information Technology and Resources Acceptable Use Policy

POLICIES AND PROCEDURES

POLICY FOR EMAIL MASS DISTRIBUTION

Appropriate Usage

This policy is set forth for the use of the University official lists. The official distribution lists are:

- Entire campus
- All faculty
- All full-time faculty
- All part-time faculty (not all adjuncts have accounts)
- All students
- All faculty, all administrators and staff
- Administration
- Undergraduate Students
- Graduate Students.

The mass email distribution may only be used to communicate University sponsored activities, policy changes, security or facility alerts, or information that benefits Adelphi University's mission and operations. Distribution lists should not be used for personal messages, items for sale, jokes, chain letters, Pyramid schemes, virus warnings (unless issued by the Office of Information Technology), unsolicited commercial emails or information of interest to only a small segment of the campus audience. Derogatory, obscene, defamatory and/or harassing communications are prohibited and will lead to disciplinary action up to and including termination.

Procedures

All requests for the University-wide distribution must be forwarded to and approved by a University Vice-President or a Dean. Once the message is approved, the authorized designee in the VP or Dean's office will then distribute the message to the GroupWise email systems on behalf of the requester. When the email is sent, a standard message at the bottom will identify the requesting department, and the approving VP or Dean. (Exceptions to this procedure may be made by the Vice Presidents for departments required to communicate to the University.)

The following information must be included in the email requesting a mass email distribution:

- Audience to receive email message (see official distribution lists)
- University department sponsoring the message
- Email address from which the message is to be sent
- Subject line for email
- Email message

Alternatives to Mass Email

In addition to mass email distribution, the Office of Information Technology (IT) offers two other means for the community to deliver electronic messages. One method is to use the Web-based bulletin board function that is currently available to the Adelphi community at *ecampus.adelphi.edu*. To facilitate this service, many non-academic categories such as Charity, Volunteering, Items for Sale, Lost and Found, Animal Adoption, etc, are predefined in the system. A help menu is available once you log into the message boards via *ecampus.adelphi.edu*.

Another method that can be used is Listserv email mailing lists. A Listserv list will allow an organization or group to collect the addresses of people who might be interested in their offerings, and then send messages to only those who are on the list at the time for distribution. To learn how to create a Listserv list, you may contact the Help Desk at 877-3340 or by email at *helpdesk@adelphi.edu*.

Policies and Procedures

INTELLECTUAL PROPERTY POLICY

Preamble

Adelphi University is committed to providing and ensuring an academic environment that supports and facilitates teaching, creativity and scholarly research. The University recognizes its primary obligation in conducting research is to ensure the pursuit of knowledge for public benefit. In addition, the University acknowledges that its relationship to the faculty is not a simple employer-employee association, but rather a collaborative partnership. This policy is intended to demonstrate the University's support of academic freedom, provide an incentive for engaging in research, and facilitate the creative works of faculty, staff and students.

This Intellectual Property Policy acknowledges the contributions of the creators and the University, assures a fair distribution of any benefits arising from activities in which the University and its members are jointly engaged, including public recognition of activities, and specifies equitable financial remuneration resulting from such activities. It seeks to articulate and balance all parties' interests in a fair, manageable and productive manner that exemplifies Adelphi University's commitment to building intellectual capital among the University community and beyond.

The University strives to protect the traditional rights of scholars with respect to the products of their intellectual endeavors while recognizing that when the University provides special support, either with money, facilities, equipment or staff, for the development of ideas or the production of work, it is reasonable for the University to participate in the fruits of the enterprise and /or be reimbursed for any special costs.

Intellectual property refers to any trademarkable, copyrightable, or patentable matter or discovery, know-how, research, matter or any intellectually created tangible thing or matter including, but not limited to: creative or artistic works, books, texts, articles, monographs, glossaries, bibliographies, study guides, laboratory manuals, syllabi, tests and work papers; lectures, musical and/or dramatic compositions, unpublished scripts, films, filmstrips, charts, transparencies, other visual aids; video and audio tapes and cassettes; computer programs, live video and audio broadcasts; programmed instruction materials, drawings, paintings, sculptures, photographs, and other works of art.

Policy Objectives

The following objectives shall govern the development and application of the University's policy with respect to creations (including certain tangible results of research), patents and copyrights:

1. Encourage the notion that ideas or creative works produced at the University should be used for the greatest possible public benefit;
2. Specify the University's responsibilities and privileges to encourage and promote intellectual scholarship and creativity;
3. Specify the responsibilities and privileges of faculty, staff and students, when making discoveries that utilize University resources, facilities and/or funds; and,
4. Clarify ownership rights of intellectual property, specifically copyright and patent.

I. Copyright

A. Copyright in a work protected under law vests initially in the author or authors of the work. Except as qualified below, staff members, students and faculty of the University are entitled to ownership of copyright royalties or other income derived from works, including books, films, cassettes, software, works of art, or other materials. It is expected that when entering into agreements for the publication and distribution of copyrighted materials individuals will make arrangements that best serve the public interest.

B. Notwithstanding the above, in accordance with the terms of the Copyright Act of 1976, works created by staff and faculty of the University, as a part of their responsibilities and/or within the scope of their employment, will fairly be treated by the University as "works-for-hire." With respect to such works, copyright ownership shall be retained by the University.

C. Notwithstanding the ownership by a creator of a copyright in his/her work, the University may enter into agreements with staff, faculty members and/or students whereby copyright ownership is transferred to the University. Such transfer may be in whole or in part, with or without consideration. Restrictions concerning the copyright or use of the copyrighted materials shall be handled in accordance with such agreement.

D. In accordance with prevailing academic practice to treat faculty members as the copyright owners of works that are created independently or at the faculty member's own initiative, the following works, commonly known as "course work" are owned by their creators of such work:
- Individual course materials such as, but not limited to, syllabi, exams, transparencies, study guides, lectures, worksheets, charts, visual aids, workbooks and manuals, and personal Web pages, which include the foregoing types of information.

II. Patents

Consistent with its public service mission and with the regulations governing federally-funded research, the University endeavors to foster the development of its inventions and discoveries through patenting and licensing.

III. Responsibilities of Parties (Applicable to both those Copyrights held by the University and to Patents)

A. *University Rights, Privileges and Responsibilities:*

The primary objective and responsibility of Adelphi University shall be to assure that the products of its intellectual activity are brought to the widest possible use for the benefit of society. The University encourages the active participation of the creator in all efforts of the commercialization process and views intellectual property as an asset for which the appropriate return should be sought. Adelphi University respects these basic principles, and incorporates them into this policy.

1. In circumstances in which there is substantial University involvement in the creation of an intellectual property, the University will have ownership rights in such work if one or more of the following circumstances are involved:

- a. The University has supplied substantial financial, staff or other assistance;
- b. There has been special use of the Universities facilities not available to the general public in creating such work;
- c. The work results from an employee's duties with the University;

- d. The work is the result of research carried on by, or under the direction of, any employee of the University; and/or
- e. Creation of the work was commissioned by the University.

2. Upon notice that a creation has been developed, the University has the following responsibilities:

- a. To determine ownership in accordance with this policy;
- b. Where the University is entitled to ownership rights, to decide expeditiously upon the method for administering the creation, including whether the University will apply for a patent or whether it will waive its rights to the creation and release them to the discoverer;
- c. Where it is determined that patenting is inappropriate but that a commercial market may exist for a creation to which the University has rights, to assist in seeking licensing or other agreements for the creation.

3. Adelphi University shall make applications and underwrite the provisions for patents and trademarks of intellectual property for which the University has legal ownership. It is committed to the following process for the support, disclosure and marketing of intellectual property and will accomplish the following:

- a. Establish an Intellectual Property Committee (IPC), to be composed as determined by the Provost's Office with input from the Senate Executive Committee of the Faculty Senate. If the IPC needs the expertise of an outside professional, the University will be responsible for obtaining such services.
- b. Establish a procedure for the disclosure of Intellectual Property.
- c. The IPC will determine ownership in accord with this policy. If the IPC decides the work is exempt, the property will be released to the creator. The Provost, the Discoverer, and the Senate Executive Committee will be notified of all actions taken by the IPC committee.
- d. Expeditiously execute all documents necessary for the filing of a patent or trademark, which includes the retention of lawyers or other necessary personnel. If, after the product has been disclosed to the IPC, no action has been taken by the committee for a period of three months, the rights to the product are released to the inventor.
- e. Promote discoveries and the faculty, staff or student(s) responsible for the creation.
- f. Facilitate the marketing of the creation to ensure a significant return on its investment.

4. The University may, at its sole discretion, waive or release all or a portion of its ownership rights to any intellectual property upon such conditions as the University deems appropriate. Where it is determined that the University is entitled to ownership rights, the University can waive its rights to creation and release the intellectual property to the discoverer.

B. Creator's Rights, Privileges and Responsibilities:

As members of the Adelphi community, and in the spirit of a collaborative academic environment, faculty, staff and students are encouraged to pursue their intellectual passions and disseminate knowledge with the full support of the University. The creator of intellectual property is obligated to disclose his/her invention to the University IPC, and follow the guidelines described in this policy. Any person who has a question as to whether the creation of a particular work falls within the scope of employment and/or qualifies under a special circumstance outlined herein shall immediately initiate an inquiry with the Provost. While creators may, in certain circumstances, concede their right of ownership to intellectual property,

creators have the privilege of receiving royalties and benefits from disclosing discoveries to the University as described below (see Royalty Distribution). It is the responsibility of all members of the University community to ensure adherence to this Policy. Accordingly, when a creation has been developed and is deemed by the creator worthy of evaluation, the creator has the following responsibilities:

- a. To make a full disclosure in writing of such creation to the Provost;
- b. Where University rights exist to the creation, to execute all appropriate assignments to the University and to execute all documents necessary to apply for a patent;
- c. To cooperate with the University in filing, maintaining, and enforcing patent and all licensing matters;
- d. The creator(s) shall execute a Patent Agreement, as described below.

IV. Royalty Distribution (Applicable to Both Copyright and Patent)

In recognition of the efforts and contributions of faculty and staff engaged in research whose creation and patent is owned by the University, the following royalty distributions shall be made.

All out-of-pocket costs paid by the University relating to the research, discovery and/or patent, including all administrative, legal, licensing, marketing, promotional, and other related expenses shall first be reimbursed to the University. Any remaining proceeds shall be deemed the "net proceeds" and shall be distributed as follows:

Total Net Proceeds	Creator as Personal Income	Creator's School Research Account for School	University
> \$500,000	50%	20%	30%
> \$500,000	40%	20%	40%

The creator's rights to share in revenue shall remain with the individual or pass to the individual's heirs and assigns for as long as net income is derived from the property. Further, when two or more individuals have made substantial creative contributions to the intellectual property in question, each individual shall share equally in the share of royalties, unless all individuals previously agreed in writing to a different distribution of such share. At the time of disclosure, the percent effort, ownership or equity should be declared and agreed upon by all parties. Royalty distributions shall be made on an annual basis in December from the amounts received during the previous fiscal year ending August 31, and the Discoverer shall be given at the same time a report, showing the computation of the amount remitted.

V. Effective Date of Policy

This policy shall not apply to any research which was commenced or creation made prior to the date it is approved by the Board of Trustees of Adelphi University and Adelphi University.

However, the faculty member at his/her sole discretion may elect to have the terms of the policy applied to said research and/or creation.

VI. Resolution of Disputes

A. Any disputes arising from the application of this policy that cannot be settled through informal discussions may be brought to the attention of the Provost for attempted resolution. The Provost and Senate Executive Committee (SEC) shall refer the matter to an ad hoc committee. That committee shall consist of two full-time tenured faculty members (to be determined by the SEC), two members of the University administration and/or faculty (to be determined by the Provost), and an outside expert in the area of the dispute, selected by the Provost, and agreed upon by the Provost and Creator. The Provost will select the chair of this ad hoc committee. The Creator shall present his/her case to the committee, including all relevant accompanying documentation, and may elect to state his/her case in person. The committee, after a thorough review of the facts and circumstances, shall render its decision to the Provost and SEC, and a final report will be made to the President.

B. In the event of any litigation, actual or imminent, or any other action to protect intellectual property rights, the University may, to the extent permitted by law, withhold distribution and impound royalties until resolution of the matter.

C. Any changes to this policy must be in writing and reviewed by the IPC, the Senate Executive Committee, with recommendations to the Provost and President. The Board of Trustees must approve all changes.

WORK/LIFE PROGRAMS FOR FULL-TIME FACULTY

Alice Brown Early Learning Center (ELC)

- Easy payroll deduction for employees to pay for tuition (effective 9/1/2008)
- Dependent Care Spending Account allows for a maximum of \$5,000 to be funded through payroll on a pre-tax basis to help offset costs for tuition in the ELC
- Credit Card Payment (MasterCard or Visa) is accepted for tuition for ELC (effective 9/1/2008)
- Reduced rates for faculty

Family and Medical Leave (FMLA)

Eligible employees will be allowed to take up to 12 weeks of an unpaid leave during any 12 month period for one or more of the following:

- Birth or Placement of Child
- Care for Sick Family Member
- Eligible Employees Own Illness
- Qualifying exigency (urgency) arising out of the fact that the spouse, son, daughter, or parent of the employee is on active duty

Paid Leave for Disability* (runs concurrent with a Family and Medical Leave (FMLA))

Adelphi University will provide full-time faculty up to six months of paid leave for members who are sick/disabled, including but not limited to the disability related to the birth of a child. A health care provider must certify that the faculty member is unable to perform his/her duties and certification must be provided to the Office of Human Resources

Long Term Disability (LTD)

- A full-time faculty member may elect one (1) of (2) Long Term Disability (LTD) options.
- Option 1: LTD insurance coverage that provides, after 180 consecutive paid days of medically certified disability, a monthly benefit of 60% of base annual salary to a maximum benefit of \$4,000 per month. There is an option for the employee to either pay for this premium or elect to have the University pay for this option. If the premium for this option is borne fully by the University, under the current law, the benefit received by the employee will be taxable.
- Option 2: LTD insurance coverage that provides, after 180 consecutive paid days of medically certified disability, a monthly benefit of 60% of base annual salary to a maximum benefit of \$6,000 per month. The premiums for this coverage shall be borne fully by the employee, which under current law, will make any resulting benefit non-taxable to the employee.

Domestic Partner Coverage

All faculty members shall be eligible for same-sex domestic partner benefits. University benefits available to same-sex domestic partners, subject to the requirements of the insurance carriers and any applicable providers are medical insurance, dependent life insurance (when allowed by state law), tuition remission and other leaves of absence, including Family and Medical Leave (FMLA)

* Please refer to Memorandum of Agreement in CBA dated 2/14/07 for additional information on disability leaves, non-disability leaves and other benefits such as banking credit hours and extending tenure.

Dependent Care Spending Account

Provides a way for faculty to put money away through payroll deduction (maximum \$5,000) on a pre-tax basis to cover dependent care expenses that are not covered or reimbursed by any benefit plan.

Eligible dependents include dependent child(ren) under age 13; and/or a disabled spouse or other disabled tax-qualified dependent who spends at least eight hours a day at home.

Eligible expenses include care at licensed nursery schools, day camps (not overnight camp), and child care centers which provide day care and household services (related to the care of the elderly or disabled adults or children who live at home) provided by a housekeeper, maid, cook, etc., as long as the individual is partly responsible for the well-being and care of the qualified dependents.

Cigna Life Assistance Program

www.cignabehavioralcom/cgi

Offering 24-hour/365 day live telephone access to a 24 hour crisis intervention consultation with a licensed behavior health clinician.

Referrals for up to three free face-to-face visits

Referrals to community resources for local support

Information, research and referral topics to include: parenting, child care, senior care, legal services and financial information

United HealthCare Medical Plan Participants

www.liveandworkwell.com

All United Healthcare Medical Plan participants have access to a Web site for employees called “live and workwell.”

Information is available on life changes (divorce, grief and loss, marriage, natural disasters) health and wellness, family and relationships and some financial assistance.

Adelphi Virtual Health/Wellness Center

www.adelphi.edu/healthandwellness

The virtual wellness center offers “healthful” links as well as a lecture series on wellness topics.

The Adelphi Parenting Institute

www.adelphi.edu/parentinginstitute

The Institute for Parenting is an interdisciplinary center established to ensure and enhance the health and well-being of children by helping to support, improve, and develop the capacity of their parents and others who exert significant influence on their development such as service providers, teachers, doctors, nurses, social workers, psychologists, and other community leaders to provide nurturing and developmentally appropriate environments within a culturally sensitive framework.

Employer Assisted Housing Program

www.adelphi.edu/hr/policies - click on Employer Assisted Housing Program

Adelphi joined forces with the Long Island Home Works Partnership to offer full-time employees (who meet program qualifications) up to \$37,000 in down payment assistance and \$35,000 for repairs to help buy their first home. The additional funds are a combination of funds from Nassau County, New York State, and Adelphi University.

Discounted Rates for On-site Summer Camps

www.adelphi.edu – click on Athletics

Most of the On-site Summer Camps offer discounts to employees. Please click on Camps and Clinics for more information.

WRITING A GRANT PROPOSAL

If you are considering writing a grant proposal, the Office of Research and Sponsored Programs (ORSP) will assist you in targeting possible funding agencies, editing drafts, completing forms, and finalizing budgets. What follows is a brief overview of the steps involved in writing and submitting a grant. Please refer to the *Grant Writing Handbook* for a more detailed discussion.

STEP 1: Write a Detailed Outline

The outline should include the key ideas or hypotheses, a description of the project design, and a rough timeline. Your narrative should address the following: what you want to do, why this is important or significant, why you are uniquely qualified to undertake this work, who you will serve, how your project will be evaluated, and how your results will be disseminated. Drafting a timeline for your activities will not only help you to envision your project, it will help you to determine your staffing needs, which in turn will help you to draft a budget. The outline (some funders call it a letter of intent) is usually brief, three pages or less.

STEP 2: Getting Feedback

You may want to discuss your proposal with colleagues and ORSP staff. The staff of ORSP and you can meet to identify potential sponsors or review the specific Request for Proposals (RFP) to which you are responding. Together you will determine whether your proposed project meets the funder's priorities and/or corresponds to the current initiative, and verify that both the PI and the University are eligible to apply. At this time, you and ORSP will review university procedures, and schedule a meeting with the grants accountants to develop the budget.

STEP 3: the Budget

The grant budget should cover all costs associated with your proposal. Typically, these are: personnel (PI, reassigned time, research assistants, etc.), materials and supplies, travel, equipment—whatever is appropriate to what you have proposed. Indirect costs and fringe benefits on salaries will be supplied by the grants accountant; at this writing, the University's fringe benefit rate is 27.5% and the indirect rate is 64.1% of salaries only (or as per the RFP or funder's restrictions and specifications).

STEP 4: the Proposal

Your proposal draft should include all necessary sections, such as a description of the need that you are addressing, the significance of the project, how the project will be managed, a timeline usually in chart or table format for the entire project period, and an evaluation plan. Different funders will use different terminology, for example, the National Science Foundation (NSF) talks about the intellectual merit and broader impacts of the proposal, while the National Institutes of Health review proposals according to their significance, approach, innovation, expertise of the investigator and the scientific environment.

STEP 5: Internal Processing and Review

All proposals and budgets must be approved by the Provost's and Controller's offices. The Provost or designee, usually the Associate Provost for Research, is the University's authorized representative and must review and sign all grant proposals. The budget is prepared with the grants accountants and is reviewed by the Controller's office. Internal review also involves the University Institutional Review Board (IRB) for research involving human subjects, and the Animal Care and Use Committee (ACUC) for research involving animals. All research involving human subjects must comply with federal regulations and ethical guidelines set forth in the Catalog of the Federal Register (for example, DHHS Regulations US CFR 46 or NSF Regulations US CFR 690). All research involving animals must comply with federal (NIH and USDA) regulations set forth in the Animal Welfare Act (PL 89-544, 1966, as

amended, 7 U.S.C. 2131 et. seq. and specified in NIH Publication No. 85-23, revised 1985). In addition, animal care and use procedures are subject to inspection, review and approval by a New York State Veterinarian (see the ORSP website for additional information). Review by either the IRB or IACUC can take place after the proposal is submitted but before any funding occurs.

STEP 6: Forms Preparation

All required forms, such as the grant cover pages, signature forms, and any other forms required by the funder, should be completed at this stage. A cover letter, addressed to the appropriate funding or program officer, is usually prepared by ORSP.

STEP 7: Final Review and Approval

The PI and ORSP are responsible for obtaining the signatures required by the University's internal grant and contract routing form (see *Grant Writing Handbook* and ORSP Web site for routing form). These signatures indicate that the University has approved of and supports you and your project, including personnel appointments, allocation of space and equipment, academic programming and the budget. It can take up to five business days for a proposal to be processed by the Office of Research and Sponsored Programs, which includes obtaining all necessary signatures; the internal routing form is signed by the faculty member, his/her chair (if appropriate), the dean, the budget office and the Associate Provost for Research. The Provost or designee is the final signatory and the official "Institutional Representative" for all grant-funded projects. The Provost or the Associate Provost for Research must sign all official documents required by the funding agency.

ADELPHI UNIVERSITY INTERNSHIP ADVISORY COMMITTEE

INTERNSHIP STANDARDS

Adelphi University is committed to providing rich and valuable educational experiences to its students. Internships have long played an important role in providing significant, practical and enriching academic experiences. Accordingly, the Internship Advisory Committee, comprised of faculty and academic administrators, has developed the following standards to ensure that student internships are appropriate and beneficial components of an Adelphi education.

1. Site

Reputable Institution To Provide Internship Site—As determined by the departmental faculty internship advisors, a review of potential organizations to assure appropriate work environment should be conducted by the academic department or other appropriate campus office.

Defined Task or Job Description—The internship must be an educationally meaningful assignment, as determined by the departmental faculty internship advisor(s). A written job description is required that should include intern skills sought, specific intern responsibilities or the project(s) to which the intern will be assigned.

2. Supervision

On Site Supervision—There must be a site contact person with whom the faculty advisors and interns can communicate.

Site Visit or Evaluation of Site Provider—Each academic department, as it deems appropriate, must in some way evaluate the site where a student will be participating in an internship.

Multi-Directed Student Evaluation—As determined by the departmental faculty or internship advisor(s), student interns should periodically be evaluated by the faculty advisors on the progress of their internship learning experience. The faculty internship advisor(s) will, by means he/she determines appropriate and to the extent he/she determines necessary, communicate with the site supervisor to obtain feedback on a student intern's learning progress.

3. Student Requirements

Formal Reflection Component – A formal reflection component must be completed and submitted by student interns to the faculty internship advisor(s). The format, structure, and timeline of the reflection component will be determined by the departmental faculty.

4. Credits

Number of Credits Earned—The credits earned will be determined by the departmental policy or faculty internship advisor(s). A variable number of credits can be earned based on a minimum of 50 hours of work per credit hour or the internship experience may be tied to an existing credit bearing course.

5. Eligibility

GPA, Credits Completed or Course Prerequisites—Candidates for internships must be in good academic standing as determined by the departmental faculty internship advisors. Each academic department can establish its own requirements for minimum GPA, minimum number of credits completed, prerequisite courses or other academic standards of student performance.

DIRECTORY OF FULL-TIME FACULTY AND ADMINISTRATORS, 2011–2012

COLLEGE OF ARTS AND SCIENCES

African-American and Ethnic Studies/History

Marsha J Darling

Anthropology/Sociology Anthropology

Anagnostis Agelarakis
Laraine Fletcher
Hanna Kim
Brian Wygal

Sociology

Lina Beydoun
Melanie Bush
Jacqueline Johnson
Jessica Klein
Stephanie Lake
Deborah Little
Salvatore Primeggia

Art and Art History

Andrea Begel
Carson Fox
David Hornung
Geoffrey Grogan
Cindy Maguire
Jennifer Maloney
Kellyann Monaghan
Maya Muratov
Christopher Saucedo
Courtney Weida

Biology

Tandra Chakraborty
Jonna Coombs
Deborah Cooperstein
Carol Diakow
James K Dooley
Matthias Foellmer
Aaren Freeman
Lawrence J Hobbie
R David Jones

George K Russell
Alan Schoenfeld
Andrea Ward
Benjamin S Weeks

Chemistry

Stephen Z Goldberg
Joseph M Landesberg
Sung Moon, Emeritus
David Parkin
Brian Stockman
Melissa Van Alstine
Stanley Windwer
Justyna Widera

Communications

Anna Akerman
Margaret Cassidy
Peter C Costello
Mark Grabowski
Terrence Ross
Joan Stein
Paul E Thaler

Environmental Studies

Anagnostis Agelarakis
Anthony E Cok
Beth Christensen
Jessica Dutton

Dance

Frank Augustyn
Catherine Denisot-Lawrence
Orion Duckstein

English

Judith Baumel
Craig Carson
Martha Cooley
Anton Dudley
Jennifer Fleischner
Kermit Frazier
Louise Geddes
Jacqueline LaMon
Michael Matto
Vince Passaro

Lahney Preston-Matto
Igor Webb
Susan Weisser
Peter West

History

Abdin Chande
Michael Christofferson
Martin R Haas
Patrick J Kelly
Michael LaCombe
Dana Velasco Murillo
M Cristina Zaccarini

Languages and International Studies

Rakel Villamil-Acera
Raysa E Amador
Nicholas Carbo
Jonathan Hiller
Nicole Rudolph
Priya Wadhwa

Mathematics and Computer Science

Stephen Bloch
Robert E Bradley
David Chays
David Lubell
Walter Meyer
Salvatore Petrilli
William L Quirin
Robert M Siegfried
Lee Stemkoski
Christopher Storm

Music

Sidney Boquiren
Michael Hume
Christopher Lyndon-Gee
Brian Meyers
Paul Moravec
Georgia Newlin

Theatre

Maggie Lally
Sarah Martin
Nicholas Petron Jr
Brian A Rose
Sean Sullivan

Philosophy

Stephen A Greenfield
Shawn Kaplan
Paul Mattick
Sokthan Yeng

Physics

Henry F Ahner
Sean Bentley
John Dooher
Martin H Garrell
Eugene Hecht
Magdalena Nawrocka
Gottipaty N Rao

Political Science

Regina Axelrod
Margaret Gray
Katie Verlin Laatikainen
Traci Levy
Lawrence R Sullivan

***SCHOOL OF
BUSINESS*****Accounting, Finance &
Economics**

Jack Angel
C Richard Baker
Grace Conway
Michael Driscoll
David Gleicher
Robert Goldberg
Harvey Heinowitz
Nicholas Koumbiadis
Arthur Liebowitz
Alan Kreitzman
David Machlis
Sviatoslav Moskalev
Ganesh Pandit
Jayen Patel

Soon Ryoo
R. Bruce Swensen
Mariano Torras
Winston S Waters
Simon Yang

**Management, Marketing
& Decision Sciences**

Allan Ashley
Pamela Buckle Henning
Jeffrey Goldstein
James Hazy
Graham Henning
Zhimin Huang
Mary Anne Hyland
Yun Jung Lee
Susan Li
Anthony Libertella
Samuel Natale
Dennis Payette
David Prottas
Alvin Rosenstein
Shibin Sheng
Thomas Shinick
Joyce Silberstang
Darko Skorin-Kapov
Sebastian Sora
Gita Surie
Monica Yang
Jiang Zhang

***Gordon F Derner
INSTITUTE OF
ADVANCED
PSYCHOLOGICAL
STUDIES***

Jacques P. Barber
Robert Bornstein
Francine Conway
Rebecca A Curtis
Laura DeRose
Jennifer Durham
Katherine Fiori
Jairo Fuertes
Jerold Gold
Patrick Grehan
Mark J Hilsenroth
Lawrence Josephs

Jonathan Jackson
Morton Kissen
Karen L Lombardi
Robert Mendelsohn
J. Christopher Muran
James Nelson
Joseph Newirth
Coleman Paul
Susan Petry
Errol Rodriguez
Patrick L Ross
Ionas Sapountzis
Carolyn Springer
Janice M Steil
Kate Szymanski
Joel Weinberger

***Ruth S Ammon
SCHOOL OF
EDUCATION*****Curriculum &
Instruction**

Dolapo Adeniji-Neill
Pavan John Antony
Srilata Bhattacharyya
Lyudmila A Bryzzheva
Lucia Buttaro
Diane Caracciolo
Judith Cohen
Tara Concannon-Gibney
Matthew Curinga
Robert Danielowich
Elizabeth de Freitas
Susan Eichenholtz
Barbrina Ertle
Diana Feige
Eric Freedman
Anita W Frey
Daryl Gordon
Tracy Hogan
Emily(JeeSun) Kang
Valerie Karr
Rob Linne
Patricia Ann Marcellino
MaryJean McCarthy
Lisa Minicozzi
Carl Mirra
Anne M Mungai

William J Niles
 Evelyn O'Connor
 Michael O'Loughlin
 Dorothy Phalen
 Stephen S Rubin
 Diana Schwinge
 Stephen Shore
 Shilpi Sinha
 Dante Tawfeeq
 Devin Thornburg
 Rita Verma
 Laraine Wallowitz
 Lori Wolf

**Health Studies, Physical
 Education and Human
 Performance Science**

Angela Beale-Tawfeeq
 Daniel Bedard
 Jenine DeMarzo
 Sarah Doolittle
 Ronald Feingold
 Anne Gibbone
 Jean Harris
 Ellen M Kowalski
 Gregory Letter
 Mara Manson
 Kevin Mercier
 Robert M Otto
 Helmut R Perez
 Cynthia Proscia
 Paul Rukavina
 Stanley Snegroff
 Stephen J Virgilio

**Communication Sciences
 and Disorders**

Cindy Arroyo
 Dana Battaglia
 Renee Fabus
 Robert Goldfarb
 Reem Khamis-Dakwar
 Susan Hendler Lederer
 Florence Myers
 Lawrence J Raphael
 Fran Redstone
 Elaine S Sands
 Janet R Schoepflin
 Yula Cherpelis Serpanos

***SCHOOL OF
 NURSING***

Judith Ackerhalt
 Deborah Ambrosio-Mawhirter
 Helen Ballestas
 Stefni Bogard
 Jacquelin Brandwein
 Nancy Cole
 Chrsitine Coughlin
 Margot De Sevo
 Diane Dembicki
 Patricia Donohue-Porter
 Patricia Eckadrt
 Patricia Facquet
 Xianqiong (Cindy) Feng
 Darylann Ficken
 Maryann Forbes
 Y'Vonne Gray
 Clarilee Hauser
 Beth Heydemann
 Stephen Holzemer
 William H. Jacobowitz
 Marilyn Blau Klainberg
 Elizabeth Lee
 Seon Ah Lee
 Shan Liu
 Teresa L Mascitti
 Andrea McCrink
 Ditsapelo McFarland
 Deborah Murphy
 Anne Peirce
 Maureen Roller
 Kenneth Rondello
 Ulrich (Rick) Rosa
 Margaret Silver
 Yiyuan Sun
 Arlene Trolman
 Joan Valas
 Thomas Virgona

***SCHOOL OF
 SOCIAL WORK***

Wahiba Abu-Ras
 Julie Cooper Altman
 Beverly Araujo Dawson
 Richard Belson
 Matthew Bogenschutz

Roni Berger
 Ellen B Bogolub
 Peter Chernack
 Carol S Cohen
 CarolAnn Daniel
 Judy Fenster
 Richard Francoeur
 Gertrude S Goldberg
 Godfrey A Gregg Jr
 Patrica A Joyce
 Jacqueline Njeri Kagotho
 Diann Cameron Kelly
 Tae Quen Kim
 Stavroula Kyriakakis
 Shannon Lane
 Roger A Levin
 Jennifer McClendon
 Suzanne Michael
 Elizabeth Palley
 Subadra Panchanadeswaran
 Marilyn Paul
 Laura Quiros
 Geoffrey Ream
 Ellen Rosenberg
 Philip A Rozario
 Carol Sussal
 Bradley D Zodikoff

***UNIVERSITY
 LIBRARIES***

Aditi Bandyopadhyay
 Eloise M Bellard
 Gary E Cantrell
 Amrita Madray
 Eugene Neely
 Victor T Oliva
 Lois O'Neill
 Vacant
 Gloria Grant Roberson
 Debbi Smith
 Jessica Wagner
 Linda Weinberg

***UNIVERSITY
 COLLEGE***

Kenneth Rondello
 Gordon Welty

COLLEGE OF ARTS AND SCIENCES

Dean	Dr. Sam L Grogg	x4125
Associate Dean	Dr. Susan Briziarelli	x4118
Associate Dean	Dr. Charles Shopsis	x4140
Assistant Dean	Dr. Ruth McShane	x4121

DEPARTMENT CHAIRS

Anthropology/Sociology Co-Chairs	Professor Laraine Fletcher Professor Melanie Bush	x4114 x3255
Art and Art History	Professor David Hornung	x4460
Biology	Professor Alan Schoenfeld	x4211
Chemistry	Professor Joseph Landesberg	x4148
Communications	Professor Peter Costello	x4912
Dance	Professor Frank Augustyn	x4251
English	Professor Kermit Frazier	x4023
History	Professor Michael Christofferson	x4795
Languages & International Studies	Professor Raysa Amador	x4054
Mathematics	Professor Robert Bradley	x4496
Music	Michael Hume, Director	x4288
Theatre	Professor Nicholas Petron	x4927
Philosophy	Professor Paul Mattick	x4578
Physics	Professor Gottipaty Rao	x4879
Political Science	Professor Regina Axelrod	x4591

INTERDISCIPLINARY PROGRAM DIRECTORS

African-American & Ethnic Studies	Professor Marsha Darling	x4981
Environmental Studies	Professor Anagnostis Agelarakis	x4112
Gender Studies	Professor Tracy Levy	x4595
International Studies	Professor Katie Laatikainen	x4597
Levermore Global Scholars	Professor Devin Thornburg	x4026

SCHOOL OF BUSINESS

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Associate Dean	Ganesh Pandit	x4659

Assistant Dean	Brian Rothschild	x4673
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Accounting Finance & Economics:	Professor Grace Conway	x4620
Management, Marketing & Decision Sciences	Dr. Allan Ashley	x4640

PROGRAM DIRECTORS

Graduate Programs:	Brian Rothschild	x4673
Undergraduate Programs:	Patricia Joyce	x4668

GORDON F. DERNER INSTITUTE OF ADVANCED PSYCHOLOGICAL STUDIES

Dean	Dr. Jacques P. Barber	x4801
Associate Dean	Dr. J. Christopher Muran	x4803
Assistant Dean	Dr. Errol Rodrigues	x8572
Special Assistant to the Dean's office	Dr. Patrick Ross	x4806

DEPARTMERNT CHAIRS

Undergraduate Psychology	Dr. Francine Conway	x4752
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PROGRAM DIRECTORS

General Masters Program and Mental Health Counseling	Dr. Errol Rodriguez	x8572
School Psychology Masters	Dr. Ionas Sapountzis	x4743
Postgraduate Program	Dr. Mary Beth Cresci	x4826
Psychological Services and Field Training	Dr. Jonathan Jackson	x4823

RUTH S. AMMON SCHOOL OF EDUCATION

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Associate Dean	Emilia Zarco	x3346
Assistant Dean	Patrice Armstrong-Leach	x4094

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Communication Sciences & Disorders	Professor Janet Schoepflin	x3343
Curriculum & Instruction	Professor Anne Mungai	x4096

PROGRAM DIRECTORS

Bilingual/TESOL Program	Professor Eva Roca	x4072
Childhood Education	Professor Srilatta Bhattacharyya	x3129
Secondary Education	Professor Rob Linne	x4411
Reading and Learning Center	Professor Maryellen Rafferty	x4414
Literacy	Professor Evelyn O'Connor	x4173
Childhood Special Education	Professor Anne Mungai	x4096
Adolescence Special Education	Professor Anne Mungai	x4096
STEP	Carolyn Phillips	x4067
Speech and Hearing Center	Bonnie Soman	x4845
Educational Leadership and Technology Program	Professor Patricia Marcellino Professor Susan Eichenholtz	x4405 x4393
Health Studies Program	Professor Stanley Snegroff	x4283
Art Education (Faculty from the School of Arts and Sciences)	Professor Cindy Maguire Professor Courtney Weida	x4049 x4105
Communication Science & Disorders Graduate Speech Program	Professor Robert Goldfarb	x4785
Physical Education Undergraduate Teacher Education Program	Professor Mara Manson	x4257
Exercise Science Program	Professor Robert Otto	x4276
Audiology Program	Professor Yula Serpanos	x4774
School and Community Partnerships	Joann Cosentino	x4087
The Alice Brown Early Learning Center	Laura Ludlam	x3907
Audiology Clinic Coordinator	Deborah Senzer	x4771
Early Childhood Education	Dorothy (Dori) Phalen	x4025
Early Childhood Special Education	Dorothy (Dori) Phalen	x4025
GATE Program	Professor Ellen Kowalski	x4265
Physical Education Student Teaching	Professor Mara Manson	x4257
Sport Management	Professor Greg Letter	x4289
Institute for Sport Medicine & Physical Fitness	John Wygand	x4275
Institute for Parenting	Marcy Safyer	x3060

SCHOOL OF NURSING

Dean	Patrick R. Coonan	x4511
Associate Dean	Stephen Holzemer	x4565
Associate Dean for Research & Scholarly Activities	Jane White	x4599

PROGRAM DEANS, DIRECTORS AND COORDINATORS

Director of PATH Accelerated Program	Andrea McCrink	x4381
Director of the RN Program	Margaret Silver	x4521
Director of the Manhattan Campus & Coordinator of Off-Site Programs	Irene Ferguson	x4583
Coordinator of Clinical and Community Affairs	Deborah Murphy	x4525
Coordinator of the Nursing Labs	Bridget Maley	x4539
Coordinator of Professional Development and Lifelong Learning	Karen Pappas	x4554
Coordinator of Quality Assessment, Regulatory Affairs & Alumni Outreach	Kelly Nicholson	x4557
Assistant to the Dean for Administrative Services	Jodi DiGennaro	x4549
Counselor for Undergraduate Program	TBA	x4542
Senior Student Relations Specialist	Nicole Schmidt	x4533

SCHOOL OF SOCIAL WORK

Dean	Andrew Safyer	x4354
Associate Dean for Program Development	Dr. Peter Chernack	x4350
Assistant Dean for Academic Affairs	Dr. Lois Stein	x4439

COORDINATORS/PROGRAM DIRECTORS

Coordinator of Graduate Admissions	Marcia Edwards	x4384
Coordinator of Budgets & Office Mgr.	Patricia Durecko	x4383
Doctoral Program Director (Interim)	Professor Judy Fenster	x4361
Co-Directors	Professor Philip Rozario	x4419
Undergraduate Program Director	Sergio Argueto	x4362

Manhattan Center Assistant Director for Field Education	James Paul Amato	x8360
Manhattan Center Student Affairs Coordinator	Aixa Rodriguez	x8361
Hudson Valley Program Director	Eileen Chadwick	(845) 471-3348 x8101
Hudson Valley Community Outreach Coordinator	Heather Barton	(845) 471-3348 x8105
Hudson Valley Assistant Director for Field Education	Amy Horn Oclatis	(845) 471-3348 x8102
Breast Cancer Support Program Director	Hillary Rutter	x4313
Director of Field Education	Ann Marie Montijo	x4392
Director, LI Center for Non-Profit Leadership	Ann Marie Thigpen	x4429
Program Coordinator, LI Center for Non-Profit leadership	Cartherine Papandrew	x4415
Assistant Director for Field Education	Anjali Parekh-Singh	x4351
Student Relations Coordinator	Schanica Pickens	x4407
Director of Continuing Education	Neela Lockel	x4339
Hauppauge Program Director for Social Work	Lynne Shulman	(631) 300-4363
Hauppauge Campus Assistant Director for Field Education and Student Services	Jamie Gergen	(631) 300-4364

LIBRARY FACULTY AND ADMINISTRATORS

Dean of Libraries	Charles W. Simpson	x3520
Associate Dean of Libraries	Ann Minutella	x3518
Associate Dean of Libraries	Cynthia Clark	x3531

Administration

Assistant to the Dean (Personnel)	Irene Cotty	x3521
Executive Secretary to Dean	Stephanie Alois	x3520
Administrative Secretary	Dorothy Battistelli	x3523
Access Services/Reserve Supervisor	Maria Facciolo-Roca	x3598
Collection Management Specialist	Nicholas Ferrelli	x3568
Library Systems Administrator	Frank Scaturro	x3550
Library Information Technology Specialist	Dawn Murdock	x3546

Instructional Multimedia Specialist	Stanislav Bogdanov	x3553
Evening Supervisor/Annex Manager	Michael Ganci	x3560
Manager of Periodicals/Microforms/ Interlibrary & Document Delivery Services	Sreedevi Satyavolu	x3591
<u>Library Faculty</u>		
<i>Archives/Special Collections</i>		
University Archivist/Special Collections	Eugene Neely	x3543
Assistant Archivist/Special Collections (English)	Jessica Wagner	x3818
Special Collections (Art & Art History)	Elayne Gardstein (PT)	x3563
	Claudia Lemlich (PT)	x3588
<i>Collection Development and Management</i>		
Collection Development and Management (Business)	Debbi Smith	x3522
<i>Public Services</i>		
Reference/African-American Studies, Anthropology, UC	Gloria Roberson	x3578
Reference/Education	Amrita Madray	x3579
Reference/Electronic Resources (Psychology)	Lois O'Neill	x3581
Reference/Government Documents (History, Philosophy)	Victor Oliva	x3587
Reference (Performing Arts, Communications)	Gary Cantrell	x3562
Reference/Science	Aditi Bandyopadhyay	x4166
Reference/Info Literacy (Social Work; Criminal Justice)	Eloise Bellard	x3584
Reference	Donna Burger (PT)	x3574
Reference	Rita Edwards (PT)	x3574
Reference	Elizabeth Gorelik (PT)	x3574
Reference	Mary Kate Boyd-Byrnes (PT)	x3574
Reference	Mary Josephans (PT)	x3574
Reference	Jean King (PT)	x3574
Reference	Marion LaPlaca (PT)	x3574
Reference	Catherine Lackner (PT)	x3574

Reference	James McAleese (PT)	x3574
Reference	Mary Pedersen (PT)	x3574
Reference	Stuart Schaeffer (PT)	x3574
Reference	Janet Wagner (PT)	x3574

Technical Services

Acquisitions (Foreign Languages, International Studies)	Mary Seligman (PT)	x3542
	Vacant	x3525
Cataloging/Nursing	Linda Weinberg	x3526
Cataloging	Peggy Jones (PT)	x3528

Off-Campus Libraries

Hauppauge Center	James Cassidy (PT)	(631) 300-4362
Manhattan Center (212) 965-8340	Kristin Hart (PT)	x8365
	Rona Ostrwo (PT)	x8383
Hudson Valley Center	Nancy Altman (PT)	(845) 471-3348

UNIVERSITY ADMINISTRATION

Araujo, Lisa, B.S. Assistant Vice President for Human Resources and Labor Relations Levermore Hall, Room 203		x3230
Aldridge, Mary, B.A. Assistant Secretary for the Board of Trustees and Special Assistant to the President Levermore Hall, Room 100		x3843
Armenia, Rita, M.B.A. University Registrar Levermore Hall, Lower Level		x3308
Armstrong-Leach, Patrice, M.A. Assistant Dean, Ruth S. Ammon School of Education Director of Curriculum and Instruction Harvey Hall, Room 114		x4094
Aronoff, Alan, B.S. Environmental Health & Safety Coordinator, Office of Business Affairs Levermore Hall, Room 301		x3242
Ashdown, Jane, Ph.D. Dean, Ruth S. Ammon, School of Education Harvey Hall, Room 112		x4065

Baltimore, Lester, Ph.D. Associate Provost for Academic Affairs Levermore Hall, Room 303	x3142
Barber, Jacques, Ph. D. Dean, Gordon F. Derner Institute of Advanced Psychological Studies Hy Weinberg Center, Room 222	x4807
Battaglia, Joseph, B.S. Director, Budget, Planning & Project Management Information Technology and Resources Hagedorn Hall of Enterprise, Lower Level	x3345
Blumberg, Audrey, Ph.D. Senior Associate Provost for Academic Affairs Levermore Hall, Room 101	x3159
Boyle, Carol Ann, B.S. Director of Customer Services & Staff Development Hagedorn Hall of Enterprise, Room B 11	x3775
Breton, Michael, Ph.D. Associate Provost for Research Social Work Building, Room 121	x3655
Briziarelli, Susan, Ph.D. Associate Dean, College of Arts & Sciences Science Building, Room 121	x4118
Burton, Timothy P., B.S., C.P.A. Senior Vice President and Treasurer Levermore Hall, Room 310	x3385
Cartabuke, Jacqueline, M.S. Director, Health Services Waldo Hall, 1st Flr.	x6004
Chan, Kali, B.S. Director, Media Relations Levermore Hall, Room 205	x4040
Chen, Jack, M.B.A. Chief Information Officer Hagedorn Hall of Enterprise, Lower Level	x3334
Chernack, Peter, D.S.W. Associate Dean of Program Development & Administration School of Social Work, Room 209	x4350
Clark, Cynthia, M.A. Assoc. Dean of Libraries Technical & Automated Systems Swirbul Library, Room 109	x3531

Coonan, Patrick, R.N., Ed.D. Dean, School of Nursing Alumnae Hall, Room 220	x4511
Cortina, Mary, Ph.D. Director, Sponsored Programs Social Work Building, Room 119	x3259
DeCarlo, Robert, B.B.A. Associate Vice President for Finance and Co-Treasurer Levermore Hall, Room 201	x3184
DeGearo, Joseph P., M.B.A. Assistant Dean, Student Affairs Earle Hall, Room 100	x3654
Della Croce, Diane, Ph.D. Associate Dean, Honors College Earle Hall, Room 102	x3804
Duggan-Gold, Lori, B.A., G.C. Vice President for Communications Levermore Hall, Room 204	x3262
Farinacci, Susan, D.C.S.W., A.C.S.W. Assistant Dean and Director, learning Disabled Program Chapman Hall, Room 9	x4712
Fisher, Jane, M.A. Manager, Employment, Employee & Labor Relations Office of Human Resources Levermore Hall, Room 203	x3222
Garabedian, Rosemary, B.A. Coordinator, Disability Support Services University Center, room 310	x3145
Garner, Richard K., Ph.D. Dean, Honors College Earle Hall, Room 100	x3800
Goodcuff, Esther, M.A. Associate Vice President for Enrollment Management and Student Affairs Levermore Hall, Room 303	x3681
Geraci, Joseph J., B.A. Director, Alumni Relations Linen Hall, Room 6	x3156
Greene, Perry, Ph.D. Associate Provost for Faculty Affairs Levermore Hall, Room 101	x4041

Grogg, Samuel L. Ph.D. Dean, College of Arts & Sciences Science Building, Room 127	x4125
Gupta, Rakesh C., M.B.A Dean, School of Business Hagedorn Hall of Enterprise, Room 118	x4629
Hartwell, Robert E., M.A. Assistant V.P. and Director of Athletics Center for Recreation & Sports, Room 221	x4231
Holzemer, Stephen, Ph.D. Assistant Dean, School of Nursing Alumnae Hall, Room 212	x4565
Hudson-Tomlin, Della, M.A. Associate Dean of Student Affairs University Center, Room 109	x3661
Inslar, Gayle D., Ph.D. Provost and Senior Vice President for Academic Affairs Levermore Hall, Room 101	x3167
Jackson, Jonathan, Ph.D. Director, Psychological Services Hy Weinberg Center, Room 201	x4823
Kessler, Jeffrey, M.S. Dean, Student Affairs University Center, Room 108	x3660
Kosloski, James, B.S., M.E., P.E. Executive Director, Facilities Management Klapper Center for Fine Arts, Room 120	x3974
Lambert, Susan, M.F.A. Director, Faculty Center for Professional Excellence Alumnae Hall, Room 117	x4225
Lanz, Alain, B.A. Director, Auxiliary Services University Center, Room 301	x3601
Lavery, Matthew, M.A. Director, Learning Resource Center Earle Hall, Room 7	x3202
Lerer, Nava, Ph.D. Director, Office of Research, Assessment and Planning Levermore Hall, Room 307	x3236

Ludlam, Laura, M.S. Director, Alice Brown Early Learning Center Alice Brown Early Learning Center	x3907
McGowan, James, M.A., M.Ed. Executive Director of Off-Campus Administration Levermore Hall, Room 304	x3162
McLeod, Michael, M.B.A., C.P.A. Associate Treasurer/Budget Director Levermore Hall, Room 201	x3177
McShane, Ruth, Ph.D. Assistant Dean, College of Arts and Sciences Science Building, Room 127	x4121
Mihopoulos, Sheryl, M.A. Director, Student Financial Services & Financial Aid Compliance Levermore Hall, Lower Level, Room #1	x3365
Minutella, Ann, M.A., M.S. Associate Dean of University Libraries Swirbul Library	x3518
Moser, Diane, M.F.A., M.S. Director, University Promotion and Outreach Levermore Hall, Room 206	x3460
Muran, J. Christopher, Ph.D. Associate Dean, Gordon F. Derner Institute of Advanced Psychological Studies Hy Weinberg Center, Room303	x4806
Murphy, Christine, B.A. Director, University Admissions Levermore Hall, Room 108	x3056
O’Riley, Shawn, M.A. Executive Director, University College Hagedorn Hall of Enterprise, Room 201H	x3404
Palma, Eugene, B.S. Executive Director, Public Safety and Campus Transportation Levermore Hall, Lower Level	x3505
Palmer, Russell Director, Business Affairs/Purchasing Levermore Hall, Room 301	x3249
Panebianco, Maryanne, B.S., C.P.A. Director, Internal Audit Levermore Hall, Room 306	x3283

Pandit, Ganesh, Ph.D. Associate Dean, School of Business Hagedorn Hall of Enterprise, Room 121	x4659
Phelan, Carol, L.C.S.W. Director, Student Counseling Center University Center, Room 310	x3145
Prenevost, William, M.A. Assist. Dean, Performing Arts & Exec. Dir. Of Performing Arts Center Performing Arts Center, Room 237	x4208
Proto, Angelo, M.B.A. Vice President, Administration and Student Services Levermore Hall, Room 303	x3680
Rosenberg, Daniel, Ph.D. Director, Academic Affairs/General Studies Science Building, Room 328	x3445
Rothschild, Brian, M.B.A., M.S. Assistant Dean, School of Business Hagedorn Hall of Enterprise, Room 117	x4673
Safyer, Andrew, Ph.D. Dean, School of Social Work Social Work Building, Room 201	x4345
Scott, Robert A., Ph.D. President Levermore Hall, Room 100	x3838
Seidel, Blake, M.F.A. Managing Director, Performing Arts Center Performing Arts Center, Room 232	x4011
Shopsis, Charles, Ph.D. Associate Dean, College of Arts and Sciences Science Building, Room 123A	x4140
Simpson, Charles, M.M., M.A. Dean, University Libraries Swirbul Library	x3517
Stein, Lois Ph.D. Asst. Dean for Academic Affairs & Dir. MSW Program Social Work Bldg., Room 221	x4439
Stinson, Barry Ph.D. Director International Education Alumnae Hall, Room 111	x3486

Vaupel, Christian, M.S. Vice President for University Advancement Levermore Hall, Room 207	x3258
Ward, Jr., Thomas J., M.P.A. Executive Director, Center for Career Development Post Hall East	x3131
White, Jane, D.N.Sc. Associate Dean, School of Nursing Alumnae Hall, Room 216	x4599
Zarco, Emilia, M. Ed., M.D. Associate Dean, Ruth S. Ammon School of Education Harvey Hall, Room 108	x3346

OFF-CAMPUS CENTERS

Krueger, John (Jack), Ph.D. Site Coordinator Hauppauge Center 55 Kennedy Drive Hauppauge, NY 11788	x3346
Leslie, Maureen, B.A. Assistant Director for Off-Campus Programs Hauppauge Center 55 Kennedy Drive Hauppauge, NY 11788	x4356
Chadwick, Eileen, M.S.W. Director, Hudson Valley Program Hudson Valley Center 457 Maple Street Poughkeepsie, NY 12601	(845) 471-3348
Church, Christopher, M.A. Director, Education Programs Manhattan Center, Room 232 75 Varick Street New York, NY 10013	x8351
Trizzino, June, M.S. Director Manhattan Center 75 Varick Street, Room 219 New York, NY 10013	x8342

CENTERS & INSTITUTES

Adelphi NY Statewide Breast Cancer Hotline& Support Program

www.adelphi.edu/nysbreastcancer/

Director: Hillary Rutter

Tel: (800) 877-8077

Alice Brown Early Learning Center

www.adelphi.edu/elc/

Director: Laura Ludlam

Tel: (516) 877-3906

Center for Health Innovation

Acting Director: Patrick Coonan

Tel: (516) 877-4511

Center for Social Innovation

www.adelphi.edu/socialinnovation/

Director: Sarah Eichberg

Tel: (516) 877-4418

Institute for Parenting

www.adelphi.edu/parentinginstitute/

Director: Marcy Safyer

Tel: (516) 877-3060

ACADEMIC CALENDAR 2011–2012

FALL 2011

<i>August 24</i>	General Registration
<i>August 31</i>	Classes Begin—Fall 2011
<i>September 3–4</i>	Labor Day Weekend—No Classes
<i>September 5</i>	Labor Day—No Classes
<i>September 10</i>	Saturday classes need to add an additional 15 minutes to each meeting, to meet state requirements.
<i>September 11</i>	Sunday classes need to add an additional 15 minutes to each meeting, to meet state requirements.
<i>September 13</i>	Late Registration Ends Last Day to Add a Course
<i>September 20</i>	Final Date for Submission of Graduation Application for January 2012
<i>September 28</i>	Last Day to Drop a Course Last Day to Change Course Grading Option Last Day to Add an Independent Study Last Day to Process Course Section Change
<i>October 10</i>	Open Planning for Spring and Summer 2012 Begins
<i>November 2</i>	Last Day to Withdraw from a Course
<i>November 3–4</i>	Graduate Priority Registration for Spring 2012 Begins
<i>November 7–11</i>	Undergraduate Priority Registration for Spring 2012 Begins
<i>November 23</i>	No Classes
<i>November 24</i>	Thanksgiving—No Classes
<i>November 25–27</i>	Thanksgiving Break—No Classes
<i>December 13–14</i>	Make-up Days (Available to faculty to schedule for a missed class)—No Regular Classes Held
<i>December 15</i>	Finals Begin
<i>December 21</i>	Finals End Last Day of Classes
<i>December 22</i>	Emergency Day—If necessary, the Registrar’s Office will announce the re-scheduling of December 15th finals.

SPRING 2012

<i>January 2</i>	Classes Begin - Intersession 2012
<i>January 16</i>	Martin Luther King, Jr. Day—No Classes
<i>January 22</i>	Classes End—Intersession 2012

<i>January 23</i>	Classes Begin—Spring 2012
<i>February 6</i>	Late Registration Ends Last Day to Add a Course
<i>February 7</i>	Final Date to Submit May and August 2012 Graduation Applications (to have name appear in commencement booklet)
<i>February 21</i>	Last Day to Drop a Course Last Day to Change Course Grading Option Last Day to Add an Independent Study Last Day to Process Course Section Change
<i>March 5</i>	Opening Planning for Summer and Fall 2012 Begins
<i>March 12–18</i>	Spring Break—No Classes
<i>March 27</i>	Last Day to Withdraw From a Course
<i>April 5–6</i>	Graduate Priority Registration for Summer and Fall 2012 Begins
<i>April 9–13</i>	Undergraduate Priority Registration for Summer and Fall 2012 Begins
<i>April 16</i>	Research Day—No Classes
<i>May 8</i>	Make-up Day (for faculty to schedule a “makeup” for a missed class)—No Regular Classes Held
<i>May 9–10</i>	Emergency/Study Days
<i>May 11</i>	Finals Begin
<i>May 17</i>	Finals End Last Day of Spring 2012 Classes Doctoral Hooding Ceremony
<i>May 18</i>	Commencement

SUMMER 2012 - SESSION I

<i>May 28</i>	Memorial Day (observed)—No Classes
<i>May 29</i>	Classes Begin—Summer I 2012
<i>July 2</i>	Last Day of Classes—Summer I 2012

SUMMER 2012 - SESSION II

<i>July 4</i>	Independence Day—No Classes
<i>July 9</i>	Classes Begin—Summer II 2012
<i>August 12</i>	Last Day of Classes—Summer II 2012

UNIVERSITY SERVICES/HOURS OF OPERATION

Office/Service	Building/Room #	Phone/Email/Website	Hours of Operation
Academic Services and Retention	Levermore/Room 303	(516) 877-3150 anelante@adelphi.edu	Fall & Spring (classes in session) M-Th 8:30a-5:00p, F 8:30a-4:30p Summer or no classes in session M-F 8:30a-4:30p
Adult Fitness	Woodruff Hall/Lower Level/ Room 068	(516) 877-4275, (516) 877-4258 wygand@adelphi.edu education.adelphi.edu/hpe/ exphys/adultfitness.php	MWF 1 hour classes at: 6:45a 8:45a, Noon, 4:30p, 6:00p
Campus Recreation	Woodruff Hall/Center for Rec. & Sport	(516) 877-4242/4243 gundrum@adelphi.edu campusrec.adelphi.edu	Hours vary - check Web site
Cashiers	Levermore/Lower Level	(516) 877-3274 Barca@adelphi.edu	M-Th 8:30a-7:00p F 9:00a-4:30p
Human Resources	Levermore/Room 203	(516) 877-3220 administration.adelphi.edu/hr/ Click on the "Contact Us" tab	M-F 8:30a-5:00p
IT (Customer Services)	Swirbul Library/2nd Floor Information Common	(516) 877-3340 customerservices@adelphi.edu infotech.adelphi.edu	M-Th 8:00a-12:00a, F, Sa 8:00a- 8:00p, Su 10:00a-8:00p
Learning Center	Earle Hall/Lower Level/ Northwest side of building	(516) 877-3200 learningcenter@adelphi.edu students.adelphi.edu/learningcenter/	Fall & Spring M-Th 9:00a-8:00p F 9:00a-5:00p Summer I&II M-Th 8:30a-5:00p F 9:00a-5:00p (Appointments can be made for specific times)
Library	Swirbul Library	Hours information: (516) 877-3572 libraries.adelphi.edu	M-Th 8:00a-midnight +* F 8:00a-8:00p + Sa 8:00a-8:00p ■ Su 10:00a-midnight*

+ Public Services Desks open at 8:30 a.m.

* Public Service Desks close at 10:00 p.m.

■ Public Service Desks open at 10:00 a.m.

Library labs, Rooms 100 and 101, are available after regular hours. Valid Adelphi ID required. See library web site for details.

UNIVERSITY SERVICES/HOURS OF OPERATION

Office/Service	Building/Room #	Phone/Email/Website	Hours of Operation
Public Safety	Levermore/Lower Level/ Room 12	(516) 877-3500 Security Booth (516) 877-3511 Emergency - Dial 5 from any campus phone	M-Th 8:30a-6:00p F 8:30a-4:30p Security Booth 24/7
Registrar	Levermore/Lower Level/ Room 8	(56) 877-3330, (516) 877-2210 (campus only) registrar@adelpi.edu	M-Th 8:30a-6:00p, F-9:00a-4:30p
Student Affairs (Dean's Office)	University Center/Room 106	Ph: (516) 877-3660/Fax: (516) 877-3148	M-F 8:30a-4:30p
Student Counseling Center	University Center/Room 310	(516) 877-3646 scc@adelpi.edu	M-Th 8:30a-7:00p, F 8:30a-4:30p
Student Health Center	Waldo Hall/First Floor	(516) 877-6000	Fall & Spring 24/7 Summer & Intersession M-F 8:00a-4:00pm
Writing Center	Earle Hall/Lower Level	(516) 877-3296 writingcenter@adelpi.edu students.adelpi.edu/writingcenter/	M-Th 9:00a-7:00p, F 9:00a-5:00p Summer M-Th 9:00a-5:00p

UNIVERSITY SERVICES/HOURS OF OPERATION

Office/Service	Building/Room #	Phone/Email/Website	Hours of Operation
University Dining Services	University Center Post Hall	(516) 877-3951 (Dining Services) students.adelphi.edu/sa/diningservices/	University Center <i>UC Cafeteria</i> M-F 7:30a-8:30p Sa & Su - 8:30a-7:30p
	Center for Recreation and Sports		<i>Underground Café</i> M-Th 7:30a-12:00a F 7:30a-11:00p Sa & Su 8:30a-11:00p
			Post Hall <i>Panther Grill</i> M-Th 8:30a-1:00a F 8:30a-11:00p Sa & Su 5:00p-11:00p
			<i>Convenience Store</i> M-Th 9:00a-1:00a F 9:00a-11:00p Sa & Su 5:00p-11:00p
			<i>Nikos Café</i> M-F 11:00a-3:00p Sa & Su 8:00p-11:00p
			Center for Recreation and Sports <i>Legend Café</i> M-F 7:00a-1:00p, 4:00p-10:00p
			<i>Taco Shop</i> M-F 11:00a-6:00p

GARDEN CITY CAMPUS MAP



AHE	Alumni House
ALH	Alumnae Hall
BLH	Blodgett Hall
CHH	Chapman Hall
CRS	Center for Recreation & Sport
EDH	Eddy Hall
EHA	Earle Hall A
EHB	Earle Hall B
ELC	Early Learning Center
GMB	Grounds Maintenance Building
HHE	Hagedorn Hall of Enterprise
HRH	Harvey Hall
HWC	Hy Weinberg Center
KFA	Adele & Herbert J. Klapper Center for Fine Arts
LNH	Linen Hall
LVH	Levermore Hall

LVH	Levermore Hall
PAC	Performing Arts Center
PSB	Public Safety Booth
PSH	Post Hall
RHA	Residence Hall A
RHB	Residence Hall B (Proposed)
SCB	Science Building
SWB	Social Work Building
SWL	Swirbul Library
UNC	University Center
WDH	Woodruff Hall
WHL	Waldo Hall
PG	Parking Garage
ALX I	Alumnae Hall Annex I
ALX II	Alumnae Hall Annex II
PSX	Post Hall Annex