
**FORTY-FIRST
ANNUAL REPORT
OF THE
HOFSTRA UNIVERSITY SENATE
2005-2006**



HOFSTRA
UNIVERSITY™

FORTY FIRST ANNUAL REPORT

of the

HOFSTRA UNIVERSITY SENATE

2005- 2006

TABLE OF CONTENTS

Foreword From President Rabinowitz

I. Introduction.....	1
II. Components of the Senate	
The Senate, 2005-2006.....	2
The Standing committees of the Senate, 2005-2006.....	3
The Subcommittees & Special Committees 2005-2006.....	4
The Senate, 2006-2007.....	5
The Standing committees of the Senate, 2006-2007.....	6
The Subcommittees & Special Committees 2007-2008.....	7
III. Responsibility, Structure and Bylaws of the University Senate.....	8
IV. Reports of the Committees of the Senate	
Senate Executive Committee.....	22
Undergraduate Academic Affairs Committee.....	23
Subcommittee on Academic Records.....	25
Graduate Academic Affairs Committee.....	25
Planning and Budget Committee.....	27
Subcommittee on the Library.....	28
Subcommittee on Academic Computing.....	29
Faculty Affairs Committee.....	30
Student Affairs Committee.....	31
Special Committee on Recruitment, Elections and Nominations.....	31
Special Committee on Athletic Policy.....	32
Special Committee on the Academic Calendar.....	33
Special Committee on Environmental Safety.....	33
V. Actions of the Senate.....	35
VI. Appendices	
A.. UAAC's recommendations for Increasing International Student Presence on campus	37.
B.. UAAC's recommendations for changes to undergraduate grading policies.....	66
C.. Timetable of Academic Records Committee meetings.....	70
D.. Academic Records Committee Statistical Data.....	71
E.. FPS #43 – Hofstra University Harassment Policy.....	72
F.. Suggested revision of Faculty Statutes VII – University Senate.....	85
G.. Change to format of Faculty Policy Series #14A-- Faculty Evaluation Form.....	86
H.. 2007-2008 Academic Calendar.....	89
I.. Recommendation for the elimination of the NC grade.....	98
J.. 2008-2009 Academic Calendar.....	99
K.. Increase of the Graduate Activity Fee.....	107
L.. Graduate Academic Probation Policy.....	108
M. University Diversity Statement.....	109
N.. Faculty resolution thanking President Rabinowitz.....	110
O.. Resolution on recognition of the Graduate Student Organization (GSO).....	111

FOREWORD

PRESIDENT STUART RABINOWITZ



STUART RABINOWITZ, PRESIDENT

June 2006

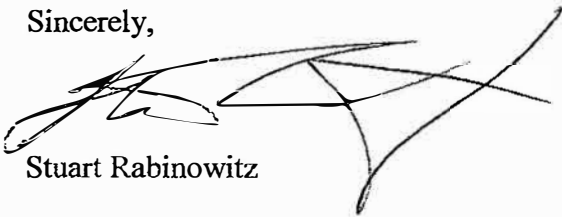
Professor Ellen Frisina
Chair, University Senate Executive Committee
Hofstra University
Hempstead, New York 11549

Dear Professor Frisina:

It is my pleasure to congratulate the University Senate on the success of the 2005-06 academic year. I appreciate and commend you for your dedication and leadership.

I have enjoyed working with you and your colleagues this year and look forward to another successful term for the Senate.

Sincerely,



Stuart Rabinowitz

SR/idf

I

INTRODUCTION

INTRODUCTION

Ellen T. Frisina, Chairperson
Senate Executive Committee


A full and fulfilling academic year has passed with major strides taken to ensure that the University Senate and its committees are fully representative of all constituencies. The elected Senators and Senators-at-Large are, to a person, to be commended for spending much time, patience, effort and thought in meetings and discussions. Through their efforts, and with the support of our faculty colleagues and Hofstra administration, we developed policies and procedures that continue to strengthen and improve all functions and services at the University.

Special thanks to the members of the Senate Executive Committee, who meet monthly (and tirelessly) to develop the agenda for the University Senate. The brightness and depth of members David Diamond (Chair of the Faculty Affairs Committee), Irene Fizer (Chair of the Graduate Academic Affairs Committee), Gregory Maney (Chair of the Undergraduate Academic Affairs Committee), and Will Nirode (Chair of the Planning and Budget Committee), make the task of chairing this committee much less complex, and much more pleasurable. Being at meetings with colleagues who truly care about Hofstra, and work hard to ensure that the University fully and best serves all of us, is what I like most about this group. A close second though, is the quick wit, easy dialogue, and compassion and understanding that this fine group of faculty exhibit and share. We were gratified to be able to welcome student representation back to the SEC, when freshman Cristal Kayel was chosen Chair of the Student Affairs Committee and has begun working to reinstate student interest and students' voices in University Senate affairs.

Without a doubt, the work of the Senate Executive Committee is made more pleasant and important by the extraordinary input and full participation of Herman Berliner, Provost and Senior Vice President for Academic Affairs, and Liora Schmelkin, Vice Provost for Academic Affairs. Their insights and strength, as well as unwavering generosity of time and patience, are a major reason the SEC – and therefore, the University Senate – operate smoothly, almost effortlessly.

The SEC reports to the full University Faculty, making recommendations for new policies, and changes and improvements in existing policies, and welcomes input from the faculty for new issues to be discussed and developed. I thank my faculty colleagues who attend these meetings. Those who attend are noted for taking the time and effort to help move Hofstra forward. In addition, as SEC Chair, I attend University Board of Trustees meetings to report on the decisions of the Senate; they too deserve thanks and praise for unfailing support of both the concept and procedures of shared governance.

I look forward to a second year as SEC Chair, working with exceptionally caring colleagues.



Ellen T. Frisina

II

COMPONENTS OF THE UNIVERSITY SENATE

2005 – 2006

and

the 2006 – 2007 Senate

THE SENATE 2005 – 2006

Officers: President of the Senate, Provost Herman Berliner; Chair, SEC: Ellen Frisina

Ex-officio: President Rabinowitz; Campus Life, Holly Seirup/Gina Crance; Enrollment Management, Gigi Lamens/Jessica Eads;
Dean/HCLAS, Bernard Firestone; President SGA, Benjamin Solis

<i>Humanities:</i>	<u>Elected:</u> Fizer Janer Zhou	<u>At-Large:</u> Anastasio Klinkowstein	Roskin Torpey	Zapata	
<i>Social Science:</i>	<u>Elected:</u> Maney Shih	Cobb D'Innocenzo Furey	Gurevich Mazzoleni Motta	Parker Rodrigue Saff	
<i>Natural Science:</i>	<u>Elected:</u> Nirode Pumo Silberger	Akbik Bhargava Clendening Divakaren	Eswarathasan Ghorayeb Greenwell Heath	Ismailescu Krause Liang Pillaipakkamnat	Ryan, D Wachter-Jurcsak Williams, J.
<i>Business:</i>	<u>Elected:</u> Karagozoglu Martin Petra	Cosares Kim, W	Lally Lee, K	Lenaghan Venuti	
<i>SOEAHS:</i>	<u>Elected:</u> Davey Lodato-Wilson	Fusco Gordon	Halliday Hines	Miletta Stacki	Torff
<i>Communication:</i>	<u>Elected:</u> Frisina	Fletcher Kaplan	Ingles Kelly	Smith, G	
<i>Law:</i>	<u>Elected:</u> Diamond	Grossman	Krieger	Simon, R.	Wu
<i>New College:</i>	<u>Elected:</u> Filippi	Hollander	Longmire	Valerius	
<i>University Studies:</i>	<u>Elected:</u> Levy	Friedlander Flaton	Pulis	Rosenthal	Unruh
<i>Library:</i>	<u>Elected:</u> Martorella	Burke, M. Dolan	Grafstein Harpel-Burke	Kreisel Lopatin	Simon Singh
<i>Chairperson:</i>	<u>Elected:</u> Kamberova				
<i>Staff:</i>	<u>Elected:</u> Grande	<i>Senior Support Specialist:</i> Porr, Caroline.			
<i>Adjunct:</i>	<u>Elected:</u> Pioreck				
<i>Students:</i>	<u>Elected:</u> Bisanz, Fonte, Hunker, Kayel	Beckerman-Roclau Kelleher	Khan Lanier	Overdorf Perniciaro	Ross Sabia

THE COMMITTEES OF THE SENATE 2005 – 2006

THE STANDING COMMITTEES

ELECTED			AT-LARGE	ADVISORY RESOURCE PERSONNEL
<u>Faculty:</u>	<u>Students:</u>	<u>Other:</u>	<u>Faculty:</u>	<u>Permanent Guest/ Adviers:</u>
<u>EXECUTIVE:</u>				
Chair: Frisina, E Berliner Diamond Fizer Maney Nirode	Kayel			Permanent Guest: Schmelkin
<u>UNDERGRADUATE ACADEMIC AFFAIRS:</u>				
Chair: Maney Levy Martin, S. Pumo Wilson, G.	Solis	Lamens/Eads	Anastasio Gordon Ismailescu Kelly Singh	Cucciniello Hickling Schmelkin
<u>GRADUATE ACADEMIC AFFAIRS:</u>				
Chair: Fizer Davey Shih	Ajemian Perniciaro		Bhargava Grafstein Kim Khan	Crance Cucciniello Cunningham Jean-Louis Schmelkin Seely
<u>PLANNING AND BUDGET:</u>				
Chair: Nirode Janer Martorella Petra	Bisanz	Staff: Grande Chairperson: Kamberova	Ghorayeb Simon Stacki	Lukesh Rubey
<u>FACULTY AFFAIRS:</u>				
Chair: Diamond Karagozoglu Pioreck Silberger Zhou			Fletcher Furey Liang Martorella Pulis	Firestone Schmelkin President AAUP: Gellman
<u>STUDENT AFFAIRS:</u>				
Filippi	Chair: Kayel Bisanz Fonte Hunker Perniciaro (Graduate)		D'Innocenzo	<u>Student Senators At Large:</u> Beckerman-Rodau Kelleher Khan (Graduate) Lanier Adviser: Boscarino-Green Overdorf Ross Sabia

THE SUB-COMMITTEES, 2005 - 2006

OF UNDERGRADUATE ACADEMIC AFFAIRS

On Academic Records

Bohannon, Cobb, Crance, Cucciniello, Giminiani-Caputo, Friedlander, Haile, Hickling, McCarey, Oppenheim, Pumo, Williams, Unruh

OF PLANNING AND BUDGET

On the Library

Burke, M.; Grafstein, Lopatin, Rosenthal, Rubey, Wu, Zapata

On Academic Computing

Cosares, Heath, Hines, Juckiewicz, Lukesh, Rubey, Spieler, Tabron, Udey

OF FACULTY AFFAIRS

On Grievances

Greenwell, Krieger, Lally, Longmire, Miletta, Motta, Unruh

THE SPECIAL COMMITTEES, 2005-2006

On Recruitment, Elections and Nominations

Frisina, Gurevich, Harpel-Burke, Pillaipakkamnatt, Porr, Schmelkin, Venuti

On Athletic Policy

Barnes, Bod, Clendening, Crance, Cucciniello, D'Innocenzo, Eads, Frey, Hayes, Ingles, Johnson, C.; Klinkowstein, Kreisel, Lamens, Lee, Lenaghan, Lewis, Lynch, E.; McCarthy, Murphy, O'Malley, Schmelkin, Seirup, Torff

On Academic Calendar

Crance, Cucciniello, Grande, Greenwell, Hastings, Henwood, O'Malley, Nirode, Restivo, Saff, Schmelkin

On Environmental Safety

Akbik, Burke, D.; Eads, Filippi, Grossman, Halliday, Kakoulidis, Krause, Roskin, Ryan, D.; Wachter-Jurcsak

THE SENATE 2006 – 2007

Officers: President of the Senate, Provost Herman Berliner; Chair, SEC: Ellen Frisina

Ex-officio: President Rabinowitz; Campus Life, Gina-Lyn Crance; Enrollment Management, Jessica Eads; Dean/HCLAS, Bernard Firestone; President SGA, Peter DiSilvio

<i>Humanities:</i>	<u>Elected:</u> Fizer Janer Zhou	Klinkowstein	Roskin	<u>At-Large:</u> Valerius	Zapata
<i>Social Science:</i>	<u>Elected:</u> Gurevich Maney O'Byrne	Armenia Cobb	D'Innocenzo Eliot	Furey McEvoy	Motta Shih
<i>Natural Science:</i>	<u>Elected:</u> Nirode Pumo Silberger	Bhargava Doboli	Greenwell Heath	Krause Liang	Pillaipakkamnat Ryan
<i>Business:</i>	<u>Elected:</u> Karagozoglu Petra Yoo	Cosares Kim, W	Kulviwat Lally Lee, K	Lenaghan Sengupta Slavin	Spieler Thelan
<i>SOEAHS:</i>	<u>Elected:</u> Duarte Lightfoot Lodato-Wilson	Frierman Fusco	Halliday Hines	Miletta	Torff
<i>Communication:</i>	<u>Elected:</u> Frisina	Caliendo Finucane	Ingles Pounds	Smith, G	Thakur
<i>Law:</i>	<u>Elected:</u> Diamond	Krieger	Wu		
<i>New College:</i>	<u>Elected:</u> Filippi	Longmire			
<i>University Studies:</i>	<u>Elected:</u> Levy	Friedlander Flaton	Pulis	Rosenthal	Unruh
<i>Library:</i>	<u>Elected:</u> Martorella	Grafstein Harpel-Burke	Kreisel	Lopatin	Simon
<i>Staff:</i>	<u>Elected:</u> Grande	<i>Senior Support Specialist:</i> Porr, Caroline.			
<i>Adjunct:</i>	<u>Elected:</u> Pioreck	<i>Chairperson:</i>		<u>Elected:</u> Kamberova	
<i>Students:</i>	<u>Elected:</u> Kayel Hunker LaFemina Legnetti Perniciaro	Beckerman-Ross	Bisanz	Galgano	Milito Shono

THE COMMITTEES OF THE SENATE 2006 – 2007
THE STANDING COMMITTEES

ELECTED			AT-LARGE	ADVISORY RESOURCE PERSONNEL
<u>Faculty:</u>	<u>Students:</u>	<u>Other:</u>	<u>Faculty:</u>	<u>Permanent Guest/ Adviers:</u>
<u>EXECUTIVE:</u>				
Chair: Frisina Berliner Diamond Fizer Maney Nirode	Kayel			Permanent Guest: Schmelkin
<u>UNDERGRADUATE ACADEMIC AFFAIRS:</u>				
Chair: Maney Levy Pumo Lodato-Wilson Yoo	DiSilvio Hunker	Eads	Eliot Caliendo Thelan	Cucciniello Hickling Schmelkin
<u>GRADUATE ACADEMIC AFFAIRS:</u>				
Chair: Fizer Duarte Gurevich Lightfoot	Perniciaro		Bhargava Grafstein Kim Khan (Graduate Student)	Crance Drummer Jean-Louis Schmelkin
<u>PLANNING AND BUDGET:</u>				
Chair: Nirode Janer Martorella Petra	Legnetti Staff: Chairperson:	Grande Kamberova	Frierman Simon Slavin Srivastava	Lukesh Rubey
<u>FACULTY AFFAIRS:</u>				
Chair: Diamond Karagozoglul Pioreck Silberger Zhou			Finucane Flaton Furey Kulviwat Pulis	Firestone Schmelkin President AAUP: Gellman
<u>STUDENT AFFAIRS:</u>				
Filippi	Chair: Kayel Hunker LaFemina Legnetti Perniciaro (Graduate)		Smith, G	<u>Student Senators At Large:</u> Beckerman-Rodau Bisanz Galgano Milito Shono
			SGA President: DiSilvio GSO President: Perniciaro	Adviser: Boscarino-Green

THE SUB-COMMITTEES, 2006 - 2007

OF UNDERGRADUATE ACADEMIC AFFAIRS

On Academic Records

Bohannon, Cobb, Crance, Cucciniello, Giminiani-Caputo, Friedlander, Haile, Hickling, McCarey, Oppenheim, Pumo, Unruh

OF PLANNING AND BUDGET

On the Library

Fusco, Kreisel, Lopatin, Rosenthal, Rubey, Sengupta, Simon, Wu, Zapata

On Academic Computing

Armenia, Cosares, Doboli, Heath, Hines, Juckiewicz, Lukesh, Rubey, Spieler, Tabron, Udey, Valerius

OF FACULTY AFFAIRS

On Grievances

Greenwell, Krieger, Lally, Longmire, Miletta, Motta, Unruh

THE SPECIAL COMMITTEES, 2006-2007

On Recruitment, Elections and Nominations

Frisina, Harpel-Burke, Pillaipakkamnatt, Porr, Schmelkin, Shih, Venuti

On Athletic Policy

Barnes, Bod, Crance, Cucciniello, D'Innocenzo, Eads, Frey, Hayes, Ingles, Johnson, C.; Klinkowstein, Lee, Lenaghan, Liang, Lewis, Lynch, E.; McCabe, McCarthy, Murphy, O'Malley, Pounds, Schmelkin, Sewell, Torff

On Academic Calendar

Crance, Cucciniello, Grande, Greenwell, Hastings, Henwood, Kayel, O'Malley, McEvoy, Nirode, Restivo, Schmelkin

On Environmental Safety

Akbik, Burke, D.; Halliday, Kakoulidis, Krause, Roskin, Ryan, D.

III

RESPONSIBILITY, STRUCTURE AND BYLAWS OF THE SENATE

RESPONSIBILITY AND OPERATION OF THE SENATE

Authority to administer the academic operations of the University is vested by the State of New York in the Board of Trustees and derives from it through the President and the Provost to the deans and departmental chairpersons. Responsibility for shaping academic policies concerning the University as a whole, and for supervising all matters referred by the Board of Trustees, the President, or the Provost, rests in the University Senate, which consists of ex-officio members, elected members, and appointed members who represent all the internal constituencies of the University. Specifically, faculty, students, staff, and chairpersons are represented by elected senators: 20 faculty, five students, one staff member, one chairperson. The ex-officio members are the President, the Provost, the Vice President for Enrollment Services, the Vice President for Campus Life, one academic dean, the President of the Student Government Association, and the President of the Graduate Student Organization. Thus, representation in the policymaking institution of the University is both broad and deep.

The decisions of the University Senate, on all matters save those involving changes in Faculty Statutes or the Faculty Policy Series, are conclusive, subject to the endorsement of the Provost, the President, and, when necessary, the Board of Trustees. In practice, motions passed by the Senate are transmitted to the Provost and, by the Provost, to the President. The responsibility for the implementation of endorsed Senate actions rests with the Office of the President. Changes in Faculty Statutes or in Faculty Policy Series are usually initiated in the Senate or one of its committees, and must be approved at a Full Faculty Meeting before being transmitted to the Provost, the President and the Board of Trustees for approval. Once changes are approved, these shall be incorporated in the Faculty Statutes or Faculty Policy Series by the Senate Office.

The Chairperson of the University Senate Executive Committee is obliged to report at the quarterly faculty meetings. At such time, he or she may present proposed changes in Faculty Statutes or in Faculty Policy Series to the Faculty for its action. Action items will be identified as, changes, deletions, or additions to the Faculty Statutes, Faculty Policy Series, or other. Other Senate business is reported to the Faculty meeting as information. If faculty members wish to contest University Senate actions, Faculty Statutes provide for the petitioning of the President to call a special meeting. The President may call such a meeting, at his/her discretion on the petitioning of any ten members of the faculty. He or she must call such a meeting on the petition of ten members of the faculty in the instances where the contested Senate action has been passed without the affirmative votes of a majority of the faculty constituency of the Senate.

Faculties of the schools, colleges, and other autonomous units of the University develop academic policy for their own units. When policy development involves more than one school, college or unit, or is University-wide, or when external review mandates University governance review, the Senate has the responsibility of review and the authority to veto, subject to the approval of the Provost, the President, and the Board of Trustees. To provide adequate communications, the Chairperson of the Senate Executive Committee receives all the minutes of all the standing committees and faculty meetings of the University and its subunits. Chairpersons of corresponding unit committees receive minutes of the Senate and its committees.

The Chairperson of the Executive Committee and the Chairperson of the Senate Planning and Budget Committee represent the Senate at meetings of the Board of Trustees. The Senate Executive Committee is composed of the Chairpersons of the Standing Senate Committees, the Provost, and its own Chairperson who are elected by the full Senate for a two-year term. The immediate past Chairperson of the Executive Committee shall serve as an ex-officio member, without a vote, for the first semester of the subsequent academic year. The function of the Executive Committee is to route incoming matters to the appropriate standing committees, to review and prepare for Senate consideration all matters coming to it from the standing committees or elsewhere, to oversee the work of the various committees and subcommittees, to recommend to the Senate changes in its structure, to nominate members of the University community to serve as senators-at-large on the various committees, to nominate elected senators for service on its committees, to maintain liaison with appropriate officials and organizations within the University community, and to prepare the quarterly and annual reports of the University Senate. Individuals or academic units or other organizations within the University community who wish to direct matters to the attention of the Senate should write to the Chairperson of the Executive Committee. Matters coming from the Faculty Meeting to the Senate are also first referred to the Senate Executive Committee.

Meetings of the University Senate are open to all interested members of the Hofstra community, who may also attend meetings of standing committees by notifying appropriate chairpersons. Although non-senators may not vote in the Senate or committee meetings, the Senate traditionally extends speaking privileges to its guests upon request.

FACULTY STATUTES VII - UNIVERSITY SENATE

A. NAME AND PURPOSE

1. There shall be a University Senate, composed of ex-officio members, elected members, and appointed members as provided in the sections which follow.
2. The Senate shall have general powers of supervision over all educational matters concerning the University as a whole, and over matters referred to it by the Board of Trustees, the President or the Provost of the University.
3. The Senate shall have powers to adopt bylaws governing its organization and procedures.
4. The decisions of the Senate, in all matters save those involving changes in these Statutes or the Faculty Policy Series, shall be deemed conclusive, subject to the approval of the President and the Board of Trustees.
5. After any vote of the University Senate, the President in considering his/her action--in recognition of the importance of the views of the faculty and students:

- a.e may determine the sense of the faculty by vote at a regular faculty meeting, or by convening a special faculty meeting for that purpose, or by calling for a student referendum, or by other means;
- b.e may call a faculty meeting at his/her discretion on a petition by any ten members of the faculty;
- c.e must do so on a petition by ten members of the faculty where a matter has been passed by the University Senate without the affirmative votes of a majority of the faculty members of that body.

B.e MEMBERSHIP

1.e Ex-officio Members

Ex-officio members of the Senate shall be the President, the Provost, one academic dean, a representative designated by the Vice President for Campus Life, a representative designated by the Vice President for Enrollment Services, the President of the Student Government Association, and the President of the Graduate Student Organization. Ex-officio members are full members of the Senate and have a vote.

2.e Elected Members

- a.e Full-time faculty members shall total twenty: three each from each Division of Hofstra College of Liberal Arts and Sciences, and from the School of Business, three from the School of Education and Allied Human Services, one each from New College, the School for University Studies, the School of Law, the University Library, and the School of Communication. Only teaching members of the regular professoriate shall be eligible for election by the full-time faculty to Senate membership. In addition, there shall be one member elected from the adjunct faculty. Student members shall total five, one elected from the graduate student body, and four elected from the undergraduate student body.

Student senators shall be currently enrolled and have at least a 2.0 cumulative grade point average, shall have successfully completed nine semester hours in the semester prior to election (except graduate students who shall simply be matriculated). There shall be one full-time staff member elected by the full-time members of the staff. There shall be one member elected from the chairpersons. All elected senators are full members of the Senate and shall have a vote.

- b.e The term of office for faculty, staff, and chairperson senators specified under a.e above shall be three academic years. No senator shall serve more than eight successive years. Student senators shall serve for one academic year.
- c.e All voting members of the faculty shall be eligible to vote in senatorial elections in the unit of which they are members. Students shall be eligible to vote in the

unit of their current registration, or if unclassified, be a self-designated member of that unit.

- d. The Executive Committee of each unit shall appoint in March a committee to nominate candidates for its vacant Senate seats, and shall supervise the election in its unit. For one academic week, following publication of the slate, names may be added by petition of five voting faculty members. After a second academic week, completed ballots shall be sent through the mail. The Senate Executive Committee shall appoint a nominating committee for the Library which will follow the same process. The New College faculty, the School of Law faculty, the chairpersons, the staff, and administrators shall devise their methods of election. Student elections shall be conducted through the Office of the Dean of Students. Eligible students may be nominated by petition of at least 50 voters, or by the Special Committee on Recruitment, Elections and Nominations (SCREEN) if fewer than two eligible students are nominated by petition. SCREEN shall monitor the qualifications and elections of student members of the University Senate.
- e. When an elected senator announces that he or she is unable to carry out the responsibilities of office for some part of the elected term, not to exceed two semesters, the Executive Committee of the Senate shall nominate a temporary senator from the same unit for appointment by the Senate; in other cases, the senator shall resign and his/her seat shall be filled for the remainder of his/her term by regular election. If an elected senator misses three meetings in one academic year of the Senate or of the committee to which the senator was assigned, the Senate Executive Committee has the right to declare that seat vacant and to appoint the individual receiving the next highest number of votes in the Senator's election, or, if that person is not available, to appoint another person from the same constituency to complete the senator's term. This procedure shall not apply to the Chairperson of the Senate Executive Committee.
- f. When the Chairperson of the Senate Executive Committee is unable to carry out the responsibilities of office for longer than two academic months, he or she will resign and the President of the Senate shall appoint a temporary chairperson from the Senate until the Senate shall elect a replacement.
- g. The Chairperson of the Executive Committee may be asked to resign at any time by the Executive Committee and forced to, on its motion, by two-thirds majority vote of the Senate. In such a case, the procedure outlined in B, 2, f, above shall go into effect.

3. Appointed Members

- b. The Senate shall have the power to appoint for a period of two academic years, additional members of the faculty, administration, chairpersons, student body, or staff to serve as senators-at-large on a specified standing committee of the Senate.

Senators-at-large have the option of serving one additional two-year term, if the Chair of the committee and the senator-at-large are in agreement.

- c. Senators-at-large shall be full voting members of the Committee on which they serve and may participate in deliberations of the Senate, but shall not vote in the Senate. If a senator-at-large misses three meetings in one academic year of the committee to which assigned, the Senate Executive Committee will have the right to declare the appointment vacant and to appoint another senator-at-large from the same constituency to complete the senator-at-large's term.

C. ORGANIZATION OF THE SENATE

1. Officers

- a. The President of the Senate shall preside over sessions of the Senate; in his/her absence, a member of the body designated by him/her shall preside; in the absence of a designated presiding officer, the Senate shall elect a temporary one.
- b. The Senate as a whole shall elect one of its faculty members to be Chairperson of the Executive Committee. The term of the Chairperson of the Executive Committee normally shall be two academic years. He or she may succeed himself/herself as Chairperson for one term provided he or she is confirmed in this post first by the Senate and then by his/her original constituency. If a term as Chairperson of the Executive Committee shall have the effect of extending a term of a senator from three to four years, the Chairperson must be confirmed in this extension by his/her original constituency.
- c. The Senate shall elect a secretary who need not be a member of the body. He or she shall keep a record of the proceedings of the body and reports submitted to it. He or she shall notify the members of all meetings, regular or special, and shall provide each member with a copy of the minutes of the previous meeting. The minutes, reports, and proceedings of the Senate shall be public within the University.

2. Meetings

- a. Regular meetings of the Senate shall normally be held each month of the academic year. Before a vote may be taken on an item presented for action, senators must have had at least two working days published notice.
- b. Special meetings may be called by the President, the Executive Committee, or by a petition of one-fifth of the members, which must be in writing.
- c. No quorum shall be constituted without the presence of one-half of the elected members of the Senate. In all matters not governed by these provisions, Henry M. Robert's Rules of Order, 75th Anniversary Edition, shall be considered binding.

- d. Members of the faculty, administration, chairpersons, students, and staff may attend meetings of the Senate. They may, upon invitation of the chair, and with the consent of the body, participate in its deliberations, but shall not vote in the Senate.

D. THE COMMITTEES OF THE SENATE

- 1. The Standing committees of the Senate shall be:
 - d. The Executive Committee
 - e. The Undergraduate Academic Affairs Committee
 - f. The Graduate Academic Affairs Committee
 - g. The Planning and Budget Committee
 - h. The Faculty Affairs Committee
 - i. The Student Affairs Committee
- 2. The Senate may alter by main motion the composition, jurisdiction, and design of its committee structure.
- 3. For the purpose of expediting its work, the Senate shall refer the business to come before it to the Executive Committee for assignment to the appropriate committee, which shall study and report to the Executive Committee for recommendation to the Senate.
- 4. The members of the standing committees of the Senate shall be senators and senators-at-large and shall be approved by majority vote of the Senate upon first being nominated by the Executive Committee. The Chairperson of the Executive Committee shall not be a member of any other standing committee of the Senate.
- 5. The members of each standing committee, with the exception of the Student Affairs Committee, shall choose from its elected faculty senators a chairperson to preside over its deliberations, expedite its business, and serve as a member of the Executive Committee of the Senate. Among the elected student senators, there shall be elected one (1) chairperson who shall preside over both the Student Affairs Committee and any meetings of the Student Senators. He or she shall be elected by a constituency consisting of both elected student senators and student senators-at-large. The election will take place in the Spring preceding the new term. The term of these chairpersons shall be one academic year.
- 6. The standing committees shall be scheduled to meet at least once a month during the academic year.
- 7. The presence of one-half the total elected and at-large members shall constitute a quorum of a standing committee.
- 8. The standing committee shall report in writing to the regular meetings of the Senate through the Executive Committee.

9. The Senate or any of its standing committees may appoint *ad hoc* or special committees to direct investigations or recommend policy or action in areas of Senate concern. A special committee is defined as a permanent committee appointed by the Senate or one of its standing committees. *Ad hoc* committees set up to function permanently will be called special committees. Both the *ad hoc* and special committees shall be charged by and report to the Senate or standing committee(s) which appointed them.

THE BY-LAWS OF THE HOFSTRA UNIVERSITY SENATE

I. The Executive Committee

The Executive Committee shall consist of the Provost, the Chairperson of the Executive Committee and the Chairpersons of the standing committees of the Senate. The immediate past Chairperson of the Executive Committee shall serve as an ex-officio member, without a vote, for the first semester of the subsequent academic year.

It shall:

- a. prepare the agenda for meetings of the Senate;
- b. assign or refer the business of the Senate to appropriate committees for consideration and report
- c. study such reports and either recommend them to the Senate, return them to committee, or recommend with specific modifications or reservations; when recommending with substantive modifications, it shall present to the Senate its recommendation as the primary motion and the original committee report as information.
- d. keep informed of and expedite the progress of committee work;
- e. recommend the creation, abolition, or alteration of the jurisdiction of committees of the Senate
- f. nominate members of the Senate for membership on its committees;
- g. nominate members of the faculty, administration, chairpersons, student body, and staff for service as senators-at-large or for service at the pleasure of the Senate; maintain liaison with all appropriate deliberating and policymaking bodies of the University and serve as a continuous source of information relevant to Senate committees
- h. be prepared to consult with University officials, faculty members, and students in the interest of the Senate
- i. be prepared to serve as the Senate's special committee to explore with other institutions possibilities for cooperation, in liaison with the administrative officer in charge of such exploration with the power to delegate this responsibility to individuals or sub or *ad hoc* committees
- j. prepare the quarterly reports of the committees to the Faculty and the annual report of the work of the Senate to the University.

II. The Undergraduate Academic Affairs Committee

The Undergraduate Academic Affairs Committee shall consist of a minimum of four faculty senators, three faculty senators-at-large, one undergraduate student senator and the academic dean serving as senator (although the Senate Executive Committee may nominate the academic dean for a one-year membership on a standing committee other than the UAAC). It shall be advised by the Provost of his or her designate.

It shall:

- a. recommend to the Senate appropriate policy in matters affecting undergraduate academic standards of the University
- b. be responsible to the Senate for the maintenance of academic standards, by examining admissions, grading, retention, in good standing, separation, graduation
- c. recommend to the Senate appropriate policy in curricular matters in terms of the following considerations
 - 1) general University aims and trends;
 - 2) prevention of proliferation of courses;
 - 3) a balance of liberal arts and pre-professional courses in undergraduate programs;
 - 4) the fitting of new courses to the needs and programs of the academic units of the University and to the general distribution of academic offerings;
 - 5) the overall relationship of new curricula to the University's resources of budget, staff and library.
- d. oversee the work of the Academic Records Committee (ARC) and Admissions Committee.

1. Academic Records Committee

The responsibility of the Academic Records Committee shall be to assure that academic standards are maintained in the areas of readmission, grading, probation, retention, separation and graduation and, after study, to recommend to the Senate, through the Undergraduate Academic Affairs Committee, appropriate policy in these matters. The Committee shall be chaired by the Director of Financial and Academic Records or his/her designate, and shall include as voting members the Dean of Students, one member of the UAAC, two faculty appointed by the chairperson of the UAAC, and one student appointed by the chairperson of the Student Affairs Committee in consultation with the chairperson of the UAAC. The student member shall be available upon the request of any student petitioner. During the summer sessions or intercessions, the chief academic officer shall have the authority to appoint two faculty and one student to serve as voting members of the Academic Records Committee as necessary.

2. Admissions Committee

The Subcommittee on Undergraduate Admissions shall consist of one faculty member from each of the schools and divisions of the University, the Dean of Admissions or his/her designate, the Director of Financial Aid, and one student representative. Faculty members on the Subcommittee shall be appointed by the Chair of the Undergraduate Academic Affairs Committee on the recommendation from SCREAN and in consultation with the Dean of the faculty member's unit. The student member shall be appointed by the Chair of the Student Affairs Committee in consultation with the Chair of the UAAC. The Chair of the Subcommittee will be elected from among its faculty members.

The Advisor to the Subcommittee shall be the Vice Provost of Academic Affairs. The Subcommittee shall also seek advice when necessary from representatives of the Admissions Office, the Office of Financial and Academic Records, the Office of the Dean of Students, and the Office of University Advisement.

The Subcommittee on Undergraduate Admissions shall review existing admission's policies and procedures of the University, including undergraduate entrance requirements to the university-at-large. The Subcommittee shall deal with undergraduate admissions at all levels and shall report its actions and send all minutes to the UAAC. In addition, the Subcommittee shall report annually on undergraduate admission policies and procedures and the nature of the class admitted. The Dean's report shall be submitted to the Subcommittee on Undergraduate Admissions prior to the end of the fall semester with subsequent review by the UAAC and the Senate by the end of the academic year.

III. Graduate Academic Affairs Committee

The Graduate Academic Affairs Committee shall consist of a minimum of three faculty senators, two faculty senators-at-large appointed from among faculty with interest or expertise in graduate affairs, the President of the Graduate Student Organization, and one graduate student senator. It shall be advised by the Vice Provost for Academic Affairs.

It shall:

- a. recommend to the Senate policies and programs governing graduate study;
- b. be responsible to the Senate for maintenance of graduate academic standards by examining proposed programs at an early stage and established ones continuously.

IV. Planning and Budget Committee

The Planning and Budget Committee shall consist of a minimum of three faculty senators, one chairperson senator, one staff senator, two faculty senators-at-large, one student senator, one senator-at-large from the Library, and one student senator-at-large. The Committee shall be advised by the Provost or his/her designate.

It shall:

- a. represent the University Senate in budgetary areas
- b. participate actively in all phases of the development of the annual budgets. In so doing, it will not concern itself with details of housekeeping nor individual salaries

- c. report its judgment directly to the President at any time it feels appropriate, and report annually its general policy positions to the Senate and faculty through the Executive Committee
- d. have access to and shall be obliged to keep fully informed on all major ongoing and projected “projects” of the University
- e. develop, recommend, and review the long-range goals and priorities of the University including policy or development of these goals and priorities
- f. Participate actively with University agencies in the examination and preparation of general plans for University development
- g. recommend to the Senate appropriate policy for making the funding and awarding of monies and the remission of fees educationally productive and institutionally strengthening
- h. be responsible to the Senate for the standards and review of policies governing the awarding of scholarships, awards for service, grants for financial need, and the coordination of standards of scholarships and student aid in the several units of the University.

1. Committee on the Library

The Library Subcommittee of the Planning and Budget Committee shall consist of eight members: three from the University Library, including the senator-at-large representing the University Library on the Planning and Budget Committee, and one chosen from each of the following areas: Hofstra College of Liberal Arts and Sciences, School of Business, School of Education, New College, and the student body. It will also include as ex-officio members the Dean of Library Services and the Director of the Law Library. It will report to the Senate through the Planning and Budget Committee.

It shall:

- a. review and make recommendations on all budgetary matters concerning the University Library, including gifts and outside appropriations;
- b. work closely with the administration and faculty in defining long-range goals of the Library.

2. Committee on Academic Computing

The Committee on Academic Computing, a subcommittee of the Planning and Budget Committee, shall consist of thirteen members as follows:

- a. eleven faculty members, one from each of the following areas: the University Library, New College, the School of Communication, the School of Education and Allied Human Services, the School of Law, one from the Department of Computer Science and one from each of the three divisions (but not from the CSC Department) of Hofstra College of Liberal Arts and Sciences, one from the Department of Business Computer Information Systems and Quantitative Methods and one from the School of Business (but not from the BCIS Department);

- b. two student members, one a graduate and one an undergraduate, who are student senators, if possible.

The Provost or his/her designee and the Director of Academic Computing or his/her designee shall act as advisers to the Committee.

The members of the Committee shall:

- a. assess the current and future computing needs and uses in their respective representative areas by interacting with faculty members and students from those areas;
- b. report periodically to the Committee the findings of this assessment;
- c. report to respective areas the recommendations and deliberations of the Committee.

The Committee shall:

- a. elect its Chair from among its faculty members;
- b. review and make recommendations on all policy and planning needs concerning the research and instructional use of computers at Hofstra University to the Senate and faculty through the Planning and Budget Committee.

V. The Faculty Affairs Committee

The Faculty Affairs Committee shall consist of a minimum of four elected faculty senators and enough faculty senators-at-large so that each of the academic units and divisions shall be represented (Frank G. Zarb School of Business, School of Education and Allied Human Services, School of Communication, Hofstra College of Liberal Arts and Sciences divisions of Humanities, Social Sciences, and Natural Sciences, New College, School for University Studies, University Library, School of Law). It shall be advised by the Provost or his/her designate.

It shall:

- a. recommend to the Senate appropriate policy regarding:
 - 1.) the definition of the responsibilities and privileges of faculty members;
 - 2.) the problems of academic freedom and tenure
 - 3.) standards of remuneration of faculty members; including other-than-monetary benefits customarily or contractually enjoyed by the faculty, such as grants, leaves, aid to research and publication, and related matters
- b. serve as a Board of Appeals for faculty members for conciliation or adjudication of those complaints which constitute grievances.

VI.e The Student Affairs Committee

The Student Affairs Committee shall consist of one elected faculty Senator, one faculty Senator-at-Large, one elected student senator (that student elected to be Chairperson of the Students Affairs Committee by a constituency of both elected student senators and student senators-at-large as per FS VII.O.D.5), five student senators-at-large (including one from the graduate school), two delegates from the Student Government Association, the President of the Student Government Association or his/her designate, and the President of the Graduate Student Organization. It shall be chaired by the elected student senator on the Committee and it shall be advised by the Dean of Students or his/her designate. SAC may designate a representative to stand-in with a vote, for a senator-at-large member who is unable to attend a committee meeting.

It shall:

- a.e recommend to the Senate policies governing the operation of the Dean of Students Office. The Committee's concern shall be at the policy level and not with its implementation of day-to-day matters
- b.e advise the Dean of Students upon either the Dean's or the Committee's initiative or upon the request of the Senate or Executive Committee
- c.e Have the power and responsibility to make policy recommendations to the appropriate University officer(s) regarding all other student related activities and services.

The Senate may, for very substantial reasons, appoint one additional senator-at-large to any of the committees, described in sections two through six of these bylaws. The Executive Committee shall inform the Senate whenever an appointment is recommended under this provision.

VII Special Committees of the Senate

A. Special Committee on Recruitment, Elections, and Nominations (SCREAN)

The Special Committee on Recruitment, Elections, and Nominations shall total eight members; comprising four faculty members, one student member, one staff member, one representative from the Provost's Office, and one member of the Senate Executive Committee. The membership shall be nominated by the Senate Executive Committee and confirmed by the Senate.

It shall:

- a.e upon request, conduct elections for any constituency of the University, including: solicitation of nominations; preparation, distribution, and tabulation of ballots; certification and announcements of results;
- b.e serve the University Senate by:
 - 1.e recruiting potential members for Senate appointed positions by ascertaining interests, experience, availability, and by keeping appropriate up-to-date files on eligible candidates;

- 2.e supplying the Senate Executive Committee in March of each year and on request throughout the year with slates of candidates and relevant profiles for nomination to appointed Senate positions;
- 3.e suggesting to the Senate Executive Committee ways to increase University knowledge of, interest in, and increase cooperation with the Senate.

B. Special Committee on Grievances

The Special Committee on Grievances shall consist of ten tenured members of the Faculty, one from each of the divisions: Hofstra College of Liberal Arts and Sciences, the Frank G. Zarb School of Business, the School of Communication, the School of Education and Allied Human Services, New College, the School for University Studies, the School of Law, and the University Library, nominated by the Committee on Faculty Affairs through the Executive Committee for renewable Senate appointment for a five-year term.

The Committee shall:

- 1.e hear all cases referred by the Chairperson of the Faculty Affairs Committee which involve allegations of either a breach of Faculty Statutes or a violation of standard procedures such as published in the Faculty Policy Series, conciliate and mediate in an effort to achieve amicable resolution of the grievance; failing this, recommend in writing to the Academic Dean of the complainant what it believes to be an equitable disposition of the dispute; submit a written report to the Committee on Faculty Affairs of the nature and outcome of each case it handled;
- 2.e perform, when required, the role stipulated for it under FPS #41 - Policy for Dealing With and Reporting Possible Misconduct in Research;
- 3.e investigate other non-tenure related faculty complaints or charges referred by the Committee on Faculty Affairs;
- 4.e request of the Committee on Faculty Affairs, proposed interpretative rulings on the Faculty Statutes, Faculty Policy Series and other regulations binding on faculty members;
- 5.e a member of the Grievance Committee shall absent himself or herself when the Committee is considering a grievance from his or her school, unit, or (in Hofstra College of Liberal Arts and Sciences) his or her division.

C.e Special Committee on Athletic Policy

The Special Committee on Athletic Policy shall consist of fifteen members: seven faculty members, the Faculty Athletic Representative, the Director of Intercollegiate Athletics, the Associate Director of Intercollegiate Athletics, the Vice President of Campus Life or his/her designate, one staff member, two students; and one representative from the alumni who shall be nominated by the Alumni Senate. The following or their designates shall be nonvoting members: the Provost, the Vice President for Enrollment Services, the Dean of Administrative Services, the Director of Financial and Academic Records, the Dean of Students, the Senior Assistant Provost for University Advisement, the Assistant Athletic Director for Student Enhancement, and the Assistant Athletic Director for Compliance. When appointing members, the Senate shall seek appropriate gender and minority representation.

The Committee shall:

- 1.e report to the Senate through the Executive Committee its recommendations for Hofstra's policies concerning intercollegiate athletics;
- 2.e advise the President directly concerning the University's policies concerning intercollegiate athletics;
- 3.e receive reports from the Director of Intercollegiate Athletics on proposals for major changes in athletics and provide feedback to the Director on these proposals;
- 4.e annually review the academic performance and graduation rates of all student athletes and report its findings to the Senate and the President;
- 5.e at the request of the Director of Intercollegiate Athletics, review student athlete eligibility;
- 6.e every three years evaluate the intercollegiate athletics program's rules and compliance program and report its findings to the Senate and the President;
- 7.e receive and review periodic reports from the Faculty Athletic Representative;
- 8.e receive and review annual reports from athletic department staff regarding gender equity and minority representation;
- 9.e annually invite the University Equal Rights and Opportunities Officer to address current minority and gender issues, concerns and questions with potential impact on the intercollegiate athletic program;
- 10.e annually review the Student Athletic Handbook;
- 11.e annually review the results of questionnaires administered to student athletes.

D.e Special Committee on the Academic Calendar

The Special Committee on the Academic Calendar prepares and reviews the Academic Calendar. This Special Committee shall submit the proposed Academic Calendar to the appropriate parties for final approval. The Committee shall consist of the Director of Financial and Academic Records, one designate appointed by each of the Provost, the Vice President for Personnel and Student Services, and the Chair of the Student Affairs Committee. The Senate Executive Committee shall appoint two faculty members and one staff member. In addition, an elected senator from the Planning and Budget Committee will sit on the committee.

E. Special Committee on Environmental Safety

The Special Committee on Environmental Safety shall serve as liaison among academic departments, the Chemical Hygiene Officer, and other administrators for matters involving the safe use and disposal of hazardous substances and related environmental safety issues. The Committee may assist and advise the Chemical Hygiene Officer on policy issues regarding environmental safety. The Committee membership consists of the Chemical Hygiene Officer, the Radiation Institutional Safety Officer (RISO), the Director of Environmental Safety (Physical Plant), the Associate Provost for Grants and Research Administration, faculty representatives from Chemistry, Biology, Fine Arts, New College, the School of Law, and a student senator-at-large. The Special Committee on Environmental Safety shall report to both the Executive Committee of the Senate and to the Office of the President.

IV

REPORTS OF THE COMMITTEES OF THE SENATE

NOTE: Rosters for all committees' 2005-2006 memberships can be found on pages 2, 3, and 4 of this Annual Report.

SENATE EXECUTIVE COMMITTEE

Chairperson Ellen Tashie Frisina

The Senate Executive Committee (SEC) reviews the activities of the standing, special, and ad hoc committees and directs to the appropriate committee any new business that may arise. The Chair of the SEC reports to the full Senate.

In an invigorating academic year, the Senate considered several major issues that, after discussion and approval, were recommended to the full University faculty. We are pleased to note that each of the recommendations brought from the SEC Chair to the University Faculty via the Speaker of the Faculty were accepted – most with unanimous approval. This is gratifying in that it means the shared governance philosophy of Hofstra University is universally recognized and valued.

Specific issues which the Senate dealt with this year and brought to the faculty for approval include:

1. An analysis and rework of Senate membership to ensure that the Senate was indeed a fully representational governing body, and that all constituencies were vested and participatory in both the Senate and its committees and sub-committees. To that end, the SEC undertook a lengthy look at all committees to ensure that the committees' memberships were up-to-date and that any open slots were filled. The analysis revealed several openings on several committees that were filled by at-large appointments and special elections. As a result, at the end of the academic year, several committees were reconstituted, others reinvigorated, and all successfully peopled.
2. Improved participation of students, both undergraduate and graduate, at Senate meetings and committee memberships. Though the University Senate by-laws call for seven student representatives, this has not been the case for several years. As a result of informational meetings run by the SEC and the Provost to re-introduce students to the importance of shared governance, the SEC is gratified that student participation has been reinvigorated. And successful on-line elections were held in May for students to elect their representatives.
3. Adoption of a new University Harassment Policy (FPS 43) which includes recognition that widens the scope of harassment beyond sexual harassment and supercedes the University's Sexual Harassment Policy.
4. Recognition that the newly-formed Graduate Student Organization is the representative body for all graduate students. In addition, the Senate and the faculty approved the addition of the President of the GSO as an ex-officio member of the University Senate. In addition, one graduate student will be elected.
5. A clear University Diversity Statement recommended by the Provost's Task Force that was followed by distinct procedures to ensure that the University's commitment goes beyond simply abiding by existing legal prohibitions.

- 6.e Approval of the elimination of the grade NC, upon recommendation from the Undergraduate Academic Affairs Committee and a first-look at a revised grading policy.e
- 7.e An increase in the graduate student activity fee to reflect the greater number of graduate student clubs asking for funding.e

The Senate Executive Committee looks forward to the 2006-2007 academic year as another fruitful and gratifying experience when important issues which impact the entire University can be introduced, discussed, and moved forward. We expect to continue discussion about grading policies, the Course and Teacher Ratings, a University-wide attendance policy, and formal approval by the Senate and faculty of work done to improve and clarify the language on human resources forms to clarify background check information allowances.

UNDERGRADUATE ACADEMIC AFFAIRS COMMITTEE (UAAC)

Chairperson Greg Maney

The Undergraduate Academic Affairs Committee (UAAC) considered several issues this year. In particular, the Committee focused upon three areas: (1) developing a strategic plan to increase international student presence at Hofstra; (2) overhauling undergraduate grading policies; and (3) examining faculty attendance-taking policies.

International Students

By increasing cultural diversity on our campus, international students assist Hofstra University in achieving academic excellence. On the basis of extensive research (including a survey administered to 198 international students at Hofstra) and in-depth consultation with the Undergraduate Admissions Office, the Graduate Admissions Office, the English Language Program, the International Students Office, the Office of Academic Advisement, and the Office of Student Activities, the Committee drafted a comprehensive set of recommendations for increasing the number of international students admitted to and enrolled in our university (**Appendix A**). With recent turnover in both the Undergraduate and Graduate Admissions Office, the Committee is currently incorporating suggestions by the new Dean of Admissions. We anticipate submitting our final report to the Senate Executive Committee in the Fall of 2006.

Undergraduate Grading Policies

In addition to efforts to change the composition of the undergraduate student body, the Committee embarked upon a comprehensive review of undergraduate grading policies. Three objectives guided our review: clarity, retention, and rigor. First, several faculty members expressed confusion regarding grades. Consequently, the Committee endeavored to achieve greater clarity regarding the meaning and requirements of various grades and, in the process, greater consistency in their application. Second, in keeping with the recent campus-wide initiative to improve undergraduate retention rates, the Committee considered changes that will help us to identify at an earlier stage students at

risk of academic failure while also providing students with greater opportunities to successfully complete their course work. Third, as the current administration strives to improve the qualifications of students entering Hofstra, the Committee explored changes to the grading system that will send a strong message of our commitment to academic excellence.

On the basis of these three objectives and in active consultation with the Dean of Academic Records, the HCLAS Associate Dean of Academic Affairs, and faculty, the Committee developed a set of policy recommendations (see **Appendix B**). The recommendations include:

- e Eliminating permanent Incompletes.e
- e Adding bulletin language to indicate that Incompletes should only be given in unusual and unforeseen circumstances.e
- e Giving students until the end of the following semester to complete outstanding work.e
- e Clarifying that an unofficial withdrawal (UW) should only be given to students who have either never attended a course or who have stopped attending after the tenth week.e
- e Extending the deadline for an official withdrawal (W) to one week before the last day of classes.e
- e Institute a Completion Ratio, where students who fail to complete specified percentages of attempted semester hours will be placed on academic probation.e

Each of these recommendations will be submitted as part of an integrated package to the Senate in the Fall of 2007.

Attendance Taking

The failure of faculty to submit Last Date of Attendance (LDA) rosters has potentially negative consequences for the financial well being of the university as well as our ability to identify and to assist undergraduate students at risk. Accordingly, the Committee developed a brief survey that 311 faculty members completed. Survey questions were designed to: (1) raise faculty awareness of the importance of submitting LDA rosters; (2) gain a more accurate picture of current attendance taking policies among faculty; and (3) gauge levels of faculty support for or opposition to instigating a mandatory attendance taking policy for undergraduate courses.

The survey effectively served the purpose of raising faculty awareness about the importance of submitting LDA rosters. Over one-quarter (28.0%) of respondents admitted that they were unaware of the fact that failure to submit LDA rosters can result in the university being denied Federal funds for student financial assistance. Just under one-quarter (23.2%) of respondents similarly admitted to being unaware of the fact that accurately completed and submitted LDA rosters can be used by university advisement services to identify and to assist students experiencing academic and other difficulties. Most respondents (85.2%) reported taking attendance in their undergraduate courses. Although a sizeable majority of respondents (79.7%) reported having attendance policies, smaller percentages favored a university-wide attendance taking policy for all

undergraduate courses (55% favoring) or for undergraduate courses primarily taken by 1st year students (63.7%). A content analysis in progress indicates strongly held opinions both for and against a mandatory attendance taking policy. In the Fall of 2007, the Committee will review the survey findings in greater detail to determine what, if any, policy action should be taken.

Other Issues

At the request of several faculty members in HCLAS and Library Services, the Committee began to explore the possibility of a classroom code of conduct. So far, the Committee has collected information on codes in force at several other institutions of higher learning (available from the Chair upon request). In the upcoming year, the Committee hopes to propose not only a classroom code of conduct, but also an off-campus code of conduct per the Provost's mandate. Together with other relevant policy statutes (e.g., FPS#11 and FPS#12), we envision creating a unified set of rights and responsibilities for undergraduate students.

SUBCOMMITTEE ON ACADEMIC RECORDS (ARC)

Chairperson Trudy Cucciniello

Attached is the timetable of the regular ARC meetings held throughout the year. (Appendix C) Additional meetings are called if necessary. The vast majority of cases that come before the Committee are appeals for reinstatements from students dropped for poor scholarship. Over seven hundred cases were reviewed. Statistical data reflecting dismissals and reinstatements for the June 2005 to May 2006 period are attached as Appendix D.

GRADUATE ACADEMIC AFFAIRS COMMITTEE (GAAC)

Chairperson Irene Fizer

During the 2005-06 academic year, the members and advisors of the Graduate Academic Affairs Committee focussed their attention and work on the following policies and issues:

1.e Graduate Academic Probation Policy:e

After receiving a draft of the Graduate Academic Probation Policy and a detailed overview of the aims and intentions regarding this policy from Laurie Johnson, the Chair of the Graduate Chairs Committee, the members and advisors of GAAC reviewed and revised the policy.

In order to make the policy as effective as possible in regard to clarifying expectations, responsibilities, and consequences for everyone concerned--from students, to chairs, to the Office of Academic Records, among others--we made the following revisions. We added a statement underscoring that it is first and foremost the responsibility of each

graduate student to monitor his/her own academic progress and to resolve his/her probationary status. Therefore, we clarified the phrasing and wording of the policy in regard to the steps that each student must take after being placed on academic probation. We also added a timeline which the Office of Academic Records will abide by in sending out letters to graduate students informing them of their probationary status. And we made certain that this policy cohered with the policies and wording in the current Graduate Bulletin.

Both the draft version and our revision of the probation policy were then sent on to the Senate Executive Committee for a comparative review. The SEC members approved the revised policy unanimously. Provost Liora Schmelkin then sent the revised policy to all of the graduate chairs for their review and shared their questions, which were readily resolved, with the members of GAAC. The policy was then sent to the members of the University Senate and then onto the full faculty for review. After both the Chair of GAAC and Provost Schmelkin answered questions raised by the members of the Senate and faculty, respectively, both the Senate and the full faculty approved the policy unanimously. Therefore, the Graduate Academic Probation Policy will be added to the forthcoming Graduate Bulletin and will become a new and important part of graduate education at Hofstra University. A copy of the final version of the probation policy is attached to this report.

2.e Repeat Course procedure for graduate students:e

Dean Barbara Bohannon and Gertrude Cucciniello met with the members of GAAC in April, 2005 to discuss in detail the current procedures governing repeat courses for graduate students. They relayed to the committee their concerns about the policies that have been in place for decades and requested our review of these policies. In sum, the current policy stipulates that graduate students who receive a grade lower than a C- can retake this exact course; their two grades in these courses then will be averaged and factored into their overall G.P.A. However, students who earn a C- or higher in a course cannot repeat this same course to receive, prospectively, a higher average grade. In addition, as Barbara and Trudy relayed to the committee, this repeat course policy is not included or printed in the current Graduate Bulletins.

Therefore, the members of GAAC will take up all the issues relating to repeat graduate courses in the fall of 2006, with the aim of both recommending changes in the current policy and adding this policy to the forthcoming Graduate Bulletin. The members of GAAC would like to thank Barbara and Trudy for alerting us about the need for such a review and for sharing their concerns with us.

3.e Issues relating to graduate students:e

In addition to reviewing the policies detailed above that relate to graduate education, the members of GAAC also worked during the 2005-06 academic year on strengthening and expanding the participation of graduate students in the shared governance process, in coordination with the Senate Executive Committee. Having worked during the 2004-05 academic year with the students who formed the Graduate Student Organization at Hofstra, the members of GAAC wanted to ensure, at the start of the 2005-06 academic year, the long-term viability of the GSO.

First, the members of GAAC supported the action item presented by the SEC to the full faculty regarding adding the GSO President as an ex-officio member of the Senate, as this would represent a change in the by-laws. Second, the members of GAAC also supported the SEC's revitalization of the Students Affairs Committee, particularly in regard to Provost Berliner's recommendation that two graduate students, rather than one, as had been the policy, should serve on the Student Affairs Committee. This change would reflect the expansion of graduate education at Hofstra and would ensure consistent graduate student participation on this committee.

In addition, the members of GAAC proposed that the SEC consider in the near future whether the Student Affairs Committee should be divided into two new committees: an Undergraduate SAC and a Graduate SAC. The members of the SEC concurred that this proposal was worth considering once the current members of SAC have an opportunity to work together and also add their voices to this proposal.

In addition, given that the GSO is a new organization, it had not yet been integrated into the student election process at the start of the 05-06 academic year. Thus, the members of GAAC wanted to ensure that the GSO was integrated fully into the governing structures at the university and that the members of the GSO would be recognized formally within these structures, as the undergraduate members have long been. Therefore, the members of GAAC proposed to the SEC and then to the University Senate that the GSO should be "recognized as the representative body for all graduate students for the 2005-06 academic year." Both the SEC and the Senate approved this proposal unanimously, as, subsequently, did the full faculty. Now that the GSO is a well-established organization, we look forward to working with the elected vice-president, who will be one of two graduate student representatives in all future Graduate Academic Affairs Committees.

PLANNING & BUDGET COMMITTEE (P & B)

Chairperson William Nirode

The University Senate Planning and Budget Committee continued its work and ongoing projects from the previous academic year. The committee also addressed some new issues affecting campus life during the 2005-06 academic year. The following issues and accomplishments highlighted the past year.

Upon the recommendation of the Planning and Budget Committee, a special task force on the University Calendar was created. The task force met to discuss the issue of a secular vs. a non-secular calendar. The task force recommended that we keep the current academic calendar format with regards to not having class on certain religious holidays.

The construction and extension of the left hand turn lane at California Avenue and Hempstead Turnpike and the traffic controls at the west end of campus have been delayed by the State Department of Transportation until late Spring 2006 with a projected start date of June 1, 2006. Construction of third pedestrian foot bridge is set to begin late spring/early fall.

A parking ban has been implemented banning resident students from parking on south campus in designated lots behind Breslin Hall and the School of Law. Gated lots with card swipers were installed to help control and regulate parking for faculty/staff and commuter and resident parking. A special parking committee was formed made up of the Director of Public Safety, Chair of the Planning and Budget Committee, staff member, and students to look at and monitor parking complaints and suggestions. New parking stickers were implemented to help Public Safety enforce and regulate designated parking areas for faculty, staff, residents, and commuters.

The smoking ban which bans smoking in all residence halls on campus was passed by the Planning and Budget committee, the University Senate, and the faculty approved by the President and put into effect for the Fall 2006 semester.

A University Town Hall Meeting was held in November 2005. Important issues and concerns were raised and designated to the appropriate offices and constituencies to respond. An outcome assessment of the event suggested that better advertising and communication is needed to promote such meetings. Better collaboration with SGA, campus life, and others is needed for future meetings.

Planning and Budget passed a resolution suggesting an increase in the Graduate Student Activity Fee from \$10 to \$30 for full time students and \$20 for part time students. This resolution was passed by the University Senate and the full faculty.

Working closely with the Office of Public Safety, the committee recommended that the current on and off-campus bus routes and bus schedules be looked at and possibly redone. It was recommended that the weekend schedule be redone to better meet the arrival and departure times of the trains at both the Hempstead and Mineola train stations. A recommendation was made to look into adding additional bus service over the summer and into the next academic year to the Mineola train station. This issue will be closely monitored and examined with the help of the office of Public Safety.

Planning and Budget has been charged by the SEC to look into updating and writing a new mission statement for the University and the University Senate the next academic year as well monitoring parking issues, bus issues, holding another University Town Hall Meeting, and any other issues that may arise.

SUBCOMMITTEE ON THE LIBRARY

Chairperson Cindy Rosenthal

The renovation of Axinn library, a \$2.7 million project, is underway at this writing, and should be completed by the end of September 2006. The first floor will be completely redone throughout the summer, without impacting functionality. Included in the renovation is the establishment of a coffee bar on the library's first floor. Making the library more attractive and accessible to students was a key factor in the renovation plan approved by Administration.

The new Integrated Library System will go live on June 19, 2006, replacing the DRA system which currently manages catalogue presentation, circulation, acquisitions, and serials for Hofstra Library. The new system is highly customizable and offers many more options for delivering electronic information. It is more expensive than an upgrade of the old system would have been, but it better meets the needs of the Law Library in terms of the vast numbers of the Law Library's serials, which the old system could not, and the Law School contributed the difference in price.

A recent gift to Hofstra Library's archival holdings is the addition of the Farmingville Film Archives. Filmmaker Carlos Sandoval documented the challenges of and the controversies surrounding undocumented laborers in his documentary film *Farmingville*, and he has agreed to donate his entire film collection on the making of the film to Hofstra. This is timely, as the School of Communication is currently developing a documentary film program. This collection will undoubtedly be a wonderful teaching tool for students in this program.

The Library has substantially expanded its holdings in Science Direct, an Elsevier product. Elsevier electronic journals are published in business and other fields as well as science; this purchase has been funded through funds provided in the President's Five Year Plan. Also, Axinn's Latin American literature collection has been expanded this year; 225 books have been ordered with funding from the President's Five-Year Plan, which included funds to fill gaps in Axinn's existing collections.

The textbook reserve (supported with the help of the Student Government Association) continues to be a success, enabling students (especially commuters) to do some of their required text reading in the library, without having to purchase every expensive textbook, or carry heavy texts with them.

FYC (First Year Connections) Library programs have also been very successful. University statistics state that retention rate is higher among students who participated in FYC programs with the Library unit.

At our April 2006 meeting Library Dean Daniel Rubey said, "It's been a great year – a lot has happened in the library."

SUBCOMMITTEE ON ACADEMIC COMPUTING (SCAC)

Chairperson Steven Cosares

The year saw a number of transitions for the committee as it was part of the SEC's effort to insure that all committees were well represented and active. Steven Cosares took over from Steven Krull as committee chair and a large proportion of the committee members have been replaced by new members who will start serving during the 2006 – 2007 school year.

The primary activities addressed by the committee during the 2005 – 2006 year pertained to the infusion of technology into the University's classrooms. Computing Services empanelled a "Classroom Committee" to classify the types of classrooms on campus and

established standards for how each type should be equipped with computers, media devices, etc. Though this committee did not contain members from the faculty, the SCAC felt that their members, who had considerable experience (e.g., with equipping the classrooms in Hagedorn Hall, Breslin, and the C.V. Starr buildings) were most qualified to establish these standards. During the year, the SCAC had the opportunity to review recommendations and make adjustments. Computing Services also hired "Instructional Technologists" to be available to faculty wishing to enhance classroom instruction using various forms of computer-based technology. The types of support could vary from the simple addition of Web-based materials to the development of courses that could be placed fully on-line. As these projects develop and experience individual successes, they will be disseminated to the faculty through the Senate.

The SCAC will meet early next semester to elect a chairperson and formulate an agenda with its new members. Items which might be considered include a review of the list of classrooms to be fit with the instructional technology suggested by the Classroom Committee. If there are locations on campus which the SCAC believe are in deficit, they will have the opportunity to notify the committee representatives from Computing Services. Members of the SCAC were recently asked to consider whether it might be appropriate, at some time in the future, to expect students to supply their own (laptop) computers as part of their instruction. Discussions about the implications of this requirement and how it might be implemented could also be a part of the coming agenda. Additional items could include reviews of the deployment of wireless access on campus, the implementation and potential uses of Internet II, upgrades to the campus network infrastructure, the means by which faculty (and students) are informed about Computing services, e.g., free software for home use, preparation of course materials, etc. and electronic Library services, e.g., databases, ArtStore, inter-library loan, etc.

FACULTY AFFAIRS COMMITTEE (FAC)

Chairperson David Diamond

The Faculty Affairs Committee engaged in the following activities in academic year 2005-2006:

- 1.e Reviewed all applications for special leaves and made recommendation to the Provost. All recommendations were agreed with by the Provost.e
- 2.e Recommended that Emeritus status be accorded to a specific retiring faculty member who was not automatically entitled to that status under the University rules.e
- 3.e Revised the form associated with FPS14A regarding faculty evaluation to permit a faculty member who disagreed with the Dean's evaluation to place his or her disagreement in the record in writing.e
- 4.e The bulk of the year was spent on reviewing and revising the Course and Teacher Ratings system. Our starting point was the Report of the Provost's Task Force on Course and Teacher Ratings. The FAC made significant progress in drafting an FPS

to govern the CTR process. More drafting and revision, plus the drafting of procedural instructions for the use of the CTR form remains to be done. After that is completed, we expect to solicit comments from the Faculty.

STUDENT AFFAIRS COMMITTEE (SAC)

Chairperson Cristal Kayel

The Student Affairs Committee convened its first meeting on March 22, 2006, with Cristal Kayel presiding as Chair. The committee decided to hold student elections online for the next academic year. It was decided that undergraduate and graduate students would vote for their own representatives respectively. During the course of the next meeting the exact dates and process of the elections were determined. Student elections were held online through Hofstra Blackboard, May 2-4. Nine undergraduates ran and one graduate student. Voter turnout was relatively high among undergraduate students (considering it was the first online student election for University Senate). Suggestions were made on how to improve graduate student participation for next year's elections.

The committee discussed other topics during the following meetings such as drainage, residence halls, campus statues, commuter parking, the Jets complex, tuition rates, etc. The committee brainstormed ways of tackling these various issues and will continue next September.

Cristal Kayel ran unopposed for the Student Affairs Committee Chair for the 2006-2007 academic year. The committee now has nine undergraduate student senators (not including the President of SGA and the two SGA representatives) and one graduate student senator (not including the president of GSO).

SPECIAL COMMITTEE ON RECRUITMENT, ELECTIONS AND NOMINATIONS (SCREAN)

Chairperson, Pamela Harpel-Burke

SCREAN's major accomplishment this year was automating the nomination and election processes. With encouragement from Vice Provost Schmelkin, and aid from Paul Carson of Faculty Computing Services worked closely with the committee designed and implemented elections via Blackboard. Staff time for monitoring and administering nominations and elections has decreased significantly. As faculty become accustomed to the process, voter turnout is expected to increase considerably.

Via Blackboard, nominations were solicited and elections were held for:

- (a) two representatives for the Honors College Council (representing HCLAS Division of Social Sciences and Division of Humanities)
- (b) seven Senators to fill seats on the Faculty Senate representing School of Business (1), the School of Education and Allied Human Services (2), HCLAS Social Sciences (2), HCLAS Natural Sciences (1), and the Law School (1).

Nominations were solicited via Blackboard for the Professor Incentive Committee but the elections were postponed due to a lack of nominations. The membership of the PIC will be the subject of future discussions between Hofstra administration and AAUP representatives.

A thorough review of membership and terms on Senate committees was undertaken. Interest forms were distributed via email and 24 forms were returned. For 2006/2007, twenty senator-at-large appointments were made affecting ten standing committees. The seven elected Senators were placed on UAAC, GAAC, FAC and P&B. In order to easily determine and fill Senator-at-large openings on the Senate committees, a comprehensive database with committees, members, terms, and constituents is being created.

Pamela Harpel-Burke was re-elected as Chair of the SCREAN committee for 2006/2007.

SPECIAL COMMITTEE ON ATHLETIC POLICY (APC)

Chairperson Ed Ingles

During the 2005-2006 academic year, the Athletic Policy Committee acted on the following:

- 1.e Athletic Director Jack Hayes reported to the APC that the University was in compliance with the NCAA Gender/Equity Survey Disclosure Act.e
- 2.e The APC approved Hayes' decision to change the University's "Tiering" policy to determine male and female scholarship percentages. More women are being encouraged to participate in University athletics and thus the percentage of women on scholarships is rising. The Athletic Director explained his philosophy for funding: the more successful an athletic team is, the more financial aid it will get.e
- 3.e Reviewed the Athletic Department's new Study Hall Policy and heard from Hayes that fundraising is underway to construct another Study Hall Lab in the PFC.e
- 4.e Reviewed Athletic Department's NCAA APR tracking policy and determined the University is in compliance.e
- 5.e Reviewed the revision in the Student Advisory Committee which now includes 2e student/athletes from every sport who serve as a sounding board for this committee.e
- 6.e APC warmly endorsed Hayes' new annual Athletic Department pamphlet report which details achievements of Hofstra athletes.e
- 7.e Hayes revised and reorganized the APC subcommittees after consulting with the chair. There was a reduction to three subcommittees – Gender Equity, Student Welfare and Academic Progress and Retention Review. APC members signed up for the new subcommittees and when the 2006 fall meeting is held, chairs for these subcommittees will be appointed and meetings will be held.e

8. Reviewed the Athletic Department's updated Exit Poll Survey to see if students' expectations were met and what improvements could be made in training and providing services.
9. The APC recommended that parental notification be included in the University Department Athletic Recruiting Policy .
10. Hayes explained the process the University and he fellow in hiring new head coaches and the APC endorsed the procedure.
11. Discussed how the Student/Athlete Advisory Committee (SAAC) composed of University students is writing thank you letters to donors from the Hofstra Pride Club. The APC applauded their involvement as a personal touch in reaching out to the community.
12. Men's Lacrosse senior student/athlete John Orson visited the APC and discussed his experiences at the University. He felt the study hall program was important, endorsed student/athletes living in same dormitory because they have the same needs and priorities and felt faculty members acted well when correctly approached in advance by student/athletes.

SPECIAL COMMITTEE ON THE ACADEMIC CALENDAR

Chairperson Kenneth Henwood

The Academic Calendar Committee met twice during the 2005/06 academic year. Several versions of the academic year calendars for the 2008/09 academic year, prepared by Patricia Restivo, were reviewed. One of the drafts received preliminary approval by the committee. These calendars were forwarded to the Executive Committee of the Senate for action.

The 2008/09 calendars recommended by the committee were approved by the Senate and the Faculty, and forwarded to the President.

SPECIAL COMMITTEE ON ENVIRONMENTAL SAFETY

Chairperson Maureen K. Krause

The Special Committee on Environmental Safety met twice during the 2005 / 2006 academic year to review and discuss the compliance of the Chemical Hygiene Plan (CHP). The committee focused on implementing revisions of the CHP that were made in the previous year. Specifically, safety training requirements have changed, allowing retraining to take place in departmental meetings. Also, written Standard Operating Procedures (SOPs) are needed for work involving particularly hazardous substances, and these must be provided by the faculty involved in the research and forwarded to the CHO and committee for inclusion in the CHP. A letter was sent to Department Chairpersons

that reiterated and detailed these changes. Also related to training, the committee and Faculty Computing Services begin to work together to develop a web-based safety training and safety information site for the campus. It is anticipated that an initial site will be available by the fall, 2006 semester as the committee will continue work on this over the summer. Additionally, the committee discussed the need for a parental consent form for high school students involved in research or other programs in which students might be exposed to potentially hazardous substances. The Chair and Director of the HUSSRP summer research program worked with the representative from Legal Affairs to draft such a form for broad use at HU in time for summer 2006 programs. Also, in reviewing compliance of the CHP, the committee worked with the CHO to identify and deal with department-specific environmental safety concerns. Finally, the committee welcomed a guest from Theatre Operations who worked with the ESC to improve environmental safety in HU theatres.

The committee dealt with membership issues related to term expirations, the reorganization of New College, and the lack of new volunteers. Communications between the Chair and the Faculty Senate Executive Committee resulted in a review of the membership and submitting a revision to the Senate By-Laws that would change membership to drop representation from New College but add representatives from Engineering and Fine Arts. It was also requested that the Senate assist in assigning faculty to the committee only from appropriate departments as outlined in the by-laws of the Hofstra University Senate (section 7 E) or in the revised By-Laws, if adopted.

V

ACTIONS OF THE SENATE

2005 - 2006

2005 – 2006 SENATE ACTIONS

1. CHANGES TO THE FACULTY STATUTES AND FACULTY POLICY SERIES

October 17, 2005 (Senate Agenda)

The Senate approved the revision of Faculty Policy Series #43--the policy on Non-Harassment. These revisions were approved by the Full Faculty (October 31, 2005), by the Provost (November 22, 2005) and by the President (November 22, 2005). (Appendix E)

November 14, 2005 (Senate Agenda)

The Senate approved a revision to Article VII of the Faculty Statutes: the addition of GSO President as ex-officio member of University Senate and changes in student membership. These revisions were approved by the Full Faculty (December 16, 2005), by the Provost (March 9, 2006) and by the President (March 13, 2006). (Appendix F)

November 14, 2005 (Senate Agenda)

The Senate approved the change to format of Faculty Policy Series #14A-- Faculty Evaluation Form. This format change was approved by the Full Faculty (December 16, 2005), by the Provost (March 9, 2006) and by the President (March 13, 2006). (Appendix G)

2. CHANGES TO THE HOFSTRA BULLETIN

May 16, 2005 (Senate Agenda)

The Senate approved the 2007-2008 Academic Calendar. This was approved by the Full Faculty (December 16, 2005), by the Provost (March 9, 2006) and by the President (March 13, 2006). (Appendix H)

October 17, 2005 (Senate Agenda)

The Senate approved the elimination of the NC grade. This elimination was approved by the Full Faculty (October 31, 2005), by the Provost (November 22, 2005) and by the President (November 22, 2005). (Appendix I)

March 13, 2006 (Senate Agenda)

The Senate approved the 2008-2009 Academic Calendar. This was approved by the Full Faculty (March 24, 2006), by the Provost (May 25, 2006) and by the President (May 31, 2006). (Appendix J)

March 13, 2006 (Senate Agenda)

The Senate approved the increase of the Graduate Activity Fee. This increase was approved by the Full Faculty (March 24, 2006), by the Provost (May 25, 2006) and by the President (May 31, 2006). (Appendix K)

April 24, 2006 (Senate Agenda)

The Senate approved the addition of the Graduate Academic Probation Policy. This addition was approved by the Full Faculty (May 5, 2006), by the Provost (June 1, 2006) and by the President (June 1, 2006). (Appendix L)

3. OTHER ACTIONS

October 17, 2005 (Senate Agenda)

The Senate approved the University Diversity Statement. This statement was approved by the Full Faculty (October 31, 2005), by the Provost (November 22, 2005) and by the President (November 22, 2005). (Appendix M)

October 31, 2005 (Full Faculty Agenda)

The Full Faculty thanked the President for his consideration regarding the Coca-Cola Corporation. This was approved by the Provost (November 22, 2005) and by the President (November 22, 2005). (Appendix N)

November 14, 2005 (Senate Agenda)

The Senate approved the the addition of GSO President as ex-officio member of University Senate and changes in student membership. This addition was approved by the Full Faculty (December 16, 2005), by the Provost (March 9, 2006) and by the President (March 13, 2006). (Appendix O)

March 24, 2006 (Full Faculty Agenda)

The Full Faculty asked the Provost to work with the Senate Executive Committee and the Speaker of the Faculty to develop more appropriate language regarding the consent form for criminal background checks for the hiring of new faculty. It shall be brought back to the faculty no later than the next faculty meeting on May 5, 2006. This was approved by the Provost (June 2, 2006) and by the President (June 2, 2006).

March 24, 2006 (Full Faculty Agenda)

The Full Faculty stated it is the sense of the Hofstra faculty that they object in principle to a policy of routine criminal background checks for hiring new faculty. This was approved by the Provost (June 1, 2006) and by the President (June 1, 2006).

VI

APPENDICES

APPENDIX A

DRAFT—NOT FOR CIRCULATION OR DISTRIBUTION

Strengthening Hofstra by Building International Bridges: Recommendations for Increasing International Student Presence on Campus

Report submitted by the Undergraduate Academic Affairs Committee of the University Senate in close consultation with the Undergraduate Admissions Office, the Graduate Admissions Office, the English Language Program, the International Students Office, the Office of Academic Advisement, and the Office of Student Activities

Acknowledgements: The Undergraduate Academic Affairs Committee would like to extend our deepest appreciation to the following individuals for their enthusiastic and vital participation in the formulation of these recommendations: Margaret Abraham, Steven Costenoble, Trudy Cucciniello, Liora Schmelkin, Marc Silver, Yuki Terazawa, and Yong Zang.

For further information or questions, please contact Dr. Greg Maney at socgmm@hofstra.edu

TABLE OF CONTENTS

Executive Summary	3
Introduction	
• The Benefits of International Students Attending Hofstra University.....	8
• The Feasibility of Increasing International Student Enrollment Levels.....	8
Section I	
Recommendations for International Student Recruitment	
1.1 Recent International Student Enrollment Levels.....	10
1.2 Goals and Time Lines for Enrollment Levels.....	10
1.3 Findings from Survey of International Students.....	10
1.4 Targeting Recruitment.....	12
1.5 Marketing Our Assets.....	13
1.6 Improving Outreach/Publicity.....	15
1.7 Streamlining Application Process.....	18
1.8 Post-acceptance Follow up.....	19
Section II	
Recommendations for International Student Retention	
2.1 Recent International Student Retention Rates.....	19
2.2 Goals and Time Lines for Retention Rates.....	19
2.3 Findings from Survey of International Students.....	20
2.4 Preventing and Addressing Financial Hardship.....	21
2.5 Preventing and Addressing Visa-related Problems.....	22
2.6 Improving Affective Dimensions of Services.....	23
2.7 Strengthening Advisement.....	23
2.8 Making Connections.....	23
2.9 Educating Domestic Students.....	24
Conclusion	
3.1 Evaluation Mechanisms.....	24
References	25
Appendices	
A Letter encouraging faculty support for recruitment.....	26
B Concerns and recommendations of international students enrolled at Hofstra University...	27

Executive Summary

International students play import roles in ensuring academic excellence, generating financial revenues, and facilitating international dialogue on issues of global importance. To maximize these benefits, the Undergraduate Academic Affairs Committee (UAAC) has developed a set of recommendations for increasing international student presence at Hofstra. While recognizing obstacles to accomplishing our goal, the Committee also notes reasons for optimism such as a rapidly increasing population of international students, the exceptional characteristics of the New York area educational market, and a relative absence of strategic planning by our competitors.

The report recommends the following goals and time lines:

- e Expand the number of international student applications for the Fall of 2010 to 675 students.e
- e Maintain international student retention at rates comparable to those for domestic students over thee next five years.e

To achieve these goals, the UAAC recommends the following policy initiatives:

Recruitment Recommendations

- e REC#1—The Admissions Offices, International Students Office, and Off Campus Education jointlye develop and publicize internships with the United Nations, international governmental organizations,e international nongovernmental organizations, and multinational corporationse
- e REC#2—The Admissions Offices coordinate their recruitment efforts with the Athletic Departmente
- e REC#3—The Admissions Offices explore, in detail, what our main competitors in the area are doinge to recruit international students and replicate best practicese
- e REC#4— Develop and distribute materials for specific programs of interest to international studentse
- e REC#5—Concentrate recruitment activities primarily in Asian societiee
- e REC#6—Target students with solid academic records but low TOEFL scorese
- e REC#7— Give international and out-of-state students priority access to on-campus housinge
- e REC#8—Begin English Language Program sessions during the summere
- e REC#9—Emphasize that Hofstra offers the relative safety and serenity of a suburban campus withe easy access to the five boroughse
- e REC#10—Encourage and publicize efforts to increase the number of field trips into the Citye

- e REC#11—The International Students Office reserve spaces for international students on field trips to New York City held as part of First Year Connections course
- e REC#12—Give the International Students Office a budget to contract a bus for field trips to New York City
- e REC#13—Highlight how our smaller size allows us to provide better and more personalized instruction, mentoring, advising, and services to international students
- e REC#14—Provide recruiters with a list of professors willing to be mentors
- e REC#15—Recruiters distribute a list of helpful services offered by the International Students Office
- e REC#16—Emphasize that our high academic standards are consistently being raised
- e REC#17—Create separate, individual brochures and handouts highlighting our excellence in areas where student interest is likely to be highest
- e REC#18—Recruiters from the Admissions Office continue their recent participation in tours of USA university study fairs in targeted societies
- e REC#19—Visit TOEFL Schools in targeted societies
- e REC#20—The English Language Program, the Admissions Office, and the International Student Office jointly forge connections with international student advisers at area colleges and universities
- e REC#21—Involve students more actively in recruiting through the Student Ambassadors Program
- e REC#22—The Admissions Office provide all current international students with recruitment literature and encouraging them to invite other students from home to apply
- e REC#23—Call upon faculty members to assist recruitment by distributing Hofstra literature when traveling abroad or attending conferences with high levels of participation by international colleagues and prospective students
- e REC#24—Urge faculty members from other societies to contact students from their home society to encourage enrollment at Hofstra
- e REC#25—Enrollment Services periodically send out a general letter to all faculty encouraging involvement in recruitment
- e REC#26—Encourage those administering Hofstra Abroad programs to explore the feasibility of extending these programs to semester or year-long duration
- e REC#27—Create a Global Studies program whose staff work with Hofstra faculty, Enrollment Services, and the International Students Office to facilitate the creation of year-long exchange programs that would bring international students to Hofstra on a regular basis
- e REC#28—Increase the amount of effort devoted to recruiting students with international connections living in the five boroughs area

- e REC#29—Recruiters attend and distribute information at annual area ethnic festivalse
- e REC#30—Place advertisements in the most reputable and widely referenced college guidebookse
- e REC#31—Place advertisements in newspapers in the New York areas read by targeted nationalitiesse
- e REC#32—the Office for Development and the Office of Alumni Relations work together to developse a rotating International Student Scholarshipsse
- e REC#33—Reduce tuition for students admitted to departments with low or declining enrollmentse
- e REC#34—the Office of University Relations work with the Admissions Offices, the English Language Program, and the International Students Office to create a link for international studentse on the Hofstra home pagee
- e REC#35— The Admissions Offices continue to develop web pages targeting international studentse
- e REC#36—Design web pages to be as user-friendly as possible by providing text both in English and languages primary to societies targeted for recruitmentse
- e REC#37—Design a webpage listing specific services, activities, and organizations targeting international students and relevant contact personse
- e REC#38—Create point people for international students in the Admissions Officesse
- e REC#39—Develop an International Student FAQ sheet for use by Admissions Office staffse
- e REC#40—Set the deadline for the receipt of international student applications to June 1st
- e REC#41—Process international student applications expeditiously, with a list of accepted studentse being forwarded to the International Students Office by July 15th
- e RECS#42 & #43—The Admissions Office request that a faculty member write one letter to the student encouraging enrollment as well as a letter to the parents of prospective students in native language introducing them to Hofstra
- e REC#44—The Admissions Office encourage accepted students to visit Hofstra

Retention Recommendations

- e The following recruitment recommendations also provide retention related benefits: 1, 8-12, 32-33,e and 37e
- e REC#45—Recruiting and admissions materials targeting international students make clear what the average costs of attendance are as well as what financial resources are and are not availablee
- e REC#46—At the start of every semester, the International Students Office send out a letter requesting that the Chairs of Departments encourage faculty to provide research assistant opportunities to international studentse

- e REC#47—The International Students Office to work closely with the Office of Residential Life and Office of Student Employment to highlight employment opportunities that are available to international students
- e REC#48—Provide scholarships to international students who appear on the Provost's Scholars List two consecutive semesters and continuously maintain their strong academic performance
- e REC#49—The Office of the Provost create an emergency loan fund that provides small loans at low interest rates to international students experiencing hardship
- e REC#50—Recruiting and admissions materials provide a careful, step-by-step, explanation of the visa process to students
- e REC#51—The Admissions Offices send out a letter to accepted international students outlining visa requirements, deadlines, and issues
- e REC#52—Create a new paid staff position in the International Students Office to deal exclusively with the processing of student visas
- e REC#53—At the start of each semester, the International Students Office sends a letter calling upon faculty to remind students of the importance of meeting these deadlines
- e REC#54—The Office of Financial Aid and the Office of Student Accounts hire staff to be point people for working with international students
- e REC#55—All staff in the Office of Financial Aid and the Office of Student Accounts receive training in multicultural competence, facilitation, and conflict resolution
- e REC#56—The English Language Program provide a course geared towards meeting the practical and emotional needs of international students in their first year at Hofstra
- e REC#57—Student Counseling Services (SCS) create a liaison to coordinate mental health support services with the English Language Program and the International Students Office
- e REC#58—The International Students Office, the Office of University Advisement, and faculty encourage international students to come in early for advisement
- e REC#59—At the start of every semester, the International Students Office distribute a letter encouraging all faculty to contact the ISO with any questions regarding international students
- e REC#60—the International Students Office regularly distribute information to faculty during Faculty Meetings, Chairs Meetings, and Senate Meetings
- e REC#61—the Department of Library Services work with the International Students Office and the Office of University Advisement to develop specialized library resources and instruction
- e REC#62—The International Students Office explores the viability of establishing at Hofstra a program where international students live with families in the surrounding area

- REC#63—The Student Government Association and the Graduate Student Organization create liaisons in charge of encouraging international students to become active in student organizations
- REC#64—The Chair of the Senate Executive Committee to make regular efforts to secure international student involvement in the University Senate
- REC#65—During each 1st year orientation, a prominent university official convey the university's strong commitment to cultural diversity

Evaluation Mechanisms

By October 15th of every year between 2006 and 2010, the following administrative units will submit reports to the Provost: the Dean of the Undergraduate Admissions Office, the Dean of the Graduate Admissions Office, the Vice President of Enrollment Services, the Director of the English Language Program, the President of the Graduate Student Organization, the Director of the International Students Office, the Dean of University Advisement, the Vice President of Campus Life, and the President of the Student Government Association. Their reports will provide the following information:

- which recommendations have been implemented
- preliminary outcomes of implementing the recommendations
- which recommendations have not been implemented along with the reasons for a lack of implementation
- what additional steps might be taken to increase recruitment or retention

On the basis of these reports, the Provost will provide a progress update to both the University Senate and to the Full Faculty.

Introduction

The Benefits of International Students Attending Hofstra University

In the Spring of 2004, the Undergraduate Academic Affairs Committee examined how Hofstra University's efforts to comply with Federal laws requiring the submission of information on international students affected their well being. In the process of exploring this issue, the Committee recognized and reaffirmed the important role that international students play in ensuring academic excellence, generating financial revenues, and facilitating international dialogue on issues of global importance.

Academically, several studies note significantly higher levels of satisfaction with academic experiences among students attending ethnically diverse colleges and universities (Morgan et al. 1996). Students with daily experiences of interacting with others from different social and cultural backgrounds will, upon graduation, be better prepared to thrive in increasingly diverse work environments. Faculty also benefit from the presence of international students. Committee members can recount instances where they called upon international students to help them explain patterns of social relations and cultural perspectives that were unfamiliar to most students in the classroom. Some departments experiencing declining enrollments in recent years (e.g., Engineering, Business, and Biology) are precisely the programs in which international students are disproportionately interested.

Financially, international students generate \$13 billion for the US economy annually (Dillon 12/21/04). While the University's endowment has been gradually increasing, the ongoing dependence upon tuition as the university's primary source of revenue suggests that we should endeavor to ensure robust enrollment levels among international students.

Beyond these institutional benefits, much more is at stake. The attacks of 9/11 have underscored that the United States public cannot isolate itself from people, ideas, and events in other societies. Dialogue and reaching mutual understandings are pre-requisites to the nonviolent, harmonious transformation of international relations. At a time when the instinct of many is to build a fortress both physically and ideologically, higher education needs to build bridges of communication to the outside world. By walking across these bridges, we develop alternative formulations of human security based upon recognition of global interdependence and respect for cultural differences.

The Feasibility of Increasing International Student Enrollments

Hofstra is entering the market for international students late and will be competing with area universities with far more established records of attracting large numbers of international students. Moreover, we face new obstacles to recruitment such as visa delays and increasingly stiff competition from other English-speaking countries. Nonetheless, the Undergraduate Academic Affairs Committee is quite confident that,

by fully implementing the recommendations contained in this report, Hofstra can significantly increase its number of international students.

There are three reasons for our optimism. First, while there is increased international competition, the population of international students is also rapidly increasing. Some estimate that the number of students from Asian societies studying abroad will quadruple in 2005 (Dillon 12/21/04). A wide range of governments (e.g., Chile, Iraq, Mongolia, and South Korea) are emphasizing learning the English language as a key basis for their country's future prosperity (Brooke 02/15/05). This suggests that the number of students from these societies interested in and capable of studying in the United States will increase in the years ahead. In the process, increased institutional supply (universities in other English speaking countries) is offset by increased student demand.

Second, the New York metro-area higher educational market is radically different from the national market as a whole. According to the Institute of International Education, New York State has 63,773 international students—second only to California. While the national trend may be otherwise, the local international student population is, if anything, increasing. The number of international student applications to Hofstra is on the rise. The number of applicants rose from 233 applicants in 2002 to 306 in 2004 (source: Undergraduate Admissions Office). According to a recent *New York Times* article, Nassau Community College ranks 15th in international student enrollment among 2 year colleges despite little effort to attract students from abroad (Canavor, 11/07/04). The positive post-911 image of New York City, its overwhelming financial and cultural importance, and the abundant presence of Diaspora-based social networks-- all make the metro-area one of the most attractive locations for study abroad.

Third, most US universities do not emphasize recruiting international students. This fact puts Hofstra University ahead of the game if we fully implement a comprehensive strategic recruitment and retention plan that pinpoints opportunities and niches in the international market while building upon our considerable institutional assets. By way of example, enrollment data from George Mason University indicates a 74.5% increase in their undergraduate international student enrollment between 1992 and 2002 (from 380 to 663 students). The recommendations that follow have been crafted to minimize financial outlay by the university while, at the same time, maximizing our potential for significantly increasing international student presence on our campus.

Section I.

Recommendations for International Student Recruitment

1.1 Recent International Student Enrollment Levels

The International Students Office estimates that approximately 300 international students currently attend Hofstra University.

1.2 Goals and Time Lines

Rarely are longstanding institutional practices changed overnight. Nonetheless, we believe that a sufficiently large number of recommendations can be immediately implemented. We, therefore, set the goal to expand the number of international student applications for the Fall of 2010 to 675 students. The goal is calculated assuming an incremental increase by 25 applicants each year between AY2006 and AY2010.

1.3 Survey Findings Regarding Recruitment Practices

To assist us in making our recommendations, the Undergraduate Academic Affairs Committee together with the International Students Office conducted a comprehensive survey of international students at Hofstra. Roughly two-thirds (198) responded to the survey. Of the 198, 134 were undergraduates and 64 were graduate students.

•e Why Study in the United States?e

Respondents indicated several reasons why they chose to pursue higher education in the United States. Among the top reasons include the superior quality of education in the U.S. in general as well as in their major field of study; increasing career opportunities by studying in the US; playing sports at a highly competitive level; gaining international exposure and learning a different culture; and improving English language skills. The importance of career opportunities suggests that the Admissions Offices and the International Students Office work with Off Campus Education to develop and publicize internships with the United Nations, international governmental organizations, international nongovernmental organizations, and multinational corporations (REC#1).

Similarly, the importance of sports as reason for coming, suggests that university recruiters should coordinate their efforts with the Athletic Department (REC#2). The desire to improve English language skills warrants highlighting our English Language Program in recruitment (see REC#6 below).

●e Who Are Our Main Competitors?e

In addition to Hofstra, respondents were most likely to apply for admission to the following colleges and universities (in descending order): New York University, Pace, C.W. Post/LIU, Boston University, Fordham, Adelphi, Syracuse, Emerson College, Boston College, Baruch College, Rutgers, Bentley College, Columbia, Northeastern, St. Johns, and SUNY-Stony Brook. High levels of applicants to NYC metro and Long Island institutions suggests that our location is a major attraction. The committee, therefore, recommends that both the Undergraduate and Graduate Admissions Offices explore, in detail, what our main competitors in the area are doing to recruit international students and replicate best practices (REC#3).

●e Why Study at Hofstra?e

Given these educational options, it is important to identify why some international students chose Hofstra over our competitors. Respondents were most likely to list the following reasons for choosing Hofstra: academic excellence both in general and in major field of study; proximity to New York City; financial considerations; nice campus in terms of size, physical beauty and technological resources; family and friends living near Hofstra; athletic programs; family and friends recommending Hofstra; and liking the people and services here. Among respondents answering that they came to Hofstra because of the superior quality of education in their chosen field of study, the following areas were specifically mentioned: Art Therapy, Drama, Film, Finance, Gerontology, International Business, Industrial Organizational Psychology, Journalism, Law, and the Cognitive Behavioral Therapy Program offered in the Department of Psychology. Continued excellence in these fields at Hofstra will play a vital role in recruitment. The importance of these specific fields of study suggests need to develop and distribute program specific materials (REC#4). That several students came to Hofstra because family or friends living in the area underscores the importance of recommendations below for connecting more with Diaspora populations in the NYC area.

●e How Did Students Find Out about Hofstra?e

Respondents were most likely to find out about Hofstra through friends (34.8%), the Internet (29.3%), and university recruiters (17.2%). Below we highlight several ways to better utilize these three contact points to further expand our recruitment capacities.

●e What Do Respondents Recommend for Improving Recruitment?e

The survey results suggest reasonable rates of satisfaction with substantial room for improvement. A little over half (52.1%) of respondents answering the question rated their overall experience with the

admissions process as being positive or very positive. 12.8% rated their overall experience as negative or very negative. Few areas of the admissions process stood out more than others in terms of dissatisfaction. 13.9% of respondents answering the question felt the application form was difficult or very difficult to fill out. 14.2% found that the Admissions Office staff were either unhelpful or very unhelpful. 13.4% felt the admissions process took a long time. In terms of satisfaction, a higher percentage of respondents expressed satisfaction with the helpfulness of the Admissions Office than with the application form or the length of time before admission. 47.3% of respondents answering the question rated the staff at the Admissions Office as being either helpful or very helpful.

Students provided several suggestions for ways that Hofstra can improve the recruitment process. In addition to those mentioned above, students frequently suggested having recruiters attend more international studies fairs and visit schools abroad, provide more detailed information on Hofstra and visa requirements in recruitment brochures, streamline the application, speed up the application process, and guarantee housing on campus. The committee supports all of these suggestions which we discuss below along with other recommendations arising from additional committee research and discussion.

1.4 Targeted Recruitment

Achieving our goals and timelines requires reaching the largest pool of applicants most interested in attending Hofstra. To this end, we recommend concentrating recruitment activities primarily, though by no means exclusively in Asian societies (REC#5). According to figures provided by the Institute of International Education, the countries that send the largest number of students to the US are all located in Asia (for graduate and undergraduate combined in descending order, they are India, China, Korea, Japan, and Taiwan; for undergraduate only, they are Japan, Korea, India, Taiwan, and China).

In particular, we recommend that our recruitment focus upon targeting students with solid academic records but low Test of English Foreign Language (TOEFL) scores (REC#6). It is likely that many students from these societies will be in need of assistance in reaching proficiency in the English language. Of the four English Language programs in New York State providing data on geographic origin (American Language Program, Columbia University; International English Language Institute, Hunter College, CUNY; American Language Institute, New York University; and Intensive English Center, SUNY-Stony Brook), students from Asian societies comprise, on average, 67.5% of students enrolled. Average enrollment for these programs is 295 students—nearly as many students as the entire current international student population at Hofstra. Our university already has an English Language Program (ELP) that can meet the needs of these students. Information provided by the program's Director, Professor George Greaney, suggests that enrollments are significantly below capacity. In the Fall of 1993,

for instance, ELP students enrolled in 504 student-semester hours compared to the 80 student-semester hours in the Fall of 2005 (Greaney memo dated 11/08/04 and email correspondence dated 04/18/05).

While at least 19 colleges and universities in New York State offer intensive English programs, the English Language Program distinguishes itself in its ability to help a large number of students go on to graduate from Hofstra. Of the 100 students admitted into the ELP in the Fall of 1993 and the Fall of 1994, 48 went on to graduate from Hofstra. Others with high GPAs transferred to other institutions. No other intensive English language program in the area has even a remotely comparable record of mainstreaming its students. While below the university average, the graduation rate among ELP students is comparable to the rate for student athletes at Hofstra. ELP students, on average, were not on probation. The average GPA for ELP students admitted in the Fall of 1994 was 2.41. In a highly competitive market, Hofstra can find a niche by targeting outstanding Asian students with low to medium levels of English proficiency. Those we have spoken with who graduated from the same universities that they entered via intensive English programs suggests a very high degree of loyalty to those institutions.

1.5 Marketing Our Assets

Beyond the English Language Program, Hofstra possesses a number of other assets that make our university attractive to international students. We strongly recommend that recruiters also emphasize the following assets:

- On-campus housing for international students. Our review of best practices among intensive English language programs with large enrollments suggests that the best attended programs offer on-campus housing to international students. In order to ensure that international students receive adequate campus housing, we recommend that: (i) along with out of state domestic students, international students be given priority access to on-campus housing (REC#7), and (ii) that the ELP begin its session during the summer when more housing will be available on campus (REC#8). It is important to note that while several respondents to our survey emphasized their desire for on-campus housing, they also indicated a preference to be housed together with domestic students.
- Due, in part, to Hollywood stereotypes, those in other societies often view urban areas in the United States as violent and crime ridden. We recommend, therefore, that recruiters emphasize that Hofstra offers the relative safety and serenity of a suburban campus with easy access to the five boroughs (REC#9).
- At the same time, international students are attracted to Hofstra because of its proximity to New York City. To make the potential of easy access to the five boroughs more concrete, we further

recommend that the Admissions Offices encourage and publicize efforts to increase the number of field trips into the City (REC#10). As a model, we point to a course offered in the Asian Studies Program that offered fieldtrips to Chinatown and to Jackson Heights. Similarly, we recommend that the International Students Office reserve spaces for international students on field trips to New York City held as part of First Year Connections Courses (REC#11). Should these opportunities prove inadequate, we recommend that the International Students Office be given a budget to contract a bus for regular field trips to New York City (REC#12). Along with greater internationally oriented internships (see REC#1), expanded field trip offerings will benefit both international and domestic students alike.

- e Our smaller size compared to many other area institutions allows us to provide better and moree personalized instruction, mentoring, advising, and services to international students (REC#13). Ae list of professors willing to be mentors should be provided by recruiters (REC#14). Stronge international representation on the Faculty should be emphasized in this regard. In addition, wee recommend that recruiters provide a list of unusually helpful services offered by the Internationale Students Office such as “We Care Days” where students are allowed to make free phone callse back home (REC#15).e
- e Emphasize that Hofstra continues to build upon our reputation for academic excellence ase evidenced by higher standardized test scores of admitted students, an increasing number ofe faculty research grants, and national recognition for our technological sophistication (REC#16).e In particular, create separate, individual brochures and handouts highlighting our excellence ine areas where student interest is likely to be highest (REC#17). According to the Institute ofe International Education, the most popular majors for international students studying in the Unitede States are Business and Management (19.6%), Engineering (16.5%), and Math and Computere Sciences (12.3%). Hofstra’s recent pool of international applicants (AY2002-2004) mirrors thee national data. Of international student applicants listing majors, the majors most frequently indicated were Business (320), Engineering (93), Computer Science (49), Biology (32),e Communications (26), Political Science (22), Economics (22), and Broadcast Journalism (11).e Nearly one-third of applicants (234), however, were undecided. This suggests emphasizinge programs in areas with high employment demand in the countries in question. For instance, ine Japan, individuals with degrees in Counseling and Gerontology are highly sought after. With thee assistance of faculty knowledgeable about the society in question, recruiters should distributee literature on these programs for students who are undecided about their majors.e

Emphasizing these collective assets during interaction with potential applicants should set Hofstra University apart from our competitors.

1.6 Outreach/Advertising/Publicity

A solid sales pitch does little if potential consumers don't hear it. Our Committee identified over 20 different ways to go about the actual process of recruiting. After lengthy discussion, we recommend the following as low-cost yet highly effective outreach activities that maximize international student exposure to Hofstra University:

Outreach

- e Recruiters from the Admissions Office should continue their recent participation in tours of USAe university study fairs in targeted societies (REC#18). These fairs give recruiters access toe thousands of prospective students at a fairly low cost.e
- e Visits to TOEFL Schools such as Princeton Review in Japan (REC#19). Recruiters shoulde emphasize Hofstra's willingness and ability to accept international students with a wide range of e test scores.e
- e At present, large numbers of international students attending Adelphi's English Languagee Program are not being mainstreamed. Moreover, hundreds of international students aree graduating each year from Nassau Community College. The Committee believes that many of e these students will be interested in attending Hofstra University. We, therefore, strongly recommend that Hofstra's ELP, the Undergraduate Admissions Office, and the Internationale Students Office work together to forge connections with international student advisers at both of e these institutions (REC#20).e
- e A university-wide commitment to an objective requires the active support of not only staff, but e also of faculty and students. Accordingly, we recommend that students become more actively e involved in the process of e recruiting. Specifically, we support the recent decision by Enrollmente Services to create a Student Ambassador's Program (REC#21). Committee research indicates thate international students returning home have provided valuable recruiting services for othere universities, including New York University, SUNY-Stony Brook, and the University of e Connecticut. To encourage participation in the program, Student Ambassadors could receivee university certificates of recognition and nominal stipends for initially accompanying recruiterse and, contingent with training and experience, independently recruiting. The importance of familie and friendship networks to recruitment as highlighted in our survey leads to our recommendation e that both the Undergraduate and Graduate Admissions Offices provide all current internationale

students with recruitment literature and encouraging them to invite other students from home to apply (REC#22).

- Faculty present a major, untapped resource for international student recruitment. Based on data provided by Dean Steven Costenoble, in AY 2003-2004, 76 faculty members either received funding to travel to conferences abroad or participated in study abroad programs. In addition, committee members have generated lists of several other faculty members known to travel abroad. We recommend that all of these faculty members be called upon to assist recruitment by distributing Hofstra literature when traveling abroad or attending conferences with high levels of participation by international colleagues and prospective students (REC#23). In cases where faculty members are from other societies, we recommend that they be urged to contact students from their home society to encourage enrollment at Hofstra (REC#24). Faculty letters introducing prospective students to Hofstra will be particularly persuasive if they are written in a primary language of the society. Already, one faculty member, Professor Yuki Terazawa, has generously agreed to draft such a letter to Japanese students. Moreover, Enrollment Services has already drafted a letter of request to be sent to faculty members identified by the Committee as being most willing and able to assist in international student recruitment (see Appendix A). In addition to these personal letters, we recommend that Enrollment Services periodically send out a general letter to all faculty encouraging involvement in recruitment (REC#25).
- Establishing long-term relationships with foreign colleges and universities present opportunities to develop permanent exchange programs. The development of annual semester and year long Hofstra Abroad Programs that involve such relationships will ensure not only a high quality education abroad experience for our students, but also opportunities to bring international students from these universities to Hofstra. We recognize that the Law School already runs several winter and summer programs abroad. We encourage all administering Hofstra Abroad programs to explore the feasibility of extending these programs to semester or year-long duration (REC#26). We also support the idea of a Global Studies Institute that would provide the staffing necessary to coordinate all Hofstra abroad programs. We envision Institute staff members working with Hofstra faculty, Enrollment Services, and the International Students Office to facilitate the creation of year-long exchange programs that would bring international students to Hofstra on a regular basis (REC#27).
- Many students born and raised in other societies are currently attending high schools in the five boroughs. We noted above the finding from our survey that many international students come to Hofstra because friends and relatives live in the area. Accordingly, we recommend increasing the amount of effort devoted to recruiting students with international connections living in the five

boroughs area as a low cost means to diversify the campus (REC#28). In addition to visiting schools, we recommend that recruiters also be present at annual area ethnic festivals (REC#29). Beyond reaching large numbers of targeted students, the presence of our recruiters signals an awareness and appreciation of targeted groups' cultures.

Advertisement

- e Advertisements should be placed in the most reputable and widely referenced college guidebookse (REC#30). The Committee urges Enrollment Services to consult with students and facultye members from targeted societies to identify the best guides. Japanese students and facultye members at Hofstra have already provided recruiters valuable information in this regard. Wee encourage members of the Hofstra communities from other societies to provide similar advice.e
- e Ethnic Diaspora residing in the 5 boroughs and Long Islands can serve as major incentives fore international students to come to Hofstra (i.e., to be near friends and relatives) as well as stronge support systems upon arrival. Accordingly, we strongly recommend that advertisements be placede in newspapers in the New York areas targeting specific ethnic groups such as *El Diario La Prensa*, *India Abroad*, *Irish Echo*, *Irish Voice*, *News-India Times*... (REC#31).e

Publicity

- e Generating positive publicity for the university is an important facet of our recruitment strategy.e In particular, the Committee strongly recommends that the Office for Development and the Officee of Alumni Relations work together to develop a rotating International Student Scholarship (REC#32). Local ethnic foundations and businesses might also be encouraged to contribute to thee endowment. Rotating the scholarship would raise the profile of Hofstra in multiple societies.e
- e As will be discussed in Section 2, a lack of financial resources is often a major impediment toe interested international students attending Hofstra. Beyond the rotating scholarship, wee recommend a tuition reduction (presented as a scholarship) for international students admitted toe Departments with low or declining enrollments (REC#33). Our research indicates that some ofe these departments are precisely those that international students are most interested in joining.e
- e Several survey respondents noted a lack of detailed information on the Hofstra website. Wee recommend that the Office of University Relations work with the Admissions Offices, thee English Language Program, and the International Students Office to create a link for internationale students on the Hofstra home page (REC#34). Clicking on the link should take the viewer to ae webpage offering links to detailed information for either prospective international students ore current international students. With regard to prospective students, we strongly support thee

decision of the Undergraduate and Graduate Admission Offices to develop web pages specifically targeting international students (REC#35). We further recommend making these websites as user-friendly as possible for international students and their parents by providing text both in English and languages primary to societies targeted for recruitment (REC#36). Providing materials in foreign languages signals a high degree of respect for, familiarity with, and receptivity towards other cultures. It also assists parents of prospective students who may not possess a high degree of proficiency in English. Faculty proficient in the language and culture should be encouraged to provide translations as needed. As part of the committee's deliberations, some international faculty have already offered assistance in this regard. With regard to current students, we recommend that a webpage is developed listing specific services, activities, and organizations targeting international students and relevant contact persons (REC#37).

1.7 Application Process

Generating interest in applying to Hofstra is only half of the battle. The application process may become so baffling and tedious that interested students decide not to apply. Rumor has it that, at least until recently, international students' files were put into a separate stack with "FOREIGN" stamped on them and basically shoved aside until all domestic applications were processed. Regardless of whether or not the rumor is true, the Committee recommends that the President, Provost, and Vice President of Enrollment Services emphasize in the strongest terms possible the need to respond affirmatively to questions asked by international students regarding the admissions process as well as to expedite the processing of applications by international students once they are received.

Some survey respondents complained about being transferred from one Admission's office representative to another. When staff in the Admissions Office answer queries, they may be the first members of the Hofstra community that potential students meet. It is vital, therefore, that staff respond helpfully and enthusiastically to queries. We recommend creating point people for international students in both admissions offices (REC#38). The Undergraduate Admissions Office currently has a liaison to the International Students Office who could serve in this capacity. International students will automatically be directed to the point person whenever they have a question that other staff cannot answer. Along with a point person in the Admissions Office, an International Student FAQ Sheet may assist all staff in this regard (REC#39).

Beyond creating a culture in the Admissions Office that recognizes the importance of international students to the mission of our university, the prompt processing of international student applications will assist international students and the International Students Office in dealing with increasing delays in the processing of visas. To this end, we recommend that the deadline for international

student applications be set at June 1st (REC#40). Moreover, international student applications received in a timely manner should be processed expeditiously; with a list of accepted students being forwarded to the International Students Office by July 15th (REC#41).

1.8 Post-acceptance Follow-up

The best and brightest international students are likely to receive multiple acceptance letters from US universities. To put ourselves in the best position for winning the competition for these students, we recommend the following:

- e The Admissions Office request that a faculty member write one letter to the student encouraging enrollment (REC#41) as well as a letter to the parents of prospective students in native language introducing them to Hofstra (REC#42).e
- e In acceptance letters, the Admissions Office encourages students, at their own expense, to visit Hofstra. Students accepting the offer should be introduced to Student Ambassadors and faculty members as well as meet with a staff member from the International Students Office (REC#43)e

We expect these recommendations to significantly impact the number of international student applications received. We also recognize that high rates of retention can serve as an effective recruitment tool. Moreover, our goal of a strong international student presence at Hofstra could be undermined by low retention rates. Accordingly, we turn our attention to further improving international student retention.

Section II

Recommendations for International Student Retention

2.1 Recent International Student Retention Rates

According to statistics provided to the Committee by the Institutional and Market Research Office, in recent years undergraduate retention rates for international students were comparable to those of domestic students. One year retention rates for domestic students and international students in AY2002 were 79.2% and 79.5% respectively. In AY2003, the rates were 79.6% and 86.2% respectively. The Committee applauds the International Students Office and other administrative units for this accomplishment. Our recommendations for international student retention are not remedial in nature. Rather, we proactively anticipate issues that may arise as the number of international students on campus increases over the next five years.

2.2 Goals and Time Lines for Retention Rates

The goal set by the Committee is to retain international student retention at rates comparable to those for domestic students over the next five years (i.e. AY2006 through AY2010). Far from asking for the status quo, the goal set forth here is highly ambitious. Particularly with new visa restrictions, international students face increasing challenges to pursuing higher education in the United States. At the same, success in reaching our recruitment goal will increase demand for services, testing our administrative capacities. Nonetheless, we strongly believe that the recommendations set forth below will enable us to accomplish this goal.

2.3 Findings from Survey of International Students

•e Service Satisfaction Rates

Ratings of satisfaction/dissatisfaction with the quality of services provided to international students were comparable to ratings of overall satisfaction/dissatisfaction with the admissions process. Slightly less than half (46.4%) of respondents answering the question rated the overall quality of service as high or very high. 18.5% rated the quality as low or very low. As with recruitment, the findings suggest reasonable rates of satisfaction with significant room for improvement.

In terms of specific services, the following services were most frequently rated as being of either a high quality or very high quality: International Students Office, Wellness/Counseling, and Academic Records. The following services were most frequently rated as being of either a low quality or very low quality services: Office of Financial Aid and Student Accounts.

•e Retention Issues

The survey findings suggest that financial concerns are a major retention issue. 38.9% of respondents answering the question reported that it has either been difficult or very difficult to pay their expenses at Hofstra. Most respondents (65.2%) reported that relatives pay for their education at Hofstra. 24.2% reported paying their expenses through grants or scholarships. In open-ended responses, students complained about insufficient financial assistance, few on-campus job opportunities, high tuition, and overpriced food prices on campus. Tight budgets also led to further frustrations, such as late fees being assessed and meal plans being revoked when payments from home were delayed in the mail. Together, the results suggest that we should intensify our efforts to actively assist international students in identifying sources of funding for their studies at Hofstra.

It is also worth exploring ways to improve the literature provided to international students, in particular literature on visa requirements. After the Office of Financial Aid and Student Accounts, literature for international students had the lowest quality rating of the thirteen services rated. One-

quarter of respondents (24.6%) either did not understand or understand completely the impact that failing to attend classes and maintain academic standing would have on their visas.

Several respondents related encountering major frustrations in their efforts to gain advice and support. In general, these respondents indicated a lack of emotional support and cultural sensitivity on the part of administrators (see Appendix B). In particular, students wanted a more efficient and proficient support system in their first year of studies. As one respondent put it, “when an international student first comes to the US, they need a lot of assistance in everyday simple things. It would be advisable for people working with international students to offer this help and understanding for the first couple of months.” Among the “everyday simple things” mentioned by other respondents include obtaining a drivers license, opening a bank account, and where to obtain Halal food.

The cultural climate on campus also may negatively affect retention. Nearly half (47.6%) of respondents answering the question reported encountering prejudice or discrimination against them at Hofstra. On the other hand, only 5.8% report experiencing prejudice or discrimination on a regular basis. This suggests to us that while not systematically hostile, the cultural climate on campus could become more inclusive and tolerant.

●e Retention-Related Assetse

By far respondents reported most frequently reported meeting their close friends at Hofstra in the classroom, in residential halls, and on athletic teams. Results suggest that international students should be given priority for on-campus housing. 38.8% of those responding to the question said that they would either like or very much like to live with other international students. Assigning international students to halls with a mix of international and domestic residents will ensure opportunities to develop strong ties with those sharing the experience of studying abroad as well as with those from different cultures. In addition, the results underscore the importance of Athletics not only to recruitment, but also to the retention of international students. The Committee addresses both the deficiencies and assets identified through the survey in our retention recommendations below.

2.4 Preventing and Addressing Financial Hardship

To help avoid situations where students who do not possess the financial resources necessary attend Hofstra nonetheless enroll and eventually drop out, it is important that recruiting and admissions materials targeting international students make clear what the average costs of attendance are as well as what financial resources are and are not available to international students (REC#44). Additionally, we propose several ways to increase financial resources available to international students coming to Hofstra. We reiterate our recommendation that the Office for Development and the Office of Alumni Relations work

together to create a rotating International Student Scholarship (see REC#45). In order to maximize public awareness and financial support for the scholarship, we call upon the President and the Provost to be actively involved in establishing the endowment and awarding the scholarship.

Since international students are not allowed to work off-campus, increasing on-campus employment opportunities presents an important part of our efforts to increase financial resources for international students. We recommend that at the start of every semester, the International Students Office send out a letter requesting that the Chairs of Departments encourage their faculty to provide research assistant opportunities to international students (REC#46). We also call upon the ISO to work closely with the Office of Residential Life and the Office of Student Employment to highlight resident assistant and other employment opportunities available to international students (REC#47).

One of our main rationales for increasing international student presence at Hofstra is to improve the quality of education provided by our institution. While we are committed to retaining all international students, our top priority should be to retain students demonstrating academic excellence in their studies. Accordingly, the Committee recommends that the university provide scholarships to international students who appear on the Provost's Scholars List two consecutive semesters and continuously maintain their strong academic performance (REC#48).

Recent events such as the tsunami and the earthquake in Pakistan provide graphic illustrations of ways that unexpected hardships can arise for international students. While the federal government provides emergency funding to international students, this funding often takes three months to process. To assist in retention, therefore, the Committee calls upon the Office of the Provost to create an emergency loan fund that provides small loans at low interest rates to international students experiencing hardship (REC#49). Administered by the International Students Office, the fund will not only enable the student to survive a financial crisis, but will also provide positive publicity for Hofstra in the country negatively affected.

2.5 Preventing and Addressing Visa-related Problems

The growing complexity and paperwork associated with processing visas presents a major challenge for international student retention. In addition to expediting the processing of international student applications (see REC#s 40 and 41), the Committee recommends several other changes. As with financial issues, recruitment and admissions materials should provide a careful, step-by-step, explanation of the visa process to students (REC#50). Upon acceptance to Hofstra, the admissions offices should send out a letter (beyond the present brochure) outlining visa requirements, deadlines, and issues (REC#51). The enormous time and effort involved in processing student visas limit the ability of the present staff at the International Students Office to address the other needs of international students. The Committee,

therefore, recommends creating a new paid staff position in the International Students Office to deal exclusively with the processing of student visas (REC#52). The staff member should consult closely with the international student point people in the Undergraduate and Graduate Admissions Offices to help ensure that prospective students are receiving accurate information regarding their visas.

Students who fail to meet with the International Students Office three months prior to leaving the country have experienced difficulties in re-entering the country to resume their studies at Hofstra the following semester. Such disruptions have negatively impacted retention rates. At the start of each semester, we recommend that the International Students Office send a letter calling upon faculty to remind students of the importance of meeting these deadlines (REC#53).

2.6 Improving the Affective Dimensions of Services

We anticipate that having point people specializing in providing services to international students will not only greatly increase the efficiency of services provided, but also their quality. Given that survey respondents rated the Office of Financial Aid and the Office of Student Accounts lowest in terms of service quality, we recommend that both units hire someone to be a point person for working with international students (REC#54). Both persons hired should have extensive experience in working with international students. To reduce the perception of cultural insensitivity widely held among students, we further recommend that all staff in these units receive training in multicultural competence, facilitation, and conflict resolution (REC#55).

2.7 Strengthening Advisement

International students must rapidly adapt to a culture that often differs considerably from their own with less immediate support from friends and family. Culture shock and social isolation can contribute to depression and anxiety. Providing the type of intensive advisement sought by several international students responding to our survey requires early and coordinated interventions. Similar to First Year Connection's University 101 course, we recommend that the English Language Program provide a course geared towards meeting the practical and emotional needs of international students in their first year at Hofstra (REC#56). We further recommend that Student Counseling Services (SCS) create a liaison to coordinate mental health support services with the English Language Program and the International Students Office (REC#57). International students will automatically be directed to the point person in SCS whenever they would like to receive counseling services. The SCS liaison should specialize in cross-cultural counseling.

The Committee also recommends that the International Students Office, the Office of University Advisement, and faculty encourage international students to come in early for advisement (REC#58). To

assist faculty in identifying issues specific to international students, we further recommend that at the start of every semester, the International Students Office a letter encouraging all faculty to contact the ISO with any questions they have regarding international students (REC#59). We also recommend that the ISO regularly distribute information to faculty during Faculty Meetings, Chairs Meetings, and Senate Meetings (REC#60). Per recommendation #13, whenever possible, international students should be encouraged to seek advisement from professors who have volunteered to be mentors.

Upon arriving at Hofstra, international students are asked to adjust not only to a new cultural, social, and academic environment, they are also expected to adapt to a whole new information infrastructure. Research methods, bibliographic conventions, access to information resources, and scholarly expectations regarding plagiarism and other matters are often very different from those in an international student's country of origin. The Committee, therefore, recommends that the Department of Library Services work with the International Students Office and the Office of University Advisement to develop specialized library resources and instruction for international students (REC#61).

2.8 Making Connections

Our survey indicates that international students at Hofstra want to make more connections with each other, with domestic students, and with the broader New York City area. Given the importance of residential housing as a vehicle for connecting students, we reiterate our recommendations that international students be given priority to on-campus housing (see REC#7 and REC#8) and that they live side-by-side with domestic students to maximize opportunities for cross-cultural friendships. We also call for the International Students Office to explore the viability of establishing at Hofstra a program where international students live with families in the surrounding area. As an indication of its promise, SUNY-Stony Brook already has such a program (REC#62).

Beyond integrated housing, several other opportunities exist to connect international students with domestic students, staff, and faculty. We recommend that both the Student Government Association and the Graduate Student Organization create liaisons in charge of encouraging international students to become active in student organizations on campus (REC#63). Similarly, we encourage the Chair of the Senate Executive Committee to make regular efforts to secure international student involvement in the University Senate (REC#64). We also reaffirm our recommendations for connecting international students to the New York City area through field trips and internships (see REC#s 1 and 10-12).

2.9 Educating Domestic Students

Institutional leadership is critical in determining the cultural climate at a university. From the very moment a student steps foot on campus, it is important that a message be conveyed regarding the

university's strong commitment to cultural diversity. To this end, we recommend that this message be conveyed by a prominent university official during each 1st year orientation (REC#65). In particular, the university's non-harassment policy should be discussed in detail to signal our zero-tolerance for prejudice and discrimination against international students.

Conclusion

3.1 Evaluation Mechanisms

In order for a strategic plan to be successful, information must be distributed on a regular basis to keep people informed, interested, and motivated. By October 15th of every year between 2006 and 2010, the following will submit reports to the Provost: the Dean of the Undergraduate Admissions Office, the Dean of the Graduate Admissions Office, the Vice President of Enrollment Services, the Director of the English Language Program, the President of the Graduate Student Organization, the Director of the International Students Office, the Dean of University Advisement, the Vice President of Campus Life, and the President of the Student Government Association. The reports should detail:

- e which recommendations have been implementede
- e preliminary outcomes of implementing the recommendationse
- e which recommendations have not been implemented along with the reasons for thise
- e what additional steps might be taken to increase recruitment or retentione

On the basis of these reports, the Provost will provide a progress update to both the University Senate and to the Full Faculty. With good-faith efforts, we are confident that the goals set forth in this report will be realized to the benefit of our university community.

References

- Appel, Morgan, David Cartwright, Daryl G. Smith, and Lisa E. Wolf. 1996. *The Impact of Diversity on Students: A Preliminary Review of the Research Literature*. Association of American Colleges and Universities: Washington, DC.
- Brooke, James. 2005. "For Mongolians, E Is for English, F Is for Future." *New York Times*. February 15, p.A7.e
- Canavor, Natalie. 2004. "International Community College." *New York Times*, November 7, p.14LI1.
- Dillon, Sam. 2004. "U.S. Slips in Attracting the World's Best Students." *New York Times*, December 21, p.A1.e

Appendix A1

Letter encouraging faculty support for recruitment

The Undergraduate Academic Affairs Committee (UAAC) is interested in increasing faculty involvement in international student recruitment. Toward that end, committee members have shared with me the names of faculty members who occasionally travel abroad and/or who may be interested in assisting in this effort. Professor X shared your name with me.

Our hope is to seek faculty assistance in two ways:

1. Faculty who, when they travel abroad for business and/or conferences, DISTRIBUTE Hofstra literature and materials to colleagues and prospective students.
2. Faculty of foreign origin CONTACT prospective students from their home country to encourage enrollment at Hofstra and TO serve as mentors to current international students.

If you are interested in assisting in either of the above, please let me know by calling me at 3-6691 or by replying to this e-mail. I look forward to hearing from you.

Thank you

Dean of Undergraduate Admissions
Hofstra University

Appendix A2

Concerns and recommendations of international students enrolled at Hofstra University

1. Lack of Emotional Support and of Cultural Sensitivity ⇒ Create a More Nurturing and a More Culturally Sensitive Environment

- listen to problems that students are having with the school
- have a friendlier director of ISO who's willing to work with students and does not use threat as a means of compliance with rules and regulations
- get a better dedicated staff that actually care about the school's reputation abroad
- understand the pressures of studying away from home is a reason for low grades also - a low grade is no reason to terminate one's visa and academic studies
- make them feel that you really want them around. Although International Students Office does a great job, many different things have to change in Hofstra University in general
- know more about us
- encouragement about grades
- Halal food
- give support on the emotional hardship of being away from home
- help with issues other than immigration
- I read a sign talking about Brazil written in Spanish - we speak Portuguese
- Many of us feel that we give you our money and you treat us as slaves

2. Poorly Organized System of International Student Support ⇒ Provide a More Efficient Support System Intended for International Students

- when an international student first comes to the US needs a lot of assistance in everyday simple things. It would be advisable for people working with international students to offer this help and understanding for the first couple of months
- be more aware of them for issues besides payment and problems with insurance - (driving license, bank, etc)
- help with matters for freshman international students
- Does this questionnaire make a difference? I filled one before and don't see any changes
- maybe be more helpful
- I always get charged for paying tuition late, must understand that I receive payments months later in mail
- I just think that everything is too hard for an international student
- Hofstra Administration should be more organized
- we need so many papers for everything, sometimes it is frustrating, specially when we are sent back and forth to several offices and nobody helps you
- better financial aid and level of discretion in dealing with challenges related to aid such as leaving meal plan activated for grace period of time and truly meeting with persons to meet challenges
- Isn't it extra hassle? That's been my impression so far

3. Lack of Activities for International Students ⇒ Provide More of These

- more activities
- there could be more interesting meetings like barbecues, etc... for international students
- encourage international student integration on campus, i.e., don't put them all in the same dorm, especially when they request otherwise

- appreciate the presence of international students more by having more activities for them and also finding a way to integrate them with the larger student body
- it needs to organize program for international students with American students
- force them to mingle more with American students
- organize more events
- more activities with international clubs

4. Insufficient Financial Assistance and Few On-campus Jobs ⇒ Provide More

- do some sort of program where students can at least work for 2 days at helping in volunteering for an event and get paid for it
- offer financial aid and opportunities for outside employment
- better employment opportunity
- opportunity for international students to work within international students office to provide help to incoming students
- decrease tuition
- provide jobs which may help international students sustain themselves considering one is not allowed to work off campus
- offer more scholarships on ways to help international students financially

4. Small International Student Community on Hofstra Campus ⇒ Expand International Student Community

- recruit abroad on national universities
- more partner universities
- enlarge the community of international students
- advertise the communications school because many people in my county want to study that field

5. Small International Student Community on Hofstra Campus \Rightarrow Expand International Student Community

- recruit abroad on national universities
- more partner universities
- enlarge the community of international students
- advertise the communications school because many people in my county want to study that field

APPENDIX B

Recommended language for the Bulletin:

INC: When requested by the student, the instructor may grant, at her/his discretion, a grade of INC. An INC grade should be given only when unforeseen circumstances prevent the student from completing course work on time. By the last day of the normal grading period for the semester, the instructor must submit an INC Grade Form to the Office of Academic Records. In unusual circumstances, the faculty member may submit an INC Grade Form without prior discussion with the student. The instructor will decide the time frame in which the student will complete the required course work. However, this time frame may not exceed the last day of the next full semester following the granting of an INC grade.* In cases where lab work is required or the student is working on an Independent Study, additional time may be granted. A student will not be allowed to attend the regular class meetings at the next offering of the course. The instructor will clearly state in the INC Grade Form the grade the student will receive if the contracted work is not completed. The student will receive a copy of the INC Grade Form must comply with its terms.

The instructor is required to submit a grade for the student within 30 days after the student has submitted work to fulfill the terms specified in the INC Grade Form. If the instructor cannot oversee the completion of the incomplete work with the student, the instructor will arrange for oversight within the department with the Dean's permission. If the incomplete work is not completed by the contracted deadline, the INC grade will convert to the grade stated in the Incomplete Grade Form.

*eStudents must complete all required course work in order to graduate. Candidates fore graduation requesting an INC grade will graduate at the May or December commencement following the deadline specified in the Incomplete Grade Form.e

W: The student has withdrawn from the course and so notified the Office of Academic Records in writing. Nonattendance does not constitute a withdrawal. The student may withdraw from the course any time up to one week before the last scheduled day of classes. Failure to maintain a full-time load of 12sh or more t may negatively affect financial aid and visa status. All deadlines for withdrawal can be found on the Academic Records web pages and in the Class Schedule published for each semester/session.

UW: The student has not officially withdrawn. The faculty has reported to the Office of Academic Records by his/her indicating on the Last Date of Attendance form that, as of the end of the 10th week of the course, the student has stopped attending or never attended the course. Failure to maintain a full-time load of 12sh or more may negatively affect financial aid, and visa status.

Completion Ratio Requirement

The completion ratio is arrived at by using the number of credits attempted and the number of credits completed. The University will place on academic probation any student (other than students with fewer than 30 semester hours attempted), accumulating UWs, Ws, or NRs as the following percentages of total attempted semester hours:

- more than 40% of between 30 and 59 attempted semester hours
- more than 33% of between 60 and 89 attempted semester hours
- more than 26% of 90 or more attempted semester hours

Students failing to complete 75% of their current attempted semester hours during a semester that they are on academic probation will be dismissed from the University.

Revised University Probation Standards—Undergraduate

1. Students will be placed on probation for either not meeting grade point average or completion ratio requirements.

2. *Grade point average requirement:* a full-time or part-time student will be placed on probation at the end of any fall or spring semester in which his or her cumulative grade point average is less than 2.0 but above the University's minimum retention standards.

3. *Completion ratio requirement:* the University will also place on academic probation any student (other than students with fewer than 30 semester hours attempted), accumulating the following percentages of total attempted semester hours in UWs, Ws, or NRs:

- more than 40% of between 30 and 59 attempted semester hours
- more than 33% of between 60 and 89 attempted semester hours
- more than 26% of 90 or more attempted semester hours

4. Students placed on probation for low grade point averages will receive a letter from the Office of Academic Records informing them of their probationary status and warning that they must raise their grade point average to 2.0. The letter will explain the consequences of failing to raise the grade-point average to 2.0 or above.

5. Students placed on probation for low grade point averages will be required to meet with an adviser in the Advisement Office as soon as possible to discuss their standing. When they meet with the adviser, they will be informed of the support services available and the average they must achieve to raise their grade-point average to at least 2.0. Students will also be reminded that if their grade-point average drops further, they are in danger of being dismissed from the University.

6. Students placed on probation for low completion ratios will receive a letter from the Office of Academic Records informing them of their probationary status and warning that they must complete 75% or more of attempted semester hours. The letter will explain the consequences of failing to complete 75% or more of attempted semester hours.

7. Students placed on probation for low completion ratios will be required to meet with an adviser in the Advisement Office as soon as possible to discuss their standing. When they meet with the adviser, they will be informed of the support services available and the percentage of attempted semester that must be completed to raise their completion ratios to minimum standards. Students will also be reminded that if they do not complete 75% or more of attempted semester hours, they are in danger of being dismissed from the University.

8. All students placed on probation will be required to take a course on strategies for academic success for one semester hour of non-liberal arts credit. The course will assist students in developing study skills, test taking skills, and time management skills. The course will also offer support services related to financial aid, relationships, and mental health issues.

9. Students who either fail to meet with an adviser in the Academic Advisement Office in the fall or the spring or fail to take and complete the one semester hour course by the term following their being placed upon probation will not be allowed to register subsequently until they do so.

10. A full-time student on academic probation may carry no more than 13 semester hours in addition to the one semester hour academic success course. A part-time student on academic probation may carry no more than seven semester hours in addition to the one semester hour academic success course.

11. Students on academic probation may not elect an option Pass/D+/D/Fail grade.

12. Students will be on academic probation for low grade point averages as long as their cumulative grade point average remains below 2.0 and is above the University's minimum retention standards. They will continue to be subject to all the requirements of students on academic probation.

13. Students will be on academic probation for low completion ratios as long as their completion ratios remain below the standards specified in point #3 above and they complete 75% or more of attempted semester hours. They will continue to be subject to all the requirements of students on academic probation.

14. When appropriate, students admitted to the University through a special academic program will be exempted from these probation criteria until they are released from the program.

APPENDIX C
ANNUAL TIMETABLE
ACADEMIC RECORDS COMMITTEE

<i>Month</i>	<i>Purpose of Meeting</i>
January	<p>Review cases from the English Language, NOAH, and University Studies programs.</p> <p>Review January students from summer meetings for continuance or dismissal.</p> <p>Miscellaneous appeals are also heard.</p>
April	<p>Review students who were enrolled in the Fall semester only and would have been dropped at mid-year. Included in this group are any summer reinstatements who elected to attend the Fall semester only.</p> <p>Miscellaneous appeals are also heard.</p>
June	<p>Review current year cases from the English Language, NOAH, and University Studies programs to determine dismissal/continuation of students in these programs.</p> <p>Review all students reinstated from past summer meetings for continuance or dismissal.</p> <p>Miscellaneous appeals are also heard.</p>
July - August	<p>Review appeals for reinstatement from students who were dropped for poor scholarship in June or previous years.</p> <p>Miscellaneous appeals are also heard.¹</p>

Please note: Periodically, special meetings are called as needed.

APPENDIX D

Attached is the timetable of the regular ARC meetings held throughout the year. Additional meetings are called, if necessary. The vast majority of cases that come before the Committee are appeals for reinstatements from students dropped for poor scholarship. Over seven hundred cases were reviewed. Statistical data reflecting dismissals and reinstatements for the June 2005 to May 2006 period is given below.

		<i>Totals</i>
<i>Dropped for Poor Scholarship</i>		
Automatic Drop (end of Spring semester) (includes New College and SUS)	216	216
ARC Drops		94
End of Fall semester	34	
At April ARC meeting	11	
End of Spring semester	49	
Total Drops		310
<i>Reinstated/Readmitted</i>		
Total Reinstated by ARC		143
End of Fall semester	12	
At April ARC meeting	0	
End of Spring semester	131	
Total Readmitted - all meetings		15
Total Reinstated/Readmitted		158
Athletic Activity (Non-Academic) Grants Reinstated	0	
Net Dropped		152

APPENDIX E

Faculty Policy Series #43

HOFSTRA UNIVERSITY HARASSMENT POLICY

I. Introduction

As an academic institution of higher learning, Hofstra University is dedicated to providing an environment conducive to intellectual and personal growth, with all members of the community encouraged to participate to the fullest extent of their abilities. For Hofstra, this means a firm institutional commitment to academic freedom as defined in Section II of the Faculty Statutes. It also involves a commitment to norms of professional and interpersonal respect ensuring that no individuals are subjected to harassment or discriminated against in any way on the basis of race, color, religion, sex, sexual orientation, age, national or ethnic origin, physical or mental disability, marital or veteran status or any other characteristic protected by state or federal laws. These protected traits are referred to as “protected characteristics or beliefs” elsewhere in this Policy.

Harassment based on any of these characteristics is a form of discrimination prohibited by law and by Hofstra University. Whenever a violation of this policy is brought to the University’s attention through appropriate channels or when the University otherwise becomes aware of a violation of this policy, prompt corrective action will be taken. All members of the Hofstra community are encouraged to contact the appropriate University offices if infringements of this policy come to their attention. Retaliation against anyone who files a complaint under this policy or participates in an investigation is prohibited.

II. Harassment Policy Statement

A. Harassment Prohibited

Hofstra University abides by the principle that its students, faculty, staff and administrators have a right to be free from unlawful harassment within the University community. Harassment is the creation of a hostile or intimidating environment in which verbal or physical conduct based on one’s protected characteristics or beliefs, because of its severity and/or persistence, is likely to significantly interfere with an individual’s work or education, or enjoyment of other University opportunities or activities. Harassment also includes coercive or threatening behavior based on one’s protected characteristics or beliefs.

This policy covers the conduct of all University employees and students, as well as third parties such as vendors, contractors and visitors to campus. This applies to all areas of University programs and activities both on and off-campus, including overseas programs.

B. Definition of Sexual Harassment

Generally, sexual harassment is conduct that exploits power or authority in order to elicit sexual submission, or inappropriate sexual conduct that creates an intimidating, hostile or abusive environment for working, learning, or enjoying other opportunities and activities. Sexual harassment can include a wide range of behaviors, from the actual coercing of sexual relations, to repeated or egregious sexual suggestions or comments, to the unwelcomed emphasizing of sexual identity. The definition of sexual harassment, discussed more fully below, will be interpreted and applied consistent with current legal standards, as well as accepted standards of mature behavior, professional responsibility, academic freedom, and freedom of expression.

Sexual harassment in any situation is reprehensible; it is particularly damaging when it exploits the educational dependence and trust between and among students, faculty, staff and administrators. When the authority and power inherent in certain relationships, whether overtly, implicitly, or through misinterpretation, is abused in this way, there is potentially great damage to all parties involved, and to the educational climate of the institution.

For the purposes of this policy, sexual harassment may be defined as unwelcome sexual advances, requests for sexual favors, and other nonverbal, expressive or physical conduct of a sexual nature, when

- *submission to such conduct is explicitly or implicitly made a term or condition of employment or status in a course, program or activity; or*
- *submission to or rejection of such conduct is used as a basis for an academic or employment decision affecting the individual, or for a decision regarding an individual's status in a course, program or activity; or*
- *such conduct has the purpose or effect, when judged from the perspective of a reasonable person in the position of the complaining individual, of unreasonably interfering with an individual's academic or work performance, or creating an intimidating, hostile or offensive environment for working, learning, or enjoying other University opportunities, programs and activities.*

Determining whether sexual conduct creates an intimidating, hostile, or offensive environment or substantially interferes with an individual's academic or work performance or enjoyment of other University opportunities depends on the specific facts and the context in which the conduct occurs. To constitute sexual harassment, the conduct must be severe or pervasive. Thus, a hostile environment may arise from a single incident if sufficiently egregious, for example, certain physical contact, or from repeated actions such as repeated sexual comments, suggestions or jokes. Further, if such conduct or remarks take place in the teaching context, to conclude that they create an abusive environment it must be shown that they are not germane to the subject matter. The academic setting is distinct from the workplace in that wide latitude is required for professional judgment in determining the appropriate content and presentation of academic material.

Sexual harassment can involve conduct toward an individual of the opposite sex or of the same sex. In addition, sexual harassment may occur between peers or between individuals in a hierarchical relationship.

Examples of conduct covered by this policy (subject to the above conditions) include, but are not limited to:

- *unwanted flirtation, advances or propositions of a sexual nature;*
- *insults, humor, jokes, or anecdotes (not legitimately related to the subject matter of a course, if one is involved) that belittle or demean an individual's or a group's sexuality or sex;*
- *unwelcomed comments of a sexual nature about an individual's body or clothing;*
- *unwarranted displays of sexually suggestive objects or pictures;*
- *unwelcomed touching such as patting, pinching, hugging, or brushing against an individual's body;*
- *explicit or implied suggestions that submission to or rejection of sexual advances will affect decisions regarding such matters as an individual's employment, work assignments or status, salary, academic standing, grades, participation in programs or activities, athletic opportunities, receipt of financial aid; grants, leaves of absence, letters of recommendation, or other similar matters;*
- *tangible action taken against an individual (e.g. a demotion, lower grade) for refusing to submit to sexual advances, or threatening to take such actions; and*
- *sexual assault. (For additional information about sexual assault involving students, see the Sexual Assault Policy contained in the Guide to Pride).*

C. Definition of Other Forms of Harassment

Unlawful harassment, other than sexual harassment, is conduct that denigrates or shows hostility or aversion to a person on the basis of a protected characteristic or belief when such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or creating an intimidating, hostile, or offensive environment for working, learning, or enjoying other University opportunities, programs and activities.

Protected characteristics or beliefs are listed in Section I of this policy.

Examples of other forms of harassment covered by this policy, include, but are not limited to:

- *verbal abuse, ridicule, slurs, epithets, stereotyping, and offensive and unwelcome jokes and comments;*
- *threatening, intimidating, or hostile acts; and*
- *displaying or distributing offensive materials, writings, graffiti, or pictures that denigrate or show hostility or aversion towards an individual or group based on any of the protected characteristics or beliefs set forth in this policy.*

III. Harassment Complaint Procedure

Any member of the University community, including a student or employee, who believes that he or she has been subjected to harassment in violation of this policy may pursue redress through the appropriate complaint procedure. This complaint procedure is provided for the prompt and equitable resolution of complaints alleging harassment by members of the University community, including faculty members, staff members, administrators, and other persons. However, complaints of harassment against students arising out of their conduct as students shall be made to the Dean of Students Office and will be handled in accordance with the provisions set forth in the Student Judicial Code. Members of the University community may also choose to pursue one of the informal options discussed below.

A. Confidentiality

1. Generally it is the policy of Hofstra University to protect the confidentiality of members of the University community who may be involved in harassment complaint procedures, insofar as that is reasonably practicable. Specifically, the identity of the complaining party, the identity of the accused offender (hereinafter referred to as the “responding party”), and information relating to the harassment complaint will be disseminated only to those individuals who have a legitimate need to know, or as reasonably necessary for the purpose of investigating or resolving the complaint.

Complaining parties should be informed and understand that, upon their advising a Harassment Adviser or the Equal Rights and Opportunity Officer of a harassment complaint, the University may be legally required to investigate that complaint. Therefore, complaining parties should understand that the complaint may be disclosed, as necessary, to persons other than the one(s) to whom the complaint is made, including the party complained of (hereafter referred to as “the responding party”).

Although the University will endeavor to maintain the confidentiality of harassment complaints and proceedings in accordance with this policy, it cannot absolutely guarantee against the further dissemination of information

by individuals to whom such information was reasonably disclosed by the University in the course of a harassment investigation.

2. Waiver of Confidentiality: A complaining party or a responding party may be deemed to have waived, directly or indirectly, the confidentiality provisions of this policy by voluntarily disclosing information about the complaint or the complaint proceedings to parties within or outside the University community who are not directly involved in the investigation or complaint process. The University retains the right to respond as it deems appropriate, including the right to rebut or refute such allegations consistent with applicable law.

B. Retaliation

No individual shall be penalized or retaliated against in any way by a member of the University community for his or her participation in this complaint procedure: This protection includes both the complaining and responding parties and individuals who participate in an investigation of a harassment complaint. Every effort should be made to protect members of the University community so they may use or participate in the harassment complaint procedure without fear of reprisal or retaliatory action. Threats, other forms of intimidation, and retaliation against a complaining or responding party or any other party involved in implementing or utilizing the University's harassment complaint procedure are violations of this policy, and, thus, may be grounds for disciplinary action, including separation from the University, consistent with appropriate procedures.

Individuals who believe they have been retaliated against in violation of Hofstra's harassment policy must follow the complaint procedures outlined herein, and such complaints will be processed in accordance with those procedures.

C. Informal Procedure

The goal of the informal options is to end quickly the offending behavior without utilizing disciplinary action or the formal complaint procedure. However, no one is required to pursue an informal resolution and a complaining party may proceed immediately to the formal complaint procedure. If the informal options are not feasible or desired or do not result in a mutually agreeable solution or cessation of the offending conduct, the formal complaint procedure is available as well. Informal options include:

- Talking directly to the other party or writing a letter describing the unwelcome behavior and asking him or her to stop.
- Consulting with a University Harassment Adviser. Harassment Advisers are individuals specially trained by the University who are available to anyone to discuss issues relating to harassment or the University's policy and procedures. Harassment Advisers may assist the parties in resolving a complaint informally without the need to file a formal complaint. A

current list of Harassment Advisers is available from the Human Resources Office and the Equal Rights and Opportunity Officer.

- Speaking to members of the Student Counseling Center or campus Chaplains. Such conversations may be confidential because of the legal protections held by the specific persons receiving the information.

D. Formal Procedure¹

1. Step One

- a. Whom to Contact: Individuals who believe they have been subjected to harassment in violation of this policy and seek to file a formal complaint should contact the Equal Rights and Opportunity Officer [insert campus contact information].² The Equal Rights and Opportunity Officer is the designated official responsible for the investigation of harassment complaints made by members of the University community, as well as for coordinating the processing of such complaints under this policy. Individuals who believe they have been subjected to harassment by a student in violation of this policy should contact the Dean of Students. If such a complaint is made to the Equal Rights and Opportunity Officer, the complaint will be forwarded to the Dean of Students for handling in accordance with the provisions of the Student Judicial Code. Complaints by individuals who believe they have been subjected to harassment by a third party such as a vendor, contractor or visitor to campus will be handled by the Equal Rights and Opportunity Officer, even though not subject to this formal complaint procedure.
- b. Timing of Complaint: An initial complaint of harassment to the Equal Rights and Opportunity Officer must be made within six months of the most recent occurrence of alleged harassment. The Equal Rights and Opportunity Officer is authorized to waive this timeliness requirement in extenuating circumstances. Even if the time to file a complaint has elapsed, any member of the University community who becomes aware of a potential violation of this policy is encouraged to report the violation to the Equal Rights and Opportunity Officer so that appropriate action may be taken. In order to facilitate investigation of a complaint, prompt reporting is encouraged.

¹ A summary of the Formal Harassment Complaint Procedure is available from the Equal Rights and Opportunity Officer.

² In the event that the complaining party believes that the Equal Rights and Opportunity officer may have a conflict of interest, or for other compelling reasons, he or she may report the complaint to the Director of Human Resources, or, where the complaining party is a student, to the Dean of Students. This officer will then take the role of the Equal Rights and Opportunity Officer in the procedure.

- c. Making a Written Complaint: If the complainant, after an initial discussion with the Equal Rights and Opportunity Officer, decides to proceed, the complainant must make the complaint in writing by filing a Harassment Complaint Form. Such forms may be obtained from the Equal Rights and Opportunity Officer.
- d. Investigation By the Equal Rights and Opportunity Officer: The Equal Rights and Opportunity Officer or a designee shall conduct an investigation of the complaint, which shall include discussing the allegations with the responding party, reviewing any relevant documents or other materials, and interviewing potential witnesses to the alleged harassment, including administrators, faculty members, staff members, students or other persons who may have knowledge of the situation. If the responding party is a member of a union, the party may request that a union representative be present during his or her interview.

Neither the complaining party nor the responding party is entitled to the participation of legal representatives during the course of the Equal Rights and Opportunity Officer's investigation of the complaint.

- e. Informal Resolution: The Equal Rights and Opportunity Officer is authorized and encouraged to explore informal resolution of the complaint at any time after the complaint is received. The Equal Rights and Opportunity Officer shall advise both the complaining and responding parties that conciliation of the complaint is available should the parties so desire. Informal resolution is designed to obtain an expedient, mutually-acceptable solution to a harassment problem without the necessity for conducting further investigation or hearings. The purpose of informal resolution is to attempt through discussion and inquiry to make an effort to resolve or "work out" the issue in a non-adversarial manner. Therefore, the Equal Rights and Opportunity Officer should be able to use a great degree of discretion and flexibility in deciding what kind of informal means would be most effective in accomplishing this end, provided that the result achieved is acceptable to both parties in interest.

If the Equal Rights and Opportunity Officer is able to resolve the complaint to both parties' satisfaction, the Equal Rights and Opportunity Officer should provide the parties with a written statement reflecting the terms of the resolution and stating that the agreed-upon resolution will be undertaken. The written statement of informal resolution should be signed by the complaining party and the responding party. Upon the signing of the written statement of informal resolution, the matter will be deemed closed, and no party will be permitted to appeal, contest, re-open, or otherwise attempt to set aside or amend the terms of the informal resolution as long as the terms are adhered to.

- f. False Complaints: Due to the nature of harassment, complaints of harassment cannot always be substantiated. Lack of corroborating

evidence should not discourage a complaining party from seeking relief through the procedures outlined above. However, complaints found to have been intentionally dishonest or made maliciously or without regard for the truth will subject the complaining party to disciplinary action in accordance with relevant University procedures.

- g. Interim Action: If, at any point after proceedings have been initiated under this complaint procedure, it is determined that there is a compelling reason to remove the responding party from his or her position within the University community (for example, if the responding party's continuance in his or her position within the University community threatens immediate harm to the complaining party or others), the Equal Rights and Opportunity Officer or other responsible officials, including the Provost, a Vice President and the University Harassment Review Board³ may recommend to the President that the responding party be placed on leave with pay pending the outcome of the complaint procedure. After reviewing the current state of the evidence and consulting, as appropriate, with the individuals making the recommendation, the President may accept or reject the recommendation. Prior to being placed on such leave, the responding party is entitled to submit a written statement to the President stating why he or she should not be placed on leave. This provision shall not restrict the President's authority with respect to administrative employees and is subject to any applicable collective bargaining agreement and disciplinary provisions with respect to union-represented employees.
- h. Reasonable Cause Determination: After the investigation has been conducted, the Equal Rights and Opportunity Officer shall render a written determination as to whether there is reasonable cause to believe that the sexual harassment policy may have been violated.

(1) "No Reasonable Cause" Finding

A finding of "no reasonable cause" means that the investigation has not revealed sufficient facts or circumstances indicating that the complaint may have merit. If the Equal Rights and Opportunity Officer makes a finding of no reasonable cause, he or she shall promptly notify the complaining party and the responding party in writing. The complaining party shall have *ten (10) calendar days* from receipt of such notice in which to file a written appeal of the finding to the President. If the complaining party does not file an appeal of the no reasonable cause finding within the allotted time, the complaint will be dismissed. The President shall notify the responding party that an appeal has been filed and shall provide a copy of the appeal and supporting documents to the responding party, who shall have the right to file a written response thereto. The responding party's written

³ See 2.b. All Other Complaints/The University Harassment Review Board, below.

response must be filed within *ten (10) calendar days* after receiving notice of the appeal and copies of the supporting documents.

Upon receipt of the respective parties' written appeals, the President shall appoint a senior administrator to review the merits of the appeal. This administrator, after reviewing the respective parties' written appeals, and any other evidence or information he or she may deem relevant, may either affirm or reverse the Equal Rights and Opportunity Officer's determination of no reasonable cause. The decision of this administrator is final and non-appealable. If the Equal Rights and Opportunity Officer's determination is affirmed, the harassment complaint will be dismissed. If the determination is reversed, the matter will be remanded to the Equal Rights and Opportunity Officer, who shall proceed as if a reasonable cause finding has been made.

(2) "Reasonable Cause" Finding

A finding of "reasonable cause" means that the investigation has revealed facts or circumstances indicating that a violation of the harassment policy may have occurred, and, therefore, further proceedings are warranted. If the Equal Rights and Opportunity Officer makes a finding of reasonable cause, he or she shall promptly notify the complaining party and the responding party in writing. Upon making a reasonable cause finding, the Equal Rights and Opportunity Officer should attempt to reach an informal resolution, as discussed in Section II.D.1.e, and, if necessary, proceed to Step Two in the complaint procedure.

i. Instituting Step Two Proceedings

If the Equal Rights and Opportunity Officer is unable to reach an informal resolution of the matter within *thirty (30) calendar days* of the date the reasonable cause finding was made, the Equal Rights and Opportunity Officer shall so notify both the complaining party and the responding party in writing, and shall inform the parties that, if the complaining party chooses to proceed to Step Two, the case will be referred to the University Harassment Review Board for commencement of formal proceedings.

Timing: The complaining party has *twenty (20) calendar days* from receipt of such notice to submit a written request to initiate proceedings under Step Two of the University's harassment complaint procedure, as described below.

2. Step Two

- a. Initiation of Proceedings: To initiate Step Two of the complaint procedure, the complaining party must file a written statement of intention to proceed to Step Two within the prescribed time period. The statement

must be submitted to the Equal Rights and Opportunity Officer. The complaining party may also submit, at this time, other documents or information to supplement the Harassment Complaint Form.

- b. The University Harassment Review Board: The University Harassment Review Board (the "UHRB") shall be responsible for processing Step Two harassment complaints within the University. The Equal Rights and Opportunity Officer will notify the University's General Counsel that Step Two proceedings have been initiated and the General Counsel will see to the formation of the committee. The members will be appointed, as described in the next paragraph, for the duration of the case.

The UHRB shall consist of three (3) members: the Provost or the Provost's designate, as Chair, one representative from the constituency of the complaining party and one representative from the constituency of the responding party. For purposes of this complaint procedure, the constituency for a faculty member shall be the faculty (excluding department chairs), the constituency for a student shall be the Dean of Students Office, the constituency for an administrative employee shall be the administration (excluding department chairs), and the constituency for a union represented staff member (office, clerical, technical employee or maintenance employee) shall be the membership of the same collective bargaining unit. All faculty members shall be appointed by the Faculty Affairs Committee of the University Senate through the Senate Executive Committee. The Dean of Students shall be responsible for selecting a representative from the Dean of Students Office. All administrative employees shall be appointed by the President. All union-represented staff members shall be appointed by the appropriate union. Prior to the commencement of proceedings before the UHRB, members of the UHRB will be trained with respect to harassment issues, current standards concerning what conduct may constitute harassment and any other specific issues necessary for determination of the complaint before them.

Both the complaining party and the responding party shall be provided with a list identifying the members of the UHRB. Any member of the UHRB with an interest in the matter, or who the complaining party or the responding party justifiably maintains has a conflict of interest, may be asked to disqualify himself or herself from participating in processing the complaint. Requests for disqualification should be made within five working days of receipt of the list, and should be submitted to the appropriate appointing body as listed above. A UHRB member may request disqualification of himself or herself by submitting a statement to the appropriate appointing body stating reasonable grounds for disqualification. If a member of the UHRB is disqualified, another member from the same constituency shall be appointed as in the paragraph above.

- c. Formal Complaint Proceedings Before the University Harassment Review Board: The UHRB shall commence formal proceedings for determination

of the complaint promptly after Step Two proceedings are initiated. This process shall include hearings before the UHRB in which the complaining party, responding party and other relevant witnesses shall have the opportunity to provide testimony and documents. At the conclusion of the hearings, the UHRB will make written findings and recommend a penalty, if applicable. A more detailed statement of UHRB hearing procedures is available from the Equal Rights and Opportunity Officer. A copy of the hearing procedures will be provided to the complaining party and the responding party after Step Two proceedings are initiated.

- d. Hearing Before the Senate Committee on Grievances: If the responding party is a tenured member of the faculty and the UHRB makes a recommendation of dismissal, the President shall forward the UHRB's written finding to the Chair of the Senate Executive Committee, who shall forward it to the Special Committee on Grievances of the University Senate. No member of this Committee shall have previously been concerned with the case. The Committee shall meet as soon as possible, but no later than thirty (30) days after receipt of the UHRB's written finding; to decide whether adequate cause for the sanction has been established by the evidence. The Committee shall be provided with and consider all documents related to the case including transcripts of previous hearings. The committee shall conduct its own hearings, which shall be governed by the procedural standards laid out in the AAUP/AAC's 1958 joint *Statement on Procedural Standards in Faculty Dismissal Proceedings*, as amended.⁴ The Committee shall report its findings in writing to the President, with copies to the complaining and responding parties.

3. Step Three

Within fifteen (15) calendar days after receiving a copy of the UHRB's written finding or the finding of the Senate Committee on Grievances, whichever is later, either party may submit written objections to the findings with the President of the University. Such written objections should set forth, in detail, the reasons why the objecting party believes the UHRB's or Grievance Committee's findings should not be affirmed, or why the recommended penalty should not be adopted, by the President. A copy of the written objections will be provided to the other party in interest, who may file a written response *within fifteen (15) calendar days* after receipt of the objections.

In addition to filing written objections, either party may request a hearing before the President, which the President may grant in his discretion. The hearing may be attended by the objecting party (with one advisor), the other party (with one advisor), the President, the Equal Rights and Opportunity

⁴ In agreement with FPS #15 V.B, Termination of Appointment Due to "Adequate Cause."

Officer, the Chair of the UHRB or his or her designated UHRB member, and the Chair of the Senate Committee on Grievances if applicable. At the hearing, each party will be permitted to present his or her position orally (limited to thirty (30) minutes), and the President and the Equal Rights and Opportunity Officer may question each. These proceedings will be recorded.

Within thirty (30) calendar days of the submission of written objections or the hearing, whichever is later, the President shall issue his final decision, in writing. If neither party files objections to the UHRB's or Grievance Committee's findings within the prescribed time period, the President will issue a final decision within *thirty (30) calendar days* after receiving the findings and recommendations. After giving due consideration to the UHRB's and the Grievance Committee's findings and recommendations, the President may accept or reject the findings and recommendations, including any recommendation regarding penalty.

Any penalty imposed by the UHRB or the President shall be consistent with any applicable collective bargaining agreement or disciplinary provisions with respect to union-represented employees. A copy of the decision will be provided to each party. The President's decision will be final and binding on all parties.

4. Informal Resolution of Complaint Permitted

At any time during the Step Two or Step Three process, the President, the UHRB or the Equal Rights and Opportunity Officer shall have authority to enter into an informal resolution of the complaint that is acceptable to both the complaining party and the responding party. As noted above, upon the informal resolution of a complaint, the matter will be deemed closed, and no party will be permitted to appeal, contest, re-open, or otherwise attempt to set aside or amend the terms of the informal resolution as long as the terms are adhered to.

5. Reopening

Except for complaints resolved informally with the consent of both parties, an investigation or hearing pursuant to Hofstra's harassment complaint procedure may be reopened at any time within *one (1) year* of the date of the President's final decision or if a finding of no reasonable cause was rendered, within one (1) year of that finding. An investigation or hearing may be reopened only in the event that new evidence comes to light that would likely change the outcome of the complaint.

Either party may apply to the UHRB (or to the Equal Rights and Opportunity Officer in the case of a no reasonable cause finding) for reopening, in writing, within the prescribed time period. The party applying for reopening has the burden of demonstrating the existence of new evidence that was not available at the time of the initial investigation or hearing, and that that evidence would likely have lead to a different result. In addition, the UHRB may

independently decide to reopen an investigation if relevant new evidence comes to its attention. All decisions regarding reopening are subject to approval by the President.

6. Extensions of Time

All of the time limits contained in the foregoing may be extended by mutual written agreement of the party requesting the extension and the Equal Rights and Opportunity Officer (Step One), the UHRB (Step Two) or the President (Step Three).

7. Harassment File

The Office of the Equal Rights and Opportunity Officer shall maintain a file of all harassment complaints and their outcomes, including harassment complaints by students against students. In determining an appropriate penalty in such a case, the UHRB or the President may inquire of the Equal Rights and Opportunity Officer whether prior cases exist in which the responding party was involved where the case resulted in a finding by the UHRB against the responding party. Additionally, the UHRB may consider for purposes of determining an appropriate penalty prior cases involving other parties that involve the same or similar conduct to that alleged in the complaint under consideration. The Equal Rights and Opportunity Officer shall provide this information in summary fashion.

8. Independent Investigation

The University reserves the right to conduct an investigation of a complaint of harassment independent of or in addition to the procedure provided herein at any time.

IV. Policy Review

The University Senate shall be responsible for periodically reviewing this policy and its implementation to assess its effectiveness and make recommendations regarding possible changes. The Equal Rights and Opportunity Officer shall deliver an annual report on the activities of the Office of the Equal Rights and Opportunity Officer to the University's General Counsel.

APPENDIX F

Suggested revision of Faculty Statutes VII – University Senate:
(Suggested new wording in **Bold/Underlined**)

B. MEMBERSHIP

1. Ex-officio Members

Ex-officio members of the Senate shall be the President, The Provost, one academic dean, a representative designated by the Vice President for Campus Life, a representative designated by the Vice President for Enrollment Services, the President of the Student Government Association **and the President of the Graduate Student Organization.** Ex-officio members are full members of the Senate and have a vote.

2. Elected Members

- a. Full-time faculty members shall total twenty: three each from each Division of Hofstra College of Liberal Arts and Sciences, and from the School of Business, three from the School of Education and Allied Human Services, one each from New College, the School of University Studies, the School of Law, the University Library, and the School of Communication. Only teaching members of the regular professoriate shall be eligible for election by the full-time faculty to Senate membership. In addition, there shall be one member elected from the adjunct faculty. Student members shall total ~~six~~**five**, one elected from the graduate student body, and ~~five~~**four** from the undergraduate student body.

APPENDIX G

re FPS 14A

FAC amendments 11/11/05 [note all changes are in paragraphs 5, 6 and 7]

PROCEDURES FOR PROCESSING OF EVALUATION FORMS

1. The dean fills out Section B of the Evaluation Form and turns it over to the faculty member.
2. The faculty member then fills out Section A of the Evaluation Form listing his/her activities during the past academic year.
3. The faculty member then meets with his/her chair for discussion and clarification of his/her entries on the form.
4. The chair enters his/her evaluation of the faculty member's activities in section C.
5. The chair shows the form, now containing his/her recommendation, to the faculty member, who signs either with agreement or disagreement. If the faculty member chooses, he/she may make comments in the space provided to which the chair may respond. (Section D)
6. In the event of disagreement a three-way review of the case will be held among the academic dean, chair, and faculty member, each of whom shall sign at Section E.1, or waived in which case the faculty member shall sign at section E.2.
7. The Dean shall either: (a) sign the form without comment and forward it to the Provost with a copy to the faculty member; or (b) add comments (required in the case of a three-way review) and return the form to the faculty member for signature and possible comment. If (b), the faculty member shall sign the form, add comments (if desired) and return it to the dean, who shall forward it to the Provost.

FPS 14A Form:

FAC revisions 11/2/05 [note all revisions are in items D,F and G (item G is new)]

D. I have read the Chair's Report

_____	_____	_____ and agree with the Chair
Signature of	Date	_____ and disagree with Chair
Faculty Member		

1. Faculty member's comments, if any:

2. Chair's response, if any:

E. 1. Three-way review of case held

Date _____

Signature of Faculty Member	_____
Signature of Chair	_____
Signature of Academic Dean	_____

2. Three-way review of case waived

Date _____

Signature of Faculty Member

F. Dean's comments, if any (In the event of a three-way review the Dean shall include the results of that review):

G: I have read the Dean's comments

Signature of Faculty
Member

Date

Faculty Member's comments, if any:

Signature of Dean

Date

Signature of Faculty Member

Date

Signature of Provost

Date

APPENDIX H

PROPOSED 2007-2008 ACADEMIC CALENDAR

FALL SEMESTER 2007

September 3	Monday	Labor Day Holiday
September 4	Tuesday	All classes begin. Convocation to be held 11:10-12:35 ; Classes held during that time will meet for only 10 minutes, TODAY only
September 11	Tuesday	Conversion Day - ALL classes follow a Thursday schedule
September 12	Wednesday	No p.m. classes; Conversion Day - ALL classes follow a Friday schedule
September 13 - 14	Thursday & Friday	Classes not in session
September 21	Friday	No evening classes
September 22	Saturday	Classes not in session
November 19	Monday	Conversion Day - ALL classes follow Wednesday schedule
November 21 – 23	Wednesday - Friday	Thanksgiving Recess
December 11 – 12	Tuesday & Wednesday	Snow/study/reading days for undergraduate classes only. Graduate classes meet
December 13 - 19	Thursday – Wednesday	Final exams for ALL classes
December 19	Wednesday	Semester ends
December 20	Thursday	Commencement (subject to change)

JANUARY SESSION 2008

January 1	Tuesday	New Year's Holiday
January 2	Wednesday	Classes begin
January 21	Monday	Martin Luther King, Jr. Day observed NO classes
January 23	Wednesday	Classes end
January 24 - 25	Thursday & Friday	Snow/study/reading days for Undergraduate classes only, if needed

SPRING SEMESTER 2008

January 28	Monday	ALL classes begin
February 18 - 19	Monday & Tuesday	President's Day, Spring Break
March 17 - 23	Monday - Sunday	Spring Recess
April 21	Monday	Classes not in session
April 23	Wednesday	Conversion Day - ALL classes follow a Monday schedule
May 8 - 10	Thursday - Saturday	Snow/study/reading days for under- graduate classes only. Graduate classes meet
May 12 - 17	Monday - Saturday	Final exams for ALL classes
May 17	Saturday	Semester ends
May 18	Sunday	Commencement

SUMMER SESSION I - 2008

May 21	Wednesday	Classes begin
May 26	Monday	Memorial Day Holiday – NO classes
June 24	Tuesday	Classes end

SUMMER SESSION II – 2008

June 30	Monday	Classes begin
July 4	Friday	July 4 th Holiday – NO classes
August 1	Friday	Classes end

SUMMER SESSION III – 2008

August 4	Monday	Classes begin
August 22	Friday	Classes end

Highlights

Fall 2007

1. Classes begin on Tuesday, September 4 . **TODAY ONLY, 11:10-12:35 classes meet for only 10 minutes** - Convocation.
2. Conversion Day, Tuesday, September 11. **ALL** classes follow a **Thursday** schedule.
3. Conversion Day, Wednesday, September 12. **ALL** classes follow a **Friday** Schedule.
4. No p.m. classes on Wednesday, September 12.
5. No classes on Thursday, September 13, and Friday, September 14.
6. No p.m. classes on Friday, September 21. No classes on Saturday, September 22.
7. Conversion Day, Monday, November 19. **ALL** classes follow a **Wednesday** schedule.
8. No classes Wednesday, November 21 - Friday, November 23, Thanksgiving Holiday.
9. December 11, Tuesday, and December 12, Wednesday, snow/study/reading days are scheduled for Undergraduate classes only. **Graduate classes meet.**
10. All finals begin on Thursday, December 13 and end on Wednesday, December 19 .
11. Classes end on Wednesday, December 19.
12. Commencement: Thursday, December 20 (subject to change).

January 2008

1. Classes begin on Wednesday, January 2.
2. No classes on Monday, January 21, Martin Luther King, Jr. Day.
3. Classes end on Wednesday, January 23.
4. Two snow/study/reading days are scheduled Thursday, January 24, and Friday, January 25, to be used only if needed.

Highlights

Spring 2008

1. Classes begin on Monday, January 28.
2. No classes on Monday, February 18, and Tuesday, February 19.
3. No classes from Monday, March 17, through Sunday, March 23 .
4. Conversion Day, Wednesday, April 23. **ALL** classes follow **Monday** schedule.
5. Three snow/study/reading days are scheduled for Thursday, May 8, through Saturday, May 10. **These are for Undergraduate classes only. Graduate classes meet.**
6. **ALL** finals begin on Monday, May 12, and end on Saturday, May 17.
7. Classes end, Saturday, May 17.
8. Commencement: Sunday, May 18.

Summer Session I, II and III 2008

1. **SS I** classes begin on Wednesday, May 21. No classes on Monday, May 26, Memorial Day Holiday. Classes end on Tuesday, June 24.
2. **SS II** classes begin on Monday, June 30. No classes on Friday, July 4 for July 4 Holiday. Classes end on Friday, August 1.
3. **SS III** classes begin Monday, August 4. Classes end on Friday, August 22 .

FALL 2007
2 Snow 3 Thanksgiving

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes
26-Aug	27	28	29	30	31	1-Sep	Final Enrollment Services Days - TBA
2	No classes 3	Classes begin 4 11:10-12:35 classes meet for only 10 minutes - Convocation	5	6	7	8	September 4, classes begin; 11:10-12:35 classes meet for only 10 minutes - Convocation
9	10	Conversion Day 11	No pm classes 12 Conversion Day	No classes 13	No classes 14	15	Conversion Day, September 11, ALL classes follow Thursday schedule; Conversion Day, September 12 - ALL classes follow Friday schedule
16	17	18	19	20	No pm classes 21	No classes 22	
23	24	25	26	27	28	29	
30	1-Oct	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31	1-Nov	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	Conversion Day 19	20	No Classes 21	No classes 22	No classes 23	24	November 19 Conversion Day, ALL classes follow a Wednesday schedule; Thanksgiving Holiday - Nov 21 - 23
25	26	27	28	29	30	1-Dec	
2	3	4	5	6	7	8	
9	10	Snow/Study/Read 11	Snow/Study/Read 12	FINALS 13	FINALS 14	FINALS 15	Snow/Study/Reading - UG only. Graduate classes meet
16	FINALS 17	FINALS 18	FINALS 19	Commencement 20	21	22	December 20 -Commencement
23	24	25	26	27	28	29	
13 UG 14 GR		13 UG 15 GR		*13 UG *14GR		*13 UG *14 GR	
13 UG 14 GR		13 UG 15 GR		*13 UG *14GR		*13 UG *14 GR	
12 UG 11:10-12:35 only							

COMPLIANCE INFORMATION:

(*Includes Conversion Day)

By State Law : UG 2,250 minutes required for three (3) credit course (over a 15 week semester).

MWF @ 55 minutes require a minimum of 39 meetings (2,145 minutes) + 120 Final

TuTh,MW,MF @ 85 minutes require a minimum of 26 meetings (2,210 minutes) + 120 Final

Saturday UG classes require a minimum of 14 meetings.

Graduate classes require a minimum of 14 meetings @ 110 minutes each (1,540 minutes).

OF FALL 2007 MEETINGS:

Undergraduate MWF 39 meetings @ 55 minutes + 120 minute final = 2,265 minutes

TuTh 26 meetings @85 minutes + 120 minute final = 2,330 minutes

**** 25 meetings (11:10-12:35) @85 minutes + 10 minutes + 120 minute final = 2,255 minutes

MW 26 meetings @ 85 minutes + 120 minute final = 2,330 minutes

MF 26 meetings @ 85 minutes + 120 minute final = 2,380 minutes

Graduate class meetings: Monday 14, Tuesday 15, Wednesday 15, Thursday 14 ,

Friday 14 & Saturday 14

Notes:

ALL classes begin Tuesday, September 4, 11:10-12:35 CLASSES MEET FOR ONLY 10 MINUTES- Convocation

Conversion Day, Tuesday, September 11 - ALL classes follow Thursday schedule

Conversion Day, Wednesday, September 12 - ALL classes follow Friday schedule

Conversion Day Monday, November 19 - ALL classes follow Wednesday schedule

Thanksgiving Holiday, Wednesday, November 21 - Friday, November 23

Snow/Study/Reading days are for undergraduates only. Graduate classes meet.

Commencement - December 20

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	NOTES
30	31-Dec	No classes 1-Jan	Classes begin 2	3	4	5	CLASSES BEGIN January 2
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	No classes 21	22	23	Snow/Study/Read 24	Snow/Study/Read 25	26	Martin Luther King Jr Day - January 21; NO classes; Classes end Jan 22 Snow/Study/Read for UG classes-only if needed
27	28	29	30	31	1-Feb	2	

COMPLIANCE INFORMATION:

15 Monday - Fridays required, 3 Saturdays

Snow/Study/Reading days are used only if needed.

Final Enrollment Services Days - TBA

Spring 2008
week before Easter

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	NOTES
27-Jan	Classes begin 28	29	30	31	1-Feb	2	Final Enrollment Service Days - TBA; Classes begin January 28
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	No classes 18	No classes 19	20	21	22	23	President's Day/Spring Break, February 18 & 19 - No classes
24	25	26	27	28	29	1-Mar	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	No classes 17	No classes 18	No classes 19	No classes 20	No classes 21	No classes 22	Spring Recess, March 17- March 23; Good Friday March 21
No classes 23	24	25	26	27	28	29	
30	31	1-Apr	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
No classes 20	No classes 21	22	Conversion Day 23	24	25	26	Conversion Day, April 23 - ALL classes follow Monday schedule; Passover April 20-21
27	28	29	30	1-May	2	3	
4	5	6	7	Snow/Study/Read 8 UG only, Grad classes meet	Snow/Study/Read 9 UG only, Grad classes meet	Snow/Study/Read 10 UG classes only, Grad classes meet	Snow/Study/Reading Days UG only, Grad classes meet
11	FINALS 12	FINALS 13	FINALS 14	FINALS 15	FINALS 16	FINALS 17	
Commencement 18	19	20	21	22	23	24	May 18- Commencement
25	26	27	28	29	30	31	Final Enrollment Service Days - TBA
13 UG & 14 GR 13 UG & 14 GR 13 UG & 14 GR 13 UG & 15 GR 13 UG & 15 GR 13 UG & 15 GR							

COMPLIANCE INFORMATION:

(*Includes conversion day)

By State Law - UG 2,250 minutes required for three (3) credit course (over a 15 week semester)

MWF @ 55 minutes require a minimum of 39 meetings (2,145 minutes) + 120 Final

TuTh, MW, MF @ 85 minutes require a minimum of 26 meetings (2,210 minutes) + 120 minute Final

Saturday UG classes require a minimum of 14 meetings.

Graduate classes require a minimum of 14 meetings @ 110 minutes each (1,540 minutes)

OF SPRING 2008 MEETINGS:

Undergraduate - MWF 39 meetings @ 55 minutes + 120 final = 2,265 minutes

MW 26 meetings @ 85 minutes + 120 minute final = 2,330 minutes

TUTH 28 meeting @ 85 minutes + 120 minute final = 2,330 minutes

MF 28 meetings @ 85 minutes + 120 minute final = 2,330 minutes

Graduate - class meetings - Mondays 14, Tuesdays 14, Wednesdays 14, Thursdays 15, Fridays 15

Saturdays 15

NOTES:

All classes begin Monday, January 28

President's Day/Spring Break February 18 and February 19 - No classes.

Spring Recess, Monday, March 17 - Sunday, March 23

April 21, Monday - No classes

Conversion Day, Wednesday, April 23 - ALL classes follow Monday schedule

Snow/Study/Reading days Thursday, May 8, Friday, May 9, and Saturday, May 10 are for UG classes only. Grad classes meet as scheduled.

Commencement, May 18

Summer 2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	NOTES
Commencement May 18	19	20	SS I begins 21	22	23	24	Final Enrollment Services Days - TBA SS I Classes begin May 21
25	26	27	28	29	30	31	MEMORIAL DAY 5/26 NO CLASSES
1-Jun	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	SS I ends 24	25	26	27	28	SS I ENDS June 24 JUNE 24; Final Enrollment Services Days TBA
29	SS II begins 30	1-Jul	2	3	No classes 4	5	SS II Classes begin Jun 30 ; FOURTH OF JULY, NO CLASSES
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	Final Enrollment Services Days - TBA
27	28	29	30	31	SS II ends 1 Aug	2	SS II ENDS AUG 1
3	SS III begins 4	5	6	7	8	9	SS III BEGINS AUG 4
10	11	12	13	14	15	16	
17	18	19	20	21	SS III ends 22	23	SS III ENDS AUG 22
24	25	26	27	28	29	30	Final Enrollment Services Days - TBA
31	1-Sep	2	3	4	5	6	

COMPLIANCE INFORMATION:

Minimum 24 Monday - Friday classes SS I & SS II

Minimum 15 Monday - Friday classes SS III

SUMMER SESSION I AND II

Monday to Friday - 24 classes scheduled SS I; Monday to Friday - 24 classes scheduled SS II

SUMMER SESSION III

Monday to Fridays - 15 classes scheduled SS III

APPENDIX I

The faculty recommends the elimination of the grade NC from the Hofstra University Bulletin:

Page 49, 2005-06 Undergraduate Bulletin:

NC: The student's course performance is such that no credit is granted, and the instructor's evaluation will not allow the student to take an INC. NC can only be awarded after at least 60% of the course work has been presented to the student.

Page 19, 2005-06 Graduate Bulletin:

NC: The student's course performance is such that no credit is granted, and the instructor's evaluation will not allow the student to take an Incomplete. NC can only be awarded after at least 60% of the course work has been presented to the student. Faculty must indicate the last date of attendance.

APPENDIX J

PROPOSED 2008-2009 ACADEMIC CALENDAR

FALL SEMESTER 2008

September 2	Tuesday	All classes begin. Convocation to be held 11:10-12:45 ; Classes held during that time will meet for only 10 minutes, TODAY only
September 29	Monday	No p.m. classes
September 30 - October 1	Tuesday & Wednesday	Classes not in session
October 8	Wednesday	No p.m. classes
October 9	Thursday	Classes not in session
November 25	Tuesday	Conversion Day – ALL classes follow a Thursday schedule
November 27 – 29	Thursday - Saturday	Thanksgiving Recess – NO classes
December 11 – 12	Thursday & Friday	Snow/study/reading days for under-graduate classes only . Graduate classes meet
December 13 - 19	Saturday – Friday	Final exams for ALL classes
December 19	Friday	Semester ends
December 21	Sunday	Commencement

JANUARY SESSION 2009

January 5	Monday	Classes begin
January 19	Monday	Martin Luther King, Jr. Day observed NO classes
January 26	Monday	Classes end
January 27	Tuesday	Snow/study/reading days for Undergraduate classes only, if needed

SPRING SEMESTER 2009

January 28	Wednesday	ALL classes begin
February 16	Monday	President's Day - NO classes
February 18	Wednesday	Conversion Day - ALL classes follow a Monday schedule
April 6 - 12	Monday - Sunday	Spring Recess
May 7 – 8	Thursday & Friday	Snow/study/reading days for under-graduate classes only. Graduate classes meet
May 9 – 15	Saturday - Friday	Final exams for ALL classes
May 15	Friday	Semester ends
May 17	Sunday	Commencement

SUMMER SESSION I - 2009

May 20	Wednesday	Classes begin
May 25	Monday	Memorial Day Holiday – NO classes
June 24	Wednesday	Classes end

SUMMER SESSION II – 2009

June 29	Monday	Classes begin
July 3	Friday	July 4 th Holiday observed – NO classes
July 31	Friday	Classes end

SUMMER SESSION III – 2009

August 3	Monday	Classes begin
August 21	Friday	Classes end

Highlights

Fall 2008

1. Classes begin on Tuesday, September 2. 11:10 – 12:35 classes meet for 10 minutes, TODAY only. Convocation will be held.
2. No p.m. classes on Monday, September 29.
3. No classes on Tuesday, September 30, and Wednesday, October 1.
4. No p.m. classes on Wednesday, October 8.
5. No classes on Thursday, October 9.
6. Conversion Day, Tuesday, November 25, ALL classes follow a Thursday schedule.
7. No classes Thursday, November 27 - Saturday, November 29, Thanksgiving Holiday.
8. December 11, Thursday, and December 12, Friday, snow/study/reading days are scheduled for Undergraduate classes only. **Graduate classes meet.**
9. All finals begin on Saturday, December 13, and end on Friday, December 19.
10. Classes end on Friday, December 19.
11. Commencement: Sunday, December 21.

January 2009

1. Classes begin on Monday, January 5.
2. No classes on Monday, January 19, Martin Luther King, Jr. Day.
3. Classes end on Monday, January 26.
4. Snow/study/reading day is scheduled Tuesday, January 27, to be used only if needed.

Highlights

Spring 2009

1. Classes begin on Wednesday, January 28.
2. No classes on Monday, February 16.
3. Conversion Day, Wednesday, February 18. **ALL** classes follow a **Monday** schedule.
4. No classes from Monday, April 6, through Sunday, April 12.
5. Snow/study/reading days are scheduled for Thursday, May 7, and Friday, May 8. **These are for Undergraduate classes only. Graduate classes meet.**
6. **ALL** finals begin on Saturday, May 9, and end on Friday, May 15.
7. Classes end on Friday, May 15.
8. Commencement: Sunday, May 17.

Summer Session I, II and III 2009

1. **SS I** classes begin on Wednesday, May 20. No classes on Monday, May 25, Memorial Day Holiday. Classes end on Wednesday, June 24.
2. **SS II** classes begin on Monday, June 29. No classes on Friday, July 3, in observance of the July 4th Holiday. Classes end on Friday, July 31.
3. **SS III** classes begin Monday, August 3. Classes end on Friday, August 21.

FALL 2008
2 Snow/ Conversion Day

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes
24-Aug	25	26	27	28	29	30	Final Enrollment Services Days - TBA
31	No classes	1 Sept Classes begin 2 Classes from 11:10-12:35 will meet for 10 minutes TODAY only; Convocation	3	4	5	6	Labor Day, Monday, Sep. 1; Classes begin Tuesday, Sep 2, Classes 11:10-12:45 meet for 10 minutes TODAY only; Convocation
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	**No pm classes 29	30	1-Oct	2	3	4	Rosh Hashanah, NO pm classes Sep 28, Mon; NO classes Sep 30 - Oct 1, Tues & Wed
5	6	7	**No pm classes 8	9	10	11	Yom Kippur, NO pm classes Oct 8, Wednesday & NO classes Oct 9, Thursday
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31	1-Nov	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	Conversion Day 25	26	27	28	29	Conversion Day, Tuesday, Nov 25, ALL classes follow Thursday schedule; Thanksgiving Holiday - Nov 27 - 29
30	1-Dec	2	3	4	5	6	
7	8	9	10	Snow/Study/Read 11 UG only	Snow/Study/Read 12 UG only	13	Snow/Study/Reading - UG only. Graduate classes meet
14	15	16	17	18	19	20	
Commencement 21	22	23	24	25	26	27	December 21 - Commencement
14 UG 14 GR	13 UG 14 GR	14 UG 14 GR	*13 UG 15 GR	13 UG 15 GR	13 UG 14 GR		

COMPLIANCE INFORMATION:

(*Includes Conversion Day)

By State Law : UG 2,250 minutes required for three (3) credit course (over a 15 week semester).

MWF @ 55 minutes require a minimum of 39 meetings (2,145 minutes) + 120 minute Final

TuTh,MW,MF @ 85 minutes require a minimum of 26 meetings (2,210 minutes) + 120 minute Final

Saturday UG classes require a minimum of 13 meetings + 120 minute Final

Graduate classes require a minimum of 14 meetings @ 110 minutes each (1,540 minutes).

OF FALL 2008 MEETINGS:

Undergraduate : MWF 41 meetings @ 55 minutes + 120 minute final = 2,375 minutes

TuTh 26 meetings @ 85 minutes + 120 minute final = 2,330 minutes

(11:10-13:35 time slot: 25 meeting @ 85 minutes + 10 minutes first day of classes + 120 final = 2,255 minutes

MW 28 meetings @ 85 minutes + 120 minute final = 2,500 minutes

MF 27 meetings @ 85 minutes + 120 minute final = 2,415 minutes

Graduate class meetings: Monday 14, Tuesday 14, Wednesday 14, Thursday 15, Friday 15, Saturday 14

Notes:

ALL classes begin Tuesday, September 2, Classes 11:10-12:35 TODAY only meet for 10 minutes; Convocation to be held

No pm classes Monday, September 29

No classes Tuesday, September 30 and Wednesday, October 1

No pm classes Wednesday, October 8

No classes, Wednesday, October 9

Thanksgiving Holiday, Thursday, November 27 - Saturday, November 29

Snow/Study/Reading days are for undergraduates only. Graduate classes meet.

Commencement - December 21

**pm classes are ANY classes in session after 4:30 pm. Classes starting before 4:30 should end at 4:30. NO classes begin after 4:30.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	NOTES
28-Dec	29	30	31	1-Jan	2	5	
4	Classes begin 5	6	7	8	9	10	January 5, Monday, Classes begin
11	12	13	14	15	16	17	
18	No classes 19	20	21	22	23	24	Martin Luther King Jr Day - January 19, NO classes
25	Classes end 26	Snow/study/read 27	28	29	30	31	Classes end, Monday, Jan 26; Snow/study/read for UG classes only if needed

COMPLIANCE INFORMATION:

15 Monday - Fridays required, 3 Saturdays

Snow/Study/Reading day is used only if needed.

Final Enrollment Services Days - TBA

Spring 2009 - Jan start
1 Pres, 1 Conv, No Easter Mon

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	NOTES
	25-Jan	26	27	Classes begin 28	29	30	31	Classes begin, Wednesday, January 28; Final Enrollment Services Day - TBA
1	1-Feb	2	3	4	5	6	7	
2	8	9	10	11	12	13	14	
3	15	16	17	Conversion Day 18	19	20	21	Presidents Day, Mon., Feb 16 - NO Classes Conversion Day, Wed, Feb 18, ALL classes follow Mon. schedule
4	22	23	24	25	26	27	28	
5	1-Mar	2	3	4	5	6	7	
6	8	9	10	11	12	13	14	
7	15	16	17	18	19	20	21	
8	22	23	24	25	26	27	28	
9	29	30	31	1-Apr	2	3	4	
10	5	6	7	8	9	10	11	Spring Recess, Monday, April 6 - Sunday, April 12
11	12	13	14	15	16	17	18	
12	19	20	21	22	23	24	25	
13	26	27	28	29	30	1-May	2	
14	3	4	5	6	Snow/Study/Read 7	Snow/Study/Read 8	Finals 9	Snow/Study/Reading Days UG only. Grad classes meet
15	10	Finals 11	Finals 12	Finals 13	Finals 14	Finals 15	16	
16	Commencement 17	18	19	20	21	22	23	May 17 Commencement
17	24	25	26	27	28	29	30	Final Enrollment Service Days - TBA
	31	1-Jun	2	3	4	5	6	
	* 13 UG & *14 GR		13 UG & 14 GR	13 UG & 14 GR	13 UG & 15 GR	13 UG & 15 GR	13 UG & 14 GR	

COMPLIANCE INFORMATION:

(*Includes conversion day)

By State Law - UG 2,250 minutes required for three (3) credit course (over a 15 week semester)

MWF @ 55 minutes require a minimum of 39 meetings (2,145 minutes) + 120 Final

TuTh,MW,MF @ 85 minutes require a minimum of 26 meetings (2,210 minutes) + 120 Final

Saturday UG classes require a minimum of 14 meetings.

Graduate classes require a minimum of 14 meetings @ 110 minutes each (1,540 minutes)

OF SPRING 2009 MEETINGS:

Undergraduate - MWF 39 meetings @ 55 minutes + 120 minutes final = 2,265 minutes

MW 26 meetings @ 85 minutes + 120 minutes final = 2,330 minutes

TUTH 26 meetings @ 85 minutes + 120 minutes final = 2,330 minutes

MF 26 meetings @ 85 minutes + 120 minutes final = 2,330 minutes

Graduate - class meetings - Mondays 14, Tuesdays 14, Wednesdays 14, Thursdays 15, Fridays 15

Saturdays 14

NOTES:

All classes begin Wednesday, January 28

Monday, February 16th, Presidents Day - No classes

Conversion Day, Wednesday, February 18th - ALL classes follow Monday schedule.

Spring Recess, Monday April 6 - Sunday, April 12

Snow/Study/Reading Days Thursday, May 7 & Friday, May 8 are for UG classes only. Grad classes meet.

Commencement, May 17

Problems: No Monday after Easter off; 1 Conversion Day

Summer 2009
May 17th Commencement

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	NOTES
Commencement 17 May	18	19	SSI begins 20	21	22	23	Final Enrollment Services days TBA; SSI begins Wednesday, May 20
24	25	26	27	28	29	30	May 25, Memorial Day Holiday
31	1-Jun	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	SS I ends 24	25	26	27	
28	SS II begins 29	30	1-Jul	2	3	4	July 4th Holiday observed - Friday July 3
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	SS II ends 31	1-Aug	
2	SS III begins 3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	SS III ends 21	22	
23	24	25	26	27	28	29	
30	31	1-Sep	2	3	4	5	Final Enrollment Services Days - TBA
6	7	8	9	10	11	12	September 7 Labor Day

COMPLIANCE INFORMATION:

Minimum 24 Monday - Friday classes SS I & SS II

Minimum 15 Monday - Friday classes SS III

SUMMER SESSION I AND II

Monday to Friday - 25 classes scheduled SS I; Monday to Friday - 24 classes scheduled SS II

SUMMER SESSION III

Monday to Fridays - 15 classes scheduled SS III

APPENDIX K

WHEREAS there has been an increasing awareness and involvement of graduate students in professionally related activities in conjunction with their academic pursuits such as networking, guest professional speakers and lecturers, workshops, professional and society conferences and general career services and development programs; **AND FURTHER WHEREAS** the graduate student activities fee has not been increased for many years, the Planning & Budget Committee strongly urges the Senate, Faculty, Administration and the Board of Trustees to consider and approve an increase in such fee from the present \$10 to \$30 for full time students and \$20 for part time students. This increase is clearly necessary to help subsidize the cost and expense related to these vitally important activities for all graduate students as they prepare their entry into a highly competitive job market.

It is recommended that the graduate student activity fee be evaluated and examined as deemed appropriate at least every five (5) years.

APPENDIX L

Graduate Academic Probation Policy

Revised by the Graduate Academic Affairs Committee
to be added to the

General University Information and Policies
Basic Regulations Governing Graduate Programs

13a. It is the responsibility of all graduate students to monitor their academic progress. A full-time or part-time graduate student will be placed on academic probation at the end of any fall or spring semester in which his/her cumulative grade point average falls below 3.0. For master's, doctoral, and other graduate programs in which academic performance standards are set either by accrediting bodies, or by the programs themselves, those standards will take precedence over this university probation policy. In addition, graduate students who are enrolled in student teaching or an internship/externship must abide by the field experience policies established in their respective graduate programs. Those policies supercede the university probation policy stated here.

13b. All students placed on academic probation will be sent a letter by the Office of Academic Records informing them of their probationary status by the third week of January following the fall semester and by the third week of June following the spring semester. A copy of this letter also will be sent by the Office of Academic Records to the student's program director or adviser. This letter will serve as formal notification by the University that graduate students on academic probation must raise their G.P.A. to 3.0 or higher by the end of the subsequent spring or fall semester to avoid the possibility of dismissal. Graduate students who do not raise their G.P.A. to 3.0 or higher within these stipulated limits may be dropped officially from their program of study. (See the University Policy for Dismissal and Appeal in this bulletin.)

13c. While on academic probation, a student must receive the approval of his/her program director or adviser to register for further coursework. Therefore, all students on probationary status are required to meet with their program director or adviser. The program director or adviser will make a record of this meeting and will place it in the student's department file. In addition, a student on academic probation will have a hold placed on his/her subsequent course registration by the Office of Academic Records. This hold will be removed, and the probationary status will be cleared, once the student raises his/her G.P.A. to 3.0 or higher.

APPENDIX M

Diversity

Hofstra University strives to provide a community of individuals from many diverse backgrounds and with differing interests and goals, a community that reflects the diversity of the world outside Hofstra and one that promotes intellectual inquiry, dialogue, and other activities pivotal to a democratic society. The concept of diversity encompasses acceptance and respect. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating diversity.

The University believes that institutions of learning have a responsibility to provide and sustain multiple cultures, to encourage scholarship and knowledge production incorporating multiple perspectives and to demonstrate commitment to fair and equal access to higher education. A diverse campus is an environment that facilitates exchange among different perspectives and ways of being. Diversity creates an environment that fosters appreciation of the values, skills and abilities of everyone. We know that we do our best work when we embrace the diversity of ideas and experiences that characterize the social, cultural and intellectual world.

Diversity includes the recognition and incorporation of a multiplicity of voices and perspectives in thought and action, in policy and practice, in all spheres of the academic enterprise. It involves recognizing the value of “difference” and the inclusion of members of groups that experience discrimination or under representation. This includes a prohibition against discrimination based on race, color, religion, sex, sexual orientation, age, national or ethnic origin, physical or mental disability, marital or veteran status or any other characteristic or status protected by state or federal laws. At the same time, our commitment to, as well as outreach to, underrepresented groups require efforts that go beyond simply abiding by existing legal prohibitions.

Faculty Diversity

A diverse faculty is pivotal to the success of any academic institution’s initiative to create a strong learning environment. At Hofstra “diverse faculty” include individuals of diverse genders, colors, ethnicities, sexual orientations, religious beliefs, ages, learning and physical abilities, socioeconomic status, and marital status. Diversity among faculty also extends to the regions and cultures taught, researched, and represented throughout the global community. We recognize that our mission of scholarship is driven by vigorous debate and the exchange of new ideas. As such, we strongly value the broad spectrum of perspectives arising from our diverse society and the world community.

APPENDIX N

The faculty of Hofstra University wishes to thank President Rabinowitz for his consideration of faculty and student opinion regarding Hofstra's exclusive vending contract with the Coca-Cola Corporation, and for promptly publicizing his decision of non renewal of the contract.

APPENDIX O

Resolution on recognition of the GSO:

The Hofstra Faculty, on the recommendation from the University Senate, recognize the newly-founded Graduate Student Organization as the representative body for the graduate students at Hofstra University for the 2005-2006 academic year.