
**FORTY-SECOND
ANNUAL REPORT
OF THE
HOFSTRA UNIVERSITY SENATE
2006-2007**



HOFSTRA
UNIVERSITY.™

FORTY SECOND ANNUAL REPORT

of the

HOFSTRA UNIVERSITY SENATE

2006- 2007

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FOREWORD

PRESIDENT STUART RABINOWITZ



STUART RABINOWITZ, PRESIDENT

June 2007

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 2006-07 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

I am thrilled to introduce this Annual Report to you as I complete my two-year term as Chair of the Senate Executive Committee. These two years have been filled with hard work, deep thought and much commitment to making Hofstra University the best environment possible for all University constituencies. I have marveled at the tenacity and vigor in which the University Senators have fulfilled their mission to create this environment. At each and every monthly Senate meeting, we discussed proposals and concerns that oftentimes translated into policy as they were proposed to the full faculty and ultimately to President Stuart Rabinowitz for his signature.

As SEC Chair, I have strived to achieve a balance where all constituencies -- faculty, administration, staff and students – have a voice that is amply heard. We worked hard to ensure that each Senate Committee and sub-committee had a full complement of Senators and Senators-at-Large that represented 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 dedication, 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.

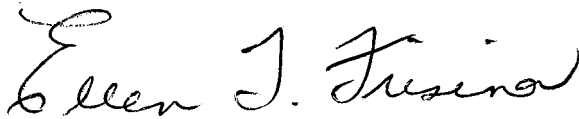
Again this year, it is especially important to thank the members of the Senate Executive Committee, who meet monthly (and tirelessly) to develop the agenda for the University Senate. David Diamond (Chair of the Faculty Affairs Committee), Irene Fizer (Chair of the Graduate Academic Affairs Committee), Gregory Maney (Chair of the Undergraduate Academic Affairs Committee), Will Nirode (Chair of the Planning and Budget Committee), and Cristal Kayel (Chair of the Student Affairs Committee) have my sincere gratitude for helping to ensure that important ideas are raised and discussed. I would be remiss if I did not thank them, as well, for their collective sense of humor and wit that made often-long meetings not only tolerable, but enjoyable. There was never any doubt that this fine group had only the best interests of Hofstra at the center of every discussion.

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. Special thanks, too, to my friend Carole Ferrand, Speaker of the Faculty, who helped me ease into this weighty position – her intellect, poise and pleasant manner are admirable and enviable. In addition, as SEC Chair, I attend University Board of Trustees meetings to report on the decisions of the Senate; the Board has unfailingly supported both the concept and the procedures of shared governance.

Ideas that germinate in Senate committees become discussions at the SEC, then proposals brought to the University Senate for dialogue. After a vote, the proposals move to the full Faculty for more discussion and dialogue. I have been continually inspired by the strong and intense exchanges at faculty meetings where debate ensues, sentences are parsed and language is strengthened to ensure that each new policy and procedure is clear, cogent, and fair. It has been my strongest platform to increase faculty participation at these meetings so that we are assured that the work of the Senate more than adequately represents the wishes of the faculty. I thank my faculty colleagues who attend these meetings and offer substance and clarity.

As you read through this Annual Report, I am certain that you will be inspired by and proud of the work of our colleagues as we continue to build on the foundation of an exceptional University.

It has been my prideful pleasure to serve as SEC Chair, and I am content to “pass the gavel” to my friend and colleague Will Nirode whose fairness, sensibility and easy-going manner make him a natural for this position.

A handwritten signature in cursive script that reads "Ellen T. Frisina". The signature is written in black ink and is positioned above the printed name.

Ellen T. Frisina

II

COMPONENTS OF THE UNIVERSITY SENATE

2006 – 2007

and

the 2007 – 2008 Senate

THE SENATE 2006 – 2007

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

Ex-officio: President Rabinowitz; VP for Student Affairs, Sandra Johnson; Dean of Admissions and Financial Aid, Jessica Eads; Dean/HCLAS, Bernard Firestone; President SGA, Peter DiSilvio; President GSO, Vincent Perniciaro

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

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 Lodato-Wilson Pumo Yoo	DiSilvio Hunker	Eads	Caliendo Eliot Ismailescu Thelen	Brownell Cucciniello Hickling Schmelkin
<u>GRADUATE ACADEMIC AFFAIRS:</u>				
Chair: Fizer Duarte Gurevich Lightfoot	Beauregard		Bhargava Grafstein Kim	Brownell Drummer Jean-Louis Johnson, L. Seely
<u>PLANNING AND BUDGET:</u>				
Chair: Nirode Janer Martorella O'Byrne Petra	LaFemina Legnetti	Staff: Grande Chairperson: Kamberova	Frierman Simon Slavin	Lukesh Rubey
<u>FACULTY AFFAIRS:</u>				
Chair: Diamond Karagozoglu Pioreck Silberger Zhou			Dolan Finucane Flaton Furey Kulviwat Pulis	Firestone Schmelkin President AAUP: Gellman
<u>STUDENT AFFAIRS:</u>				
Filippi	Chair: Kayel Hunker LaFemina Legnetti	SGA President: DiSilvio GSO President: Perniciaro	Smith, G.	<u>Student Senators At Large:</u> Beckerman-Rodau Bisanz Galgano
				Milito Shono

THE SUB-COMMITTEES, 2006 - 2007

OF UNDERGRADUATE ACADEMIC AFFAIRS

On Academic Records

Chair: Cucciniello

Bohannon, Cobb, Giminiani-Caputo, Greaney, Hickling, Levy, Martinez, McAlesse, McCarey, Mimy, Morrissey, Oppenheim, Spencer, Unruh

OF PLANNING AND BUDGET

On the Library

Chair: Rosenthal

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

On Academic Computing

Chair: Cosares

Armenia, Bailin, Doboli, Heath, Hines, Juckiewicz, Lukesh, Rubey, Spieler, Tabron, Thakur, Valerius

THE SPECIAL COMMITTEES, 2006-2007

On Recruitment, Elections and Nominations

Chair: Harpel-Burke

Frisina, Pillaipakkamnatt, Porr, Schmelkin, Shih, Venuti

On Athletic Policy

Chair: Ingles

Barnes, Eads, Frey, Hayes, Johnson, S.; Klinkowstein, Lee, K; Lenaghan, Liang, Lewis, McCabe, McCarthy, Murphy, O'Malley, Pounds, Schmelkin, Sewell, Torff

On Academic Calendar

Chair: Greenwell

Cucciniello, Grande, Henwood, Johnson, S; Kayel, McEvoy, Nirode, Restivo, Schmelkin

On Environmental Priorities

Chair: Hunter

Akiyama, Bailin, Barkwill, Burke, Doherty, Donahue, Farmer, Frierman, Geyer, Johnson, S; LaFemina, Legnetti, O'Byrne

On Environmental Safety

Chair: Krause

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

THE SENATE 2007 – 2008

Officers: President of the Senate, Provost Herman Berliner; Chair, SEC: William Nirode

Ex-officio: President Rabinowitz; VP for Student Affairs, Sandra Johnson; Dean of Admissions and Financial Aid, Jessica Eads; Dean/HCLAS, Bernard Firestone; President SGA, Brent Weitzberg; President GSO, Vincent Perniciaro

<i>Humanities:</i>	<u>Elected:</u> Janer Krapp Zhou	Angel-Zapata DaSilva	Hart Klinkowstein	<u>At-Large:</u> Lledo-Guillem Roskin	Valerius
<i>Social Science:</i>	<u>Elected:</u> Gurevich Maney Roberts	Armenia Cobb	Eliot Flaton	McEvoy Pulis	
<i>Natural Science:</i>	<u>Elected:</u> Nirode Pumo Silberger	Akbik Bhargava Burke Doboli	Eswarathasan Finzel Greenwell Ismailescu	Krause Liang Mammo Pillaipakkamnat	Wachter-Jurcsak Vallier
<i>Business:</i>	<u>Elected:</u> Petra Viswanathan Yoo	Gao Hardiman	Kulviwat Lee, K Lenaghan	Sengupta Slavin Spieler	Thelan Venuti
<i>SOEAHS:</i>	<u>Elected:</u> Fusco Lightfoot Lodato-Wilson	Frierman	Hines	Torff	
<i>Communication:</i>	<u>Elected:</u> Licata	Berman Caliendo	Finucane Pounds	Ingles Smith, G	Thakur
<i>University Studies:</i>	<u>Elected:</u> Levy				
<i>Library:</i>	<u>Elected:</u> Martorella	Bailin Dolan	Grafstein Kreisel	Lopatin	Simon
<i>Law:</i>	<u>Elected:</u> Diamond	Walker			
<i>New College:</i>	<u>Elected:</u> Filippi		<i>Chairperson:</i>	<u>Elected:</u> Kamberova	
<i>Staff:</i>	<u>Elected:</u> Brown, M				
<i>Adjunct:</i>	<u>Elected:</u> Pioreck			<i>Senior Support Specialist:</i>	Porr, Caroline
<i>Students:</i>	<u>Elected:</u> Cruz Kim, T Pleiman Schwartz	Harwani	Lee, Y	Kayel	

THE COMMITTEES OF THE SENATE 2007 – 2008

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: Nirode				Permanent Guest: Schmelkin
Berliner				
Diamond				
Gurevich				
Maney				
Martorella				
<u>UNDERGRADUATE ACADEMIC AFFAIRS:</u>				
Chair: Maney	Weitzberg	Eads	Caliendo	Brownell
Levy			Eliot	Cucciniello
Lodato-Wilson			Ismailescu	Hickling
Pumo				Schmelkin
Yoo				
<u>GRADUATE ACADEMIC AFFAIRS:</u>				
Chair: Gurevich			Grafstein	Brownell Schmelkin
Fusco			Lledo-Guillem	Drummer
Krapp			Thelen	Jean-Louis
Lightfoot				Johnson, L.
				Seely
<u>PLANNING AND BUDGET:</u>				
Chair: Martorella			Frierman	Lukesh
Janer			Simon	Rubey
Petra		Staff: Brown, M	Slavin	
Roberts		Chairperson: Kamberova		
<u>FACULTY AFFAIRS:</u>				
Chair: Diamond			Dolan	Firestone
Licata			Finucane	Schmelkin
Pioreck			Flaton	
Silberger			Kulviwat	President AAUP: Gellman
Zhou			Pulis	
<u>STUDENT AFFAIRS:</u>				
Filippi	Cruz		DaSilva	<u>Student Senators At Large:</u>
	Kim, T		Smith, G.	Harwani
	Pleiman			Kayel
	Schwartz	SGA President: Weitzberg		Lee, Y
		GSO President: Perniciaro		

THE SUB-COMMITTEES, 2007 - 2008

OF UNDERGRADUATE ACADEMIC AFFAIRS

On Academic Records

Chair: Cucciniello

Bohannon, Cobb, Giminiani-Caputo, Gao, Greaney, Hickling, Levy, Mammo, Martinez, McAlesse, McCarey, Mimy, Oppenheim, Spencer, Unruh, Wachter-Jurcsak

OF PLANNING AND BUDGET

On the Library

Chair:

Berman, Eswarathasan, Kreisel, Rubey, Sengupta, Simon, Spar, Zapata

On Academic Computing

Chair: Doboli

Armenia, Bailin, Hardiman, Hines, Juckiewicz, Lukesh, Rubey, Spieler, Tabron, Thakur, Valerius, Vallier

THE SPECIAL COMMITTEES, 2007-2008

On Recruitment, Elections and Nominations

Chair:

Bhargava, Lopatin, Nirode, Pillaipakkamnatt, Porr, Schmelkin, Venuti

On Athletic Policy

Chair: Ingles

Barnes, Eads, Frey, Hayes, Johnson, S.; Klinkowstein, Lenaghan, Liang, Lewis, McCabe, McCarthy, Murphy, O'Malley, Pounds, Schmelkin, Sewell, Torff

On Academic Calendar

Chair: Greenwell

Brown, Cucciniello, Henwood, Johnson, S; Lee, K; McEvoy, Nirode, Restivo, Schmelkin

On Environmental Priorities

Chair: Hunter

Akiyama, Bailin, Barkwill, Burke, Doherty, Donahue, Farmer, Frierman, Geyer, Johnson, S; LaFemina, Legnetti, O'Byrne

On Environmental Safety

Chair: Krause

Akbik, Burke, D.; Burke, R; Finzel, Greis, Hart, Kakoulidis, Roskin, Ryan, D.; Walker

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 Student Affairs, 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 STATUTE VII - THE 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. All Senate actions shall be conveyed to the Faculty as either action or information items. All Senate actions involving amendments to Faculty Statutes and/or Faculty Policy Series must be conveyed to the Faculty as action items. In other cases, the Chair of the Senate Executive Committee shall determine with the advice and consent of the Senate whether a Senate action shall be conveyed as an action or information item to the Faculty.

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. 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. may call a faculty meeting at his/her discretion on petition by any ten members of the faculty;
- c. must do so on 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. MEMBERSHIP

1. Ex-officio Members

Ex-officio members of the Senate shall be the Provost, one academic dean, a representative designated by the Vice President for Student Affairs, 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: eleven from Hofstra College of Liberal Arts and Sciences, with at least three each from each Division, three from the Zarb School of Business, three from the School of Education and Allied Human Services, one each from the School of Law, the University Library, and the School of Communication. Only members of the regular professoriate shall be eligible for election by the 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 9 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. The term of office for faculty, staff, and chairperson senators specified under a. above shall be three academic years. No senator shall serve more than eight successive years. Student senators shall serve for one academic year.
- c. 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 submit those names to the Special Committee on Recruitment, Elections and Nominations (SCREAN). For 10 business days, SCREAN shall invite additional nominations from all 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 10 voters, or by the Special Committee on Recruitment, Elections and Nominations (SCREAN) if fewer than two eligible students are nominated by petition. SCREAN shall monitor the qualifications and elections of student members of the University Senate.
- e. When an elected senator announces that he/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/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

- a. 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.
- b. 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 Provost shall preside or designate an individual to preside over sessions of the Senate; 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/she may succeed himself/herself as Chairperson for one term provided he/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/she shall keep a record of the proceedings of the body and reports submitted to it. He/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, the most current edition of Robert's Rules of Order 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:
 - a. The Executive Committee
 - b. The Undergraduate Academic Affairs Committee
 - c. The Graduate Academic Affairs Committee
 - d. The Planning and Budget Committee
 - e. The Faculty Affairs Committee
 - f. 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 committees 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 or 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)

A. 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 Dean of 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.

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 Senior 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.

A. Committee on the Library

The Library Subcommittee of the Planning and Budget Committee shall consist of nine 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: School of Business, School of Education and Allied Human Services, School of Communication and the student body, two from Hofstra College of Liberal Arts and Sciences. It will also include as ex-officio members the Dean of Library and Information 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.

B. 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, the School of Communication, the School of Education and Allied Human Services, the School of Law, one from the Department of Computer Science and at least one from each of the three divisions (but not from the CSC)

Department) of Hofstra College of Liberal Arts and Sciences, (for a total of four) 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 designate and the Director of Faculty Computing Services or his/her designate 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, 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. 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. 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. 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. 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. 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 (SCREEN)

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. 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. serve the University Senate by:
 - 1.) recruiting potential members for Senate appointed positions by ascertaining interests, experience, availability, and by keeping appropriate up-to-date files on eligible candidates;
 - 2.) 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.) 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 nine tenured members of the Faculty, four from the Hofstra College of Liberal Arts and Sciences, at least one from each division, one each from the Frank G. Zarb School of Business, the School of Communication, the School of Education and Allied Human Services, 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:

- a. hear all cases referred by the Chairperson of the Faculty Affairs Committee which involves 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;
- b. perform, when required, the role stipulated for it under FPS #41 - Policy for Dealing With and Reporting Possible Misconduct in Research;
- c. investigate other non-tenure related faculty complaints or charges referred by the Committee on Faculty Affairs;
- d. request of the Committee on Faculty Affairs, proposed interpretative rulings on the Faculty Statutes, Faculty Policy Series and other regulations binding on faculty members;
- 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. 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 for Student Affairs 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 Dean of 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:

- a. report to the Senate through the Executive Committee its recommendations for Hofstra' policies concerning intercollegiate athletics;
- b. advise the President directly concerning the University's policies concerning intercollegiate athletics;
- c. receive reports from the Director of Intercollegiate Athletics on proposals for major changes in athletics and provide feedback to the Director on these proposals;
- d. annually review the academic performance and graduation rates of all student athletics and report its findings to the Senate and the President;
- e. at the request of the Director of Intercollegiate Athletics, review student athlete eligibility;
- f. every three years evaluate the intercollegiate athletics program's rules and compliance program and report its findings to the Senate and the President;
- g. receive and review periodic reports from the Faculty Athletic Representative;
- h. receive and review annual reports from athletic department staff regarding gender equity and minority representation;
- i. 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;
- j. annually review the Student Athletic Handbook;
- k. annually review the results of questionnaires administered to student athletes.

D. 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 Dean of Academic Records, one designate appointed by each of the Provost, the Vice President for Student Affairs 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), Energy, Environmental Health & Safety Manager (Physical Plant), the Associate Provost for Research and Sponsored Programs, faculty representatives from Chemistry, Biology, Fine Arts, Engineering, Drama and Dance, 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' 2006-2007 memberships can be found on pages 3, 4, and 5 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 supersedes 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. 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.
7. An increase in the graduate student activity fee to reflect the greater number of graduate student clubs asking for funding.

The Senate Executive Committee looks forward to the 2006-2007 academic year as another fruitful and gratifying experience in which 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 in AY2006-2007. In particular, the Committee focused upon five areas: (1) improving faculty submission rates for Last Date of Attendance (LDA) rosters; (2) reviewing the bestowal of academic honors upon students at Hofstra; (3) creating a Faculty Policy Series on attendance taking; (4) assisting students who have amassed large number of credits without declaring majors; and (5) developing a code of rights and responsibilities for Hofstra University community members.

LDA Rosters

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 online 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. Subsequent to the survey, the Senior Vice Provost reported that while submission rates have improved, approximately one-quarter of faculty have still failed to submit the rosters.

In discussion with the UAAC, the Senior Vice Provost agreed to include more information on the cover letter accompanying LDA rosters, explaining the importance of

filling out the rosters in terms of financial aid and student retention. Based on the suggestion of Senator Lisa Filippi, the Committee also examined the possibility of installing electronic card swipes in classrooms as a way to eliminate entirely the need for faculty to submit LDA rosters. Committee members supporting the proposal believed that the card swipes would have additional benefits, including reducing the amount of classroom time spent taking attendance, decreasing faculty workload, and assisting advisement and other student support services in more rapidly identifying students at academic risk. Those opposing the proposal believed that the card swipes would negatively impact the quality of the classroom environment, pose threats to civil liberties, and present difficulties for students in cases of defective ID cards or readers. After repeated failed attempts to reach consensus, the Committee voted 4 to 3 in favor of recommending that the Administration explore the feasibility of installing card swipes outside each classroom solely for the purpose of course attendance taking (see **Appendix A**). To assist the Senate in holding an informed discussion on the proposal, the Chair forwarded a minority report along with the majority proposal to the SEC and the Senate (see **Appendix B**).

While the proposal passed the Senate, it did not pass the full faculty. Based upon the feedback from faculty, the UAAC recommended that the Chairs' Caucus develop a plan to ensure higher rates of LDA roster submission. We are confident that the Chairs' Caucus will develop an effective policy, having seen an alternative solution that some of the department chairs deem undesirable. The very process of debating the card swipe proposal has had a positive effect in raising awareness regarding this important issue.

Academic Honors

The Provost asked the UAAC to review the bestowing of academic honors to students at Hofstra. The Committee began with a review of honors bestowed by private organizations. As a representative of Phi Beta Kappa, Dean Henwood met with the Committee to discuss the criteria used by the Hofstra chapter to determine the eligibility of our students for honors bestowed by the organization. The Committee strongly urged Dean Henwood to conduct research to ensure that Hofstra students were given the same opportunities to receive Phi Beta Kappa honors as students at comparably structured universities.

The UAAC also examined the bestowing of honors at the department level. While varying in terms of the types of honors (regular versus high honors) and the written requirements (essay versus thesis), all faculty members on the Committee reported that their departments abided by the criteria set forth in p.42 of the current undergraduate bulletin. However, some Committee members reported that their departments did not notify eligible majors of the opportunity to receive departmental honors. Accordingly, the Dean of Academic Records agreed to the Committee's recommendation that, in addition to notifying departmental Chairs, the Academic Records Office should also directly contact students, alerting them to their eligibility to receive departmental honors.

Lastly, the Committee carefully reviewed the bestowing of Baccalaureate degrees with distinction. While noting frequent student complaints that the GPA average required for distinction is higher at Hofstra than at some institutions, the Committee recommended keeping the existing averages, as they are consistent with the Administration's effort to enhance our academic profile. The main recommended changes pertain to transfer

students. The UAAC recommends two changes in this regard: (1) change the calculation of transfer GPAs to include only quality points of courses accepted for credit or deemed equivalent to courses offered at Hofstra; and (2) limit the calculation of transfer credits to courses taken within the last 10 years.

To help avoid student confusion and feelings of being aggrieved, the following educational outreach initiatives were agreed to in consultation with the appropriate unit representatives on the UAAC:

- The Office of Academic Records (OAR) will create an online link that takes students to the Bulletin language specifying how Hofstra calculates Latin Honors;
- OAR will develop a FAQ sheet to be distributed both electronically and via hard copy that provides concrete examples of calculations for determining the conferring of Latin Honors
- OAR will add to the DARS an asterisks and note next to the GPA indicating that the GPA displayed does not include transfer credits. The note will also refer students to the part of the Bulletin specifying how Hofstra calculates Latin Honors.
- The Center for New Student Support Services will distribute copies of the FAQ sheet during new student orientations.
- The FAQ sheet will also be included in a Transfer Advisement Sheet to be developed by the Office of University Advisement

Attendance Taking

The Provost asked the UAAC to develop a Faculty Policy Series on attendance that provides guidelines for excused absences. In researching the topic, the Committee came up with four major findings:

- (1) A review of the academic research literature suggests that student attendance is positively related to academic performance and student retention (particularly first year students);
- (2) Taking attendance for grading purposes is the prevailing practice at our university. In the Fall of 2005, 311 faculty filled out an online survey issued by the UAAC. 80% reported having an attendance policy in all of their undergraduate courses;
- (3) At the same time, faculty are divided on the question of whether we should be required to take attendance in all of their undergraduate courses. 55.5% of respondents favored such a policy;
- (4) Among faculty who have attendance policies, there are significant inconsistencies in regarding excused absences, how to deal with excessive absences, and how to deal with missed exams. These inconsistencies often lead to confusion and resentments among students.

Based upon these findings and a review of attendance policies at other universities, the UAAC developed a proposed FPS on attendance (**see Appendix C**). The proposed policy begins by stressing to students the importance of attending classes. The policy then emphasizes that use of attendance is at the sole discretion of faculty. The remainder of the policy issues recommendations regarding excessive absences, excused absences, and missed exams. The Committee believes that its proposal strikes the right balance between

encouraging student attendance and respecting the academic freedom of faculty. The proposed FPS will be considered by the Senate in the Fall of 2007.

Credit Limit Before Declaring Major

A member of the UAAC and the Academic Records Committee, Dr. Dorothy Pumo, raised to the UAAC's attention instances where students on probation have amassed a large amounts of credits without declaring majors. Committee advisors with responsibilities for student advisement agreed that such students were highly unlikely to graduate. In an effort to prevent students from spending substantial amounts of time, money, and effort in taking courses at Hofstra without obtaining degrees, the Committee recommends that students amassing 60 student semester hours of credit be required to meet with a staff member at the Center for University Advisement and to declare a major (see **Appendix D**).

University Code of Rights and Responsibilities

At a full faculty meeting in the Fall of 2006, the Provost asked the UAAC to explore developing an off-campus code of conduct. During our discussions, Committee members believed that such a code of conduct should form part of a larger university-wide code of conduct. Such a unified code of conduct has the advantage of assisting students, faculty, staff, and administrators in more readily identifying their rights and responsibilities as Hofstra university community members.

The UAAC has developed a draft document that draws upon existing policies (see **Appendix E**). With regard to developing an off-campus code of conduct, The Committee has agreed to work with a committee created by Vice President Johnson to review the Student Judicial Code. In addition, 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 finalize its proposal.

SUBCOMMITTEE ON ACADEMIC RECORDS (ARC)

Chairperson Trudy Cucciniello

Appendix F 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 five hundred cases were reviewed. Statistical data reflecting dismissals and reinstatements for the June 2006 to May 2007 period is given in **Appendix G**.

GRADUATE ACADEMIC AFFAIRS COMMITTEE (GAAC)

Chairperson Irene Fizer

During the 2006-07 academic year, the members of the Graduate Academic Affairs Committee devoted their attention primarily to three proposed new graduate policies, as detailed below.

1. In particular, the members of GAAC devoted their time to reviewing the current graduate repeat-course policy, deliberating on a range of issues related to this policy, and then drafting a new policy for review by the Senate Executive Committee, the University Senate, and the faculty. The issues considered and discussed by the committee members regarding the graduate repeat-course policy included the following:
 - a) Based upon information conveyed to the committee by invited guests Dean Barbara Bohannon and Gertrude Cuciniello, who first brought this issue to the attention of GAAC, the committee members considered the impact upon graduate students, and upon Hofstra's graduate standards, of the current graduate repeat-course policy (printed below). In addition, the committee members considered whether or not a repeat-course policy is a sound academic policy for our graduate programs. Overall, the committee members agreed that a graduate repeat-course policy should remain in place, albeit one that would differ completely from the current one. Currently, only students who receive a D or F grade in a graduate course are allowed to repeat that course for credit. After discussion, the committee members agreed that this policy was too limited but they also agreed that the new policy should include a number of restrictions (as detailed below).
 - b) Based upon data provided by committee guest Linda Jean-Louis, of the Office of Academic Records, the committee members considered how Hofstra's current graduate repeat-course policy contrasts and/or compares with the policies at peer institutions. This was informative. However, the committee members sought to craft a policy that would suit the particular academic aims and standards, as well as the graduate student population, at Hofstra.
 - c) The committee members then considered at length the impact upon graduate students, and upon Hofstra's graduate standards, of two different repeat-course policies: a non-forgiveness policy, that would prohibit students from eliminating a grade from their GPA, or a forgiveness policy, similar to the one in place at Hofstra for undergraduate students. Among the many issues the committee members considered, as conveyed to the committee by Provost Schmelkin, was the support of the graduate chairs for the former policy. After extensive discussion, the committee voted for the non-forgiveness policy.
 - d) The committee members also considered how, according to their newly proposed policy, a repeat-course grade should be calculated within a student's GPA. Therefore, they considered the impact upon the GPA of either *averaging* the original grade and the repeat-course grade, or of *adding* the repeat-course grade into the GPA. After consulting with Dean Bohannon, and following discussion, the committee members concluded that averaging the two grades would have a slightly more favorable impact upon a student's GPA; however, in balance, the members decided that adding in the second grade to a student's GPA was a preferable policy.
 - e) As detailed in the proposed policy below, the committee members discussed and agreed upon a number of restrictions and requirements, in regard to the repeating of graduate courses, that are intended to facilitate clear channels of communication between the following: graduate chairs and graduate students; faculty members and graduate students; graduate chairs and department chairs; and graduate programs and the Office of Academic Records.

- f) The committee members agreed upon and incorporated into the draft policy a number of restrictions that are intended: to regulate whether or not a student may repeat a course (he/she will need the permission and the signature of his/her graduate chair or adviser); the number of graduate courses that a student can repeat for credit (no more than two); and the number of times a student can repeat a particular graduate course (only once). In addition, in order to keep graduate students on track toward completion of their degrees, the proposed policy prohibits them from repeating pre-requisite courses. Lastly, the committee members agreed that graduate students, in consultation with their graduate chair or adviser, should be allowed to repeat any course for *non-credit* in order to obtain a better understanding of the course material.

As such, the committee members drafted the following proposed Graduate Repeat-Course Policy:

“Graduate students may repeat a course with the approval of their Graduate Director or academic adviser. Students also are encouraged to consult with the faculty member who will be teaching the course that they intend to repeat. A faculty member may give preference to first-time takers of the course when enrollment reaches its limit. Students may not repeat a course for credit towards the GPA if that course was a prerequisite for a course that has already been taken. Prior to registering for a repeated course, a graduate student must submit the Graduate Repeat Course Form, signed by the Graduate Director or academic adviser, and by the Chair of the Department or Program, to the Office of Academic Records. Graduate students may repeat a course only once to receive credit toward their GPA. In addition, students may repeat no more than two courses to receive credit toward their GPA. However, the total number of courses that a graduate student may repeat to fulfill or complete the requirements for a degree will be determined by the Graduate Director or academic adviser. Both the grade for the initial course and the grade for the repeated course will be included in the calculation of the GPA. Both grades will appear on the transcript. Credit toward the degree will be awarded only once for this course.”

To provide some context for this new policy, it is useful to note that the repeat-course policy currently in place for graduate students is as follows:

Current Graduate Repeat-Course Policy

“A student may repeat a completed course for a better understanding of the subject only with the approval of the major adviser. Such a course will be listed as a Repeated Course, for which a final grade will be given, but semester hour credit toward graduation will be given only once, and the second grade will not be counted in determining the cumulative grade-point average except as indicated under D grade.”

As Dean Barbara Bohannon stated in a memo to GAAC, “Note that the policy we're currently administering for grad students is identical to the 'old' undergraduate policy, where a repeated course would not count in the GPA unless the original grade was D or D+.”

This proposed new graduate repeat-course policy was presented to the Senate Executive Committee by the chair of GAAC at the March, 07 SEC meeting, and was scheduled to be presented to the University Senate during its April, 2007 meeting. However, given that the Senate's discussion of other issues, including the new mission statement, had to take precedence, the proposed graduate repeat-course policy will be presented for the Senate's review in the Fall '07 semester by the newly elected chair, Liena Gurevich.

2. In addition to drafting this new graduate repeat-course policy, the members of GAAC discussed and voted to approve the following new policy:

"Graduate students who are dismissed either from two field placements or two internships will be subject to dismissal from their graduate program."

The issues concerning the above policy were brought to the attention of GAAC by Provost Liora Schmelkin. As Provost Schmelkin conveyed to the committee members, both the standards of a particular profession, and the need to maintain Hofstra's graduate standards, should be considered in the cases of students who prove to be incapable of performing at an acceptable professional level, and thereby have been dismissed from either a field placement or an internship. The committee members considered that factors beyond a student's control may impact his/her dismissal from one such field placement or internship. However, the committee members further agreed that a graduate chair or adviser should consider dismissing a student from his/her graduate program if that student has been dismissed from two field placements or internships. Therefore, the dismissal procedure already in place for graduate programs would be applied in such cases. This policy will be presented to the Senate Executive Committee in the Fall '07 semester by the new chair of GAAC.

3. Lastly, the committee members also began deliberating upon an additional graduate policy, namely whether

"Graduate students who fail two courses will be subject to dismissal from their graduate program."

Following discussion, the committee members determined that they need further, and more specific, data in order to make a fully informed judgment about this proposed policy and thereby, prospectively, to present it to the SEC, the Senate, and the full faculty. Thus, after consulting with Provost Schmelkin, to ensure that privacy issues would not be violated, the chair of GAAC asked Linda Jean-Louis to provide GAAC with the following data: the number of "Fs" posted for graduate students at Hofstra over the last three years, by graduate program and by school. The chair of GAAC then forwarded this data to the committee members. Based upon this data, and consideration of further or new related issues, GAAC members will continue their discussion of this proposed policy in the Fall '07 semester.

Finally, the members of GAAC proposed to the Senate Executive Committee a change in the current scheduling procedure for meetings. As the chair of GAAC noted, during the 2006-07 academic year it proved particularly difficult to schedule GAAC meetings during times that would be mutually convenient for all elected faculty members and for all invited administrators and guests. As the chair of GAAC discussed with the SEC in

September '06 and in February '07, these scheduling conflicts proved impossible to resolve fully, even though every viable scheduling configuration was considered. Ultimately, after consulting with both the SEC, and with Provost Schmelkin, the chair arranged a schedule for GAAC meetings that would enable all of the elected faculty to attend, along with the graduate student representative, and most of the invited administrators. Thus, in light of these scheduling issues, the members of GAAC suggest that the SEC consider moving away from the current hardcopy scheduling process (i.e., the paper availability sheets that are sent to all members, advisors, and guests at the beginning of each semester), and moving instead to an on-line scheduling program. Such a change would likely enable Senate committee chairs to resolve or address scheduling conflicts more quickly and efficiently. There may be other creative or procedural ways to support the goal of scheduling committee meetings that are as inclusive as possible. However, in the view of the GAAC members, a shift to an on-line scheduling system, is a pragmatic change that the SEC might consider next year.

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 2006-07 academic year. The following issues and accomplishments highlighted the past year.

The construction and extension of the left hand turn lane at California Avenue and Hempstead Turnpike and eliminating the left hand turn from Hempstead Turnpike to Meadowbrook Place was completed. Furthermore, the installation of a traffic light at the west end of campus by the Library Tech Services and Resource Building has been completed by the State Department of Transportation. These were projects several years in the making that has helped to improve and control the traffic flow in and out of the campus. Construction of third pedestrian foot bridge has also finished and is opened for use.

The 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 swipes 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.

A University Town Hall Meeting was held in February of 2007. Important issues and concerns were raised and designated to the appropriate offices and constituencies to answer them. A summary of the meeting will appear in the *Chronicle*. These issues will be addressed and further investigated as warranted during the next academic year.

Working closely with the Office of Public Safety, the committee made several recommendations that the current bus routes, bus schedules and bus services be redone. It

was recommended that the weekend schedule be redone to better meet the times of the trains coming and leaving the train station so that people were not waiting for long periods of time. A recommendation was made to look into adding additional bus service to the Mineola train station. An improvement in the departure times of the bus during peak hours was recommended. These and other issues with the help of the office of Public Safety were implemented during the academic year. These improvements will be closely monitored and examined with the help of the office of Public Safety to continue our improvement of our bus service.

The Planning and Budget committee worked on revising, updating and re-writing a new University Mission and Goals statement. This document is important for Middle States Accreditation and was passed by the University Senate and Faculty.

The committee will continue to monitor parking issues, bus issues, hold another University Town Hall Meeting, and any other issues that may arise.

SUBCOMMITTEE ON THE LIBRARY

Chairperson Cindy Rosenthal

The landmark Library event of this past academic year was the official opening of the renovated main floor of Axinn on Monday, November 13, 2006. Subcommittee members concur that the renovation has accomplished its goal – creating a space that is more welcoming to the Hofstra community, and especially available and appealing to students. The success of the space is most noticeable in the frequent use of the entrance-area coffee-bar, the entrance area seating, and the new quiet study area, also on the first floor.

The next planned renovation is of the ground floor; one goal is to open up and bring light to the ground floor space, reflecting the achievements of the renovation of the first floor. Additionally, the renovation will create different kinds of spaces for different learning needs. The need for spaces that accommodate laptop plug-ins and a small group of students working together on a group project with access to wireless was discussed. Two of these group spaces should be available on the ground floor.

There have been developments and expansions in a number of other Library resources, programs, and facilities:

- Expansion of the successful Science Direct program, a compendium of databases, including an additional, economical package added in January 2007, a one-year trial.
- In preparation for the Middle States Evaluation in 2009, a proposal is forthcoming for expanding the Library's Information Literacy program.
- Positive feedback on the Library's new web page design and on its new ILS system.
- An ongoing and long term issue raised was the question of weeding and storage. Book circulation has declined over the past three years from 60,000 to 40,000 books annually. The West Campus storage space is full. Additional book storage space is expensive, as is the cost of book retrieval. As we increase our electronic holdings, how should we evaluate and plan for the future of our book collections?

Of what importance is the “the materiality of the archive”? The committee concluded that decisions – particularly about the various and voluminous series Hofstra holds -- need to be considered case by case, subject by subject, and department by department.

Two important recommendations were made by committee members:

- 1) To increase the number of printed pages allotted to each Hofstra student on her/his card. The ERES option is the Reserve and readings “packet” choice for more Hofstra faculty than ever before, and as a result many students are exceeding their printing allotment early in the semester.
- 2) In order to address the ongoing problem of missing and overdue books, the committee proposed that library accounts be cleared up before a student can register for classes each semester. Because of problems with faculty compliance, the committee approved the establishment of fines for faculty who have overdue books. Committee members will survey local libraries for their fine schedules (including NYPL) and report back before Hofstra’s fine schedule is set.

FACULTY AFFAIRS COMMITTEE (FAC)

Chairperson David Diamond

The Faculty Affairs Committee spent the bulk of its time this year on the Course and Teacher Ratings (CTR). We produced and sent to the Senate the CTR instrument, a fully developed Faculty policy Series item governing CTRs and their usage, and an administrative instruction sheet for their implementation. The matter went to the Faculty for information in May, and will be voted on in the Fall. In addition we did our customary review of Special Leave applications and recommended an Emeritus status for a retiring Faculty member.

STUDENT AFFAIRS COMMITTEE (SAC)

Chairperson Cristal Kayel

The committee established a meeting time during Common Hour during the second Wednesday of each month. The committee discussed parking issues and environmental concerns on campus. These discussions lead to the offshoot committee (spearheaded by Senator Mike LaFemina) of Environmental Priorities. Also the committee proposed a campus wide smoking buffer zone which was detained in the Senate Executive Committee and should go forward to the full Senate during the Fall '07 Semester. Furthermore, the committee held online elections for the student senators and senators at large the first week of May 2007. Petition requirements for students were reduced to ten signatures per candidate in an effort to increase student involvement. Eight students ran on the ballot. Four student senators and four student senators at large were elected. A committee chair has yet to be elected.

SPECIAL COMMITTEE ON RECRUITMENT, ELECTIONS AND NOMINATIONS (SCREAN)

Chairperson, Pamela Harpel-Burke

In 2006/2007, SCREAN was comprised of faculty members Pam Harpel-Burke (chair), Ellen Frisina (SEC chair), Krishnan Pillaipakkamnat, Johanna Shih, and Liz Venuti. The committee also included Caroline Porr representing Hofstra staff and Liora Schmelkin as advisor.

SCREAN met twice during the 2006/2007 academic year. SCREAN continued to automate more of the nomination and election processes via Blackboard. Increasing the amount of elections taking place at once raised some confusion among voters. This underscored the need for SCREAN to continue refining the Blackboard process to make it easier and less cumbersome for all constituents.

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

- (a) four representatives for the Honors College Council representing HCLAS/Natural Sciences, SOEAHS, Zarb School of Business, and the School of Communication;
- b) eight Senators to fill seats on the Faculty Senate representing HCLAS/Social Sciences, HCLAS/Humanities, HCLAS/Natural Sciences, Zarb School of Business, Library, School of Communication, SOEAHS (2 seats); c) three Faculty Officers: Parliamentarian, Speaker of the Faculty, and Secretary to the Faculty.

Due to limited access to Blackboard, nominations and the election for the Staff Local 153 Senator was held via paper ballots.

A comprehensive database which includes members, committees, terms, and constituencies has been created and is being kept current. This database has made it easier to determine and fill Senator-at-large openings and anticipate upcoming Senate elections needed.

For the first time, forms for soliciting interest of faculty to serve as Senator-at-large was presented via Blackboard. Emails were generated via Blackboard and sent to all faculty directing them to a survey on Blackboard which indicated their interest on various Senate committees. Twenty-eight forms were returned.

For 2007/2008, twenty-five senator-at-large appointments were made affecting ten standing committees.

With the support of SEC chair, Ellen Frisina, documents have been revised. Faculty Statute VII B. on the membership of the University Senate was revised to reflect a more widespread representation within Senate committees and to facilitate nominations for Senators. Information for a revision of the bylaws regarding the Special Committee on Grievances was also presented.

SPECIAL COMMITTEE ON ATHLETIC POLICY (APC)

Chairperson Ed Ingles

During the 2006-2007 academic year, the Athletic Policy Committee acted on the following:

1. The APC began the process of reviewing Athletic Department policies as part of the Self Study in preparation for the 2008 NCAA Re-certification review, which will conclude with a campus visit by a peer review team in the fall of next year. The initial APC review with Athletic Director Jack Hayes indicated Hofstra University was on track to fulfilling compliance in gender equity, minority opportunities, academic advisement and hiring processes. Hayes distributed a booklet to APC members outlining current Athletic Department policies, which members are to review and submit suggestions at the first 2007 fall meeting.
2. The APC began utilizing its recently revised sub-committees: Gender Equity, Student Welfare and Academic Progress and Retention Review to better identify issues and to consolidate information.
3. Hayes submitted an Athletic Department summary review of the 2005-06 academic year. The University now has two academic/study facilities for student-athletes. Because of stronger levels of communication, neither Hayes nor the APC believes there is a need for a formal academic pre-registration process for Hofstra's athletes.
4. Hofstra enjoyed considerable success on the athletic fields during the academic year. The APC chair felt this level of achievement was reached in degree because of the coordination and strengthening of the process between the athletic and academic communities. It is felt that Hofstra has a strong support system in place to give athletes the maximum opportunity to succeed in both the classroom (academic scores continue to rise) and athletic fields.
5. The APC recommended Hofstra coaches and athletic staff members be more visible within the campus community, and will invite coaches to future meetings to offer suggestions for better connecting with other University faculty and staff.
6. Hayes reported the Academic Program Rate (APR) rate at Hofstra has risen the last three years and football players are no longer an academic problem primarily because of increased mandatory study halls.
7. Hayes noted the percentage of female athletes and female athletic scholarships has been increased.

SPECIAL COMMITTEE ON THE ACADEMIC CALENDAR

Chairperson Raymond Greenwell

The Academic Calendar Committee met once during the 2006/07 academic year. Several versions of the calendars for the 2009/10 academic year, prepared by Patricia Restivo

from the Office of Academic Records, were reviewed. The calendar most favored by the committee starts the Fall 2009 semester before Labor Day and the Spring 2010 calendar on the last week of January.

The committee also looked into the Fall 2010 calendar so as to adjust the calendar for Summer 2010 and Spring 2010 accordingly. The religious holidays fall in the first week of classes in Fall 2010, which means that semester should be adjusted to start before Labor Day.

The committee also considered the possibility of a new shorter January session, which would allow students from other universities who were home for the winter break to be able to attend Hofstra. The committee awaited further direction from the Provost's office regarding this issue, since it would affect the Spring and Summer 2010 calendars, with the goal of avoiding an unnecessarily large gap between sessions.

After being advised to proceed with the shortened January Session for 2009-2010, the committee considered the new calendars. By the time this was done, the committee was advised that the Executive Committee already had a full agenda. We were asked to postpone forwarding the calendars to the Executive Committee of the Senate for action until the Fall 2007 semester.

SPECIAL COMMITTEE ON ENVIRONMENTAL SAFETY

Chairperson Maureen K. Krause

The Special Committee on Environmental Safety met during the 2006 / 2007 academic year to review and discuss the compliance of the Chemical Hygiene Plan (CHP). While the committee successfully received approval from the Faculty Senate to change the by-laws to include ESC representation from Engineering and Drama and Dance, the committee had difficulty recruiting new members and lacked faculty representatives from several departments throughout the year. This situation was resolved at the end of the year and new members will be joining the committee for the '07/'08 year.

The committee agreed that no changes to the Chemical Hygiene Plan were required this year in light of new regulations concerning hazardous waste disposal and a Respirator Plan that are being developed in coordination with Physical Plant and should be in place by the start of the 2007 / 2008 academic year. Regarding training, the committee continued to work to develop a Blackboard Page for use by faculty and students to provide a central site for safety information, training, and record retention. The committee will look into purchasing a commercial package for safety information and training. The committee also reviewed procedures for retaining student safety pledges and other training documentation in light of Hofstra's new record retention policy. Also, the committee discussed departmental compliance with the new refresher training requirements of the CHP.

There were relatively few departmental safety concerns reported by the CHO or committee. Continued progress is being made regarding environmental safety in labs and studios. New U.S. Department of Homeland Security regulations for securing "chemical facilities" that will include Universities will soon be implemented, and the committee

was made aware of the preliminary draft of these regulations. The committee agreed to revisit the issue after the rules are implemented over the summer and a final list of chemicals is released. The committee will continue to work with the University Environmental Health and Safety Director and other representatives from Physical Plant to assure faculty compliance with the CHP and relevant federal regulations.

ENVIRONMENTAL PRIORITIES COMMITTEE (EPC)

Chairperson Margaret Hunter

During the fall semester the University Senate voted to form a special Task Force on Environmental Priorities to examine recycling and other “green” issues on campus. The Senate Executive Committee met on November 13th to constitute this important group and selected some 15 faculty, administration and students that best represent all schools and units from the nearly 30 who volunteered. The newly formed task force met on December 1st to discuss the concerns of students and faculty as well as establish the approach and goals of the task force. The name Environmental Priorities Committee (EPC) was selected since task force seemed to insinuate a temporary existence.

A Mission statement for the committee has been developed with a series benefits goals and actions to achieve these goals.

Mission statement

In response to long-standing interests of faculty and students alike, and current practices at other institutions of higher learning, the Environmental Priorities Committee (EPC) of Hofstra University would like to affirm and support the university’s commitment to protect, preserve and enhance the environment within and around the campus through sound and sustainable ecological practices in a manner that not only directly benefits the community on campus, in the township and on Long Island, but also educates by increasing awareness and knowledge of the complexity of environmental issues and their resolution. The EPC would like to bring environmental perspectives into consideration of issues relating to university life at all levels, from operations to academics to student life, retention and recruitment. Hofstra University should be a model in actual practice right now as well as a center for the study of viable practices and technologies for the future. A clear and explicit commitment to environmental or “green” practices is long overdue and would help demonstrate Hofstra University’s leadership position in the state and region in both academic and civic communities. The status of Hofstra’s campus as national arboretum should represent to the world that Hofstra is also a “green” campus in the fullest sense.

Benefits and Goals

Hofstra commitment to environmental priorities, in study and in practice, will benefit the university in multiple ways:

1. The demonstration that Hofstra cares for its students, the community on campus, and the larger communities to which it belongs, and that therefore Hofstra wishes to model and teach responsible practices within those communities.
2. The development of environmental studies programs or environmental aspects of existing programs to teach and encourage environmental literacy, or how to live responsibly in terms of the environmental impact of human activity.

3. Through responsible environmental practices, and programming, Hofstra will encourage the sense of community on campus among students and all employees linked in common interests and responsibilities. Environmental sensitivity goes hand-in-hand with sensitivity to other aspects of a community based on mutual respect and equality.
4. Hofstra's enhanced sense of a cohesive community for residents and commuters -of life together on campus-- through shared environmental practices could increase student retention, depth of identification with the institution and also serve as a recruitment tool for concerned, committed, highly motivated students.
5. Environmental practices do not necessarily conflict with economic considerations but rather can coincide with sound economic practices and promote prosperity in the fullest sense: the university could experience financial savings through conservation, additional recycling and management of resources, or the alleviation of other problems, such as parking, through organized carpooling, when possible. The University should also consider the development of an Institute for Environmental Practice and Policy, possibly linked to the Center for Suburban Studies as a regional think tank for environmental concerns.

The EPC would like to work toward these goals by:

1. collecting information about current practices in the manner of an environmental audit.
2. conducting a survey of student and employee interests and expertise, and ideas on environmental issues in and around the university, and to examine possible links with, for example, the Law School, School of Business and School of Education courses and outreach programs.
3. conducting an assessment of what practices might be instituted in the short- and in the long term as steps toward the goal of sustainability.
4. establishing relations to other university environmental groups for the exchange of ideas and reciprocal support, possibly at first within the CAA Colonial Athletic Association/ Colonial Academic Alliance), but also beyond that association. A CAA meeting on environmental practices might be a starting point.
5. establishing relations to other environmental organizations, for purposes of support, information and possibly student internships
6. developing an EPC website for Hofstra in order to provide an accessible point of contact for communication and information.
7. developing on that website for general consultation an expanding list or checklist of practices that can be adopted by individuals (on campus and at home), groups, departments, divisions, colleges, various university-operations units, and by the university as a whole: from reusable coffee cups and paper recycling, to energy-saver lightbulbs, and computer waste recycling, to pollution reduction.
8. initiating a Hofstra *Blue/Gold & Green* Newsletter on recent developments and recommendations
9. arranging special Green events, such as Earth Day celebrations, and speakers.
10. developing funding sources for such activities, ideally through our own environmental practices, but not excluding on- and off-campus donors.

The following is our progress towards some of these goals in our first semester of existence. Information has been collected to include on the webpage and committee members are working with the University in the development of the webpage. Draft

questions for the survey to students, faculty and staff have been discussed and revised by the committee and the survey should be ready in the next academic year. Several committee members have collected a great deal of information about the University and its practices and we have begun to develop information sheets and best practices sheets for inclusion on our website.

We had representation at the Town Hall meeting, conducted a session at the Day of Dialogue and held a Bird sanctuary Clean up and vegetarian lunch for the celebration of earth day. We are proposing the use of at least partially recycled paper for use in copiers and have gathered information on a source which is comparable in price to our current paper source.

We look forward to furthering the goals and establishing a presence of this committee in the 2007-2008 academic year.

V

ACTIVITIES OF THE SENATE

2006 - 2007

MATTERS PENDING FROM THE 2005-2006 SENATE:

May 15, 2006 (Senate Agenda)

The Senate approved the disbanding of the Admissions sub-committee from the University Senate and reassigning its responsibilities and membership to the Undergraduate Academic Affairs Committee. This item was brought to the Full Faculty as an information item. (October 23, 2006)

May 15, 2006 (Senate Agenda)

The Senate approved the addition of representatives from the Engineering Department and the Drama and Dance Department to the Environmental Safety committee, and the elimination of the New College representative. The Senate also approved revising the title of "Director of Environmental Safety" to "Energy, Environmental Health & Safety Manager." These changes were brought to the Full Faculty as an information item. (October 23, 2006)

2006 – 2007 SENATE ACTIVITIES

1. CHANGES TO THE FACULTY STATUTES AND FACULTY POLICY SERIES

February 12, 2007 & March 12, 2007 (Senate Agenda)

The Senate approved revisions to Article VII of the Faculty Statutes. These revisions were approved by the Full Faculty (March 19, 2007), by the Provost (March 21, 2007) and by the President (March 22, 2007). (Appendix H)

May 14, 2007 (Senate Agenda)

The Senate approved the revision of Faculty Policy Series #45—Statement of Mission and Goals. These revisions were amended and approved by the Full Faculty (May 18, 2007). The Provost approved the revision with modified wording (June 8, 2007). The President approved the modified revision (June 14, 2007). (Appendix I)

May 14, 2007 (Senate Agenda)

The Senate approved the wording for the new Faculty Policy Series (FPS) which refers to the Course and Teacher Ratings. This item will be presented to the Full Faculty in Fall 2007. (Appendix J)

2. CHANGES TO THE HOFSTRA BULLETIN

September 18, 2006 (Senate Agenda)

The Senate approved revisions to the undergraduate grading policy. These revisions were approved by the Full Faculty (October 23, 2006), by the Provost (June 25, 2007) and by the President (June 27, 2007). (Appendix K)

February 12, 2007 (Senate Agenda)

The Senate approved changes to the January 2008 Academic Calendar. The changes result in the January session changing from three weeks to two and a half weeks in order to better accommodate visiting students who wish to take January classes. These changes were approved by the Full Faculty (March 19, 2007), by the Provost (March 21, 2007) and by the President (March 22, 2007). (Appendix L)

February 12, 2007 (Senate Agenda)

The Senate approved an addition to the Senate bylaws to insert the following sentence: In an effort to represent properly all faculty constituencies in the University Senate, unless specifically called for in the bylaws, faculty representation should be opened to all faculty constituencies. This addition was presented to the Full Faculty as an information item. (March 12, 2007).

3. OTHER ACTIONS

September 18, 2006 (Senate Agenda)

The Senate approved the new form for Hofstra University's Criminal Background Check. This new form was presented to the Full Faculty as an information item (October 23, 2006). (Appendix M)

October 23, 2006 (Full Faculty Agenda)

The Full Faculty approved the School of Communication Diversity Statement. This item has been approved by the Provost (June 26, 2007) and by the President (June 27, 2007). (Appendix N)

November 13, 2006 (Senate Agenda)

The Senate approved the recommendation that the University Senate by-laws be amended to insure that all appropriate colleges and schools are included in all major committees and subcommittees. This change may necessitate additions of Senators-at-Large from certain constituencies. This item was approved by the Full Faculty (December 15, 2006), by the Provost (February 5, 2007) and by the President (February 6, 2007).

December 11, 2006 (Senate Agenda)

The Senate approved a recommendation from the Undergraduate Academic Affairs Committee regarding the feasibility of installing Electronic Card Swipes on campus. This was brought to the Full Faculty as an information item (December 15, 2006). On March 19, 2007 the Full Faculty was informed that the Undergraduate Academic Affairs Committee agreed to withdraw its proposal. A committee has been set up with the Provost's Office and the department chairs to discuss the issue of compliance regarding LDA information. (Appendix A & B)

February 12, 2007 (Senate Agenda)

The Senate approved the endorsement of the 2008 Presidential Debate. This item was approved by the Full Faculty (March 19, 2007), by the Provost (March 22, 2007) and by the President (March 22, 2007). (Appendix O)

March 12, 2007 (Senate Agenda)

The Senate approved the UAAC's recommendation "Strengthening Hofstra by Building International Bridges: Recommendations for Increasing International Student Presence on Campus." This recommendation was approved by the Full Faculty (May 18, 2007), but has not yet been approved by the Provost or President. (Appendix P)

April 23, 2007 (Senate Agenda)

The Senate approved the revised Course and Teacher Rating Evaluation form. This revision will be presented to the Full Faculty in Fall 2007. (Appendix Q)

May 14, 2007 (Senate Agenda)

The Senate approved the revised buff colored open-ended comment forms which accompanies the CTR instrument. This revision will be presented to the Full Faculty in Fall 2007. (Appendix R)

VI

APPENDICES

APPENDIX A

For the purposes of:

- (1) ongoing compliance with Federal regulations issued by the Department of Education regarding documentation related to student financial assistance;
- (2) avoiding the university being fined for failure to comply with said regulations
- (3) increasing student retention through interventions based upon more accurate attendance records;
- (4) saving valuable class-time spent on Last Date of Attendance (LDA) rosters;
- (5) reducing significantly wasting faculty administrative time, effort, and paper on (LDA) rosters; and
- (6) increasing the accuracy of attendance records mandated by the Federal government,

the University Senate call upon the Administration to install card swipes on all classrooms if feasible. To ensure full compliance with Family Educational Rights and Privacy Act, the Senate further recommends that the attendance records generated by the card swipes only be used for the purposes of grading at the discretion of the faculty member teaching the course, compiling LDA records to meet Federal financial aid requirements, and identifying and assisting students experiencing academic and other difficulties. All attendance records should be deleted from university records at the first date allowable by law.

Additional Considerations

When exploring the feasibility of this proposal, the Senate suggests that the Administration pay careful attention to three issues: (1) the physical location of the card swipe; (2) efficiency in the replacement of damaged, stolen, and lost identification cards; and (3) efficiency in the repair or replacement of damaged card swipes.

Physical Location of Card Swipe

Some members of Undergraduate Academic Affairs Committee (UAAC) noted several possible advantages to placing the card-swipe inside the classroom such as minimizing the disruption to class proceedings; enabling students with damaged, stolen, or lost IDs to gain access to classrooms; and maintaining the sense of a open and accessible space for both curricular and extra-curricular use. Other members of the Committee noted possible advantages to placing the card-swipe immediately outside the classroom, including higher rates of student compliance with the swipe mandate as well as the ability to use the swipe to reduce the risk of theft in classrooms that either possess or may subsequently possess valuable equipment. Committee members unanimously recommended against placing card swipes at the entries of academic buildings.

Replacement of IDs

The student representative on the UAAC related a negative experience regarding replacing cards with defective magnetic strips. We recommend that the administration emphasize to HofstraCard Services the importance of replacing cards within the same day that they are lost, stolen, or become defective.

Repair/Replacement of Card Swipes

A broken card swipe in a large and frequently used classroom defeats the purpose's of the Senate's recommendations. We suggest that the repair or replacement of defective card swipes receive top priority by Physical Plant personnel responsible for their maintenance.

Dissenting position on adoption of card-swipes

Christopher Eliot

for Und. Acad. Affairs Cmte., 2 November 2006

Given the following considerations,

- In our suburban setting, we have so far been able to retain for most of our classrooms physical (and consequently psychological) openness, which is a valuable asset not to be discarded lightly;
- If we lock classroom doors and diminish accessibility, it should be because it is required for specific security reasons, not because we resign ourselves to it for data-processing reasons;
- Hofstra is required to submit data on whether students remain in courses *in the broadest sense only* rather than data on day-to-day attendance;
- The high cost of installing, maintaining, and supporting a card-swipe system;¹
- The light but real burden on students and instructors to swipe on every entrance to a room;

I recommend that at least the following alternatives be explored:

1. If University compliance is essential to its mission, and what undermines it is faculty non-compliance, faculty should be made to do their jobs.² Since there are currently no consequences for not complying, if the assertion of duty is insufficient for some individuals, sufficiently negative consequences should be adopted to stimulate their compliance, e.g.:
 - (a) temporary withholding of a portion of salary;
 - (b) censuring documentation to file, to be considered during reappointment evaluations;
2. If University compliance is essential to its mission, and what undermines it is faculty non-compliance, faculty could be—if penalties are unfeasible or unacceptable—rewarded for compliance, e.g.:
 - (a) financial-incentive grants;
3. If card-readers are adopted, they be completely disconnected from the doors and locking system, so that they cannot inhibit access to rooms. The readers thus serve only as optional attendance-taking devices for those faculty who choose to employ them, becoming essentially invisible when not being used.

¹An objection is that eliminating LDA-roster processing could eventually save money; however, the same savings could be garnered from migrating data-submission to Hofstra Online, and without the new expense of card-system support staff.

²An objection is the differential burden they impose on faculty teaching large classes. However, as noted above, compliance with regulations does *not* require that attendance be taken at all, nor that a *date* be specifically identified. We only need to identify *to the best of our knowledge* those students who are not still in a course in the most minimal sense. In most cases, those students can be identified from data already available in the results of a single test, quiz, or assignment (together with inquiries to any few students missing that test or not submitting the assignment, which faculty are likely to undertake anyway). Or, in rare courses employing no tests or assignments, unofficially-withdrawn students can be identified by circulating only one or two of the sign-in sheets now automatically generated by Hofstra Online (together with accompanying inquiries to any few students missing both those sessions). These are burdens on the order of ten to thirty minutes per term even for a very large body of students. In cases where a student's status is still indeterminate from the above sources, faculty need not inquire further, as the reports need only be accurate to the best of their knowledge; what is essential is merely that they be submitted.

ATTENDANCE TAKING PROPOSAL

The Undergraduate Academic Affairs Committee recommends the creation of FPS#xx entitled Undergraduate Attendance Taking. The policy will state the following:

Attending classes is likely to improve academic performance as well as to enhance the quality of the learning experience. Being in the classroom offers opportunities to gain detailed faculty responses to student questions, to hear a wider range of perspectives, to develop public speaking and interpersonal skills, to network with their peers, and to engage in group exercises carefully designed to promote a deeper understanding of the subject matter. Moreover, establishing positive habits while in the university setting, such as regular attendance, can carry over into students' behavior upon graduation and contribute to them having successful careers. The university recognizes the importance of instilling behaviors in students that will promote long-term personal and professional success.

Whether or how to use attendance as part of a student's grade is entirely at the discretion of the faculty member. A faculty member counting absences in determining a student's final earned grade should clearly state their policy in detail on the course syllabus and announce the policy during the first week of the course.

I. Attendance Taking Records

A. Faculty teaching courses where 50% or more of the students enrolled are in their first year are encouraged to take and record attendance on a regular basis as a way to assist university advisement services in identifying and helping students experiencing academic and other difficulties.

B. Faculty should fill out Last Date of Attendance (LDA) rosters supplied by the Academic Records Office.. Rosters should be submitted in a timely manner to assist university advisement services and to ensure that the university avoids fines for failing to comply with Federal requirements regarding the disbursement of financial aid.

C. Faculty are encouraged to reach out to students with excessive absences as well as to contact the Center for University Advisement.

II. Excused Absences

The decision whether or not to excuse absences is entirely at the discretion of the faculty member. A faculty member granting excused absences shall determine the type and acceptability of documentation required. Students requesting an excused absence must provide documentation to the faculty member in a timely manner. It is recommended that faculty provide excused absences for documented instances of the following:

- An illness or injury that physically prevent the student from attending the class. In particular, in some cases, a student who has certain registered disabilities may qualify for consideration for excused absences. This accommodation is most frequently granted for students who have a documented chronic health problem that occasionally causes them to be absent from class;
- A religious observance that requires the student to refrain from attending class;
- A post-season athletic tournament event or other activity authorized by an university official;
- The death of an immediate family member; and
- A proceeding that the student is legally obligated to attend

Faculty should make reasonable attempts to give students opportunities to make up work missed as a result of an excused absence. Students who are deemed eligible for excused absences are responsible for completing all coursework. How the coursework will be completed is at the discretion of the faculty.

III. Absence from Examinations

Individual faculty members determine policies regarding missed quizzes and exams. If a student is unable to take a regularly scheduled final examination because of circumstances beyond her or his control, the student must obtain permission from the instructor to take a postponed examination. Faculty are not required to provide make-up opportunities for students absent from regularly scheduled classes. The rules and procedures governing the documentation of excused absences described in Section II above are also applicable here.

For paragraph 2 pg. 53 of 2006-07 Bulletin:

Old text

Students who have not decided on a field of specialization (major) when they enter as freshmen will be advised on programming by the University Advisement Office. Students will choose their field of specialization, usually by the end of either the freshman or sophomore year, and apply to the chairperson of the department of specialization for permission and aid in planning a course of study for the junior and senior years.

Proposed

Students who have not decided on a field of specialization (i.e., major) when they enter as freshmen will be advised on academic planning by the Center for University Advisement. Students must choose their field of specialization by no later than the completion of 60 student semester hours. After meeting with a staff member at the Center for University Advisement, students should apply to the chairperson of the department of specialization for permission and submit the appropriate documentation to the Office of Academic Records. Students can change their major at any time. However, the timing of that change might impact a student's graduation date. In order to facilitate orientation and advisement of a student to his or her new major, students must report any change in their major, minor, specialization, concentration, or degree on the official Change of Study form to the Office of Academic Records. Any change requires a signature from the new department indicating that the student has notified the new department and has been made aware of all requirements. Students are not required to obtain a signature from the program or major they are leaving.

DRAFT

Rights and Responsibilities of Hofstra University Community Members

Hofstra University strives to cultivate moral responsibility, aesthetic sensitivity, creativity, emotional maturity and the physical well-being of every member of our community. We also recognize the important role that our university plays in surrounding Long Island and New York City communities and the inherent responsibilities of such a distinction. Accordingly, Hofstra University has established certain standards of behavior to protect individual rights and freedoms. If a member of the Hofstra community either experiences or commits a violation of these standards, the University takes appropriate steps through its disciplinary system to enforce the policies and regulations set forth below. It is the purpose of this document to inform students, faculty, staff, and administrators of policies that specify their rights and responsibilities as members of the Hofstra community.

Abbreviations:

CBA—Collective Bargaining Agreement

FPS—Faculty Policy Series (www.hofstra.edu/Faculty/senate/senate_fps.html)

SJC—Student Judicial Code

Student Rights and Responsibilities

- Academic Freedom and Civil Liberties (FPS#12,A,B)
- Academic Honesty (FPS#11U,A,G)
- Attendance and Examinations (FPS#xx; FPS#10)
- Campus Conduct Outside of Classroom
 - Grounds for Disciplinary Action (SJC; under revision)
 - Right of the Complainant (SJC; under revision)
 - Rights of Student Facing Disciplinary Action (SJC; under revision)
- Classroom Conduct (proposed code of conduct)
- Computer Network Use (SJC; under revision)

- Consensual Relations with Faculty (FPS#47)
- Course Grade Appeal (FPS#42; School Policies)
- Dismissal Appeal (Graduate Student Bulletin, p.x)
- Equal Opportunities
 - Americans with Disabilities Act
 - Title IX of the Education Amendments of 1972
 - Section 504 of the Rehabilitation Act of 1973
- Family Educational Rights and Privacy Act
- Health Information Protection Act
- Off-campus Conduct (SJC; under revision)
- Ombudsperson for Students (ombuds@hofstra.edu)
- Prohibition of Harassment (FPS#43)
- Prohibition of Hazing (SJC; under revision)
- Prohibition of Sexual Assault (SJC)
- Responsibilities of Campus Residents
- Student Judicial Code (propose creating off-campus provisions)

Faculty Rights and Responsibilities

- Attendance and Examinations (FPS#10 and proposed)
- Classroom Conduct (proposed code of conduct)
- Conduct in Research (FPS#41)
- Confidentiality of Records (FPS#17)
- Conflict of Interest (FPS#33,33A)
- Consensual Relations with Students (FPS#47)
- Emeritus Rights (FPS#29)
- Equal Opportunities
 - Equal Employment Opportunity (FPS#12C)
 - Americans with Disabilities Act
 - Section 504 of the Rehabilitation Act of 1973
- Family Educational Rights and Privacy Act
- Grievance Procedures (FPS#??; CBA; SJC)

- Health Information Protection Act
- Prohibition of Harassment (FPS#43)
- Responsibilities of Teachers (FPS#99)
- Terms and Conditions of Employment (FPS#15; CBA)

Staff Rights and Responsibilities

- Equal Opportunities
 - Equal Employment Opportunity (FPS#12C)
 - Americans with Disabilities Act
 - Section 504 of the Rehabilitation Act of 1973
- Family Educational Rights and Privacy Act
- Health Information Protection Act
- Prohibition of Harassment (FPS#43)
- Terms and Conditions of Employment (CBAs)

Administration Rights and Responsibilities

- Equal Opportunities
 - Equal Employment Opportunity (FPS#12C)
 - Americans with Disabilities Act
 - Section 504 of the Rehabilitation Act of 1973
- Family Educational Rights and Privacy Act
- Health Information Protection Act
- Prohibition of Harassment (FPS#43)

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>
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.</p>
<i>Please note:</i>	<p>Periodically, special meetings are called as needed.</p>

APPENDIX G

Appendix F 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 five hundred cases were reviewed. Statistical data reflecting dismissals and reinstatements for the June 2006 to May 2007 period is given below.

		<i>Totals</i>
<i>Dropped for Poor Scholarship</i>		
Automatic Drop (end of Spring semester) (includes New College and SUS)	221	221
ARC Drops		95
End of Fall semester	48	
End of Spring semester	47	
Total Drops		316
<i>Reinstated/Readmitted</i>		
Total Reinstated by ARC		138
End of Fall semester	21	
End of Spring semester	117	
Total Readmitted - all meetings		29
Total Reinstated/Readmitted		167
Athletic Activity (Non-Academic) Grants Reinstated	0	
Net Dropped		149

VII. The University Senate

B. Membership

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 eleven from Hofstra~~ **College of Liberal Arts and Sciences, with at least three each from each Division, three from the Zarb 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 ~~and senior staff members of the Library~~ shall be eligible for election by the 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.

- 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.~~ **submit those names to the Special Committee on Recruitment, Elections and Nominations (SCREAN). For 10 business days, SCREAN shall invite additional nominations from all faculty. 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 10 voters, or by the Special Committee on Recruitment, Elections and Nominations (SCREAN) if fewer than two eligible students are nominated by petition. SCREAN shall monitor the qualifications and elections of student members of the University Senate.~~

FPS 45: Statement of Mission and Goals (Revised 05/07)

Hofstra University is a private institution whose primary mission is to provide a quality education to its students in an environment that encourages, nurtures, and supports learning through the free and open exchange of ideas, for the betterment of humankind. Hofstra University is fully committed to academic freedom and to the transmission, advancement, and preservation of knowledge for its own academic community and for the community at large. Hofstra University offers undergraduate and graduate programs taught by a research-active and professionally engaged faculty. Academic excellence guides everything the University undertakes.

- Hofstra University's undergraduate education provides a firm foundation in the liberal arts and sciences designed to encourage intellectual curiosity. This broadly based education develops students' analytical and critical thinking, strengthens their communication skills (oral and written), promotes cross-cultural competencies and provides information literacy and technological skills that prepare students to become lifelong learners.
- Hofstra University is dedicated to the pre-professional, professional, masters and doctoral programs that support a wide range of career aspirations.
- Hofstra University is devoted to recruiting and retaining a highly qualified and diverse academic community of students, faculty, staff and administrators respectful of the contributions and dignity of each of its members.
- Hofstra University's faculty is committed to excellence in teaching, scholarly research and service. The University emphasizes and supports the creation and synthesis of knowledge as well as its dissemination. We believe the best education for students is one informed by their teachers' scholarly pursuits.
- Hofstra University is committed to providing the informational and technological resources required for learning and the advancement of knowledge.
- Hofstra University strives to cultivate students' social and ethical responsibility, aesthetic sensibility, creativity and emotional and physical well-being.
- Hofstra University offers educational, co-curricular and cultural programs and activities that foster an awareness of local, national and global issues, encouraging students to be active citizens and contributors to their local, national and global communities.
- Hofstra University recognizes its important role in our local community and in participating in a broader national and international dialogue. We offer programs and seek opportunities that mutually benefit the Hofstra community and those beyond our campus.

Proposed FPS governing CTRs

FPS #XX: Course and Teacher Ratings (CTR)

The Course and Teacher Ratings (CTR) at Hofstra provide a measure of student perceptions of a faculty member's teaching effectiveness that complement peer and administrative observations (FPS #46). The form provides students with an opportunity to rate the faculty member on specified attributes of teaching performance, as well as to provide more open-ended comments. The latest version of the Course and Teacher Rating form is distributed to faculty in all units except the Law School each fall and spring semester for administration in the faculty member's classes in accordance with this FPS. Upon a faculty member's request to the Provost's office, CTRs may be administered for Summer and January courses. The latest version of the form is available on line at _____. Copies of the ratings and open-ended comments on the CTRs are distributed to the faculty member. Summary numerical CTRs are distributed to the offices of the Department Chair, the Dean, and the Provost, as well as to the faculty member. These summary ratings are also available in the library where students can access them at the reference desk. The original forms, including the open-ended comments, will be retained by the Provost's office; the Personnel Committee, Chairs and/or Deans, at their discretion, may request copies of the completed forms. For this reason, faculty members need not include the CTR forms with their applications for personnel decisions.

Administration of CTRs

The CTRs are to be administered each fall and spring semester. They are to be administered to all classes with an enrollment greater than five students, except those identified by the Department Chair as being inappropriate for this type of assessment. [Separate modules or alternative forms may be developed for use in laboratory, performance, and/or studio classes, and those courses in which the faculty member provides per capita instruction to individual students.] In administering the CTRs, a faculty member may add up to three questions that address issues that are not covered by the form. CTRs may be administered during any class falling within the announced administration period for that semester; faculty members thus have some flexibility in selecting the class period in which to administer the CTR. The completed CTR forms are to be given to a student for return to a designated site. Specific instructions for administering CTRs will be distributed with the forms and must be followed.

Interpretation and Use of CTR Results

The CTRs may be used for both formative (individual faculty development) and summative (evaluative) purposes. Although attention to individual items may be useful for formative and interpretative purposes, only scale scores should be used when analyzing the CTRs for summative purposes. Each scale score represents the average score on one of several distinct factors (groups of related items). For each course taught, the faculty member shall be provided with his or her own mean (arithmetic average) for each item and on each scale. Faculty shall also receive the mean and standard deviation (a measure of the degree of variability in the ratings) for each item for all courses with the same prefix. See annotated example. The prefix mean shall represent the unweighted mean for all courses within that prefix. The standard error

of measurement (SEM), a measure of the degree of error to be expected in a score, shall be made available to the faculty member and the department chair in order to construct appropriate confidence intervals.

Administrators and personnel committees shall evaluate performance across courses taught within a semester as follows:

1. In each semester, the mean for each scale shall be calculated by averaging the scale scores across classes taught by the faculty member during that semester. The mean scale scores are not weighted for class size, e.g., a class with 60 students does not receive more weight than a class with 35 students.
2. To account for error in the scores, each of the faculty member's mean scale scores shall be assumed to extend two standard errors of measurement below and above the attained scale score. This score interval shall be referred to as the faculty member's confidence interval.
3. For each scale, the faculty member's confidence interval shall be compared with the department (or prefix) standard. The department (or prefix) standard shall be the mean of the department (or prefix) means for the previous four academic years.
4. If the department (or prefix) standard falls within the faculty member's confidence interval, the scale score shall be considered acceptable.
5. Courses with between five and ten respondents should be included in the analysis of a faculty member's CTRs, but should be interpreted cautiously.
6. Regardless of the department (or prefix) standard, a scale score of 2 or lower shall

be deemed meritorious.

CTR scores must be considered within the context of the faculty member's teaching assignments; for example, scores in courses with distinctive characteristics (e.g., introductory courses, courses for non-majors) should be compared, when feasible, with similarly structured courses. Although there are significant limitations associated with the analysis of CTR scores for a single class, individual course information can facilitate such contextual interpretation and should be submitted. For summative analyses, scores should be averaged over multiple sections and trends in scores should be analyzed over time to ameliorate the effects of idiosyncratic CTRs in a single course. To evaluate performance in a particular course, confidence intervals shall be constructed and interpreted as indicated above.

CTR scores provide the raw data that must be evaluated by the faculty committees and administrators making recommendations regarding personnel decisions. Not only must the CTR scores be contextualized in respect to the courses being taught but it must be recognized that these data provide only one source of information. They must be evaluated in the context of the data from other sources, e.g., peer and administrative observations. Evaluations from any source that are negative in the aggregate must be viewed as a cause for concern and no single source should be viewed as privileged or automatically warranting greater weight than other sources. Similarly, none of the sources can be automatically dismissed or disregarded as providing less important or less relevant information. It is incumbent on those making recommendations on personnel matters to consider all sources of information in a serious and balanced manner.

Instrumentation

Given that the interpretation of the CTRs is based on scales derived from factor analyses of the individual item scores and that changes in the pattern of the ratings may result in changes in the scales themselves, as well as in the standard error of measurement, new factor analyses of the CTRs shall be performed every five years. At such time, the reliability and the SEM shall be recalculated and the scales shall be modified if warranted by the data.

1. Guidelines for Administration
2. Course and Teacher Rating Form – FPS XXA
3. Annotated Example of the Computation and Interpretation of the Use of Confidence Intervals – mentioned on page 2; to be developed after approval of FPS

Recommended language for the Bulletin:

INC: When requested by the student, the instructor may grant, at her/his discretion, a grade of Incomplete (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 and 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.

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

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. The exact date of the deadline for withdrawal can be found on the Academic Records web pages and in the Class Schedule published for each semester/session. Failure to maintain a full-time load of 12sh or more may negatively affect financial aid and visa status.

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 L

January 2008 Calendar as it is approved by the President now:

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.

Proposed Text as Calendar is now:

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

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	Classes end 23	Snow/Study/Read24	Snow/Study/Read25	26	Martin Luther King Jr Day - January 21: NO classes; Classes end Jan 23 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

January Calendar with longer classes for 2008:

January 2008

1. Classes begin on Wednesday, January 2.
2. Classes end on Friday, January 18.

New Proposal:

JANUARY SESSION 2008

January 1	Tuesday	New Year's Holiday
January 2	Wednesday	Classes begin
January 18	Friday	Classes end

January 2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	NOTES
		1-Jan	Classes begin 2	3	4	5-Jan	NEW YEAR'S DAY 1/1 Classes begin 1/2
6	7	8	9	10	11	12	
13	14	15	16	17	Classes end 18	19	January Classes end 1/18
20	21	22	23	24	25	26	M.L.K. JR DAY OBSERVED 1/21
27	28	29	30	31	28	29	

COMPLIANCE INFORMATION:

13 Monday - Fridays required, 2 Saturdays

On site Registration January 24-25 (subject to change).

Hofstra University is committed to extending equal opportunity to all qualified individuals without regard to race, color, religion, sex, sexual orientation, age, national or ethnic origin, physical or mental disability, marital or veteran status in the conduct and operation of all its educational programs and activities. The University also confirms its commitment to academic freedom, including freedom of expression and freedom from discrimination.

The University seeks to provide a safe environment, conducive to the furtherance of our academic mission. To help accomplish this, the University conducts background checks for all applicants seeking employment in order to verify credentials and criminal history. Please note that a prior criminal conviction will not necessarily preclude employment; such information will be considered in the context of the specific position for which the applicant is applying.

In compliance with federal and state law and the University's policy, the following procedure governs the background investigation of all applicants:

1. The *Disclosure to Employment Applicant Regarding Procurement of a Consumer Report*, set forth below, is to be read and retained by the applicant.
2. The *Background Investigation Authorization and Release* is required to be completed and signed by the applicant and returned, together with the University's job application form, signed by the applicant, to the Office of Human Resources.

Disclosure to Employment Applicant Regarding Procurement of a Consumer Report

In connection with your application for employment, Hofstra University will obtain a "consumer report" about you, limited to educational and criminal background checks. The report will not be used for any other purpose. In the event that information from the report is utilized in whole or in part in making an adverse decision with regard to your potential employment, before making the adverse decision, we will provide you with a copy of the consumer report in writing and a description in writing of your rights under applicable law.

Please be advised that we may also obtain an "investigative consumer report," including information as to your background, which is obtained through personal interviews and reference checking. This entire process is governed by a federal law called the Fair Credit Reporting Act, a summary of which is attached. Information may be obtained by contacting your previous employers or references supplied by you. Please be advised that you have the right to request, in writing, within a reasonable time, that we make a complete and accurate disclosure of the nature and the scope of the information requested. Such disclosure will be made to you within 5 days of the date on which we receive the request from you or within 5 days of the time the report was first requested, whichever is later in time.

Reports, limited to educational and criminal background, will be obtained by the University from ADP Screening and Selection Services, a consumer reporting agency that is located at 301 Remington Street, Fort Collins, Colorado 80524. ADP Screenings and Selection Services can be contacted at 800-367-5933. You are required to sign the Background Investigation Authorization and Release for this purpose.

The Fair Credit Reporting Act gives you specific rights in dealing with consumer reporting agencies. You will find these rights summarized in the attached document.

Para informacion en español, visite www.ftc.gov/credit o escriba a la FTC Consumer Response Center, Room 130-A 600 Pennsylvania Ave. N.W., Washington, DC 20580.

A Summary of Your Rights Under the Fair Credit Reporting Act

The federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under the FCRA. For more information, including information about additional rights, go to www.ftc.gov/credit or write to: Consumer Response Center, Room 130-A, Federal Trade Commission, 600 Pennsylvania Ave. N.W., Washington, DC 20580.

• **You must be told if information in your file has been used against you.** Anyone who uses a credit report or another type of a consumer report to deny your application for credit, insurance, or employment – or to take another adverse action against you – must tell you, and must give you the name, address and phone number of the agency that provided the information.

• **You have the right to know what is in your file.** You may request and obtain all the information about you in the files of a consumer reporting agency (your "file disclosure"). You will be required to provide proper identification, which may include your Social Security number. In many cases, the disclosure will be free. You are entitled to a free file disclosure if:

- A person has taken adverse action against you because of information in your credit report;
- You are the victim of identity theft and place a fraud alert in your file;
- Your file contains inaccurate information as a result of fraud;
- You are on public assistance;
- You are unemployed but expect to apply for employment within 60 days.

In addition, by September 2005 all consumers will be entitled to one free disclosure every 12 months upon request from each nationwide credit bureau and from nationwide specialty consumer reporting agencies. See www.ftc.gov/credit for additional information.

• **You have the right to ask for a credit score.** Credit scores are numerical summaries of your credit worthiness based on information from credit bureaus. You may request a credit score from consumer reporting agencies that create scores or distribute scores used in residential real property loans, but you will have to pay for it. In some mortgage transactions, you will receive credit score information for free from the mortgage lender.

• **You have the right to dispute incomplete or inaccurate information.** If you identify information in your file that is incomplete or inaccurate and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. See www.ftc.gov/credit for an explanation of dispute procedures.

• **Consumer reporting agencies must correct or delete inaccurate, incomplete or unverifiable information.** Inaccurate, incomplete or unverifiable information must be removed or corrected, usually within 30 days. However, a consumer reporting agency may continue to report information it has verified as accurate.

• **Consumer reporting agencies may not report outdated negative information.** In most cases, a consumer reporting agency may not report negative information that is more than seven years old, or bankruptcies that are more than 10 years old.

• **Access to your file is limited.** A consumer reporting agency may provide information about you only to people with a valid need – usually to consider an application with a creditor, insurer, employer,

landlord, or other business. The FCRA specifies those with a valid need for access.

• **You must give your consent for reports to be provided to employers.** A consumer reporting agency may not give out information about you to your employer, or a potential employer, without your written consent given to the employer. Written consent is not required in the trucking industry. For more information, go to www.ftc.gov/credit.

• **You may limit "prescreened" offers of credit and insurance you get based on information in your credit report.** Unsolicited "prescreened" offers for credit and insurance must include a toll-free phone number you can call if you choose to remove your name and address from the lists these offers are based on. You may opt-out with the nationwide credit bureaus at 1-888-567-8688.

• **You may seek damages from violators.** If a consumer reporting agency, or, in some cases, a user of consumer reports or a furnisher of information to a consumer reporting agency violates the FCRA, you may be able to sue in state or federal court.

• **Identify theft victims and active duty military personnel have additional rights.** For more information, visit www.ftc.gov/credit.

States may enforce the FCRA, and many states have their own consumer reporting laws. In some cases, you may have more rights under state law. For more information, contact your state or local consumer protection agency or your state Attorney General. Federal enforcers are:

TYPE OF BUSINESS:	CONTACT:
Consumer reporting agencies, creditors and others not listed below	Federal Trade Commission: Consumer Response Center - FCRA Washington, DC 20580 1-877-382-4357a
National banks, federal branches/agencies of foreign banks (word "National" or initials "N.A." appear in or after bank's name)	Office of the Comptroller of the Currency Compliance Management Mail Stop 6-6 Washington, DC 20219 1-800-613-6748a
Federal Reserve System member banks (except national banks and federal branches/agencies of foreign banks)	Federal Reserve Board Division of Consumer & Community Affairs Washington, DC 20551 202-452-3693
Savings associations and federally chartered savings banks (word "Federal" or initials "F.S.B." appear in federal institution's name)	Office of Thrift Supervision Consumer Complaints Washington, DC 20552 800-842-6829
Federal credit unions (word "Federal Credit Union" appear in institution's name)	National Credit Union Administration 1775 Duke Street Alexandria, VA 22314 703-519-4600
State-chartered banks that are not members of the Federal Reserve System	Federal Deposit Insurance Corporation Consumer Response Center 2345 Grand Avenue, Suite 100 Kansas City, Missouri 64108-2638 1-877-275-3342
Air, surface, or rail common carriers regulated by former Civil Aeronautics Board or Interstate Commerce Commission	Department of Transportation Office of Financial Management Washington, DC 20590 202-366-1306
Activities subject to the Packers and Stockyards Act of 1921	Department of Agriculture Office of Deputy Administrator - GIPSA Washington, DC 20250 202-720-7051a

Background Investigation Authorization and Release

I agree and authorize Hofstra University to assist me in obtaining, and/or to obtain directly, any information pertaining to my application for employment. In addition, I release and discharge Hofstra University, and its agents from any and all liability, claims and damages arising out of, or relating to, any investigation.

I authorize ADP Screening and Selection Services, or any of its agents, on behalf of Hofstra University, to procure "consumer reports" and "investigative consumer reports," limited to educational and criminal background checks, for employment purposes. I understand that I have the right to request, in writing, information pertaining to the nature and scope of the investigation. I understand that before adverse action, including the denial of my employment, can be taken against me in whole or in part due to a consumer report, I will be provided with a copy of the report. I have received and read the Disclosure to Employment Applicant Regarding Procurement of a Consumer Report and I have received a summary of my rights under the Fair Credit Reporting Act. I also understand I may have additional rights under applicable state law.

I authorize all government agencies, state department of motor vehicles, corporations, companies, educational institutions, persons, law enforcement agencies, workers' compensation agencies, criminal, civil and federal courts, and former employers to release information they may have about me and release them from any liability from doing so. I acknowledge that a telephonic facsimile (FAX) or photographic copy shall be as valid as the original.

Signature

Date

The following information is required by law enforcement agencies and other entities for positive identification purposes when checking public records. It is confidential and will not be used for any other purposes.

Other Information: Please use ink and print clearly.

Name (First, MI, Last)

Maiden (or other names and dates used)

Social Security Number

Date of Birth

Driver's License Number and State

The following states require sex and race to obtain information:
AL, AR, FL, GA, IA, IL, IN, MI, OR, SC, TX, WI

Sex: Male____ Female____

Race: Asian____ Black____ Hispanic____ White____ Other____

Address information: Please use ink and print clearly

Current address (number and street)

Current address (Town, State, Zip)

From: _____ To: _____

First prior address (number and street)

First prior address (Town, State, Zip)

From: _____ To: _____

Second prior address (number and street)

Second prior address (Town, State, Zip)

From: _____ To: _____

Third prior address (number and street)

Third prior address (Town, State, Zip)

From: _____ To: _____

Revisions: 6/14/2006

School of Communication Diversity Statement

Because Hofstra University has a history of concern for issues of diversity, it is important to manifest this concern in specific actions that create a diverse community. As the University moves toward a more diverse student population and faculty, we recognize the importance of a diverse administration that would both symbolize and embody the deep values which we all share. The faculty therefore asks the administration to join hands with us in achieving this goal.

APPENDIX O

The University Senate wholeheartedly endorses the University's efforts to secure a 2008 Presidential debate on our campus. We believe the New York metropolitan location of our campus as well as the outstanding facilities on our campus make us an ideal location for a debate.

In addition, what makes Hofstra uniquely suited to host a presidential debate is our involvement in the study of the presidency. Hofstra has had a major conference on every president who has been in office during the years Hofstra has been in existence beginning with the FDR conference in 1982 through the Presidency of Bill Clinton. The Clinton Presidential Conference took place on our campus in November 2005, and the participants included President Clinton, key members of his cabinet, and many distinguished scholars who helped evaluate the former president's accomplishments. As of this year we also have an endowed Chair in Presidential Studies (the Kalikow Chair) and a new Center for the Study of the Presidency which will hold major conferences and symposiums on key topics relating to the presidency on a yearly basis. The University has also just established a Center for Civic Engagement so that our students are more informed and involved in the issues that will shape their lives and our futures.

**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

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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:

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

To achieve these goals, the UAAC recommends the following policy initiatives (see Appendix A for a list of recommendations in numerical order):

Recommendations by Units and Individuals Responsible for Implementation

Enrollment Services, Undergraduate Admissions Office, and Graduate Admissions Office

Recruitment-related recommendations:

- REC#1—The Admissions Offices, International Students Office, and Off Campus Education jointly develop and publicize internships with the United Nations, international governmental organizations, international nongovernmental organizations, and multinational corporations
- REC#2—The Admissions Offices coordinate their recruitment efforts with the Athletic Department
- REC#3—The Admissions Offices explore, in detail, what our main competitors in the area are doing to recruit international students and replicate best practices
- REC#4— Develop and distribute materials for specific programs of interest to international students
- REC#5— Concentrate recruitment activities primarily on societies with large supplies of prospective students while ensuring student representation from all geographic regions
- REC#6—Target students with solid academic records but low TOEFL scores
- REC#7— Give international and out-of-state students priority access to on-campus housing
- REC#9—Emphasize that Hofstra offers the relative safety and serenity of a suburban campus with easy access to the five boroughs

- REC#10—Encourage and publicize efforts to increase the number of field trips into the City
- REC#13—Highlight how our smaller size allows us to provide better and more personalized instruction, mentoring, advising, and services to international students
- REC#14—Provide recruiters with a list of professors willing to be mentors
- REC#15—Emphasize that our high academic standards are consistently being raised
- REC#16—Create separate, individual brochures and handouts highlighting our excellence in areas where student interest is likely to be highest
- REC#17—Visit TOEFL Schools in targeted societies
- REC#18—The English Language Program, the Admissions Offices, and the International Students Office jointly forge connections with international student advisers at area colleges and universities
- REC#19—Involve students more actively in recruiting through the Student Ambassadors Program
- REC#20—The Admissions Offices provide all current international students with recruitment literature and encouraging them to invite other students from home to apply
- REC#21—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
- REC#22—Urge faculty members from other societies to contact students from their home society to encourage enrollment at Hofstra
- REC#23—Enrollment Services periodically send out a general letter to all faculty encouraging involvement in recruitment
- REC#25—Create one consolidated, university-wide office of study abroad programs 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
- REC#26—Increase the amount of effort devoted to recruiting students with international connections living in the five boroughs area
- REC#27—Recruiters attend and distribute information at annual area ethnic festivals
- REC#28—Place advertisements in the most reputable and widely referenced college guidebooks
- REC#29—Place advertisements in newspapers in the New York areas read by targeted nationalities
- REC#32—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 students on the Hofstra home page
- REC#33--- The Admissions Offices continue to develop web pages targeting international students

- REC#34—Design web pages to be as user-friendly as possible by providing text both in English and languages primary to societies targeted for recruitment
- REC#35—Design a webpage listing specific services, activities, and organizations targeting international students and relevant contact persons
- REC#36—Create an additional point person for international students in the Admissions Offices
- REC#37—Develop an International Student FAQ sheet for use by Admissions Office staff
- REC#38—Set the deadline for the receipt of international student applications to May 15th
- REC#39—Process international student applications expeditiously, with a list of accepted students being forwarded to the International Students Office by July 15th
- RECS#40 & #41—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
- REC#42— Students accepting the offer to visit Hofstra should be introduced to Student Ambassadors and faculty members as well as meet with staff from the International Students Office

Retention-related recommendations:

- REC#43—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
- REC#48— Recruiting and admissions materials provide a careful, step-by-step, explanation of the visa process to students
- REC#49—The Admissions Offices send out a letter to accepted international students outlining visa requirements, deadlines, and issues

Athletic Department

Recruitment-related recommendations:

- REC#2—The Admissions Offices coordinate their recruitment efforts with the Athletic Department

Academic Departments and Individual Faculty

Recruitment-related recommendations:

- REC#14—Provide recruiters with a list of faculty willing to be mentors
- REC#21—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

- REC#22—Urge faculty members from other societies to contact students from their home society to encourage enrollment at Hofstra
- REC#23—Enrollment Services periodically send out a general letter to all faculty encouraging involvement in recruitment
- REC#24—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
- RECS#40 & #41—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

Retention-related recommendations:

- REC#44—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 students
- REC#51—At the start of each semester, the International Students Office sends a letter calling upon faculty to remind students of the importance of meeting visa deadlines
- REC#56—The International Students Office, the Office of University Advisement, and faculty encourage international students to come in early for advisement
- REC#57—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
- REC#58—the International Students Office regularly distribute information to faculty during Faculty Meetings, Chairs Meetings, and Senate Meetings
- REC#59—the Department of Library Services work with the International Students Office and the Office of University Advisement to develop specialized library resources and instruction

English Language Program

Recruitment-related recommendations:

- REC#8—Begin English Language Program sessions during the summer
- REC#18—The English Language Program, the Admissions Offices, and the International Students Office jointly forge connections with international student advisers at area colleges and universities

- REC#32—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 students on the Hofstra home page

Retention-related recommendations

- REC#54—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#55—Student Counseling Services (SCS) create a liaison to coordinate mental health support services with the English Language Program and the International Students Office

First Year Connections

Recruitment-related recommendations:

- REC#9—The International Students Office reserve spaces for international students on field trips to New York City held as part of First Year Connections courses

Graduate Student Organization and Individual Graduate Students

Recruitment-related recommendations:

- REC#19—Involve students more actively in recruiting through the Student Ambassadors Program
- REC#20—The Admissions Offices provide all current international students with recruitment literature and encouraging them to invite other students from home to apply

Retention-related recommendations:

- REC#61—The Student Government Association and the Graduate Student Organization create liaisons in charge of encouraging international students to become active in student organizations

HCLAS Office of Study Abroad Programs

Recruitment-related recommendations:

- REC#24—Encourage those administering Hofstra Abroad programs to explore the feasibility of extending these programs to semester or year-long duration

International Students Office (see Office of International Students and Study Abroad Programs)

Office of Alumni Relations

Recruitment-related recommendations:

- REC#30—the Office for Development and the Office of Alumni Relations work together to develop a rotating International Student Scholarship

Off Campus Education

Recruitment-related recommendations:

- REC#1—The Admissions Offices, International Students Office, and Off Campus Education jointly develop and publicize internships with the United Nations, international governmental organizations, international nongovernmental organizations, and multinational corporations

Office of Development

Recruitment-related recommendations:

- REC#30—the Office for Development and the Office of Alumni Relations work together to develop a rotating International Student Scholarship

Office of Financial Aid

Retention-related recommendations:

- REC#52—The Office of Financial Aid and the Office of Student Accounts hire staff to be point people for working with international students
- REC#53—All staff in the Office of Financial Aid and the Office of Student Accounts receive training in multicultural competence, facilitation, and conflict resolution

Office of International Students and Study Abroad Programs

Recruitment-related recommendations:

- REC#1—The Admissions Offices, International Students Office, and Off Campus Education jointly develop and publicize internships with the United Nations, international governmental organizations, international nongovernmental organizations, and multinational corporations
- REC#10—Give the International Students Office a budget to contract a bus for field trips to New York City
- REC#13—Recruiters distribute a list of helpful services offered by the International Students Office
- REC#18—The English Language Program, the Admissions Offices, and the International Students Office jointly forge connections with international student advisers at area colleges and universities

- REC#24—Encourage those administering Hofstra Abroad programs to explore the feasibility of extending these programs to semester or year-long duration
- REC#25—Create one consolidated, university-wide office of study abroad programs 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
- REC#32—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 students on the Hofstra home page
- REC#42— Students accepting the offer to visit Hofstra should be introduced to Student Ambassadors and faculty members as well as meet with staff from the International Students Office

Retention-related recommendations:

- REC#44—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 students
- REC#45—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
- REC#47—The Office of the Provost create an emergency loan fund to be administered by the International Students Office, providing small loans at low interest rates to international students experiencing hardship
- REC#50—Create a new paid staff position in the International Students Office to assist in the processing of student visas
- REC#51—At the start of each semester, the International Students Office sends a letter calling upon faculty to remind students of the importance of meeting visa deadlines
- REC#55—Student Counseling Services (SCS) create a liaison to coordinate mental health support services with the English Language Program and the International Students Office
- REC#56—The International Students Office, the Office of University Advisement, and faculty encourage international students to come in early for advisement
- REC#57—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

- REC#58—the International Students Office regularly distribute information to faculty during Faculty Meetings, Chairs Meetings, and Senate Meetings
- REC#59—the Department of Library Services work with the International Students Office and the Office of University Advisement to develop specialized library resources and instruction
- REC#60—The International Students Office explores the viability of establishing at Hofstra a program where international students live with families in the surrounding area

Office of the Provost

Retention-related recommendations:

- REC#46—Provide scholarships to international students who appear on the Provost's Scholars List two consecutive semesters and continuously maintain their strong academic performance
- REC#47—The Office of the Provost create an emergency loan fund to be administered by the International Students Office, providing small loans at low interest rates to international students experiencing hardship

Office of the President

Recruitment-related recommendations:

- REC#25—Create one consolidated, university-wide office of study abroad programs 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
- REC#31—Reduce tuition for students admitted to departments with low or declining enrollments

Retention-related recommendations:

- REC#63—During each 1st year orientation, a prominent university official convey the university's strong commitment to cultural diversity

Office of Residential Life

Recruitment-related recommendations

- REC#7— Give international and out-of-state students priority access to on-campus housing
- REC#8—Begin English Language Program sessions during the summer

Retention-related recommendations:

- REC#45—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

Office of Student Accounts

Retention-related recommendations:

- REC#52—The Office of Financial Aid and the Office of Student Accounts hire staff to be point people for working with international students
- REC#53—All staff in the Office of Financial Aid and the Office of Student Accounts receive training in multicultural competence, facilitation, and conflict resolution

Office of Student Employment

Retention-related recommendations:

- REC#45—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

Office of University Advisement

Retention-related recommendations:

- REC#56—The International Students Office, the Office of University Advisement, and faculty encourage international students to come in early for advisement
- REC#59—the Department of Library Services work with the International Students Office and the Office of University Advisement to develop specialized library resources and instruction

Office of University Relations

Recruitment-related recommendations:

- REC#32—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 students on the Hofstra home page

Student Counseling Services

Retention-related recommendations:

- REC#55—Student Counseling Services (SCS) create a liaison to coordinate mental health support services with the English Language Program and the International Students Office

Student Government Association and Individual Undergraduate Students

Recruitment-related recommendations:

- REC#19—Involve students more actively in recruiting through the Student Ambassadors Program
- REC#21—The Admissions Offices provide all current international students with recruitment literature and encouraging them to invite other students from home to apply

Retention-related recommendations:

- REC#61—The Student Government Association and the Graduate Student Organization create liaisons in charge of encouraging international students to become active in student organizations

University Senate

Retention-related recommendations:

- REC#62—The Chair of the Senate Executive Committee to make regular efforts to secure international student involvement in the University Senate

Evaluation Mechanisms

By October 15th of every year between 2007 and 2011, 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 for Enrollment Services, the Executive Director of Alumni Relations, the Vice President for Campus Life, the Vice President for Development, the Director of the English Language Program, the Director of the Office of International Students, the Director of Student Counseling Services, the Director of the new Office of Study Abroad Programs, the Dean of University Advisement, and the Vice President for University Relations. 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 this lack
- 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.

- **Why Study in the United States?**

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 continue to closely 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).

- Who Are Our Main Competitors?

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).

- Why Study at Hofstra?

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 the 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.

- How Did Students Find Out about Hofstra?

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.

- What Do Respondents Recommend for Improving Recruitment?

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 encourages the Office of Admissions and the Office of Residential Life to continue to respond proactively to all of these suggestions which we discuss below along with other recommendations arising from additional committee research and discussion.

1.4 Targeting Recruitment

Achieving our goals and timelines requires reaching the largest pool of applicants most interested in attending Hofstra. To this end, we support the continuation of participation in recruitment tours in all major geographic regions, including South America. 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). We recommend, therefore, concentrating recruitment activities primarily, though by no means exclusively in Asian societies (REC#5).

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, many of which are already being emphasized:

- 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 the desire for on-campus housing, they also indicated a preference to be housed together with domestic students. Every effort should be made to accommodate this preference.
- 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 continue to 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.
- Recruiters should continue to highlight our smaller size compared to many other area institutions allows us to provide better and more personalized instruction, mentoring, advising, and services to international students (REC#13). A list of professors willing to be mentors should be provided by recruiters (REC#14).
- Emphasize that Hofstra continues to build upon our reputation for academic excellence as evidenced by higher standardized test scores of admitted students, an increasing number of faculty research grants, and national recognition for our technological sophistication (REC#15). In particular, create separate, individual brochures and handouts highlighting our excellence in areas where student interest is likely to be highest (REC#16). According to the Institute of International Education, the most popular majors for international students studying in the United States are Business and Management (19.6%), Engineering (16.5%), and Math and Computer Sciences (12.3%). Hofstra's recent pool of international applicants (AY2002-2004) mirrors the national data. Of international student applicants listing majors, the majors most frequently indicated were Business (320), Engineering (93), Computer Science (49), Biology (32), Communications (26), Political Science (22), Economics (22), and Broadcast Journalism (11). Nearly one-third of applicants (234), however, were undecided. This suggests emphasizing programs in areas with high employment demand in the countries in question. For instance, in Japan, individuals with degrees in Counseling and Gerontology are highly sought after. With the assistance of faculty knowledgeable about the society in question, recruiters should distribute literature on these programs for students who are undecided about their majors.

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

1.6 Improving 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

- Prioritize visits to TOEFL Schools such as Princeton Review in Japan (REC#17). Recruiters should emphasize Hofstra's willingness and ability to accept international students with a wide range of test scores.
- At present, large numbers of international students attending Adelphi's English Language Program are not being mainstreamed. Moreover, hundreds of international students are graduating each year from Nassau Community College. The Committee believes that many of these students will be interested in attending Hofstra University. We, therefore, strongly recommend that Hofstra's ELP, the Undergraduate Admissions Office, and the International Students Office work together to forge connections with international student advisers at both of these institutions (REC#18).
- A university-wide commitment to an objective requires the active support of not only staff, but also of faculty and students. Accordingly, we recommend that students become more actively involved in the process of recruiting. Specifically, we support the recent decision by Enrollment Services to create a Student Ambassador's Program (REC#19). Committee research indicates that international students returning home have provided valuable recruiting services for other universities, including New York University, SUNY-Stony Brook, and the University of Connecticut. To encourage participation in the program, Student Ambassadors could receive university certificates of recognition for initially accompanying recruiters and, contingent with training and experience, independently recruiting. The importance of family and friendship networks to recruitment as highlighted in our survey leads to our recommendation that both the Undergraduate and Graduate Admissions Offices formalize and extend its current informal practice of providing all current international students with recruitment literature and encouraging them to invite other students from home to apply (REC#20).
- 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#21). 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#22). 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 B). 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#23).

- 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#24). We also support the idea of one consolidated office that would provide the staffing necessary to coordinate all Hofstra abroad programs. We envision 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#25).
- 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#26). In addition to visiting schools, we recommend that recruiters also be present at annual area ethnic festivals (REC#27). Beyond reaching large numbers of targeted students, the presence of our recruiters signals an awareness and appreciation of targeted groups' cultures.

Advertisement

- Advertisements should be placed in the most reputable and widely referenced college guidebooks (REC#28). The Committee urges Enrollment Services to consult with students and faculty members from targeted societies to identify the best guides. Japanese students and faculty members at Hofstra have already provided recruiters valuable information in this regard. We encourage members of the Hofstra communities from other societies to provide similar advice.
- Ethnic Diaspora residing in the 5 boroughs and Long Islands can serve as major incentives for international students to come to Hofstra (i.e., to be near friends and relatives) as well as strong support systems upon arrival. Accordingly, we strongly recommend that advertisements be placed 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#29).

Publicity

- Generating positive publicity for the university is an important facet of our recruitment strategy. In particular, the Committee strongly recommends that the Office for Development and the Office of Alumni Relations work together to develop a rotating International Student Scholarship (REC#30). Local ethnic foundations and businesses might also be encouraged to contribute to the endowment. Rotating the scholarship would raise the profile of Hofstra in multiple societies.
- As will be discussed in Section 2, a lack of financial resources is often a major impediment to interested international students attending Hofstra. Beyond the rotating scholarship, we recommend a tuition reduction (presented as a scholarship) for international students admitted to Departments with low or declining enrollments (REC#31). Our research indicates that some of these departments are precisely those that international students are most interested in joining.
- Several survey respondents noted a lack of detailed information on the Hofstra website. We recommend that 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 students on the Hofstra home page (REC#32). Clicking on the link should take the viewer to a webpage offering links to detailed information for either prospective international students or current international students. With regard to prospective students, we strongly support the decision of the Undergraduate and Graduate Admission Offices to develop web pages specifically targeting international students (REC#33). 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#34). 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#35).

1.7 Streamlining the 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. To this end, we recommend creating an additional point person for international students in the Admissions Office (REC#36). Both Admissions Offices combined currently only have one point person, making it difficult to respond promptly to all questions from international students let alone assume additional liaison responsibilities as recommended below. International students will automatically be directed to one of the two point people whenever they have a question that other staff cannot answer. Along with an additional point person in the Admissions Office, an International Student FAQ Sheet may assist all staff in this regard (REC#37).

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 May 15th (REC#38). 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#39).

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:

- The Admissions Office request that a faculty member write one letter to the student encouraging enrollment (REC#40) as well as a letter to the parents of prospective students in native language introducing them to Hofstra (REC#41).
- Through a variety of means, 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#42)

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

- **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.

- 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 C). 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.

- Retention-Related Assets

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#43). 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#30). 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#44). 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#45).

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#46).

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#47). 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 38 and 39), 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#48). Upon acceptance to Hofstra, the admissions offices should send out a letter (beyond the present brochure) outlining visa requirements, deadlines, and issues (REC#49). 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 assist in the processing of student visas (REC#50). 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#51).

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#52). 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#53).

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#54). 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#55). 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#56). 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#57). We also recommend that the ISO regularly distribute information to faculty during Faculty Meetings, Chairs Meetings, and Senate Meetings (REC#58). 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#59).

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#60).

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#61). Similarly, we encourage the Chair of the Senate Executive Committee to make regular efforts to secure international student involvement in the University Senate (REC#62). 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#63). 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 2007 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 for Enrollment Services, the Executive Director of Alumni Relations, the Vice President for Campus Life, the Vice President for Development, the Director of the English Language Program, the Director of the International Students Office, the Director of Student Counseling Services, the Director of the Office of Study Abroad Programs, the Dean of University Advisement, and the Vice President for University Relations. The reports should detail:

- which recommendations have been implemented
- preliminary outcomes of implementing the recommendations
- which recommendations have not been implemented along with the reasons for this
- 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. 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

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Appendix A

Recommendations in Numerical Order

Recruitment Recommendations

- REC#1—The Admissions Offices, International Students Office, and Off Campus Education jointly develop and publicize internships with the United Nations, international governmental organizations, international nongovernmental organizations, and multinational corporations
- REC#2—The Admissions Offices coordinate their recruitment efforts with the Athletic Department
- REC#3—The Admissions Offices explore, in detail, what our main competitors in the area are doing to recruit international students and replicate best practices
- REC#4— Develop and distribute materials for specific programs of interest to international students
- REC#5— Concentrate recruitment activities primarily on societies with large supplies of prospective students while ensuring student representation from all geographic regions
- REC#6—Target students with solid academic records but low TOEFL scores
- REC#7— Give international and out-of-state students priority access to on-campus housing
- REC#8—Begin English Language Program sessions during the summer
- REC#9—Emphasize that Hofstra offers the relative safety and serenity of a suburban campus with easy access to the five boroughs
- REC#10—Encourage and publicize efforts to increase the number of field trips into the City
- 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 courses
- REC#12—Give the International Students Office a budget to contract a bus for field trips to New York City
- REC#13—Highlight how our smaller size allows us to provide better and more personalized instruction, mentoring, advising, and services to international students
- REC#14—Provide recruiters with a list of professors willing to be mentors
- REC#15—Emphasize that our high academic standards are consistently being raised
- REC#16—Create separate, individual brochures and handouts highlighting our excellence in areas where student interest is likely to be highest
- REC#17—Prioritize visits to TOEFL Schools in targeted societies
- REC#18—The English Language Program, the Admissions Offices, and the International Students Office jointly forge connections with international student advisers at area colleges and universities
- REC#19—Involve students more actively in recruiting through the Student Ambassadors Program

- REC#20—The Admissions Offices provide all current international students with recruitment literature and encouraging them to invite other students from home to apply
- REC#21—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
- REC#22—Urge faculty members from other societies to contact students from their home society to encourage enrollment at Hofstra
- REC#23—Enrollment Services periodically send out a general letter to all faculty encouraging involvement in recruitment
- REC#24—Encourage those administering Hofstra Abroad programs to explore the feasibility of extending these programs to semester or year-long duration
- REC#25—Create one consolidated, university-wide office of study abroad programs 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
- REC#26—Increase the amount of effort devoted to recruiting students with international connections living in the five boroughs area
- REC#27—Recruiters attend and distribute information at annual area ethnic festivals
- REC#28—Place advertisements in the most reputable and widely referenced college guidebooks
- REC#29—Place advertisements in newspapers in the New York areas read by targeted nationalities
- REC#30—the Office for Development and the Office of Alumni Relations work together to develop a rotating International Student Scholarship
- REC#31—Reduce tuition for students admitted to departments with low or declining enrollments
- REC#32—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 students on the Hofstra home page
- REC#33--- The Admissions Offices continue to develop web pages targeting international students
- REC#34—Design web pages to be as user-friendly as possible by providing text both in English and languages primary to societies targeted for recruitment
- REC#35—Design a webpage listing specific services, activities, and organizations targeting international students and relevant contact persons
- REC#36—Create an additional point person for international students in the Admissions Offices
- REC#37—Develop an International Student FAQ sheet for use by Admissions Office staff

- REC#38—Set the deadline for the receipt of international student applications to May 15th
- REC#39—Process international student applications expeditiously, with a list of accepted students being forwarded to the International Students Office by July 15th
- RECS#40 & #41—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
- REC#42— Students accepting the offer to visit Hofstra should be introduced to Student Ambassadors and faculty members as well as meet with staff from the International Students Office

Retention Recommendations

- The following recruitment recommendations also provide retention related benefits: 1, 8-12, 30-31, and 35
- REC#43—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
- REC#44—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 students
- REC#45—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
- REC#46—Provide scholarships to international students who appear on the Provost's Scholars List two consecutive semesters and continuously maintain their strong academic performance
- REC#47—The Office of the Provost create an emergency loan fund that provides small loans at low interest rates to international students experiencing hardship
- REC#48— Recruiting and admissions materials provide a careful, step-by-step, explanation of the visa process to students
- REC#49—The Admissions Offices send out a letter to accepted international students outlining visa requirements, deadlines, and issues
- REC#50—Create a new paid staff position in the International Students Office to assist in the processing of student visas
- REC#51—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

- REC#52—The Office of Financial Aid and the Office of Student Accounts hire staff to be point people for working with international students
- REC#53—All staff in the Office of Financial Aid and the Office of Student Accounts receive training in multicultural competence, facilitation, and conflict resolution
- REC#54—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#55—Student Counseling Services (SCS) create a liaison to coordinate mental health support services with the English Language Program and the International Students Office
- REC#56—The International Students Office, the Office of University Advisement, and faculty encourage international students to come in early for advisement
- REC#57—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
- REC#58—the International Students Office regularly distribute information to faculty during Faculty Meetings, Chairs Meetings, and Senate Meetings
- REC#59—the Department of Library Services work with the International Students Office and the Office of University Advisement to develop specialized library resources and instruction
- REC#60—The International Students Office explores the viability of establishing at Hofstra a program where international students live with families in the surrounding area
- REC#61—The Student Government Association and the Graduate Student Organization create liaisons in charge of encouraging international students to become active in student organizations
- REC#62—The Chair of the Senate Executive Committee to make regular efforts to secure international student involvement in the University Senate
- REC#63—During each 1st year orientation, a prominent university official convey the university's strong commitment to cultural diversity

Appendix B

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 C

Concerns and recommendations of international students enrolled at Hofstra University

I. 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 shit

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 beside payment and problems with ins - (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 paper work 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 barbeques, 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 \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

REVISED CTR FORM

(1) In your opinion, the instructor demonstrated a mastery of the subject that was:

Outstanding ① ② ③ ④ ⑤ Very Poor

(2) The instructor's presentation of the subject matter was:

Always Clear ① ② ③ ④ ⑤ Never Clear

(3) The instructor encourages student participation:

A Great Deal ① ② ③ ④ ⑤ Not At All

(4) The instructor encourages meaningful questions from students:

A Great Deal ① ② ③ ④ ⑤ Not At All

(5) The instructor's responses to questions from students are

Always Clear ① ② ③ ④ ⑤ Never Clear

(6) The instructor presents a grading policy that is:

Very Clear ① ② ③ ④ ⑤ Very Unclear

(7) The instructor follows a grading policy that is:

Fair ① ② ③ ④ ⑤ Unfair

(8) The quality of the feedback the instructor gives when returning tests or other assignments is:

Very Useful ① ② ③ ④ ⑤ Not At All Useful

(9) Considering the level of difficulty of this course, the class sessions were paced:

Too Fast ① ② ③ ④ ⑤ Too Slow

(10) How would you rate the instructor's effectiveness as a teacher?

Outstanding ① ② ③ ④ ⑤ Very Poor

(11) Compared to other courses you have taken at this University, the level of difficulty of this course was:

Very Difficult ① ② ③ ④ ⑤ Very easy

(12) As a result of this course, your knowledge in this area of study:

Increased Greatly ① ② ③ ④ ⑤ Remained the Same

(13) Text(s) and other required reading material for the course were: (Do not respond if not applicable.)

Very Difficult ① ② ③ ④ ⑤ Very Easy

(14) Exams are based on materials covered in class and/or assigned during the course: (Do not respond if not applicable.)

Always ① ② ③ ④ ⑤ Never

(15) Assignments (e.g., papers, projects, problem sets, assigned readings, field trips) contributed to the learning experience in this course:

A Great Deal ① ② ③ ④ ⑤ Very Little

(16) The examinations or graded assignments were:

Very Difficult ① ② ③ ④ ⑤ Very Easy

BACKGROUND:

(17) Class Standing:

① First Year ② Sophomore ③ Junior ④ Senior ⑤ Graduate

(18) What is your Hofstra cumulative grade-point average? (Do not respond if not yet established/applicable.)

① 3.7 to 4.0 ② 2.7 to 3.69 ③ 1.7 to 2.69 ④ 1.69 or under

(19) At this point in the semester, what is your grade in this class?

① A to A- ② B+ to B- ③ C+ to C- ④ D+ to D- ⑤ F ⑥ don't know ⑦ not applicable

OPTIONAL QUESTIONS - May be Supplied by Instructor

(20) ① ② ③ ④ ⑤

(21) ① ② ③ ④ ⑤

(22) ① ② ③ ④ ⑤

APPENDIX R

Open ended questions.

The open ended question sheet, which may or may not mandatorily accompany the CTR instrument on its rounds, currently reads as follows:

Current: "Please comment on the strengths and weaknesses of this course and instructor"

Comments at the open faculty meeting suggested that that language was inappropriate in that it invited and encouraged negative statements from students, when in fact they did not feel strongly about an issue. This materially weakened the legitimacy of the comments when used for summative purposes in faculty evaluation.

In light of those comments the FAC recommends that the open ended question read as follows:

Proposed: "In your own words, please assess this course and instructor."