
**FORTY-THIRD
ANNUAL REPORT
OF THE
HOFSTRA UNIVERSITY SENATE
2007-2008**



HOFSTRA
UNIVERSITY®

FORTY THIRD ANNUAL REPORT

of the

HOFSTRA UNIVERSITY SENATE

2007- 2008

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FOREWORD

PRESIDENT STUART RABINOWITZ



HOFSTRA

UNIVERSITY.

STUART RABINOWITZ, PRESIDENT

June 2008

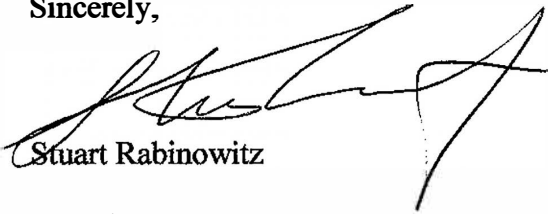
Professor William F. Nirode
Chair, University Senate Executive Committee
Hofstra University
Hempstead, New York 11549

Dear Professor Nirode:

It is my pleasure to congratulate the University Senate on the success of the 2007-08 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

William F. Nirode, Chairperson
Senate Executive Committee

The Hofstra University Senate has completed another productive year of development and implementation of policies and procedures that promote the effective functioning and successful integration of the academic and administrative entities. In large part, the success of the governance process depends on the individuals involved; all the members of the Senate are to be heartily thanked for their dedication, enthusiasm, and collegiality. The elected Senators and Senators-at-Large are commended for spending much time, patience, effort, and thought in meetings and discussions. Through their efforts, and with the support of our faculty, colleagues and administration, the SEC developed policies and procedures that continue to strengthen and improve all functions and services of the University.

I would like to especially thank the members of the Senate Executive Committee for their expertise and care in implementing this year's ambitious agenda: Provost and Senior Vice President for Academic Affairs Herman Berliner, Vice Provost for Academic Affairs Liora Schmelkin, Chair of the Faculty Affairs Committee David Diamond, Chair of the Undergraduate Affairs Committee Greg Maney, Chair of the Planning and Budget Committee Georgina Martorella, Chair of the Graduate Academic Committee Liena Gurevich, and Chair of the Student Affairs Committee Michael LaFemina. We offer a much grateful thank you to Greg for his ambitions, dedication, and hard work in helping with the productivity of the committee. He will be missed on the SEC! We also thank Gloria Lodato-Wilson for her service as Chair of the Undergraduate Academic Affairs Committee for the Spring Semester (replacing Greg who was on sabbatical).

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

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 further discussion. I have been continually inspired by the strong and passionate exchanges at faculty meetings where debate ensues and language is strengthened to ensure that each new policy and procedure is clear, cogent, and fair.

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



William F. Nirode
Chair, Senate Executive Committee

II

COMPONENTS OF THE UNIVERSITY SENATE

2007 – 2008

and

the 2008 – 2009 Senate

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, R. Doboli	Doherty Eswarathasan Farmer Finzel	Greenwell Hunter Ismailescu Krause	Liang Vallier Mammo Pillaipakkamnant Wachter-Jurcsak
<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	Joseph	Torff
<i>Communication:</i>	<u>Elected:</u> Licata	Berman Caliendo	Geyer Pounds	Ingles Smith, G	Thakur Ucok
<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> Schreiner, Caroline
<i>Students:</i>	<u>Elected:</u> Cruz Kim, T LaFemina Pleiman Schwartz	Bisanz	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				
LaFemina				
Maney				
Martorella				
<u>UNDERGRADUATE ACADEMIC AFFAIRS:</u>				
Chair: Maney	Weitzberg	Eads	Caliendo	Brownell
Levy	Schwartz	Johnson, S.	Eliot	Cucciniello
Lodato-Wilson			Ismailescu	Hickling
Pumo				Schmelkin
Yoo				
<u>GRADUATE ACADEMIC AFFAIRS:</u>				
Chair: Gurevich	Bisanz		Grafstein	Brownell
Fusco			Lledo-Guillem	Drummer
Krapp			Thelen	Jean-Louis
Lightfoot				Johnson, L.
				Seely
<u>PLANNING AND BUDGET:</u>				
Chair: Martorella			Frierman	Costenoble
Janer			Simon	Rubey
Petra		Staff: Brown, M	Slavin	
Roberts		Chairperson: Kamberova		
<u>FACULTY AFFAIRS:</u>				
Chair: Diamond			Dolan	Firestone
Licata			Flaton	Schmelkin
Pioreck			Kulviwat	
Silberger			Pulis	President AAUP: Gellman
Viswanathan				
Zhou				
<u>STUDENT AFFAIRS:</u>				
Filippi	Cruz		DaSilva	<u>Student Senators At Large:</u>
	LaFemina		Smith, G.	Bisanz
	Pleiman			Kayel
				Harwani
				Lee, Y

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: Sengupta,

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

On Academic Computing

Chair: Doboli

Armenia, Bailin, Costenoble, Hardiman, Hines, Joseph, Juckiewicz, Rubey, Spieler, Tabron, Thakur, Ucock, Valerius, Vallier

On Environmental Priorities

Chair: Hunter

Acampora, Bailin, Barkwill, Bass, Burke, R; Doherty, Donahue, Farmer, Frierman, Geyer, Greis, Johnson, S; LaFemina, Legnetti, Lucci, Martinez, S.

THE SPECIAL COMMITTEES, 2007-2008

On Recruitment, Elections and Nominations

Chair: Lopatin

Bhargava, 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 Safety

Chair: Krause

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

THE SENATE 2008 – 2009

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, Peter DiSilvio

<i>Humanities:</i>	<u>Elected:</u> Krapp Naymark Zhou	Curtiss DaSilvia Donahue	<u>At Large:</u> Hart Klinkostein Lledo-Guillem	Roskin Sampedro Valerius	Zapata
<i>Social Science:</i>	<u>Elected:</u> Fritz Gurevich Roberts	Acampora Flaton	Johnson, C. McEvoy	Pulis Shih	
<i>Natural Science:</i>	<u>Elected:</u> Nirode Sarno Silberger	Bhargava Burke, R. Doherty Eswarathasan	Farmer Finzel Greenwell Hunter	Krause Liang Mammo Peterson	Pillaipakkamnatt Vallier Wachter-Jurcsak
<i>HCLAS:</i>	<u>Elected:</u> Bhogal Filippi				
<i>Business:</i>	<u>Elected:</u> Bass Viswanathan Yoo	Chandra Gao Hardiman	Lee, K. Lopez, V. Sengupta	Spieler Venuti Weisel	
<i>SOEAHS:</i>	<u>Elected:</u> Fusco Lightfoot Lodato-Wilson	Frierman Joseph	Jurasite-Harbison Plonczak	Stern Torff	
<i>Communication:</i>	<u>Elected:</u> Licata	Berman	Caliendo	Geyer	Smith, G. Ucok
<i>Law:</i>	<u>Elected:</u> Diamond	Martinez	Walker		
<i>Library:</i>	<u>Elected:</u> Martorella	Bailin Cianciulli	Grafstein Harpel-Burke	Lopatin Simon, C.	Singh
<i>Chairperson:</i>	<u>Elected:</u> Kamberova				
<i>Staff:</i>	<u>Elected:</u> Brown, M.				<i>Senior Support Specialist:</i> Schreiner, Caroline
<i>Adjunct:</i>	<u>Elected:</u> Piroeck				
<i>Students:</i>	<u>Elected:</u> Johansen LaBoissiere LaFemina Legnetti Lucci				

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/ Advisers:</u>	
<u>EXECUTIVE:</u>					
Chair: Nirode				Permanent Guest: Schmelkin	
Berliner					
Diamond					
Gurevich					
LaFemina					
Lodato-Wilson					
Martorella					
<u>UNDERGRADUATE ACADEMIC AFFAIRS:</u>					
Chair: Lodato-Wilson	DiSilvio	Eads	Caliendo	Brownell	
Fritz	LaBoissiere	Johnson, S.	Jurasite-Harbison	Cucciniello	
Sarno			Peterson	Hickling	
Yoo			Sampedro	Schmelkin	
<u>GRADUATE ACADEMIC AFFAIRS:</u>					
Chair: Gurevich			Lledo-Guillem	Brownell	Schmelkin
Bhogal			Plonczak	Drummer	
Fusco			Speiler	Jean-Louis	
Krapp				Johnson, L.	
Lightfoot				Seely	
<u>PLANNING AND BUDGET:</u>					
Chair: Martorella			Johnson, C.	Costenoble	
Bass			Shih	Rubey	
Naymark		Staff: Brown, M	Simon		
Roberts		Chairperson: Kamberova	Weisel		
<u>FACULTY AFFAIRS:</u>					
Chair: Diamond			Chandra	Firestone	
Licata			Flaton	Schmelkin	
Pioreck			Harpel-Burke		
Silberger			Pulis	President AAUP: Gellman	
Viswanathan					
Zhou					
<u>STUDENT AFFAIRS:</u>					
Filippi	Chair: LaFemina		DaSilva		
	Johansen		Smith, G.		
	Legnetti				
	Lucci	SGA President: DiSilvio			

THE SUB-COMMITTEES, 2008 - 2009

OF UNDERGRADUATE ACADEMIC AFFAIRS

On Academic Records

Chair: Cucciniello

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

OF PLANNING AND BUDGET

On the Library

Chair: Sengupta,

Berman, Cianciulli, Eswarathasan, Rubey, Simon, Stemn, Spar, Zapata

On Academic Computing

Chair:

Bailin, Costenoble, Curtiss, Hardiman, Joseph, Juckiewicz, Kamberova, Liang, Lopez, Rubey, Spieler, Tabron, Ucok, Valerius, Vallier

On Environmental Priorities

Chair: Hunter

Acampora, Bailin, Barkwill, Bass, Burke, R; Doherty, Donahue, Farmer, Frierman, Geyer, Greis, Johnson, S; LaFemina, Legnetti, Lucci, Martinez, S.

THE SPECIAL COMMITTEES, 2008-2009

On Recruitment, Elections and Nominations

Chair: Lopatin

Bhargava, Nirode, Pillaipakkamnatt, Schmelkin, Schreiner, Venuti

On Athletic Policy

Chair: Ingles

Barnes, Eads, Frey, Grafstein, Hayes, Johnson, S.; Klinkowstein, Lewis, McCabe, Murphy, O'Malley, Schmelkin, Sewell, Torff, Venuti

On Academic Calendar

Chair: Greenwell

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

On Environmental Safety

Chair: Krause

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 Information Technology and Quantitative Methods and one from the School of Business (but not from the IT 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 (SCREAN)

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

It shall:

- a. 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 three-year term.

The Committee shall, in cases that do not fall under the jurisdiction of the grievance process of the Collective Bargaining Agreement between the University and the AAUP,

- 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's 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' 2007-2008 memberships can be found on pages 2, 3, and 4 of this Annual Report.

SENATE EXECUTIVE COMMITTEE

Chairperson William Nirode

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

In a productive 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.

The Senate dealt with several substantial issues affecting both academic functioning and student/campus life. One major campus life issue was the smoking buffer zone proposal creating a 20 foot no smoking zone from the entrance of all buildings on campus. Discussions with faculty, administrators, and students demonstrated overwhelming support for the creating of the smoking buffer zone.

Another important campus life issue was student led initiative for increased environmental responsibility at Hofstra University. This proposal outlined several recommendations for a more environmentally friendly campus. The Senate and Full Faculty resolved to bring this matter to the attention of the administration.

After much hard work and diligence by several committees and their members, a revised Course and Teacher Ratings form was created. This revision allows for a more streamlined process and better evaluates the course and the instructor.

Two important academic issues were dealt with at the graduate academic level. One was the development of a graduate student dismissal policy. This policy centered on graduate students that are dismissed from field placements as part of the graduate program. The other policy was a graduate repeat course policy which outlined the procedures and guidelines for repeating a course.

Several undergraduate academic policies were introduced and/or revised. Issues such as the creation of mandatory pass/fail grades for certain courses, the requirement of students to declare a major by the time they amass 60 semester hours, a change in the probation criteria to give special academic programs the option of applying probation criteria to students who are still in their programs, and the creation of Rights and Responsibilities of Hofstra University Community Members. This document is a referral guide that outlines where the standards for student, faculty, and staff rights and responsibilities can be found. These proposed changes will help promote more efficient and clearer undergraduate procedures and policies.

In addition to the above changes, several of the Faculty Policy Series (FPS) were revised this year. FPS #10 was amended to provide better language and clarity regarding examinations and final grades for current practices. FPS #42 was revised to make current the practices and procedure for students to appeal grades. Guidelines on attendance taking were outlined in FPS #48. A written classroom code of conduct was passed which outlines expectations and obligations of students in FPS #50.

The Senate Executive Committee looks forward to the 2008-2009 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 to address two important issues. A revision of FPS #99, which sets out the obligations of a faculty member toward the University and toward his or her students, will be addressed. In addition, studying the feasibility of requiring incoming students to own laptop computers will be examined further.

UNDERGRADUATE ACADEMIC AFFAIRS COMMITTEE (UAAC)

Chairperson Greg Maney – Fall 2007 / Gloria Lodato-Wilson – Spring 2008

The Undergraduate Academic Affairs Committee (UAAC) considered several issues in AY2007-2008. In particular, the Committee focused upon the following issues:

Attendance Taking Policy (FPS #48)
Adding Mandatory Pass/Fail Grade for Certain Courses (Bulletin)
Declaration of Major by 60 Student Semester Hours (Bulletin)
Rights and responsibilities of Hofstra University Community Members (Other:
Information Resource)
University Probation Standards (Bulletin)
Revisions to Examinations, Final Grades, Incomplete Grades, Withdrawal from Classes,
and Student Absences (FPS#10)
Classroom Code of Conduct for Students (FPS#50)
Change in Probation Criteria
Course Grade Appeal Policy (FPS#42)

Attendance Taking Policy (FPS #48)

- Approved by Senate 9/17/07
- Approved by faculty 10/22/07
- Approved by Provost 11/21/07
- Approved by President 11/27/07

The Provost requested that the UAAC explore the possibility of creating an attendance taking policy for faculty. Following a survey on attendance taking completed by a large number of faculty members and committee discussions on the topic during the 2006-07 academic year, the UAAC set forth a series of discretionary attendance guidelines for faculty regarding excused absences, excessive absences and missed exams.

Adding Mandatory Pass/Fail Grade for Certain Courses (Bulletin)

- Approved by Senate 10/15/07
- Approved by faculty 10/22/07
- Approved by Provost 10/29/07
- Approved by President 10/30/07

The Bulletin was upgraded to reflect that there are some courses on the books where the instructors have a mandatory pass/fail grade for the course.

Declaration of Major by 60 Student Semester Hours (Bulletin)

- Approved by Senate 10/15/07
- Approved by faculty 12/14/07
- Approved by Provost 5/30/08
- Decision by President 6/4/08

The UAAC responded to Academic Records Committee concern of instances where students who accumulated a high number of credits without declaring a major faced the reality of needing extended years at Hofstra in order to graduate. Students now are required to declare a major by the time they accumulate 60 semester hours.

Rights and responsibilities of Hofstra University Community Members (Other: Information Resource)

- Approved by Senate 11/12/07
- Approved by faculty 12/14/07
- Decision by Provost pending
- Decision by President pending

To better inform Hofstra University Community members regarding their rights and responsibilities, the UAAC created a document that lists legal and policy documents relevant to students, faculty, and staff.

University Probation Standards (Bulletin)

- Approved by Senate 11/12/07
- Approved by faculty 12/14/07
- Approved by Provost 5/30/08
- Decision by President 6/4/08

The language regarding University Probation Standards was changed to clarify that students who are on academic probation are required to both meet with an advisor and complete the "Strategies For Academic Success" course.

Revisions to Examinations, Final Grades, Incomplete Grades, Withdrawal from Classes, and Student Absences (FPS#10)

- Approved by Senate 12/10/07
- Approved by faculty 12/14/07
- Approved by Provost 5/30/08
- Decision by President 6/4/08

FPS #10, last revised in 1981 was updated to reflect current practices and the newly approved attendance guidelines (FPS #48).

Classroom Code of Conduct for Students (FPS#50)

- Approved by Senate 12/10/07
- Approved by faculty 12/14/07
- Decision by Provost pending
- Decision by President pending

The UAAC investigated the need for and attitudes toward a written classroom code of conduct for students. The classroom code reflects the University's mission to "provide a quality education...in an environment that encourages, nurtures, and supports learning through the free and open exchange of ideas..." It outlines expectations and obligations of students including coming to class prepared, checking their email accounts for course-related announcements and avoiding disruptive and disrespectful conduct. Examples of inappropriate conduct are delineated. Faculty are encouraged to prevent and effectively respond to specific classroom conduct. The code further specifies avenues of recourse for violations of the code available to faculty..

Change in Probation Criteria

- Approved by Senate 4/14/08
- Approved by faculty 5/02/08
- Approved by Provost 5/30/08
- Decision by President 6/4/08

The wording of the probation criteria was changed to give special academic programs the option of applying probation criteria to students who are still in their programs.

Course Grade Appeal Policy (FPS#42)

FPS#42, last revised in 1997, left the timing of appeals to the individual schools within Hofstra University. As a result, there were instances where students appealed grades years after the course was taken. In an effort to have decisions on disputed grades settled within a reasonable timeframe, the UAAC is revising FPS#42. The proposed changes which give a one semester timetable will be proposed to the Senate in September, 2008.

SUBCOMMITTEE ON ACADEMIC RECORDS (ARC)

Chairperson Trudy Cucciniello

Appendix A 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 four hundred cases were reviewed. Statistical data reflecting dismissals and reinstatements for the June 2007 to May 2008 period is given in **Appendix B**.

GRADUATE ACADEMIC AFFAIRS COMMITTEE (GAAC)

Chairperson Liena Gurevich

During the past year, the GAAC devoted their attention the following issues: Policy of dismissal from internships, development of Hofstra Code of Honor, proposal to cap graduate credit hours, policy of dismissal from graduate programs for reasons other than grades and graduate programs diversity recruitment.

Dismissal from Internships Policy

Our point of departure was the text that was developed in the spring of previous school year, when the need for such policy was first articulated: “Graduate students who are dismissed from two internships or field placements may be subject to academic dismissal.” As a context, even though some graduate programs have policies for dealing with internship dismissal, Hofstra University at the time did not have a university- wide policy.

- We discussed the implications of the dismissal from internship(s) for the dismissal from a graduate program. We examined the School of Education and Psychology department dismissal policies. It was felt those policies are very comprehensive and clear, and could be used as models. The committee agreed that individual graduate programs have their own particular requirements and specifics for the outside placements and internships. There is a need for the university- wide policy which would cover but not undermine individual programs’ policies. The decision was made to include graduate directors in the discussion and Provost Schmelkin put this issue on Graduate Directors’ meeting agenda.
- After the input from Graduate Directors’ we worked on the wording of the dismissal policy concerning the students who have been terminated from their field placement programs. This is the original wording:

“A graduate student who is dismissed from one field placement required for the completion of the degree and/or certification, such as student teaching, internships, externships, practica, and other field-based studies, will be reviewed and may be subject to dismissal at the discretion of the graduate program. Dismissal from two field placements will lead to dismissal from the graduate program.” This new policy was presented to the SEC on Dec. 3rd and then to the full Senate meeting on Dec. 10th.
- Subsequently, it was “passed with changes” during the end of the year full faculty meeting. This is the approved text: “When a graduate student is dismissed from a field placement that is required for the completion of the degree and/or certification/licensure, including placements in student teaching, internships, externships, practica and other field-based studies, the student’s status will be reviewed and the student may be subject to dismissal from the graduate program. A graduate student dismissed from two field placements for cause will be dismissed from the program (See dismissal and appeal policy, Bulletin, p...).”

Development of Graduate Schools' and Programs' Code of Honor.

The Senate Executive Committee have decided on Sept 10, 2007 that the GAAC should look into the Development of the University's Code of Honor. The following questions were to be explored:

- 1). What aspects of graduate academic training should be covered in the Code of Honor?
 - 2). Should our graduate programs be subject to a particular Code of Honor governing graduate academic affairs or could those issues be subsumed under a general Code, covering both undergraduate and graduate programs?
- The GAAC started the discussion of the Code of Honor by examination of examples of honor codes pertaining to graduate programs available from other universities. We were aware of the fact that some of the items covered in the other institutions' codes and policies were redundant for us as some of the codes are already covered in our FPS 11, and the decision was made to avoid replication. We decided that in producing the university-wide Code, we have to be careful not to undermine different schools' efforts to set their own standards in accord with professional ethics (such as the Law School and the School of Business). Provost Schmelkin made a proposal that to examine those issues in depth we need to create a task force consisting of these committee members and the Undergraduate Affairs, as well as the representatives from different schools and the students. There was a consensus that we need a broad code of honor rather than the one dealing with specific offenses. All agreed that the purpose of the code is to create a climate of ethical conduct rather than the creation of enforceable rules and regulation. The objective should be clearly stating the principles of honest, respectful, and ethical conduct which would eventually lead to a particular "Hofstra culture" - the environment that would dissuade contrary conduct. The committee decided that the prospective Code of Honor should focus on the development of consensual "community based" ethics and to promote culture of respect, responsibility and professionalism among Hofstra community members. An inclusive task force should be created to examine such community ethics issues that should be included, and the code should not be punitive. It should also be general and take care to not undermine stated ethical standards of our individual professional schools and programs. This issue will be revisited next fall after Provost Berliner will establish a task force.

Proposal to cap graduate credit hours.

- The discussion examined the proposal to cap the number of credit hours for graduate students. Currently, students who take 9 credit hours can maintain full time status and normally students take 12 credit hours to complete their studies in a timely fashion. Some of the committee agreed with the proposal suggesting that in some cases it could protect the student from doing poorly because of the overload. However, others felt that timely completion of some programs might necessitate taking more than 12 credits.

- The committee decided to look at the graduate records data to determine if the “overload” really presents a problem. Linda Jean-Loius from academic records was asked to generate such data for different graduate programs. The Chair of this committee and Provost Schmelkin both examined these data and presented the outcomes to the committee. Since only very few graduate students take over 12 credits per semester, across different schools, and fewer still over 15, it was decided that the university does need the policy to cap number of credit hours for graduate students, at this point. However, this is something that should be watched in the coming years, in the School of Business in particular.

Policy of dismissal from graduate programs for reasons other than grades

- Subsequent to the discussion of internship dismissal policy, a number of graduate chairpersons brought up a “follow up” issue to the GAAC, of dismissing students from the graduate programs for the reasons other than the grades. It was felt that such policy will eliminate the problems that arise with the field placements if the procedures are in place for identification and dealing with the issues of students’ professional demeanor and comportment.
- We discussed the issues of suitability of some students for their chosen fields of study, especially those where they have to interact with students, clients and patients. It was felt that in the “helping” professions especially, professionalism and ethics often suffer when a student can not comport him or herself in accord with the norms of the program. When the student consistently displays demeanor that is not congruent with a profession’s goals, ethics and legal requirements, the student should be confronted and reviewed and, possibly, dismissed from the program before more serious problems arise and the reputation of the university is compromised.
- Also, it was agreed there are some issues of fairness that inhere in letting the students who are unsuitable (but academically non-problematic) to pay their tuition and invest in the program when there are indicators that there will be problems once the student is out in the field.
- It was decided that it is also an important legal issue and that is precisely why that we need to articulate such policy, as not having it leaves the university vulnerable should the dismissal for non-academic reasons becomes imperative. A difficult question is how to articulate such policy without being or appearing to be discriminatory to people with certain learning disabilities and/or mental disorders, as some learning disabilities and/or mental illnesses may negatively affect professional conduct requirements in some fields. However, many individuals with help of reasonable accommodation and therapeutic intervention may function perfectly in accord with demands of a profession. Provost Schmelkin promised to bring this issue up at the graduate directors and consult Hofstra’s legal department.
- As a next step we looked at the existing policies of dismissal for reason other than grades in Clinical Psychology and Learning and Teaching Ph.D. programs (as these are Hofstra’s only programs that articulate such policies). We also looked at comparable policies at other universities. Provost Schmelkin and the Chair of the

committee gave a summary of two academic articles dealing precisely with those issues. One of the articles (William and Mary College School of Education) discussed a need for the clearly articulated standards of professional behavior and remediation process, as well as due process to be followed if the student is found beyond remediation, for graduate studies in social work. The other (Wichita State), concentrated on reasonable accommodation for students with psychiatric disabilities.

- The committee feels very strongly that our graduate schools and, especially, the programs preparing professionals involved in close interaction with students, clients, and patients, need this policy as the incidents of professionally inappropriate behavior and demeanor are becoming more numerous, according to graduate directors. Subsequently, proposed policy outlines were discussed in the Graduate Directors' meeting and Provost Schmelkin appointed a committee composed of graduate Chairs, as well as the Chair of this committee. The task force is charged with developing policies for the university as well as for each relevant department.
- Our recommendations: The problematic behavior and demeanor inappropriate to a profession must be enumerated by specific programs, in detail and it must relate closely to the requirements of a given profession. The concerns were expressed that the policy will give an advantage to the faculty who might not like individual students. Those were addressed by Provost Schmelkin by explaining that policy would have to be explicitly related to the violations of ethics and standards of the profession and those would have to be documented. The committee feels that arbitrariness in potential dismissal cases will be reduced since the violations of specific clauses will have to be demonstrated and the case would have to go through the prescribed steps of the review process.

The task force, chaired by Mitch Schare (Psychology Dept.) yet have to meet. This item will be revisited by GAAC in the next fall.

Graduate programs diversity recruitment.

New item was introduced to the GAAC agenda during the last committee meeting -- increasing diversity in graduate student enrollment. This is a matter of concern to Graduate Directors and it fits in with the University's objective of creating more diverse environment on campus and among its graduates. Everyone present at the meeting agreed that this was a very important issue that should be investigated and addressed by the GAAC committee.

- We discussed the possibility of the creation of a strategic initiative for recruitment and retention of graduate students of color, providing help for talented students from lower socio-economic background and attracting and retaining international students in the programs. These are all different aspects of diversity question and it was decided that we need data to look at them separately and assess the needs and potentials of different programs. The Chair will request these data from Institutional Research and this initiative will be on the Committee's agenda for next academic year.

PLANNING & BUDGET COMMITTEE (P & B)

Chairperson Georgina Martorella

The members of the Planning and Budget Committee focused their attention on several agenda items this past year. The committee sponsored the Annual Town Meeting, began working to prepare a report on the future directions and growth of the Joan and Donald E. Axinn Library, and began gathering information to undertake a study of the feasibility of requiring incoming students to have laptop computers.

Sponsored by P&B, the Annual Town Hall Meeting was held Feb. 27, 2008 in the Plaza Rooms. This year, both the Student Government Association and the Student Academic Affairs Committee of the University Senate co-sponsored the event. Efforts to increase student participation at this important event through improved promotion and communication proved to be successful as student attendance was very strong. Many important issues were raised and directed to the appropriate administrative offices for further investigation as warranted.

Due to faculty concern regarding the sale of the West Campus Library building during fall 2007 semester, a resolution was passed at the December full faculty meeting directing P&B to obtain faculty input regarding library policies. In addition, P&B was charged with reporting to the full faculty on the future directions and growth of the University Library. Working with the Library Senate subcommittee, work began on this report in February 2007 and will be continued next academic year.

P&B was also charged with studying the feasibility of requiring incoming students to own laptop computers. The committee has started work on this report by gathering information on institutions that have this requirement in place. P&B will continue this study next academic year and will be inviting the Academic Computing subcommittee to work with P&B.

In addition to the above items, P&B also worked to improve communications with its subcommittees, the Library and Academic Computing subcommittees. These subcommittees report to the Senate through P&B. This was accomplished by ensuring that a member of each subcommittee also serves on P&B. In addition, the recently formed Environmental Priorities Committee (EPC) was made a subcommittee of P&B in fall 2007. P&B was kept informed of EPC activities by maintaining communication with the Chair. Subcommittee activities were reported to the Senate through P&B.

SUBCOMMITTEE ON THE LIBRARY

Chairperson Kaushik Sengupta

The Library Senate Subcommittee met five times during the 2007-'08 academic year. The dates of the meetings were: 09/25/07, 11/01/07 and 03/27/08, 04/17/08 and 05/09/08. The last two meetings were held as part of the Planning and Budget Committee meetings. The following is a summary of the main points discussed at the various meetings through the year (this includes the first three meetings only as the last two were held as part of the Planning and Budget Committee):

1. In the 09/25/07 meeting, the main issue discussed was the copyright policy to be followed for course materials posted on Blackboard course sites. Current EReserve practices by some faculty of putting up several chapters of the same book or an entire book on E-Res does not comply with Hofstra University copyright policy. In addition, copyright policy is also being violated on Blackboard by posting materials on the course sites without the proper clearance. A disclaimer statement on the copyright policy is now shown on Blackboard when faculty members launch their course sites.
2. Several options are available to faculty to resolve the copyright issue, as follows:
 - a. Any material as part of the Copyright Clearance House has copyright clearance
 - b. Articles under subscribed databases at Hofstra have copyright clearance
3. Approximately 5% of the courses were scheduled to be randomly checked for compliance with the policy. The results of this analysis are not available at this time.
4. The 11/01/07 meeting discussed the move of the materials from the West Campus Library site. Dean Dan Rubey subsequently sent an email to the faculty asking for the faculty's inputs on which of the 27,000 titles stored there needs to be retained – many of these titles had not been used for the last 20-25 years. All materials retained from the West Campus Library would have to be stored in the Axinn Library building with some associated costs for re-layout, compact shelving etc.
5. In the remainder of the meetings, the results of the LIBQUAL survey were discussed extensively. Differences in responses on the various scales between faculty and students were noted. The qualitative comments provided by the respondents were discussed. It was felt that we need to go a level or two below the generic level at which comments were recorded in order to understand what they mean and what we can do with these comments to improve the library's offerings and services.
6. Dissemination of information and communicating with faculty could be accomplished in several ways as follows:
 - a. Library representatives could interact with specific faculty to communicate targeted information (by schools) and focus the message according to the target group's needs.
 - b. Another approach could be to have library representatives participate in department and school faculty meetings – make the discussions regarding library an agenda item and spend 10-15 minutes talking about the library resources and interacting with the faculty.
 - c. It may be a good idea to start such discussions using the negative comments in the LibQual survey as the starting point – since we know which schools the specific comments came from, it would be worthwhile to delve deeper into the issues by talking through and interacting with the faculty on those comments.

7. As noted before, details of the last two meetings are not included here as these should be part of the Planning and Budget Committee report.

SUBCOMMITTEE ON ACADEMIC COMPUTING

Chairperson Simona Doboli

The committee met twice, on November 14th, 2007 and on April 16th, 2008.

Issues discussed throughout the year:

1. Find a funding source for expensive software or other computing equipment to be used in research and to be shared by more than one faculty, in more than one department.

Current sources: department or FRDG (Faculty Research and Development Grants at HCLAS) are too small.

Proposed solutions:

- a. Add a new category of proposals to FRDG (limited to HCLAS) where multiple faculty submit a unique proposal, each detailing the research to be conducted on the same resource, and this would be funded up to the equivalent of the same number of individual requests.

A paragraph was proposed by the committee to be added to current FRDG guidelines (included in the minutes for the April meeting as well):

“Requests for the same specialized software or equipment used in research should be considered as a total amount equivalent to the number of co-grantee requestors having applied individually.”

- b. Steve Costenoble proposed a university wide solution in the form of a University-wide competition for expensive software or equipment for research similar to HCLAS-FDRG. This solution is the most comprehensive and the committee would like to see it implement it.
2. Off-campus access to software for teaching or research. Faculty must have home access to software that is used for teaching. Students must have off-campus access to software used in class. Other schools already have solutions in place and Hofstra must do so very quickly. Various solutions were discussed, and it was clear that they depend on the particular software, its use and licensing agreements. For the meeting in April a table with all software grouped in different categories was presented to the committee.
 - a. For inexpensive software (under \$100) – an extra copy/license should be purchased for each faculty.

- b. For expensive software, Judith Tabron informed that in some cases there are very strict licensing agreements that prevent them from installing any off-campus software. Possible solutions around this:
 - i. Install software on a server on-campus and give off-campus access to it.
 - ii. Judith Tabron and Bob Juckiewicz presented CITRIX, a solution they are experimenting on. The main obstacle in full-fledge implementation was cost.

The committee noted that this is a very important issue for the university, especially with the introduction of distance learning courses and programs, and due to the fact that other schools are already using similar systems. It was recommended that Hofstra must act within a year, at most two to implement the Citrix model full-scale for students and faculty. The IT directors were not in a position to offer a timeline for the full implementation.

- 3. The committee reviewed the updated classrooms standards documents. The minimum standards for classrooms report with proposed changes was presented by Judith Tabron and reviewed by the committee. All proposed changes were approved.

Additional questions were asked about why science laboratory standards were omitted in this report. Discussion followed about need or requirement of special laboratory document addressing this point Suggested action: call special meeting to discuss this.

The IT department explained that there are labs on campus that are not supported by the technology fee (Business school, Engineering and Computer Science, are some examples). These labs are not on any list for maintenance and hardware update and chairs must negotiate with the Deans on case by case basis.

Committee members expressed the sentiment that although many of this labs initially were set up by funds form the individual Deans, once they are routinely used in teaching, the IT department should be given the resources needed to put this labs on a regular schedule for maintenance and update of hardware like other labs on campus.

- 4. Judith Tabron report on the Faculty Computer Services (FCS)

New initiatives already in place:

- a. University's new podcasting abilities. Plans to provide academic blogs and wikis through Blackboard
- b. Catalyst Boot Camp – an intensive workshop for faculty on pedagogy and technology

On request by the committee that the computer center summarizes their projects and activities, Judith Tabron presented a 6 page excel table of various metrics that are used by the Computer center to measure productivity, efficiency and customer satisfaction. It was presented:

- a. How IT dept measures itself.
- b. How it measures users experience.

It was noted by the committee members that the list of all measurement metrics was impressive, and it demonstrates that the IT department is doing a lot. But the

committee felt that the excel table was not too detailed (raw data, no analysis) for the request of the committee for a report, as written in the agenda for the meeting: report on “what is the FCS department working on, what are the goals for this year and for next year, how is the performance of computing services assessed from within and from outside and improved”.

5. Help desk issues (report by Laurie Harvey)

The committee had a discussion on the performance of the help desk on the following issues.

- Should be less than 4 hours response time.
- Support for the new distance learning program in Computer Science
- Only 6 full time at help desk.
- Only 5 techs.
- Committee suggested a student’s survey to assess performance of the help desk.

6. Other issues:

- a. Bob Juckiewicz informed the committee that the trend in university computing is towards, Mobile Environments (Laptop University) as part of the Citrix implementation.
- b. Gerda Kamberova wants to know how the laptop program is working. She suggests proposing to the Senate to do a Feedback or a survey on the laptop program to see how it is working.

ENVIRONMENTAL PRIORITIES COMMITTEE (EPC)

Chairperson Margaret Hunter

This was the first full year for the newly formed Environmental Priorities Committee (EPC) now a subcommittee of Planning and Budget. This is a very active committee and we have met at least 11 times over the course of the year to improve environmental stewardship on campus.

The following is our progress towards some of our goals.

- 1) The website has been developed and can be viewed at the following site- <http://www.hofstra.edu/Faculty/senate/senepc/index.html>.
- 2) In response to student concern and interest the committee has been evaluating the The American College and University Presidents Climate Commitment. To sign the commitment the University has to have a plan in place to reach carbon neutrality. We are currently reviewing the plans and tracking methods other Universities are using in regards to carbon neutrality. To develop a plan is an involved process and requires tracking of all carbon emissions, projections for current use trends and the effects of planned actions on those trends. This summer some of the committee members are working on some suggestion to better meet these goals. To educate the Hofstra community about this issue we implemented a climate week which was coordinated with a national effort called ‘Focus the Nation.’ We sent a letter to the provost to suggest having a session at the meeting Colonial Academic Association meeting to discuss how other universities are approaching this issue. At the CAA the students attempted to recruit other schools to develop interest.

- 3) The questions for the survey were approved by the committee and are now waiting evaluation by the institution for implementation.
- 4) We participated in the earth day events this spring.
- 5) A new student group was formed through the Honors College called Students for a Greener Hofstra. The advisor and several student members of this group are on the EPC and efforts are being coordinated between both groups.
- 6) We plan to provide a start up kit for students and faculty in the fall as our Educate 08 initiative to encourage grassroots participation in environmental stewardship.
- 7) The University is now a member of the Association for the Advancement of Sustainability in Higher Education (AASHE). The University now has a supplier who can provide recycled paper and green cleaning products. Several efforts on campus have taken place to reduce the amount of waste paper produced.

We look forward to furthering the goals of this committee in the 2008-2009 academic year.

FACULTY AFFAIRS COMMITTEE (FAC)

Chairperson David Diamond

The Faculty Affairs Committee met regularly this year and worked on one substantive matter. We are engaged in the revision of FPS 99 which sets out the obligations of a faculty member toward the University and toward his or her students. This topic was raised in connection with the review by the faculty of the FPS which sets out the obligations of students to their classes, professors and the university.

In addition we performed our regular review and recommendations of the application for special leaves. We also reviewed and recommended positively on an application for Emeritus status.

STUDENT AFFAIRS COMMITTEE (SAC)

Chairperson Michael LaFemina

The Student Affairs Committee focused its attention for AY 2007-2008 on the following items:

- Smoking Buffer Zone
- Petition for Increased Environmentalism at Hofstra
- Increasing the use of the Tutoring Center
- Increasing the presence of student senators
- Upperclassmen student satisfaction.

Smoking Buffer Zone

After two years of discussion and activity, the SAC unanimously passed the Smoking Buffer Zone. It went through the Senate Executive Committee and was then supported in the full Senate. The 'buffer zone' is a no-smoking zone twenty feet from the entrances to all buildings on Hofstra's campus. There was a fine suggested as disciplinary action, but based on most conversations, the buffer zone would be mostly a self-enforced area and Public Safety will not be issuing summonses to students, faculty, and staff.

Petition for Increased Environmentalism

The Progressive Students Union drafted a petition that highlighted some grievances with the university's practices. After being signed by a total of 1,696 students, the petition was presented to the Senate Executive Committee and then to the Full Faculty. Both bodies agreed to support the following:

The University Senate expresses its full support for the goals outlined in the student petition for increased environmental responsibility. The goals are as follows:

- a visible University-wide recycling program that allows all members of the Hofstra Community to sort all normally recyclable refuse materials that are not already sorted and recycled post-collection
- a complete ban of all polystyrene (Styrofoam) products sold on campus
- a requirement for food-service providers to use only paper and plastic products (take-away containers, cutlery, to-go cups and bowls, napkins, etc) with the highest level of recyclability available
- University support for a 'plate-first policy' in all of the dining facilities

Chair LaFemina met with President Rabinowitz to discuss the resolutions in April and was assured that they would be supported.

Tutoring Center

There were discussions about how the tutoring center could reach out to the community and we came up with the following ideas;

- Make a TV spot/ commercial using Hofstra students who have had successful experiences with the Tutoring Center in order to advertise the office. This could be shown on HTV and HTVinteractive.
- More visible advertising on campus- both through HofCast, flyers, and encouraging academic departments to include tutoring services on their course's syllabi.
- Work with Residential Programs in a similar way that the Saltzmann Center does – offer their services as a resource for RA's who want to advise their residents.

A representative from the Tutorial Program met with the Student Affairs Committee and was receptive to our suggestions. This conversation will continue into AY 2008-2009.

Student Senators

Several of the elected student senators either resigned or did not attend Senate meetings or SAC meetings. A discussion ensued about how to increase the commitment of undergraduate and graduate students. Several ideas were discussed, but ultimately one remained: work more closely with the Student Government Association and create new cabinet-level positions in SGA that would require the officer to be a representative of the student body at University Senate meetings.

Upperclassmen Student Satisfaction

Throughout AY2007-2008, an increasing number of complaints were made on the part of upperclassmen students- these came as letters to the editors of the Chronicle and as conversations had with students by student senators, mostly regarding housing but not excluding course availability, attention from administration, and general sentiments. It was resolved that this would be our primary focus during the summer and into the fall, with the goal of conducting an upperclassmen student survey and assessing their satisfaction with the university. In addition to the survey, there might be small discussion events where students will get to voice their opinions on upperclassmen-related sentiments and a report will be prepared by the end of Fall 2008.

SPECIAL COMMITTEE ON RECRUITMENT, ELECTIONS AND NOMINATIONS (SCREAN)

Chairperson, Laurie Lopatin

In 2007/2008 SCREAN was comprised of faculty members Laurie Lopatin (chair), William Nirode (SEC chair), Krishnan Pillaipakkamnatt, Mira Bhargava, and Elizabeth Venuti. The committee also included Caroline Schreiner representing Hofstra staff and Liora Schmelkin as advisor.

SCREAN met once during the 2007/2008 academic year. Emails had been sent to all faculty directing them to a survey on Blackboard which indicated their interest on serving as Senator-at-large on various Senate committees. Twenty-six forms were returned. Sixteen appointments were made as well as ten reappointments affecting nine committees.

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

HCLAS, Division of Social Sciences
HCLAS, Division of Natural Sciences
HCLAS, Division of Humanities
HCLAS At Large
Zarb School of Business

A comprehensive database which includes committees, committee members, their terms, and their constituencies continues to be maintained and updated by Caroline Schreiner.

SPECIAL COMMITTEE ON ATHLETIC POLICY (APC)

Chairperson Ed Ingles

During the 2007-2008 academic year, the Athletic Policy Committee acted on the following:

1. Chairperson had 3 meetings with Athletic Director Jack Hayes to review updated Athletic Department/Student Athlete policies.
2. Chairperson and Jack Hayes streamlined APC subcommittees for the 2009 spring visit by the NCAA Recertification Committee.

3. Reviewed and helped formulate Self Study items in preparation for the NCAA review visit to assess Hofstra's University athletics program.
4. Reviewed Hofstra's Gender-Equity athletic scholarships.
5. Reviewed topics referenced in the 1998 NCAA Recertification Committee report and focused on parts of report which called for more documented policies.
6. Toured and reviewed Athletic Department facilities and concurred with Athletic Department's decision to upgrade training room in Physical Fitness Center because of increased participation. Also reviewed Athletic Department's expenditures on athletic facilities.
7. Reviewed Senior Student-Athlete Exit Interviews and recommended more in-depth surveys and interviews with student-athletes.
8. Reviewed rules and regulations on recruiting visits.
9. Hofstra Women's Soccer Coach Simon Riddiough discussed program and student/athlete relationships with the University during the December APC meeting.
10. Began review of Student Handbook with plans to finish this project in the fall.
11. Reviewed policy regarding Academic Advisement: missed class time, registration, APR and GSR.
12. An Academic Support Services Review Subcommittee was established during the 2007-2008 academic year to provide an on-going periodic review of the academic support services offered to athletes.
13. Heard updated report from the Athletic Department on and reviewed Hofstra University Student-Athlete drug testing policy.
14. Reviewed Academic Advisement personnel upgrade and reviewed minority opportunities staffing.
15. Reviewed Athletic Department's policy toward Pride Club activities.
16. Agreed to discuss revision in policy regarding APC members' length of stay on committee.

SPECIAL COMMITTEE ON THE ACADEMIC CALENDAR

Chairperson Raymond Greenwell

The Academic Calendar Committee met once during the 2007/08 academic year. Several versions of the calendars for the 2010/11 academic year, prepared by Patricia Restivo from the Office of Academic Records, were reviewed. The calendar most favored by the committee starts the Fall 2010 semester before Labor Day and the Spring 2011 calendar on the last week of January. The committee also looked into the Fall 2011 calendar so as to adjust the calendar for Summer 2011 and Spring 2011 accordingly. The committee allowed for January session classes in 2011 to last 10, 14, or 15 class days.

The calendars recommended by the committee were approved by the Senate and the Faculty.

SPECIAL COMMITTEE ON ENVIRONMENTAL SAFETY

Chairperson Maureen K. Krause

The Special Committee on Environmental Safety met twice during the 2007 / 2008 academic year to review and discuss the compliance of the Chemical Hygiene Plan (CHP), and subcommittees met twice to work on specific issues. The committee welcomed several new members recruited by the Faculty Senate, although the committee lacked representation from Engineering. This will hopefully be resolved for the '08-'09 academic year.

The committee made several revisions to the Chemical Hygiene Plan. Because the University has adopted a Respirator Program, the CHP was modified to incorporate associated changes, and the Respirator Program was added as an appendix to the CHP. No substantial changes were made concerning hazardous waste handling, as the University is still waiting for the final details of a new contract for hazardous waste disposal. Regarding training, the committee reviewed procedures student safety pledges and other training documentation in light of Hofstra's new record retention policy. The committee moved forward on their recommendation that the University purchase a commercial package for safety information and training. The committee reviewed one package, obtained preliminary information on a second package, and drafted a letter to the Administration detailing the reasons and the recommendation for the purchase of a training package.

The committee reviewed the new Department of Homeland Security list of chemicals of interest in cooperation with Hofstra University's Environmental Health and Safety Director and Life and Fire Safety Officer. We concluded that no action was required at this time because the University does not possess or plan to use any of the chemicals at quantities near DHS notification limits.

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. The committee will continue to work with the University Environmental Health and Safety Director, Life and Fire Safety Officer, other representatives from Physical Plant and the Administration, including Legal Counsel, to assure faculty compliance with the CHP and relevant federal regulations. The committee voiced general support for the concept of hiring a full-time CHO who is a certified industrial hygienist and for creating a University-wide Office of Environmental Safety which would coordinate academic and administrative safety responsibilities and duties. They agreed to work over the summer on a letter to the Administration which details these recommendations.

V

ACTIVITIES OF THE SENATE

2007 - 2008

MATTERS PENDING FROM THE 2006-2007 SENATE:

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), and by the Provost (July 5, 2007). The President approved the overall goal of increasing international students set forth in the recommendation on July 16, 2007, and charged the Provost's Office and other offices mentioned in the report with looking into the recommendations and other possible means to increase international student enrollment, with a status report on such initiatives due at the end of each year.) (Appendix C)

May 14, 2007 (Senate Agenda)

The Senate approved the revisions to the Course and Teacher Ratings forms and the creation of Faculty Policy Series #49. These changes were approved by the Full Faculty (December 14, 2007), by the Provost (May 30, 2008) and by the President (June 4, 2008). (Appendix D)

2007 – 2008 SENATE ACTIVITIES

1. CHANGES TO THE FACULTY STATUTES AND FACULTY POLICY SERIES

September 17, 2007 (Senate Agenda)

The Senate approved the creation of Faculty Policy Series #48 – Undergraduate Attendance Taking. This item was amended and approved by the Full Faculty (September 24, 2007), by the Provost (November 21, 2007) and by the President (November 27, 2007). (Appendix E)

December 10, 2007 (Senate Agenda)

The Senate approved revisions to Faculty Policy Series #10 – Examinations, Final Grades and Student Absences. These revisions were amended and approved by the Full Faculty (December 14, 2007), by the Provost (May 30, 2008) and by the President (June 4, 2008). (Appendix F)

December 10, 2007 (Senate Agenda)

The Senate approved the creation of Faculty Policy Series #50 - Classroom Code of Conduct for Students. This item was amended and approved by the Full Faculty (December 14, 2007), but has not yet been approved by the Provost or President. (Appendix G)

2. CHANGES TO THE HOFSTRA BULLETIN

September 17, 2007 (Senate Agenda)

The Senate approved the Graduate Repeat Course Policy. This item was approved by the Full Faculty (September 24, 2007), by the Provost (November 21, 2007) and by the President (November 27, 2007). (Appendix H)

September 17, 2007 & October 15, 2007 (Senate Agenda)

The Senate approved the 2009-2010 Academic Calendar. This item was approved by the Full Faculty (September 24, 2007 & October 22, 2007), by the Provost (October 29, 2007) and by the President (November 6, 2007). (Appendix I)

October 15, 2007 (Senate Agenda)

The Senate approved adding mandatory Pass/Fail grade for certain courses to the bulletin. These additions were approved by the Full Faculty (October 22, 2007), by the Provost (October 29, 2007) and by the President (October 30, 2007). (Appendix J)

October 15, 2007 (Senate Agenda)

The Senate approved the Declaration of Major by 60 Student Semester Hours. This item was amended and approved by the Full Faculty (December 14, 2007), by the Provost (May 30, 2008) and by the President (June 4, 2008). (Appendix K)

November 12, 2007 (Senate Agenda)

The Senate approved the revisions to the University Probation Standards. These revisions were approved by the Full Faculty (December 14, 2007), by the Provost (May 30, 2008) and by the President (June 4, 2008). (Appendix L)

December 10, 2007 (Senate Agenda)

The Senate approved the Graduate Student Dismissal Policy. This item was amended and approved by the Full Faculty (December 14, 2007), amended and approved by the Provost (June 19, 2008) and by the President as modified by the Provost (June 24, 2008). (Appendix M)

April 14, 2008 (Senate Agenda)

The Senate approved the 2010-2011 Academic Calendar. This item was approved by the Full Faculty (May 2, 2008), by the Provost (May 30, 2008) and by the President (June 4, 2008). (Appendix N)

April 14, 2008 (Senate Agenda)

The Senate approved the change in Probation Criteria. This change was approved by the Full Faculty (May 2, 2008), by the Provost (May 30, 2008) and by the President (June 4, 2008). (Appendix O)

3. OTHER ACTIONS

September 17, 2007 (Senate Agenda)

The Senate approved the revisions to the Grievance Committee. These revisions were amended and approved by the Full Faculty (September 24, 2007), by the Provost (November 21, 2007) and by the President (November 27, 2007). (Appendix P)

September 24, 2007 (Full Faculty Agenda)

The full faculty recommended and approved the following recommendation: It is the sense of the Faculty that the administration and the AAUP meet to reconsider the deadline dates for initial reappointments. This item was approved by the Provost (November 21, 2007) commenting that the University has presented the AAUP with a proposal for revised initial reappointment dates even before this motion came forward for Senate and faculty consideration. This item was approved by the President (November 27, 2007).

November 12, 2007 (Senate Agenda)

The Senate approved the Rights and Responsibility of Hofstra University Community Members. This item was amended and approved by the Full Faculty (December 14, 2007), but has not yet been approved by the Provost or President. (Appendix Q)

November 12, 2007 (Senate Agenda)

The Senate approved the establishment of the Hofstra Association of Retired Professors (HARP). This item was amended and approved by the Full Faculty (December 14, 2007), approved with a recommendation by the Provost (June 3, 2008), and by the President as modified by the Provost (June 4, 2008). (Appendix R)

December 10, 2007 (Senate Agenda)

The Senate approved the faculty support for the intentions of the students' Recycling Petition. This item was amended and approved by the Full Faculty (December 14, 2007), but has not yet been approved by the Provost or President. (Appendix S)

December 14, 2007 (Full Faculty Agenda)

The full faculty recommended and approved that the Planning and Budget Committee obtain input from faculty and students when developing library policies and enhancing future growth of the library. This item was approved by the Provost (May 30, 2008) and by the President (June 4, 2008)

March 10, 2008 (Senate Agenda)

The Senate approved the Guidelines for Classroom Instructional Technology. This item was amended and approved by the Full Faculty (December 14, 2007), amended and approved by the Provost (June 11, 2008) and by the President as modified by the Provost (June 17, 2008). (Appendix T)

April 14, 2008 (Senate Agenda)

The Senate approved the Smoking Buffer Zone Proposal. This item was approved by the Full Faculty (May 2, 2008), but has not yet been approved by the Provost or President. (Appendix U)

VI

APPENDICES

APPENDIX A

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>

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

APPENDIX B

Appendix A 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 four hundred cases were reviewed. Statistical data reflecting dismissals and reinstatements for the June 2007 to May 2008 period is given below.

		<i>Totals</i>
<i>Dropped for Poor Scholarship</i>		
Automatic Drop (end of Spring semester) (includes New College and SUS)	190	190
ARC Drops		60
End of Fall semester	28	
End of Spring semester	32	
Total Drops		250
<i>Reinstated/Readmitted</i>		
Total Reinstated by ARC		96
End of Fall semester	7	
End of Spring semester	89	
Total Readmitted - all meetings		30
Total Reinstated/Readmitted		126
Athletic Activity (Non-Academic) Grants Reinstated	0	
Net Dropped		124

APPENDIX C

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.

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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 150 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

Course and Teacher Ratings (CTRs)

The Course and Teacher Ratings (CTRs) 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 _____. 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, excluding the open ended comments, will be retained by the Provost's office. The open ended comments will not be copied and will be returned to the faculty member.

I. 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.

II. 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 FPS XXB for an 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:

- A. 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.
- B. 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.
- C. 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.
- D. If the department (or prefix) standard falls within the faculty member's confidence interval, the scale score shall be considered acceptable.
- E. Courses with between five and ten respondents should be included in the analysis of a faculty member's CTRs, but should be interpreted cautiously.
- F. Regardless of the department (or prefix) standard, a scale score of 2 or lower shall be deemed meritorious on all scales except the workload scale.

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.

III. 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.

Attachments:

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 FPS XXB (mentioned on page 3)

REVISED CTR FORM

(1) In your opinion, the instructor demonstrates a mastery of the subject that is:

Outstanding ① ② ③ ④ ⑤ Very Poor

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

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 concerning 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 are paced:

Very Fast ① ② ③ ④ ⑤ Very 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 is:

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 are: (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) contribute to the learning experience in this course:

A Great Deal ① ② ③ ④ ⑤ Very Little

(16) The examinations or graded assignments are:

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

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"

The Full Faculty recommends that the open ended question read as follows:

Proposed: "Please comment on the course and instructor"

ATTENDANCE TAKING

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. Faculty members 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 are expected to fill out the Last Date of Attendance (LDA) rosters supplied by the Academic Records Office. Submitting rosters in a timely manner assists the Center for University Advisement in identifying students at academic risk as well as ensures that our university remains compliant with Federal regulations by returning the appropriate amount of financial aid funds to the government within the required time allowance.
- B. 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.
- 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 occasional 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;
- Participation in a recital, debate, post-season athletic tournament or other activity authorized by a university official;
- Medical emergency or 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 guidelines for governing the documentation of excused absences described in Section II above are also applicable here.

APPENDIX F

Faculty Policy Series #10

EXAMINATIONS, FINAL GRADES, AND STUDENT ABSENCES

- I. Final grades shall not be based primarily on the final examination; sufficient interim examinations, quizzes, and papers shall be given to establish the quality of the student's work, which the final examination is designed to check and review. Faculty are encouraged to provide students with feedback on their performance before the deadline for a grade of W.
- II. Final examinations shall normally be given during the time scheduled by the Office of Academic Records. All classes must meet during the scheduled final examination period.
- III. Faculty shall grade, as promptly as possible, all student papers, and examinations. The final examination shall be retained for one year.
- IV. Final grades shall be recorded with the Office of Academic Records within six (6) days from the time the final examination is given.
- V. Information regarding a student's grades, courses, GPA, social security number and other personal information will not be released without the student's written consent. The University will not provide directory information for specific students who formally request that such information be withheld from all third parties, including military recruiters. A form to request nondisclosure of this information must be filed by the student. This form is available at the Student Administrative Complex, Memorial Hall, or can be downloaded from Hofstra's website.
- VI. See the current University Bulletin for procedures for handling incomplete grades.

VII. 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. Such permission should not be unreasonably withheld. Faculty are not required to provide make-up opportunities for students absent from quizzes and/or examinations during regularly scheduled classes. The rules and procedures governing the documentation of excused absences described in FPS#48 are also applicable here.

The Undergraduate Academic Affairs Committee proposes that the following document establishing a classroom code of conduct for students become part of the Faculty Policy Series.

FPS #50 - Classroom Code of Conduct For Students

Expectations and Obligations

As written in our Statement of Mission and Goals, “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.” Environments favorable to learning require civility and consideration of students and faculty. In all their conduct, members of the University community are expected to follow the Pride Principles stated in the Guide to Pride, the Faculty Policy Series, and other documents establishing standards of behavior (for a full listing see “Rights and Responsibilities of Hofstra University Community Members” [www....](http://www.hofstra.edu)).

Class sessions, and class related activities such as Blackboard discussions and field trips, create specific requirements for responsible and mature behavior. Students are expected to come to class prepared. Prior to coming to class, students should check their Hofstra email accounts for course-related announcements, complete all assignments, and bring course-relevant materials to class. Once in the classroom, students should avoid disruptive and disrespectful conduct. Certain activities can disrupt a class session and impede learning. Other activities unrelated to the class also work against learning environments. Both types of behaviors implicitly communicate that the course and other students’ contributions are of little value.

Behaviors that may be disruptive or disrespectful include but are not limited to: shouting at the instructor or at students, physically menacing or verbally threatening the instructor or students, entering late or leaving the room during a class session, allowing one’s cell phone to ring, sending or reading text messages, side-conversations, sleeping, listening to music unrelated to the class, surfing the web, playing video games, and reading material unrelated to the class.

Importantly, intellectual disagreements that arise normally in academic discussion are not in themselves disruptive or disrespectful. Intellectual disagreements can be valuable, and class participants should respect and value them. Yet, expressions of disagreement can become disruptive. Course participants must recognize, then, that when instructors judge that a class must move on to address other important subjects, they are not thereby stifling opinion.

Prevention and Responses

Accordingly, this policy explicitly forbids disruptive or disrespectful behaviors as defined by faculty, and communicated in their syllabi or orally.

Faculty may reasonably insist during class that students stop behaving in ways that faculty judge to be disrespectful or to interfere with others’ learning. Faculty are encouraged to consult materials on how to prevent and effectively respond to disruptive classroom conduct. Some of these materials are available at: [www... \(CT&SE will develop a webpage with these materials.\)](http://www.hofstra.edu)

When faculty deem disruptive or disrespectful behaviors to be serious or repeated, they may reasonably elect to remove students from the classroom. If necessary, they may summon a Public Safety Officer for assistance. Instances of removing students from the classroom should be reported by faculty to their Chair and the Center for University Advisement. Such reporting facilitates interventions to assist the student in question while reducing the likelihood of similar behaviors in other courses.

APPENDIX H

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.

**PROPOSED 2009-2010
ACADEMIC CALENDAR**

FALL SEMESTER 2009

September 2	Wednesday	All classes begin. Convocation to be held 11:10-12:35
September 7	Monday	Labor Day Holiday – NO classes
September 18	Friday	No p.m. classes
September 19 - 20	Saturday - Sunday	Classes not in session
September 27	Sunday	No p.m. classes
September 28	Monday	Classes not in session
September 30	Wednesday	Conversion Day – ALL classes follow a Monday schedule
November 25 - 28	Wednesday - Saturday	Thanksgiving Recess – NO classes
December 10 -11	Thursday - Friday	Snow/study/reading day for under-graduate classes only . Graduate classes meet
December 14 - 19	Monday – Saturday	Final exams for ALL classes
December 19	Saturday	Semester ends
December 21	Monday	Commencement (Subject to Change)

JANUARY SESSION 2010

January 4	Monday	Classes begin
January 15	Friday	Classes end

SPRING SEMESTER 2010

January 25	Monday	ALL classes begin
February 15 - 16	Monday - Tuesday	Spring Break - NO classes
March 29 – April 5	Monday - Monday	Spring Recess
April 7	Wednesday	Conversion Day – ALL classes follow Monday schedule
May 6 - 8	Thursday - Saturday	Snow/study/reading days for undergraduate classes only. Graduate classes meet
May 10 - 15	Monday - Saturday	Final exams for ALL classes
May 15	Saturday	Semester ends
May 16	Sunday	Commencement

SUMMER SESSION I - 2010

May 19	Wednesday	Classes begin
May 31	Monday	Memorial Day Holiday – NO classes
June 22	Tuesday	Classes end

SUMMER SESSION II – 2010

June 24	Monday	Classes begin
July 5	Monday	July 4 th Holiday observed – NO classes
July 30	Friday	Classes end

SUMMER SESSION III – 2010

August 2	Monday	Classes begin
August 20	Friday	Classes end

Highlights

Fall 2009

1. Classes begin on Wednesday, September 2. Convocation to be held from 11:10 – 12:35
2. No classes Monday, September 7, Labor Day Holiday.
3. No p.m. classes on Friday, September 18.
4. No classes on Saturday, September 19 or Sunday, September 20.
5. No p.m. classes on Sunday, September 27.
6. No classes on Monday, September 28.
7. Conversion Day, Wednesday, September 30. ALL classes follow Monday schedule.
8. No classes Wednesday, November 25 - Saturday, November 28, Thanksgiving Holiday.
9. Snow/Study/Reading days December 10 – December 11, Thursday and Friday for Undergraduate classes only. **Graduate classes meet.**
10. All finals begin on Monday, December 14 and end on Saturday, December 19.
11. Classes end on Saturday, December 19.
12. Commencement: Monday, December 21 (subject to change).

January 2010

1. Classes begin on Monday, January 4.
2. Classes end on Friday, January 15.

Highlights

Spring 2010

1. Classes begin on Monday, January 25.
2. No classes on Monday, February 15 and Tuesday, February 16.
3. No classes from Monday, March 29, through Monday, April 5.
4. Conversion Day, Wednesday, April 7. **ALL** classes follow a **Monday** schedule.
5. Snow/study/reading days are scheduled for Thursday, May 6 – Saturday, May 8. These are for Undergraduate classes only. **Graduate classes meet.**
6. **ALL** finals begin on Monday, May 10 and end on Saturday, May 15.
7. Classes end, Saturday, May 15.
8. Commencement: Sunday, May 16.

Summer Session I, II and III 2010

1. **SS I** classes begin on Wednesday, May 19. No classes on Monday, May 31, Memorial Day Holiday. Classes end on Tuesday, June 22.
2. **SS II** classes begin on Monday, June 24. Classes end on Friday, July 30.
3. **SS III** classes begin Monday, August 2. Classes end on Friday, August 20 .

FALL 2009
Before Labor Day

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

*13 UG *14 GR 14 UG 15 GR 13 UG 14 GR 13 UG 15 GR 13 UG 15 GR 13 UG 14 GR

COMPLIANCE INFORMATION:

(*Includes Conversion Day)

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

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

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

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

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

OF FALL 2009 MEETINGS:

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

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

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

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

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

Notes:

ALL classes begin Wednesday, September 2, Convocation from 11:10 - 12:35

No pm classes Friday, September 18

No classes Saturday, September 19 or Sunday, September 20

No pm classes Sunday, September 27

No classes Monday, September 28

Conversion Day, Wednesday, September 30, ALL classes follow Monday schedule

Thanksgiving Holiday, Wednesday, November 25 - Saturday, November 28

Snow/Study/Reading days, December 10 and 11th are for undergraduates only. Graduate classes meet.

FINALS Monday, December 14 - Saturday, December 19

Commencement - December 21, Monday - Subject to Change

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

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

COMPLIANCE INFORMATION:

10 Monday - Fridays required

Spring 2010

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

*13 UG & *14 GR 13 UG & 14 GR 13 UG & 14 GR 13 UG & 15 GR 13 UG & 15 GR 13 UG & 15 GR

COMPLIANCE INFORMATION:

(*Includes conversion day)

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

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

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

Saturday UG classes require a minimum of 14 meetings.

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

OF SPRING 2010 MEETINGS:

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

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

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

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

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

Saturdays 15

NOTES:

All classes begin February 1, Monday

Monday & Tuesday February 15-February 16 Spring Break - No classes

Conversion Day, Wednesday April 7. ALL classes follow a Monday schedule.

Spring Recess, Monday March 29 to Monday, April 5

Snow/Study/Reading Days day and day are for UG classes only. Grad classes meet

Finals, Monday, May 10 - Saturday, May 15

Commencement, Sunday, May 16

Passover starts evening of March 29. Good Friday is April 2. 103

Summer 2010

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

COMPLIANCE INFORMATION:

Minimum 24 Monday - Friday classes SS I & SS II

Minimum 15 Monday - Friday classes SS III

SUMMER SESSION I AND II

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

SUMMER SESSION III

Monday to Fridays - 15 classes scheduled SS III

APPENDIX J

Change the Undergraduate Bulletin to read the following:

"P: Passing, not counted in determining cumulative grade point average. Courses passed with a P grade are counted, however, in the total number of credits accumulated for graduation. P is equivalent to C- or better. If in the opinion of the instructor the student's work has not earned a C-, then a D or an F will be awarded. The P grade will be assigned for passing work in courses which are graded only on a Pass/D+/D/Fail or Pass/Fail basis and to courses taken under the Pass/D+/D/Fail option. (See Pass/D+/D/Fail Option.)"

APPENDIX K

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 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 affect a student's graduation date and scholarship awards. 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.

APPENDIX L

University Probation Standards

Existing language (pg 50 in 2006-2007 Bulletin)

Students who either fail to meet with an adviser in the Advisement Office in the fall or 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.

Proposed language (markup)

Students must meet with their Advisement Dean in the fall or spring and must take and complete the one semester hour course (UNIV 001) during the term that probation takes effect in order to register for subsequent classes.

Deleted: who either fail to

Deleted: an adviser in the Advisement Office

Deleted: or

Deleted: fail to

Proposed language (clean)

Students must meet with their Advisement Dean in the fall or spring and must take and complete the one semester hour course (UNIV 001) during the term that probation takes effect in order to register for subsequent classes.

APPENDIX M

Graduate Student Dismissal Policy:

When a graduate student is dismissed from a field placement that is required for the completion of the degree and/or certification/licensure, including placements in student teaching, internships, externships, practica and other field-based studies, the student's status will be reviewed and the student may be subject to dismissal from the program if the circumstances are such that the program determines that the student cannot successfully complete the program. A graduate student dismissed from two field placements for cause will be dismissed from the graduate program. See Policy for Dismissal and Appeal of Dismissal from a Graduate/Post-Graduate Program in the Graduate Studies Bulletin.

**PROPOSED 2010-2011
ACADEMIC CALENDAR****FALL SEMESTER 2010**

September 1	Wednesday	All classes begin; Convocation from 11:15-12:40
September 6	Monday	Labor Day Holiday – No classes
September 8	Wednesday	Conversion Day - ALL classes follow a Friday schedule; No p.m. classes
September 9 -10	Thursday & Friday	Classes not in session
September 17	Friday	No p.m. classes
September 18	Saturday	Classes not in session
November 23	Tuesday	Conversion Day – ALL classes follow a Thursday schedule
November 24 – 27	Wednesday - Saturday	Thanksgiving Recess
December 9 – 10	Thursday & Friday	Snow/study/reading days for Under- graduate classes only . Graduate classes meet
December 13 - 18	Monday – Saturday	Final exams for ALL classes
December 18	Saturday	Classes end
December 19	Sunday	Commencement (subject to change)

JANUARY SESSION 2011

January 1	Friday	New Year's Holiday
January 3	Monday	Classes begin
January 14	Friday	Semester ends for 2 week session
January 17	Monday	Martin Luther King, Jr. Day observed NO classes
January 24	Monday	Classes end for 3 week session
January 25	Tuesday	Snow/study/reading day for Undergraduate classes only, if needed

SPRING SEMESTER 2011

January 26	Wednesday	ALL classes begin
February 21 - 22	Monday & Tuesday	President's Day, Spring Break Classes not in session
April 18 - 25	Monday - Monday	Spring Recess Classes not in session
April 27	Wednesday	Conversion Day - ALL classes follow a Monday schedule
May 12 - 13	Thursday & Friday	Snow/study/reading days for under- graduate classes only. Graduate classes meet
May 14 - 20	Saturday - Friday	Final exams for ALL classes
May 20	Friday	Classes end
May 22	Sunday	Commencement

SUMMER SESSION I - 2011

May 25	Wednesday	Classes begin
May 30	Monday	Memorial Day Holiday – NO classes
June 28	Tuesday	Classes end

SUMMER SESSION II – 2011

July 4	Monday	July 4 th Holiday
July 5	Tuesday	Classes begin
August 5	Friday	Classes end

SUMMER SESSION III – 2011

August 8	Monday	Classes begin
August 26	Friday	Classes end

Highlights

Fall 2010

1. Classes begin on Wednesday, September 1. Convocation – no classes 11:15 – 12:40.
2. No classes on Monday, September 6 – Labor Day Holiday.
3. Conversion Day, Wednesday, September 8, **ALL** classes follow a Friday schedule.
4. No classes on Thursday, September 9 or Friday, September 10.
5. No p.m. classes on Friday, September 17.
6. No classes on Saturday, September 18.
7. Conversion Day, Tuesday, November 23. **ALL** classes follow a Thursday schedule.
8. No classes Wednesday, November 24 - Saturday, November 27, Thanksgiving Holiday.
9. Snow/study/reading days December 9 - December 10, Thursday & Friday are scheduled for Undergraduate classes only. **Graduate classes meet.**
10. All finals begin on Monday, December 13 and end on Saturday, December 18.
11. Semester ends on Saturday, December 18.
12. Commencement: Sunday, December 19 (subject to change).

January 2011

1. Classes begin on Monday, January 3.
2. Semester ends for 2 week session on Friday, January 14.
3. No classes on Monday, January 17, Martin Luther King, Jr. Day.
4. Classes end for 3 week session on Monday, January 24.
5. Snow/study/reading day Tuesday, January 25, for Undergraduate classes - only if needed.

Highlights

Spring 2011

1. Classes begin on Wednesday, January 26.
2. Spring Break Monday, February 21 and Tuesday, February 22 - No classes.
3. Spring Recess Monday, April 18 – April 25, Monday - No classes.
4. Conversion day, Wednesday, April 27. **ALL** classes follow a Monday schedule.
5. Snow/study/reading days are scheduled for May 12 & May 13, Thursday and Friday. These are for Undergraduate classes only. **Graduate classes meet.**
6. **ALL** finals begin on Saturday, May 14, and end on Friday, May 20.
7. Semester ends, Friday, May 20 .
8. Commencement: Sunday, May 22.

Summer Session I, II and III 2011

1. **SS I** classes begin on Wednesday, May 25. No classes on Monday, May 30, Memorial Day Holiday. Classes end on Tuesday, June 28.
2. **SS II** classes begin on Tuesday, July 5. Classes end on Friday, August 5.
3. **SS III** classes begin Monday, August 8. Classes end on Friday, August 26.

FALL 2010
2 Snow 2 Conversion

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes
29-Aug	30	31	Classes Begin 1 Sep	2	3	4	Final Enrollment Services Days - TBA; Classes Begin September 1, Wednesday
5	No classes 6	7	Conversion Day 8 (Friday Schedule)	No classes 9	No classes 10	11	Labor Day, Monday, Sep. 6; Conversion Day Wednesday, Sept. 8, ALL classes follow FRIDAY schedule; NO classes Thursday, Sept. 9 & Friday, Sept. 10
12	13	14	15	16	NO pm classes 17	No classes 18	Vom Kippur, NO pm classes Sep 17, Friday & NO classes Sept 18, Saturday
19	20	21	22	23	24	25	
26	27	28	29	30	1-Oct	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31	1-Nov	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	Conversion Day 23	No classes 24	No classes 25	No classes 26	No classes 27	Conversion Day, Tuesday, November 23, ALL classes follow Thursday schedule; Thanksgiving Holiday - Nov 24-27
28	29	30	1-Dec	2	3	4	
5	6	7	8	Snow/Study/Read 9	Snow/Study/Read 10	11	Snow/Study/Reading Days for UG level only, Graduate classes meet
12	FINALS 13	FINALS 14	FINALS 15	FINALS 16	FINALS 17	FINALS 18	
Commencement 19	20	21	22	23	24	25	Commencement, Sunday, December 19th (subject to change)
26	27	28	29	30	31	1-Jan	
13 UG 14 GR	13 UG 14 GR	13 UG 14 GR	* 13 UG *15 GR	*13 UG *15 GR	13 UG 14 GR		

COMPLIANCE INFORMATION:

(*Includes Conversion Day)

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

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

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

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

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

OF FALL 2010 MEETINGS:

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

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

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

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

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

Saturdays 14

Notes:

ALL classes begin September 1, Wednesday, Convocation from 11:15 - 12:40

No classes, September 6, Monday. Labor Day Holiday

Wednesday, September 8th, Conversion Day, ALL classes follow Friday schedule

No classes, September 9, Thursday or September 10, Friday

No classes, September 18, Saturday

Conversion Day, November 23, ALL classes follow a Thursday schedule

Thanksgiving Holiday, November 24, Wednesday to November 27, Saturday

Snow/Study/Reading days December 9, Thursday and December 10, Friday for Undergraduate classes, Graduate classes meet as scheduled

FINALS, December 13, Monday to December 18, Saturday

Commencement, Sunday, December 19 (subject to change)

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

January 2011

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	NOTES
						NEW YEAR'S DAY 1	NEW YEAR'S DAY, January 1
2	Classes 3 begin	4	5	6	7	8	CLASSES BEGIN, Monday, January 3
9	10	11	12	13	Classes end 14 (2 week session) - Note 1	15	CLASSES END Friday, January 14 for 2 week session
16	No classes 17	18	19	20	21 (3 week session) - Note 2	22	M.L.K. JR DAY OBSERVED Monday, January 17; CLASSES END, Friday, January 21 for 3 week session
23	24	25	26	27	28	29	

Note1: The regular January 2011 session is a 2 week session from Monday, January 3rd through Friday, January 14th.

Note 2: For selected courses that need to meet longer than the 2 weeks indicated in Note 1 (e.g., Distribution courses, some graduate courses, a 3 week window can be used beginning Monday, January 3rd, through Friday, January 21). On Monday January 17th the University is closed for Martin King Jr. Day.

Spring 2011
Lab preference

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	NOTES
	23-Jan	24	25	Classes begin 26	27	28	29	Classes begin, Wednesday, January 26
	30	31	1-Feb	2	3	4	5	
1	6	7	8	9	10	11	12	
2	13	14	15	16	17	18	19	
3	20	No classes 21	No classes 22	23	24	25	26	Spring Break, Monday, February 21 & Tuesday, February 22, NO classes
4	27	28	1-Mar	2	3	4	5	
5	6	7	8	9	10	11	12	
6	13	14	15	16	17	18	19	
7	20	21	22	23	24	25	26	
8	27	28	29	30	31	1-Apr	2	
9	3	4	5	6	7	8	9	
10	10	11	12	13	14	15	16	
11	17	No classes 18	No classes 19	No classes 20	No classes 21	No classes 22	No classes 23	Spring Recess Monday April 18 - Monday April 25, NO classes
12	No classes 24	No classes 25	26	Conversion Day 27	28	29	30	Conversion Day, Wednesday, April 27, ALL classes follow Monday schedule
13	1-May	2	3	4	5	6	7	
14	8	9	10	11	Snow/Study/Read 12	Snow/Study/Read 13	Finals 14	Snow/Study/Reading Days May 12, Thursday & May 13, Friday are for UG only, Grad classes meet; Finals begin May 14, Saturday
15	15	Finals 16	Finals 17	Finals 18	Finals 19	Finals 20	21	Finals May 16, Monday - May 20, Friday
16	Commencement 22	23	24	25	26	27	28	Commencement, Sunday, May 22 (subject to change)
17	29	30	31	1-Jun	2	3	4	May 30 - Memorial Day
	*13 UG & *14 GR		13 UG & 14 GR	14 UG & 15 GR	14 UG & 16 GR	14 UG & 16 GR	14 UG & 15 GR	

COMPLIANCE INFORMATION:

(*Includes conversion day)

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

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

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

Saturday UG classes require a minimum of 14 meetings.

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

OF SPRING 2011 MEETINGS:

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

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

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

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

Graduate - class meetings - Mondays 14, Tuesdays 14, Wednesdays 15, Thursdays 16, Fridays 16
Saturdays 15

NOTES:

All classes begin January 26, Wednesday

Monday & Tuesday February 21 -February 22 Spring Break - No classes

Spring Recess, Monday April 18 to Monday, April 25

Conversion Day, April 27, Wednesday, ALL classes follow a Monday schedule.

Snow/Study/Reading Days May 12, Thursday and May 13, Friday are for UG classes only. Grad classes meet; FINALS beg

Finals, Saturday, May 14 - Friday, May 20

Commencement, Sunday, May 22

Summer 2011
May 22 Commencement

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	NOTES	MTG TIMES
15-May	16	17	18	19	20	21	Final Enrollment Services Days - TBA; SS I begins May 25, Wednesday	
Commencement 22	23	24	SSI Classes begin 25	26	27	28		
29	No classes 30	31	1-Jun	2	3	4	May 30, Mon, Memorial Day Holiday - No classes	
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	SSI Classes end 28	29	30	1-Jul	2	SSI ends June 28, Tuesday	
3	No Classes 4	SSII Classes begin 5	6	7	8	9	July 4th Holiday - No classes; SS II begins July 5, Tuesday	
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
31	1-Aug	2	3	4	SSII Classes end 5	6	SS II ends August 5, Friday	
7	SSIII Classes begin 8	9	10	11	12	13	SS III begins August 8, Monday	
14	15	16	17	18	19	20		
21	22	23	24	25	SSIII Classes end 26	27	SS III ends, August 26, Friday	
28	29	30	31	1-Sep	2	3	Final Enrollment Services Days - TBA	
4	5	6	7	8	9	10	September 5, Labor Day	
	UG & GR	UG & GR	UG & GR	UG & GR	UG & GR	UG & GR		

COMPLIANCE INFORMATION;

Minimum 24 Monday - Friday classes SS I & SS II

Minimum 15 Monday - Friday classes SS III

SUMMER SESSION I AND II

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

APPENDIX O

Probation Criteria

Change in bulletin (p52)from:

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

To

9. When appropriate, students admitted to the University through a special academic program **may** be exempted from these probation criteria until they **transition** from the program.

APPENDIX P

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 three-year term.

The Committee shall, in cases that do not fall under the jurisdiction of the grievance process of the Collective Bargaining Agreement between the University and the AAUP,

1. 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;
2. perform, when required, the role stipulated for it under FPS #41 - Policy for Dealing With and Reporting Possible Misconduct in Research;
3. investigate other non-tenure related faculty complaints or charges referred by the Committee on Faculty Affairs;
4. request of the Committee on Faculty Affairs, proposed interpretative rulings on the Faculty Statutes, Faculty Policy Series and other regulations binding on faculty members;
5. 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.

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. Accordingly, Hofstra University has established standards of ethical behavior to protect individual rights and freedoms as well as the integrity and reputation of our institution. These standards include academic honesty, upholding academic freedoms, practicing equal opportunities, respecting differences, guaranteeing due process, protecting privacy, ensuring accessibility, and creating safe, positive learning, living, and working environments both on and off campus.

The University takes appropriate steps 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. The policies listed below speak not only to the rights of community members, but also to processes for recourse in the event that these rights are alleged to have been violated.

Abbreviations:

CBA—Collective Bargaining Agreement

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

GTP—Guide to Pride

Student Rights and Responsibilities

- Academic Freedom and Civil Liberties (FPS#12,A,B)
- Academic Honesty (FPS#11U,A,G)
- Attendance and Examinations (FPS#48; FPS#10)
- Campus Conduct Outside of Classroom
 - Grounds for Disciplinary Action (GTP)
 - Right of the Complainant (GTP)

- Rights of Student Facing Disciplinary Action (GTP)
- Classroom Conduct (FPS#50)
- Computer Network Use (GTP)
- Consumer Information and Student's Right to Know (online Information Center)
- 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 Insurance Portability and Accountability Act
- Off-campus Conduct (GTP)
- Ombudsperson for Students (ombuds@hofstra.edu)
- Pride Principles (GTP)
- Prohibition of Harassment (FPS#43)
- Prohibition of Hazing (GTP)
- Prohibition of Sexual Assault (GTP)
- Responsibilities of Campus Residents (GTP)

Faculty Rights and Responsibilities

- Attendance and Examinations (FPS#10; FPS#48)
- Classroom Conduct (...Proposal to be developed by the Faculty Affairs Committee)
- 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 (CBA; Senate By-laws; GTP)
- Health Insurance Portability and Accountability Act
- Prohibition of Harassment (FPS#43)
- Responsibilities of Teachers (FPS#99)
- Terms and Conditions of Employment (FPS#15; CBA)*

* The Collective Bargaining Agreement supersedes the Faculty Policy Series.

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 Insurance Portability and Accountability 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 Insurance Portability and Accountability Act
- Prohibition of Harassment (FPS#43)

The Undergraduate Academic Affairs Committee recommends that the document be disseminated through the following mechanisms:

- Links to the document appearing on both the Hofstra home page and the portal
- Reference to the document's URL in the Guide to Pride
- Postcards and emails to students and faculty alerting them to the document
- Working with Student Affairs to distribute and advertise at student orientations
- Place URL for document in Undergraduate and Graduate Bulletins
- Place links in the document to FERPA, ADA, and any other law referenced

This document will be reviewed each year and updated to include new policies and laws.

APPENDIX R-

The Hofstra University Faculty herewith welcomes the establishment of the Hofstra Association of Retired Professors (HARP). The Faculty recognizes and appreciates the value of a concerned population of experienced retired faculty, who are a continuing part of the Hofstra community.

PROVOST RECOMMENDATION:

I also welcome the establishment of the Hofstra Association of Retired Professors. The organization provides another opportunity for our retired faculty, who have been so important to the growth and development of Hofstra, to remain involved in the Hofstra community. Please note, however, that the establishment of HARP does not involve the extension of any new benefits or rights to the members of the organization beyond those they already receive as retired professors.

APPENDIX S

The Full Faculty expresses its full support for the intentions outlined in the student petition for increased environmental responsibility. The intentions are as followed:

- a visible University-wide recycling program that allows all members of the Hofstra Community to sort all normally recyclable refuse materials that are not already sorted and recycled post-collection
- a complete ban of all polystyrene (Styrofoam) products on campus
- a requirement for food-service providers to use paper and plastic products (take-away containers, cutlery, to-go cups and bowls, napkins, etc) with the highest level of recyclability available
- University support for a 'plate-first policy' in all of the dining facilities



GUIDELINES FOR CLASSROOM INSTRUCTIONAL TECHNOLOGY

This document is pursuant to the University's guidelines for classroom renovation, distributed as a separate document.

The guidelines for classroom equipment are only intended to apply to:

- Small seminar-style classrooms (1- 20 people) = 37 rooms
- Regular-size classrooms (21-45 people) classrooms = 107 rooms
(these also tend to be flat and not more than 30 feet deep)
- Large Classrooms (46 - 80 people) classrooms = 6 rooms
- Large Lecture Classrooms (81+ people) = 12 rooms
(these tend to have tiered seating and be more than 30 feet deep)

The classrooms committee did not formulate proposed guidelines to apply to:

- Instructional computer labs
- Science labs
- Studios (art, music, theater, design)
- Performance spaces (music recital, theaters)

The standards to apply to the first 3 types of rooms are intended to be suggested guidelines; each room will require its own design with modifications in each installation for the particular teaching activities that will take place in that space.

These equipment lists pertain only to computing and audio-visual capabilities. We hope the faculty will add to these minimums with a discussion of other types of resources that might make classrooms specific to Hofstra and its style of teaching.

In any building renovation where classrooms are to be built or refitted, faculty likely to teach in that space will be polled regarding any additional technologies that they would like to include for the teaching that will take place in that space. Class polling systems, document cameras, student access to SMARTboards and whiteboards, and creative workspace options should all be considered. (For instance: seminar classrooms can simply be lined with whiteboards to enable student discussions in the round and provide workgroups with their own whiteboard space.) These need not be defined as classroom guidelines, however, unless it is critical that they be included in every space as it is renovated.

These guidelines are intended to facilitate the types of activities likeliest to occur in Hofstra classrooms of particular sizes.

Wireless networking should also be a part of each classroom upgrade project unless it is absolutely technically unfeasible. We recognize that wireless networking for the entire campus is a separate project; however, any upgraded technology-enhanced classroom should have wireless access.

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GUIDELINES FOR CLASSROOM INSTRUCTIONAL TECHNOLOGY

Guidelines:

Seminar classrooms generally can hold less than 20 students and should facilitate lecture-style seating, roundtable-style seating, and both planned and spontaneous introduction of audio-visual and network-based resources by both students and faculty.

These classrooms are generally assumed not to have lecterns. Faculty would probably sit or stand in a variety of places around the room. Wireless mice and keyboards should be considered.

An empty horizontal workspace, sufficient for a binder or a laptop, should be provided in the vicinity of the podium/lectern.

Equipment:

- Wireless network access
- Closed caption decoder
- Computer (Customer choice of Mac or Windows)
- Data/video projector
- Dimmable lighting
- Equipment rack
- Good quality audio speakers
- Network port
- Pull-down screen
- Rack switch (with built-in amplifier) and additional inputs
- VCR/DVD player
- Drawer or table space to provide for addition of document camera

Controls would be placed at a teacher's desk or station, or in a small rack within arm's reach of wherever instructors are likeliest to sit or stand.

Standards do not include software, any changes to lighting, or window treatments; however, the Committee's Classroom Design Guidelines indicate that these should be planned for in any room design project.

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GUIDELINES FOR CLASSROOM INSTRUCTIONAL TECHNOLOGY

Mid-sized classrooms generally can hold 20 to 80 people, and should facilitate lectures, problem-solving groups, discussion groups, and student presentations. Equipment should facilitate both planned and spontaneous use of network resources (software, World Wide Web sites, Blackboard, etc.) and audio-visual materials.

It is assumed that in these rooms there will be a lectern where equipment controls can be located. This would be attached to the floor, though faculty may not always stand behind it and it should allow for faculty to speak from the front of the room without standing behind it. Wireless mice and keyboards may be desired.

An empty horizontal workspace, sufficient for a binder or a laptop, should be provided in the vicinity of the podium/lectern.

Equipment:

- Additional network port for laptop
- Wireless network access
- Additional VGA input for laptop
- Closed caption decoder
- Data/video projector
- Dimmable lighting
- Equipment rack
- Good quality audio speakers
- Computer, IBM PC, networked
- Additional network port
- Lectern
- Media control switch
- Pull-down screen
- Sympodium
- VCR/DVD player
- Wireless microphone
- Additional auxiliary sound inputs
- Wireless mouse and/or document camera as requested

The Extron switch we propose to make a campus standard IS remotely controllable over IP.

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GUIDELINES FOR CLASSROOM INSTRUCTIONAL TECHNOLOGY

Large classrooms can hold 80-200 people, generally have tiered seating, and are more than 30 feet deep. We have only twelve classrooms in this category. The same design guidelines would apply, and lecture halls are usually only used either for lecture or performance. However, class polling systems and other equipment should be considered.

Recommended equipment would be the same as in mid-size classrooms.

Large classrooms generally require custom lenses (to throw the projector image the length of the room), larger custom screens and/or multiple screens, additional audio speaker placements, brighter, more powerful projectors, more automated control systems, and often require staging to reach the ceiling or other construction to place and secure equipment. They also often use additional systems, such as polling systems, remote conferencing equipment, additional projectors, or other advanced equipment for specific purposes. Also, lighting with zones and levels is not optional in these spaces.

April 2006

REVISED October 2007

Classrooms committee:

Judith Tabron, Director, Faculty Computing Services, Chair
Richard Apollo, Associate Dean for Budgeting & Planning, HCLAS
Joshua Daubert, Instructional Facilities Manager, Faculty Computing Services
Lynne Dougherty, Assistant Director, Academic Records/Scheduling
Frank Gallo, Manager of the Help Desk
Martin Gonzales, Senior Associate Director of Event Management, Conference Services
Paul Romano, Assistant Trades Supervisor, Plant Department
Liora Schmelkin, Senior Vice Provost for Academic Affairs and Dean of Graduate Studies
Scott Singhel, Executive Director of the Office of the Registrar and Student Accounts

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CLASSROOM DESIGN GUIDELINES

These guidelines have been compiled by the committee to apply to classroom renovations as well as new construction.

1. Classroom design must start from the awareness of the needs of the faculty who are most likely to use the space, but must allow for changes in programming in the future.

The existence of the equipment is not sufficient; it must be placed appropriately for the convenient use of the instructor, as well as have uniform, obvious controls (see # 7). Placement of equipment should take into account classroom activities most likely to be scheduled in the room; but minimum standards should not be violated for cost considerations based on current scheduling, since that scheduling may well change.

2. Rooms should provide for flexible furniture setups to facilitate a number of different learning activities – lecture, discussion groups, student presentations, etc. At best furniture should all be moveable and extra chairs stackable. At minimum room setups should be reconfigurable without construction.

3. Audio-visual considerations – lighting, sightlines both for faculty and for students, orientation of the room, window treatments, quality of video and sound, and acoustics – **must be a part of every classroom design and installation.** The screen and black/ whiteboard should be easily viewable from all seats. Equipment and design proposals must take these considerations into account; they are not secondary.

4. The design of any classroom installation should facilitate technology upgrades without requiring construction. It is assumed that any or all technology components in the room will need to be replaced before the furniture will be replaced; this should be able to be done without any changes to furniture and, if at all possible, without changes to floors, walls, or ceilings.

5. Lighting control is an aspect of the audio-visual installation and should be part of any room redesign.

- Particularly in large and midsize classrooms, ideally lights should have ZONES (so that they can be dimmed in the front where the projector is but not over the students) as well as LEVELS (so that they can be dimmed without being shut off.)
- All windows and doors should be considered as part of the lighting control assessment. Window treatments should be planned at the design stage if necessary.

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CLASSROOM DESIGN GUIDELINES

6. Every room should have a fixed data/video projector that can accommodate a laptop or VCR or DVD in addition to its installed computer. However, a computer and the most inexpensive projector are not sufficient classroom equipment; all classrooms require a quality projector and sound systems for media use. They're not used only with computers.

7. Controls should be uniform and obvious. A Hofstra faculty member trained in the use of one space should not need further training in additional spaces until they adopt some new aspect of the technology available, and controls should get as close to one-button as possible. This is also to facilitate curriculum planning. Faculty should not have to re-create a course because they are assigned to a new classroom with different capabilities. Also, faculty should not need new adapters or cables to use an assigned room.

8. Projection screens must not block the view of the only whiteboard the room. Room design should facilitate the simultaneous use of whiteboards and video/data projection.

9. Rooms should be as isolated as possible – sound should not carry to or from other rooms if it can be prevented with proper audio-visual installation, and wireless controls should be infrared or set to specific radio channels for that room only so that they do not bleed into connecting rooms.

10. Rooms should have sufficiently redundant systems that a reasonably prepared faculty member can rely on that redundancy. (E.g.: a CD-R with a presentation on it does not happen to work in that computer; the faculty has a backup copy of the presentation on the network; the computer must be able to access the network in order to reach the backup copy.)

11. Help should be available immediately via a clearly indicated hotline phone number, and it should be immediately obvious how to ask for it. While Hofstra has a goal of 100% up-time for all systems in the room, it is recognized that there will be failures and support systems must be available to provide help.

12. Maintenance and support should be facilitated and costs should be minimized by:

- Installing recommended University models (facilitates maintenance, replacement of bulbs, repair, and ease of use).
- Installing remotely controllable systems wherever possible (facilitates maintenance and support by a centralized staff).
- Considering maintenance and support when designing rack mounts, location of furniture, extra inputs or outputs, etc. Support staff must be able to reach equipment to clean, repair, or replace it; changing room setups should not require dismantling furniture, rewiring controls, or similar work.

13. Security is an ever-present concern. While not every room will have its access

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CLASSROOM DESIGN GUIDELINES

controlled via cardswipe, every installation should be as secure as possible and the equipment as locked down as possible given the needs of maintenance and use. However, security arrangements should not hamper faculty in the use of the equipment.

14. Computers, projectors, and other AV equipment will need to be replaced on a regular basis. The committee suggests the following guidelines.

Computers every 2 years

Projectors every 4 years

Other audio-visual components every 8 years

This committee realizes these goals may not be met for every installation and looks forward to a University-wide maintenance plan.

15. Old technology should be retired, not left in the room to confuse faculty or take up valuable space.

16. The physical layout of the room and the equipment should also be arranged for the convenience of the instructor and the students. The podium or lectern, where installed, should be in a position where students can best hear and see the instructor and vice versa. The podium or lectern should allow for the instructor's movement unimpeded by wires, should accommodate differently-abled instructors, and should accommodate speakers of different heights addressing the room at different volumes.

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APPENDIX U

Whereas numerous studies have found that tobacco smoke is a major contributor to air pollution, and that breathing secondhand smoke (also known as environmental tobacco smoke) is a cause of disease in healthy nonsmokers, including heart disease, stroke, respiratory disease, and lung cancer; and

Whereas the National Cancer Institute determined in 1999 that secondhand smoke is responsible for the early deaths of 53,000 Americans annually; and

Whereas the Public Health Service's National Toxicology Program has listed secondhand smoke as a known carcinogen (U.S. DHHS, 2000, citing Cal. EPA, 1997); and

Whereas the U.S. Centers for Disease Control has issued a warning that anyone at risk for heart disease should avoid entering smoke-filled environments; and

Whereas secondhand smoke is particularly hazardous to individuals with cardiovascular disease, and individuals with impaired respiratory function, including asthmatics and those with obstructive airway disease; and

Whereas individuals exposed to secondhand smoke have an increased risk of asthma, respiratory infections, cancer, emphysema, and other smoking related illnesses; and

Whereas local and state governments and universities throughout the country have successfully passed smoke-free air laws to protect people against the harmful effects of secondhand smoke; and

Whereas it is consistent with the policy of Hofstra University to strongly favor policies and regulations that limit exposure to secondhand smoke; therefore be it

Resolved that Hofstra University institute a "20-foot smoking buffer zone" from the entrances of every building under the University's jurisdiction. Within this 20-foot zone, all smoking shall be prohibited. Any individuals found to be violating this statute shall be subject to penalties as defined by the University Judicial Code.

Suggested fine: \$25 fine for the first time and \$50 for every subsequent offense.

Student Affairs Committee, University Senate
Hofstra University

Similar laws and policies:

INDIANAPOLIS (AP) – “Indiana smokers would have to kick the habit - at least while driving with young passengers - if state Rep. Charlie Brown has his way. A bill by the Gary Democrat would ban smoking in passenger vehicles in which children under age 13 are present. The House Judiciary Committee endorsed the bill 8-1 on Tuesday and sent it to the full, Democrat-controlled House, where Brown predicted it would pass. Its chances in the Republican-ruled Senate were unclear. Indiana is one of several states or jurisdictions weighing such restrictions. Arkansas, Louisiana, Puerto Rico and Bangor, Maine, have passed similar laws in the past year, and lawmakers in at least 17 other states have filed or are considering similar measures this year. A smoking violation would carry a **\$25** fine the first time and **\$100** for any subsequent offense. The bill also would make it illegal to smoke in mass transportation terminals such as airports or bus stations, or within **100** feet of their entrances.”

Source: <http://www.courier-journal.com/apps/pbcs.dll/article?AID=/20070213/NEWS02/70213045>, 2/13/07

“Hawaiian islands go smoke-free,” posted by the Asbury Park Press on 02/11/07 by Brian Charlton, The Associate Press

“Hawaii, known for its fresh ocean air and pristine beauty, has implemented one of the nation's strictest no-smoking laws. State officials say the new law will protect people from secondhand smoke, but some fear it may deter cigarette-puffing tourists from coming to the islands, especially high-spending visitors from Japan. The Smoke-Free Hawaii Law went into effect Nov. 16, banning smoking in all public places such as restaurants, bowling alleys and malls, as well as airports. Many of the islands already had county laws limiting smoking, but lighting up now in partially enclosed areas, bars, and less than 20 feet from doorways and windows is illegal.”

Source: <http://www.app.com/apps/pbcs.dll/article?AID=/20070211/LIFE02/702110332/1006/LIFE>, 2/13/07

The **Westin Hotels & Resorts** instituted a 100% smoke-free policy for all its North American accommodation facilities in January 2006. All of the Westin's hotels and resorts in Australia, Ireland, Fiji, New Zealand, and Scotland are also going smoke-free this year. In addition, **Marriott International, Inc.** instituted a 100% smoke-free policy for all of its 2,300 hotels and corporate apartments in the United States and Canada 100% smoke-free effective October 16, 2006. This includes nearly 400,000 guest rooms under the Marriott, JW Marriott, The Ritz-Carlton, Renaissance, Courtyard, Residence Inn, SpringHill Suites, Fairfield Inn, TownePlace Suites and Marriott ExecuStay brands.

Source: <http://www.no-smoke.org/document.php?id=348>, 2/13/07

For hundreds of thousands of students, campus dormitories, fraternities, and sororities are homes away from home, and as such are susceptible to secondhand smoke problems as well. **New Jersey** and **Illinois** have implemented 100% smoke-free laws that protect all co-eds and college staff from secondhand smoke in residence halls and dormitories; and more and more colleges and universities are respecting their students by voluntarily providing smoke-free dorms and campuses.

Source: <http://www.no-smoke.org/goingsmokefree.php?id=447>, 2/13/07

“New Jersey’s Smokefree College Residential Housing Law is the strongest legislation in the nation to prohibit smoking in college residential housing. It covers BOTH private and public institutions of higher education. We are pleased that our State is taking this leadership role in fire prevention and reducing exposure to secondhand smoke’, says Karen Blumenfeld, Esq., Director of the Tobacco Control Policy & Legal Resource

Center, for New Jersey GASP. Only two other states enacted specific legislation banning smoking in college residential housing: Wisconsin makes University of Wisconsin housing smokefree, and Connecticut requires all public college dormitories to be smokefree. Last week, the Tennessee legislature passed a state law allowing public universities to ban smoking in dorms if they choose to.”

Source: <http://www.no-smoke.org/goingsmokefree.php?id=447>, 2/13/07

“The purpose of this letter is to ask you to revise your existing non-smoking guidelines as needed to comply with new law. In September 2003, the Governor signed Assembly Bill 846, which as of January 1, 2004 will extend the **no-smoking zone to 20 feet away from entrances and exits of public buildings**, and will add to the prohibited area any place within 20 feet of any operable window (copy of legislation attached). By this letter, I am asking each of you to augment your existing guidelines to put into place the requirements of this law. Some locations already have in place guidelines that are more restrictive than previous legislation requires, and this new legislation will also permit more restrictive applications than required by law.

In 1988, President Gardner asked each locale to develop policies on smoking that would ensure a safe and healthful environment for all members of the University community. This was communicated to the campuses in a policy issuance on August 1 of that year (see <http://www.ucop.edu/ucophome/coordrev/policy/8-01-88.html>). Effective January 1, 1994, California law banned smoking inside state-owned, state-occupied and state-leased buildings, including those of the University, and **within 5 feet of a main exit or entrance** to such a building. Locations were asked to implement the provisions of the legislation within their local jurisdictions.

Robert C. Dynes, President, University of California
December 3, 2003

Source: <http://www.ucop.edu/ucophome/coordrev/policy/12-03-03.html>, 2/13/07