
FORTY-FOURTH
ANNUAL REPORT
OF THE
HOFSTRA UNIVERSITY SENATE
2008-2009



HOFSTRA
UNIVERSITY®

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FORTY FOURTH ANNUAL REPORT

of the

HOFSTRA UNIVERSITY SENATE

2008- 2009

FOREWORD

PRESIDENT STUART RABINOWITZ



HOFSTRA
UNIVERSITY.

STUART RABINOWITZ, PRESIDENT

June 2009

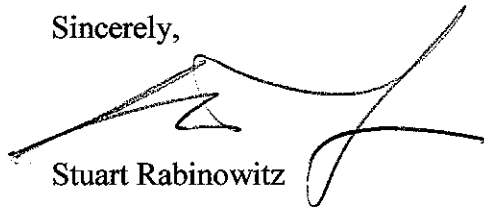
Professor William F. Nirode
Chair, University Senate Executive Committee
Hofstra University
Hempstead, New York 11549

Dear Professor Nirode:

It is my pleasure to congratulate the University Senate on the success of the 2008-09 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, Chair
Senate Executive Committee

I am thrilled to introduce this Annual Report to you as I complete my two-year term as Chair of the Senate Executive Committee. These two years have been filled with hard work, deep thought and much commitment to making Hofstra University the best environment possible for all University constituencies and ensure all are represented in the University shared governance process. In large part the success of the shared governance process depends on the individuals involved, and all Senators and Senator-at-larges are to be heartily thanked for their dedication, enthusiasm, and collegiality. Through their dedication, and with the support of our faculty colleagues and Hofstra administration, we developed policies and procedures that continue to strengthen and improve all functions and services at the University.

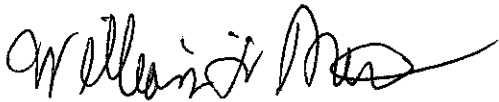
Special thanks to the members of the Senate Executive Committee, who meet monthly to help develop the agenda for the University Senate meetings. To Richard Pioreck (Chair of the Faculty Affairs Committee), Liena Gurevich (Chair of the Graduate Academic Affairs Committee), Gloria Lodato-Wilson (Chair of the Undergraduate Academic Affairs Committee), and Georgina Martorella (Chair of the Planning and Budget Committee) thank you for all of your hard work and valuable time that make chairing this committee that much easier. A special thanks to Jonathon Lightfoot who filled in the second half of the year as Chair of the Graduate Academic Affairs Committee and will continue as Chair of Graduate Academic Affairs next year. A very heartfelt and grateful thank you to Michael LaFemina, Chair of the Student Affairs Committee. After two years as Chair, Michael has completed his undergraduate and now graduate degree at Hofstra and is moving on to the real world. We are all much better having known Michael and it was truly a pleasure to work with him. We will miss his strong work ethic, leadership, and collegiality. We wish Michael all the best!

Without a doubt, the work of the Senate Executive Committee is made more pleasant and important by the extraordinary input and full participation of Herman Berliner, Provost and Senior Vice President for Academic Affairs, and Liora Schmelkin, Vice Provost for Academic Affairs. Their insights and strength, as well as unwavering generosity of time and patience, are a major reason the SEC – and therefore, the University Senate – operate smoothly, almost effortlessly. A special thanks to Carole Ferrand, Speaker of the Faculty, who term as Speaker of the Faculty have ended. I thank her for all of her help, insightfulness, and guidance over the last two years. She will be sorely missed!

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 unflinching support of both the concept and procedures of shared governance.

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

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

A handwritten signature in black ink, appearing to read "William F. Nirode". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

William F. Nirode
Chair, Senate Executive Committee

II

COMPONENTS OF THE UNIVERSITY SENATE

2008 – 2009

and

the 2009 – 2010 Senate

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/Davidow Roberts	Acampora McEvoy	Johnson, C. Pulis	Flaton Shih	Mangino
<i>Natural Science:</i>	<u>Elected:</u> Mammo Nirode Sarno	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/Kulviwat	Chandra Gao Hardiman	Lee, K. Lopez, V. Sengupta	Spieler Venuti Weisel	
<i>SOEEHS:</i>	<u>Elected:</u> Fusco/ Elkis-Abuhoff Lightfoot Lodato-Wilson	Joseph Plonczak	Jurasite-Harbison Torff	Stemm	
<i>Communication:</i>	<u>Elected:</u> Licata/ Frisina	Berman	Caliendo	Geyer	Smith, G.
<i>Law:</i>	<u>Elected:</u> Lane	Charlow	Walker	Wu	
<i>Library:</i>	<u>Elected:</u> Martorella	Bailin Catalano	Grafstein Harpel-Burke	Lopatin Simon, C.	Singh
<i>Chairperson:</i>	<u>Elected:</u> Silberger				
<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				

THE COMMITTEES OF THE SENATE 2008 – 2009
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				
Gurevich	LaFemina			
Lightfoot				
Lodato-Wilson				
Martorella				
Pioreck				
<u>UNDERGRADUATE ACADEMIC AFFAIRS:</u>				
Chair: Lodato-Wilson	DiSilvio	Eads	Caliendo	Brownell
Fritz	LaBoissiere	Johnson, S.	Jurasite-Harbison	Cucciniello
Kulviwat			Peterson	Hickling
Sarno			Sampedro	Schmelkin
<u>GRADUATE ACADEMIC AFFAIRS:</u>				
Chair: Gurevich/Lightfoot			Grafstein	Brownell Schmelkin
Bhogal			Lledo-Guillem	Drummer
Davidow			Plonczak	Jean-Louis
Fusco			Speiler	Johnson, L.
Krapp				Seely
<u>PLANNING AND BUDGET:</u>				
Chair: Martorella			Johnson, C.	Costenoble
Bass			Shih	Rubey
Naymark		Staff: Brown, M	Simon	
Roberts		Chairperson: Silberger	Weisel	
<u>FACULTY AFFAIRS:</u>				
Chair: Pioreck			Chandra	Firestone
Elkis-Abuhoff			Charlow	Schmelkin
Frisina			Flaton	
Licata			Harpel-Burke	
Mammo			Pulis	President AAUP: Gellman
Viswanathan			Zhou	
<u>STUDENT AFFAIRS:</u>				
Filippi	Chair: LaFemina		DaSilva	Libman
Lane	Johansen		Smith, G.	Johnson, S.
	Kowal	Legnetti	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, Catalano, Eswarathasan, Rubey, Singh, Simon, Stemn, Spar, Wu, Zapata

On Academic Computing

Chair: Hardiman

Bailin, Costenoble, Curtiss, Joseph, Juckiewicz, Liang, Lopez, Rubey, Tabron, Valerius, Vallier, Wu

On Environmental Priorities

Chair: Hunter

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

THE SPECIAL COMMITTEES, 2008-2009

On Recruitment, Elections and Nominations

Chair: Lopatin

Bhargava, Nirode, Pillaipakkamnatt, Schmelkin, Schreiner

On Athletic Policy

Chair: Ingles

Barnes, Carpenter, Eads, Filbry, Grafstein, Hayes, Johnson, S.; Lewis, Mangino, McCabe, Murphy, O'Malley, Schmelkin, Tinkelman, Torff, Venuti

On Academic Calendar

Chair: Greenwell

Brown, Cucciniello, 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

THE SENATE 2009 – 2010

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, Sean Hutchinson

<i>Humanities:</i>	<u>Elected:</u> Krapp Naymark Perry		<u>At Large:</u> Curtiss DaSilvia Donahue	Fendrich Hart Lledo-Guillem	Sampedro Valerius
<i>Social Science:</i>	<u>Elected:</u> Davidow Fritz Moghadam		Acampora McEvoy	Johnson, C. Pulis	Flaton Shih Mangino
<i>Natural Science:</i>	<u>Elected:</u> Ammari Nirode Sarno		Bhargava Burke, R. Corkey Clocksin	Doherty Eswarathasan Farmer Greenwell	Hunter Jensen Krause Liang Peterson Pillaipakkamnatt Vallier Wachter-Jurcsak
<i>HCLAS:</i>	<u>Elected:</u> Bhogal Filippi				
<i>Business:</i>	<u>Elected:</u> Bass Lopez Viswanathan		Chandra Hardiman	Lee, K. Sengupta	Spieler Venuti Weisel
<i>SOEEHS:</i>	<u>Elected:</u> Elkis-Abuhoff Lightfoot Lodato-Wilson		Blue	Joseph	Jurasite-Harbison Plonczak Stemn
<i>Communication:</i>	<u>Elected:</u> Skerski		Caliendo	Geyer	Goodman Quinn, D. Smith, G.
<i>Law:</i>	<u>Elected:</u> Lane		Charlow	Walker	Wu
<i>Library:</i>	<u>Elected:</u> Martorella		Bailin Caniano	Catalano Glasser	Grafstein Harpel-Burke Lopatin Singh
<i>Chairperson:</i>	<u>Elected:</u> Silberger				
<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> Cordero LaBoissiere Perez Sulley				

THE COMMITTEES OF THE SENATE 2009 – 2010
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 Berliner Lightfoot Lodato-Wilson Martorella Pioreck	Perez, C.			Permanent Guest: Schmelkin
<u>UNDERGRADUATE ACADEMIC AFFAIRS:</u>				
Chair: Lodato-Wilson Fritz Lopez Sarno	Hutchinson LaBoissiere	Eads Johnson, S.	Caliendo Jurasite-Harbison Peterson Sampedro	Brownell Cucciniello Hickling Schmelkin
<u>GRADUATE ACADEMIC AFFAIRS:</u>				
Chair: Lightfoot Bhagal Davidow Krapp			Lledo-Guillem Plonczak Smith, S. Speiler	Brownell Drummer Jean-Louis Johnson, L. Seely Schmelkin
<u>PLANNING AND BUDGET:</u>				
Chair: Martorella Bass Moghadam Naymark		Staff: Brown, M Chairperson: Silberger	Glasser Johnson, C. Shih Weisel	Costenoble Rubey
<u>FACULTY AFFAIRS:</u>				
Chair: Pioreck Ammari Elkis-Abuhoff Perry Skerski Viswanathan			Chandra Charlow Flaton Harpel-Burke Pulis	Firestone Schmelkin President AAUP: Mazzocco
<u>STUDENT AFFAIRS:</u>				
Filippi Lane	Chair: Perez Cordero Sulley	SGA President: Hutchinson	DaSilva Smith, G.	Libman Johnson, S.

THE SUB-COMMITTEES, 2009 - 2010

OF UNDERGRADUATE ACADEMIC AFFAIRS

On Academic Records

Chair: Cucciniello

Bohannon, Giminiani-Caputo, Corkey, Greaney, Hickling, Martinez, McCarey, Mimy, Oppenheim, Spencer, Unruh, Wachter-Jurcsak

OF PLANNING AND BUDGET

On the Library

Chair:

Berman, Catalano, Eswarathasan, Glasser, Goodman, Rubey, Sengupta, Singh, Stemn, Wu

On Academic Computing

Chair: Hardiman

Bailin, Costenoble, Curtiss, Greenwell, Joseph, Juckiewicz, Liang, Quinn, Rubey, Tabron, Valerius, Vallier, Wu

On Environmental Priorities

Chair: Hunter

Acampora, Bailin, Barkwill, Bass, Burke, R; Comer, Doherty, Donahue, Farmer, Geyer, Greis, Johnson, S

THE SPECIAL COMMITTEES, 2009-2010

On Recruitment, Elections and Nominations

Chair: Bhargava

Krause, Lopatin, Nirode, Pillaipakkamnatt, Schmelkin, Schreiner

On Athletic Policy

Chair: Ingles

Barnes, Caniano, Carpenter, Clocksin, Eads, Filbry, Grafstein, Hayes, Johnson, S.; Lewis, Mangino, McCabe, Murphy, O'Malley, Schmelkin, Venuti

On Academic Calendar

Chair:

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

On Environmental Safety

Chair:

Burke, D.; Burke, Feindrich, Greis, Hart, Jensen, Kakoulidis, Roskin, Ryan, D.; Strothkamp, 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' 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' 2008-2009 memberships can be found on pages 3, 4, and 5 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 issues affecting both academic functioning and student/campus life. One major issue that will affect campus life is the creating of an Officer of Environmental Sustainability. This is an important office which will help the entire university in our environmental initiatives. This issue was brought forth by students via the Student Affairs Committee. Discussions with faculty and administrators, demonstrated an overwhelming support for the creating of the Officer of Environmental Sustainability.

Academic issues were revised as needed. One was the revision of class standing by credit hours. This revision centered on policy centered changing the semester hour requirements to be a sophomore, junior and senior more in lines with realistic credit hour requirements to maintain the necessary credit hours to graduate in four years. Another revision was in the awarding of Latin Honors. Here the minimum grade point average (GPA) requirements to attain summa cum laude and magna cum laude honors was revised while keep the minimum GPA to get cum laude the same. This revision brought us more in with other peer institutions.

In addition to the above changes, two of the Faculty Policy Series (FPS) were revised this year. FPS #42 was revised to make current the practices and procedure for students to appeal grades. A revision of FPS #99, A Code of Professional Responsibility For Faculty, was done. FPS #99 outlines general responsibilities of a faculty member, the responsibilities of faculty to students, their colleagues, and the university making it more update and reflective of today's practices and policies.

The Senate Executive Committee looks forward to the 2009-2010 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 important issues such as the feasibility of requiring incoming students to own laptop computers, the overall mission of library services and an off-campus code of conduct policy for Hofstra University will be examined further.

UNDERGRADUATE ACADEMIC AFFAIRS COMMITTEE (UAAC)

Chairperson Gloria Lodato-Wilson

The Undergraduate Academic Affairs Committee (UAAC) considered several issues in AY2008-2009. In particular, the Committee focused upon the following:

- (1) Course Grade Appeals Policy (FPS #42)
- (2) Definition of class standing (sophomore, junior, senior) by credit status (Bulletin)
- (3) Criteria for Baccalaureate Degrees with Distinction (Bulletin)
- (4) Investigation into Course Completion Guidelines and Course Withdrawal Policy (Bulletin)
- (5) Investigation into University Tutorial Center

1. Course Grade Appeals Policy (FPS #42)

- Approved by Senate 9/15/08
- Approved by Faculty 10/27/08
- Approved by Provost 1/23/09
- Approved by President 2/3/09

The Course Grade Appeals Policy (FPS#42), last revised in 1997, left the timing of student grade appeals to the individual schools within Hofstra University. As a result, there were instances where students appealed grades years after courses were taken. In an effort to have decisions on disputed grades settled within a reasonable timeframe, the UAAC revised FPS#42. The changes give a one semester timetable for students to appeal their final course grade. The revised FPS #42 outlines and makes uniform throughout the university (other than the Law School) the specific steps and responsibilities for students, instructors, department chairs, and school deans.

2. Definition of class standing (sophomore, junior, senior) by credit status (Bulletin)

- Approved by Senate 3/9/09
- Approved by faculty 3/16/09
- Decision of Provost pending
- Decision of President pending

The UAAC addressed the issue of class standing (sophomore, junior, senior) as defined by the current Bulletin. As presently written, a student need only complete 24 semester hours to be ranked as a sophomore. The low semester hour requirement for sophomore standing misrepresents the actual pacing needed for a student to graduate within a four year time frame. The UAAC recommended and the Senate and the Faculty approved changing the definition of class standings by credit status by reallocating semester hours for each ranking: from 24 semester hours to 30 semester hours for a ranking as a sophomore; 58 semester hours to 60 semester hours for a ranking as a junior; 88 semester hours to 90 semester hours for a ranking as a senior.

3. Criteria for Baccalaureate Degrees with Distinction (Bulletin)

- Approved by Senate 3/09/09
- Approved by faculty 3/16/09
- Decision of Provost pending
- Decision by President pending

An investigation into the grade point average guidelines for undergraduate students to receive a baccalaureate degree with distinction revealed that Hofstra University standards are generally higher than peer and Ivy League universities. In response, the UAAC recommended and the Senate and Faculty approved readjusting the present standards for degrees with distinction. The proposed GPA requirements would change from 3.90 for summa cum laude to 3.85; from 3.8 to 3.75 for magna cum laude; cum laude would remain the same at a GPA of 3.6. The UAAC also recommended that the percentage of students receiving degrees with distinction be monitored each year in order to maintain the highest of standards at Hofstra University.

4. Investigation into Course Completion Guidelines and Course Withdrawal Policy

During the academic year of 2007-2008 the Course Completion Guidelines were revamped at the recommendation of the UAAC. The present (2008-2009) UAAC revisited the probation criteria and course completion ratio at the request of Academic Records. As revised, students unofficial withdrawals for courses are not officially monitored during their first 29 credits. This policy makes it possible for students to have a 2.0 GPA (perhaps a C in a single course) and therefore not be put on academic probation while having numerous Unofficial Withdrawals. Students in these cases would not be making sufficient progress towards graduation, might be in academic and social need, yet would not be officially notified nor offered support by the university. The scope of this issue is significant as evident by 1400 unofficial withdrawals in the fall of 2008. The UAAC has drafted a revision to the current wording of the UW in the Bulletin. The revision will be reviewed in the fall of 2009 for submission to the University Senate.

In addition, the UAAC began, and will continue to discuss, the current course withdrawal policy particularly as it impacts courses that are at their maximum enrollment and have a wait list. Faculty have expressed an interest in being able to drop a student from a course who has not attended the first two sessions in order to make the space available to a student on the wait list.

5. Investigation into University Tutorial Center

The UAAC was to discuss the University Tutorial Center in relation to the services provided and the use of the services by students. In light of other priorities, the UAAC tabled this discussion but will take it up in the fall of 2009.

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. Close to four hundred cases were reviewed. Statistical data reflecting dismissals and reinstatements for the June 2008 to May 2009 period is given in **Appendix B**.

GRADUATE ACADEMIC AFFAIRS COMMITTEE (GAAC)

Chairperson Liena Gurevich/ Jonathan Lightfoot

Liena Gurevich yielded the GAAC chair to Jonathan Lightfoot in December 2008. GAAC continued work on some of the initiatives in Spring 2009 that were already in progress such as establishing a graduate education honor code, non-academic dismissal policy and promoting diversity in graduate education at Hofstra. Committee members for the academic year included:

- Liora Schmelkin, Senior Vice Provost for Academic Affairs and Dean of Graduate Studies
- Carol Drummer, Dean of Graduate Admissions
- Jayne Brownell, Assistant Vice President for Student Affairs
- Laurie Johnson, Professor, CRSR
- Vicente Lledo-Guillem, Assistant Professor, Romance Languages & Languages
- Irene Plonczak, Assistant Professor, Curriculum & Teaching
- Sinan Cebenoyen, Professor, Finance (sat for Andrew Spieler, ZBS)
- John Davidow, Assistant Professor, Speech-Language-Hearing Sciences
- Christine Seely, Associate Director of Academic Records

Honor Code

The Senate Executive Committee assigned GAAC the task of exploring the merits of developing and implementing a Code of Honor at the beginning of the 2007-2008 academic year. Much of the early discussions explored the various aspects of graduate academic education and training amenable to an honor code. Further discussion involved the possibility of creating a universal honor code to guide both undergraduate and graduate education. Liora noted that Herman had formed a committee to explore the feasibility of instituting an honor code on campus. On March 3, 2009 Jayne and Jonathan attended the Magna Online Seminar: making Honor Codes Work (Even if you don't have one). We both gathered that the University of Maryland professor who facilitated the webinar, Gary Pavela, was not particularly advocating colleges and universities to establish an honor code. Instead, he encouraged institutions to work on creating a culture of integrity. A copy of his presentation was given to Liora for our file. Future discussions about honor codes should build on the work of Herman's committee, the webinar and our continued review of the issue.

Non-Academic Dismissal Policy

Discussion about developing policy and procedures to govern dismissing graduate students from graduate programs for reasons other than grades was rendered with the intent to keep the issue on the table. We did not devote a lot of time to extensive research and writing of such policy and procedures. The 2007-2008 GAAC annual report references the gist of the discussions and concerns among administration, graduate faculty and GAAC. Our assessment at this writing is that we need to find an effective way to notify students enrolled in programs that require off-campus internships and field placements is that they will be evaluated and assessed for professional suitability beyond knowledge and skills. Assessments that don't fall neatly into those categories are often referred to as 'dispositions'. We referenced an October 2005 US News and World Report article that defines 'dispositions' as the attitudes and beliefs that determine one's moral stance. Laurie noted that her program watches out for inherent character flaws, dishonesty, and aggressive

behavior. Liora noted that our current way of monitoring ‘dispositions’ is on an individual, case-by-case basis. Perhaps we can develop some language for the bulletin that alerts students to the importance of personal ethic and moral values.

Graduate Education Diversity Initiative

GAAC decided during early Spring 2009 to devote the majority of our time in this area of interest. We felt we could accomplish more by choosing one issue to explore in depth as opposed to tackling several issues and achieving minimal results. I think we accomplished our objective, which was to get closer to the heart of assessing the current graduate program diversity climate at Hofstra University. During the last academic year GAAC agreed to explore the issue of increasing diversity in graduate student enrollment. The graduate directors had already determined increased diversity recruitment should be a priority. Creating a strategic initiative for recruitment and retention of graduate students of color, attracting and supporting social-economic diversity, and continuing the search for qualified international students became important topics of discussions. Tangential to this issue and arguably critical aspect was the recruitment and retention of faculty of color to mirror the recruitment and retention of similarly situated students. We referenced several documents to inform our thinking about graduate diversity:

“Recruiting and Retaining a Diverse Graduate Student Body”, a report by Ryan M. Greene, Director of Multicultural & International Student Programs presented to GAAC on November 11, 2008

“Graduate School seeks to attract minority students” by Josh Oppenheimer, staff writer for The Daily Princetonian, April 30, 2008

“Representation of minorities in Hofstra’s graduate programs (excluding Law School), 2003-2007”, data gathered by Liena Gurevich, former chair, GAAC, presented on November 11, 2008

“Broadening Participation in Graduate Education”, a report presented by the Council of Graduate Schools April 2009.

These documents collectively create a context from which to view graduate education in general and at Hofstra in particular. Carole Drummer noted that Hofstra’s greatest challenge is to attract local domestic underrepresented graduate students. We had rich discussions surrounding the challenges of recruiting and retaining domestic graduate students compared to international students. An interesting debate question asks whether predominantly white universities prefer to increase their diversity via domestic or international student means. Irene reported her recent attendance at a conference in a middle eastern country that treated women as subservient to men. The women were culturally conditioned to give deference to men in public places and not speak in the presence of men in public. Irene noted that change in this practice was on the horizon and education through cross cultural contact was necessary to expedite such change. Sinan noted that he found it difficult to respect cultures that practice human rights for all humans. The saying “when in Rome, do as the Romans do” is hard to follow if it means women must refrain from speaking up in the presence of men.

The highlight activity of the Spring 2009 agenda was planning and executing focus group sessions with international and graduate students of color. Two sessions were scheduled

and one actually happened. The one that was cancelled will be rescheduled during fall 2009. Graduate directors were asked to submit names of graduate students of color and international students interested in participating in focus group sessions to discuss the diversity climate at Hofstra, diverse graduate student recruitment and retention, diverse faculty recruitment and retention, classroom experiences, and overall campus climate for intercultural relations. GAAC referenced the NASPA

Diversity/Multiculturalism/Inclusivity Consortium Student Study used by Hofstra to survey undergraduate students about the diversity climate on our campus to help us develop focus group questions. Once we gathered names of prospective participants, letters of invitation were sent out via email. We believe a higher response rate could be achieved if each graduate director emailed the invitations themselves instead of sending an email to a prospective student who may feel no sense of obligation from someone they do not know. Also the timing is a consideration. Scheduling sessions during preparation for midterm or final exams may not be such a good idea. Choosing times of the day or evening when particular programs tend to have common hour or other class meeting break periods may fare better.

Data gathered from the focus group session held on Wednesday, May 6, 2009 were primarily in response the protocol outlined in **Appendix C**. Laurie Johnson and Jonathan Lightfoot facilitated the session with 7 graduate students (10 were expected to attend). Planning prior to the session included discussion about the wording and organization of the questions to be asked and how the social/political racial/ethnic identity of participants and facilitators could affect session dynamics. Laurie Johnson, white female, initially expressed some concern as whether the students of color would feel comfortable enough to respond openly and honestly to the questions with her present. We were careful to pose the questions as open ended so as to elicit more in-depth responses. Light refreshments were available and added to the hospitable tone we sought to create. Most participants arrived on time and after brief introductions seemed eager to share their thoughts and experiences regarding graduate education at Hofstra. Four of the seven students were enrolled in Masters programs and three are doctoral students. Four females and three males participated. Five students identified as African American, One as Hispanic American and one as Asian American. Each question was read aloud and posted on the smart board screen.

Participant's view of diversity on Hofstra's campus was interesting. While most admit to seeing a fair amount of skin color diversity on campus, some do not see evidence of a lot of cross color interaction. Others mentioned that the amount of diversity one sees depends on where you are on campus and what program being observed. For example, the School of Education Health and Human Services appears to be populated with a great majority of white females. Of the approximately 77 full time faculty in SOEHHS, about 12 identify of color. Some believe that there are more undergraduate students of color than graduate students of color. The fact that graduate student programs often cater to older working students who attend school in the evening somewhat limits the scope of such students. Many graduate students are on campus only one or two times a week at night to attend class. Several students gauge diversity from the actual number of students who represent diversity in their individual classes. Being the only African American, Hispanic or Asian male or female is a common theme echoed by students of color. Involvement in activities outside of class, which may increase opportunities for cross cultural contact, is often limited for graduate students.

The decision to enroll in a graduate program at Hofstra was not made for its diversity said one participant. He compared his undergraduate education at a smaller more white university to Hofstra and believed he could handle anything. Another participant thought a class where it was a requirement to take a field trip to a museum to learn about other cultures was an excellent way to increase student exposure. While it is important to have different groups of people represented on campus, "I think it is more important to have these groups interact...dialogue and relationships (among) groups improve the quality of education," said one participant. We had some discussion about the distinction between desegregation and integration. While schools can technically desegregate and reach established quotas for diversity, it is not the same as true integration where all students feel included, welcomed and needed for their contribution to the institution.

There appears to have been a consensus around the notion that Hofstra was supportive to people of various ethnic, cultural, and language backgrounds. That support is characterized by encouraging students to explore personal research interests, faculty being available for advisement beyond the classroom, and allowing space for critical voices to be heard. One African American male student admitted to being a bit peeved when other students and faculty complimented him on his articulateness as if they did not expect it. His response has been to speak only when addressed by the professor or classmates. Professors who respond promptly to student emails were mentioned as a positive and supportive gesture. One student prefers to think that faculty and staff exhibit equal treatment and support to everyone, regardless of their diversity status. He said, "A lot of these questions are difficult because I feel like I'm spoiled. The department I'm in... they're attentive and operate the same way for everyone. I don't know if other departments are like that."

A lot of discussion occurred in response to the question "have you witnessed any racial, gender, sexual orientation, or other discriminatory behavior on campus within the last year and have you had any such behavior directed at you personally?"

Some of the discussion led us to make a distinction between old fashioned Jim Crow racism where discrimination was blatant and more obvious and a more contemporary type of racism, colorblind racism, which thrives on its ability to discriminate subtly. An Asian female noted a pattern of behavior among campus security when she walked on campus late at night with her African American male friends compared to similar walks with male friends who were not African American. She said the security personnel made a point to stop them and ask if she was alright, whereas she does not ever recall being asked that question with non-African American male friends. She also recalled an African American male who was dismissed from the university for being in the computer lab late at night with the lights out and not having proper identification. He was eventually reinstated after a vigorous letter writing campaign and other types of advocacy on behalf. She suspects that a hate crime was committed when a Taiwanese student was physically attacked on campus. An African American female suspected racial bias from a white male professor but was afraid to say anything to anyone because of possible retaliation that would hinder her ability to successfully complete the program. She also recalled an incident with her car while parked near the campus bookstore. When she returned to her car, she noticed a note stuck in under her windshield wiper blades. It was filled with a lot of hateful and derogatory language. A bit shaken she quickly dismissed it as a childish prank and entered her car. To her dismay she could not move her car after discovering that all her tires had

been slashed. Campus security was summoned and completed a report. Her car had to be towed and her husband had to come to campus to take her home. This forum was the first time she told anyone on campus other than public safety. She now refuses to park on central campus.

Further discussion about forms of redress when students suspect bias and discrimination occurred. CTR forms were not viewed as an effective way to air grievances. Some mentioned that an affirmative action officer could be hired or a special office created to ensure that such incidents of discriminatory treatment were handled promptly and effectively. Others thought that student cohort groups were an effective way to support student success in the face of obvious or subtle bias. Laurie told students she believed faculty power should be used to protect and support students. Students she has advised and counseled over the years sought her help when they suspected discomfort and bias. One particular student of color approached her when another professor regularly made her feel uncomfortable by looking at her when class discussions turned to issues of a multicultural nature as if she was expected to be the voice of her people. She felt burdened and awkward when her classmates followed the professors lead by looking to her for such commentary. Laurie brought this issue to the professor's attention. He readily admitted doing it and agreed to stop. Students must be encouraged to tell someone in a position of authority when negative feelings and actual incidents occur that impact their academic performance and overall graduate education experience.

Participants were asked to grade the efforts the university's effort to recruit and retain students, faculty, and staff. SOEHHS was mentioned in high regard by one student. He felt it to be progressive in the sense that part of its mission and vision to educate students in social justice and was committed to making connections with underserved communities and school districts. Students shared their experiences with Hofstra recruiters and graduate programs as other universities. Decisions to attend Hofstra ranged from location, to having friends and family who completed programs here, to affordability, and quality. Grades given ranged from "A"s to "C"s. Faculty and staff tended to get higher marks than the general student body. Perhaps the reason for this disparity lies in the difference between a more mature professional group as opposed to a younger student body who has yet to learn the importance of civility and respect for group and cultural difference. I believe it is our job, and indeed our duty, to address the importance of cross cultural awareness and respect via our curricula, campus climate, and overall culture. This diversity initiative will continue as a priority agenda item for GAAC during the next academic year 2009-2010.

PLANNING & BUDGET COMMITTEE (P & B)

Chairperson Georgina Martorella

The Planning and Budget Committee (P&B) continued its work on two major agenda items this past year. The committee completed a study of the feasibility of requiring incoming students to have laptop computers and also continued its work on a report on the future directions and growth of the Joan and Donald E. Axinn Library. In addition, the committee organized the Annual Town Hall Meeting, a forum for students to voice their concerns and ask questions of President Rabinowitz and other administrators.

P&B was charged with studying the feasibility of requiring incoming freshmen students to have laptop computers and solicited input from the Computer Center, faculty, department chairs and deans. The committee also reviewed other relevant data including various studies and descriptions of the experiences of other institutions. After careful consideration, the Committee recommended that there be NO mandatory laptop requirement at this time. The final recommendation and rationale will be presented to the Senate Executive Committee Fall 2009.

Due to faculty concern regarding the sale of the West Campus Library building, P&B was also charged with reporting to the faculty on the future directions and growth of Axinn Library. The committee began work on this report Spring 2008 and continued this past academic year. In Spring 2007, Axinn Library undertook an extensive survey, LIQUAL+, that examined three main areas of Library Services; Library As Place (physical space), Library Services, and Information Control (library resources). To clarify and supplement information from LIBQUAL+, P&B also organized a series of focus groups consisting of faculty, department chairs, undergraduate students, and graduate students. Representatives of the Student Government Association also provided information and ideas regarding the Library to P&B. The committee has considered this information as well as other relevant data and will present it's final report to the Senate Executive Committee Fall 2009.

The Annual Town Hall Meeting, sponsored by P&B, the Student Academic Affairs Committee, and the Student Government Association, was held on March 18, 2009 . P&B worked closely with the student groups to increase student participation and attendance was good. Students raised several issues that were either addressed or directed to the appropriate offices for further consideration.

The committee continued to work to improve communications with its subcommittees; Environmental Priorities (EPC), the Library, and Academic Computing subcommittees. Subcommittee activities were reported to the Senate through P&B.

SUBCOMMITTEE ON THE LIBRARY

Chairperson Kaushik Sengupta

The Library Senate Subcommittee met three times during the Fall semester of the 2008-'09 academic year with the Planning and Budget Committee, and once as a separate meeting in the Spring semester of the 2008-'09 academic year. The three meetings in the Fall were held on: 09/17/08, 10/13/08 and 11/19/08. The single meeting in the Spring was held on 03/10/09. 04/17/08 and 05/09/08. The following is a summary of the main points discussed at the Spring meeting (since the first three meetings were held as part of the Planning and Budget Committee, the minutes for those meetings are to be found as part of the minutes of the Planning Budget Committee):

1. In the 03/10/09 meeting, a new Chair was elected for the committee. Prof. Miguel Angel Zapata was unanimously elected as the chair of the committee. Subsequent to the meeting it was found that Prof. Zapata had already served on the committee before and therefore is ineligible to serve again. In the light of this, a new chair for the committee needs to be elected for the 2009-2010 academic year when the committee reconvenes in the Fall, 2009 semester.

2. The cost of subscribing to some of the online research databases was extensively discussed by Dean Dan Rubey and others. They noted that the Emerald database, which is a popular database for many faculty, had suddenly increased the price by a significant amount. Based on this, the decision was taken that Hofstra should not subscribe to Emerald anymore. Faculty requiring access to journal articles on Emerald can use the InterLibrary Loan (ILL) system to get the articles. While this was discussed that this would be inconvenient to some extent because of the time lag between when the article was needed and when it is delivered, the increased cost was justified to go the route of using the ILL system for articles on the Emerald database.
3. In the 03/10/09 meeting, the committee also discussed ways by which the Library portal would be enhanced. Feedback from the focus groups and surveys showed that the portal could have features which would make it more accessible to users. The committee needs to continue the discussion on this in the upcoming academic year.

SUBCOMMITTEE ON ACADEMIC COMPUTING

Chairperson John Hardiman

The Academic Computing Committee met three times, on March 9, 2009, March 30, 2009, and April 20, 2009. At each meeting a minimum of ten faculty members and administrators attended. Minutes of these meetings show a complete list of attendees.

The first meeting, as indicated above was on March 9, 2009. The initial decision of the committee was to appoint John Hardiman of the IT/QM department as committee chair.

For all three meetings, input was solicited on the status of faculty grant applications. Nothing was forthcoming from any committee member; hence there was no discussion on this except to note that the absence of any input on this issue was not consistent with past Academic Computing Committee activities in this area.

At each of the three meetings, the subject of the requirement for the use of laptops at Hofstra was discussed. This topic, although of great interest to the Academic Computing Committee, has been handled by the Senate Executive Committee. There was no consensus of whether or not laptops should be required for all academic areas; indeed there was considerable difference of opinion on this. Resolution of this matter seems to be one which will not readily be resolved.

The issue of primary importance addressed by this committee dealt with Learning Management Systems recommendations. Extensive efforts have been conducted by Faculty Computer Services (FCS) regarding the change from Blackboard to Angel. For the major part of the three meetings, Mr. Robert Juckiewicz and Dr. Judith Tabron discussed the efforts currently underway with regard to possible change.

The committee extensively examined many aspects of the study conducted by FCS. These discussions dealt with the reason for a change, i.e. dissatisfaction with Blackboard vs. the advantages provided by Angel. Every member of this committee stated their concerns and

candidly expressed their views toward change and how it would be accepted by the faculty. Considerations were given to running the systems in parallel, (that is, keeping Blackboard up while Angel was being introduced). The necessity of faculty training was addressed as well as minute technical questions such as the ability to tag questions in Angel.

As a part of this, the flexibility of Angel vs. Blackboard was vigorously discussed, and it was the consensus of the committee that Blackboard was operating in an environment not consistent with readily accomplished flexibility and faculty needs. Furthermore the incorporation of some of the newer features which are provided by Angel are not economically feasible with Blackboard.

It is the unanimous recommendation of the committee that FCS should continue all efforts toward a move toward the adoption of Angel, and that this be in place early in 2010. Furthermore FCS shall provide tutorials and materials for faculty to ease the transition. The recommendation will be forwarded to the Provost early in June 2009.

A final concern of this committee was the timetable for getting this very important issue dealt with. It was our understanding that our responsibility was to present our recommendation to the Budget committee who subsequently send them to the Senate Executive Committee who in turn put it to the full faculty for vote. The timetable for this was impossible to achieve since the Senate exec meeting was May 4th and the last full faculty meeting of the year was May 1st.

This has been addressed by Dr. Berliner who has stated that comprehensive feedback from the University can be gained without going through the full Senate/Full Faculty process. This could be accomplished by having the Computer Center demonstrate Angel for the deans, the Senate Executive Committee (with the Speaker included) and the chairs (via the chairs' caucus) and the chair and available members of the Academic Computing Committee. This will, by copy of this report, will be sent to Dr. Berliner.

Our final meeting concluded the year's business with a promise of a meeting early in the Fall 2009 Semester.

ENVIRONMENTAL PRIORITIES COMMITTEE (EPC)

Chairperson Margaret Hunter

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

The following is our progress towards some of our goals.

1. This past summer students prepared a proposal for the University to hire a sustainability officer. The proposal was prepared by members of the Students for Greener Hofstra and EPC (Michael LaFemina, David J. Miller and Alex Moore). They researched and consulted faculty and staff over the summer to prepare the proposal. The need for such a position includes the desire for green practices at Universities by students (Princeton Review now has a green rating). Students interested in these policies tend to be motivated high quality students and a visible

presence will aid in recruitment. A need was also perceived as we considered the American College and University Presidents Climate Commitment. To sign the commitment requires a plan to become carbon neutral. To do this a great deal of time effort would be required to track and predict the carbon uses already on campus. This would require someone dedicated to the task without other commitments already. The new Environmental Sustainability Officer would establish in coordination with the Hofstra Community both administrative (infrastructure) and Academic initiatives. The students presented their proposal to the Senate and administration and it has been approved.

2. An event was organized on February 5th for the “National Teach-in Day on Climate Change”. Tony Del Genio, NASS/GISS, presented. Meena Bose and Stephen Lawrence had a panel discussion on Obama's cabinet picks related to energy and the environment.
3. The Law School held a Law and Energy conference in March.
4. Operations and Facilities. Joseph Barkwill discussed some the initiatives the University is undertaking this year including a 3% green power purchase. The difference in cost was made up by acquiring energy rebates. They are pursuing possible LEED certification on one or both of the new Medical School buildings.

We look forward to furthering the goals of this committee in the 2009-2010 academic year.

FACULTY AFFAIRS COMMITTEE (FAC)

Chairperson Richard Pioreck

The Faculty Affairs Committee met regularly this year, first completing its work on the Faculty Code of Conduct, FPS 99 which provides guidelines for faculty members’ obligations to students and colleagues. Next the Faculty Affairs Committee took up the Digital Measures Database in connection with the faculties’ annual reviews.

This year again the Faculty Affairs Committee reviewed the applications and made recommendations for the special and teaching leaves. The committee also reviewed and recommended positively on three applications for Emeritus status.

STUDENT AFFAIRS COMMITTEE (SAC)

Chairperson Michael LaFemina

The Student Affairs Committee focused its attention for AY 2008-2009 on the following items: (1) Sustainability Officer (2) Design your IT and (3) Off-campus behavior

Sustainability Officer

In August of 2008, the Students for A Greener Hofstra completed a research paper entitled “Towards the Future of Higher Education; Establishing an Officer of Environmental Sustainability at Hofstra University.” The paper called for the University to create a full time administrator who would oversee the University’s environmental stewardship initiatives, conduct energy and greenhouse gas emissions audits, and dialogue with

academic administrators in order to integrate the tenets of environmental sustainability into Hofstra's curricula.

The paper was given to the Student Affairs Committee at the beginning of the semester and supported by a unanimous vote within the committee. The Senate Executive Committee decided to put for action in the full senate a resolution supporting "in spirit" the paper, which went on to be unanimously supported in the senate. The Faculty Senate also voted to support "in spirit" the student-authored paper and in March, the President and the Board of Trustees announced that there would be a full time administrative position created to such ends and that Vice President Barkwill would be responsible for overseeing the hiring process.

Design Your IT

It came to the attention of the Student Affairs Committee that students were unhappy about talks of changing Hammer and Calkins labs. After an inquiry and conversations with both students and administrators, it was learned that the unhappiness was a result of confusion about the ideas and processes being discussed by IT and Vice President Juckiewicz agreed that it would be advantageous to design an informative presentation for students and faculty so that everyone can learn about the ideas for improving computing services. The Chair of the Student Affairs Committee recommended that IT market directly to student clubs and organizations and to put the presentation up as a webinar on the portal.

Off-Campus Behavior

The Student Affairs Committee was charged with responding to the questions outlined in Dr. Berliner's letter from December 8, 2008, "Students Residing Off-campus" and with making appropriate recommendations for going forward in these regards. After an investigation in which we assessed the current programs and policies at Hofstra, heard complaints from the community, listened to students who reside off campus, considered the policies and programs of other institutions, and evaluated the possibilities for Hofstra, we have come up with the following responses to Dr. Berliner's questions (italicized) and recommendations for Hofstra University.

1. When dealing with off campus behavior, is there a specific role for the University and what should that role be?

Yes, there is a specific role for the University. As one of our university's defined goals, Hofstra University 'strives to cultivate students' social and ethical responsibility,' and we believe this applies to the behavior of Hofstra students regardless of their physical location – whether they are on campus, off-campus, or across the world. The University's fundamental responsibility to its students is to properly educate them as learners and empower them as individuals, making them aware of both their rights and responsibilities as adults in a community. The Dean of Students Office, along with the Offices of Student Leadership and Activities and Commuting Student Affairs, has extended itself to reach out to students who live off campus in order to educate them about their rights and responsibilities, make them aware of how they can better get along with their neighbors, and remind them that they are responsible to the laws of the community in which they reside. We see this as one of the important roles for Hofstra as a neighbor to Hempstead and Uniondale, but not the only one.

Hofstra has an important within the Hempstead and Uniondale communities. In order to amplify the concerns of our neighbors and students so that they are attended to, we think Hofstra should use its influence to bring members of the community and the respective government agencies together to discuss and address issues that are of concern to the university and its neighbors. There should be an ongoing conversation amongst all parties in order to achieve these ends.

2. Is it to set expectations or should we also be involved in the adjudication and setting of consequences for such behavior?

There are federal, state, and local laws that set reasonable expectations and limitations on the behavior of any individual within the jurisdiction of those laws. As Hofstra's jurisdiction does not extend beyond its borders, we do not feel it necessary at this time to recommend using Hofstra Public Safety or Office of Community Standards to enforce laws and expectations outside of our campus.

However, we do recognize that Hofstra's neighbors and students have serious complaints about the safety of our surrounding communities. We do not diminish in any way the gravity of the circumstances and the effects these concerns have on the quality of life in the community.

After careful consideration, we think that the University should not be held responsible for setting consequences for behavior off-campus any more than we already do. We recognize there are complicated issues with extending our jurisdiction's reach and that by defining expectations for students' behavior, we are equally raising the expectations of our University to be responsible for adjudicating our students. At this time, this is not feasible and the unintended consequences could be severe for our students, neighbors, surrounding communities, and for Hofstra University.

3. Does the University's involvement with off-campus behavior of students have civil liberties consequences and how do we make sure not to infringe on the civil liberties of students who reside off-campus.

Hofstra's current involvement with the off-campus behavior of students does not infringe on the civil liberties of our students. Our current programs are rooted in education and engagement, and as such inform students of their civil liberties and responsibilities. If Hofstra ever were to establish a judicial capacity to adjudicate off-campus behavior any more than we already do, there could potentially be some civil liberties-related issues that would need to be evaluated by appropriate legal experts.

The Guide to Pride and the Faculty Policy Series (particularly #12) address the expectations of students and of the university with regards to behavior, adjudication and corrective action, and the protection of civil liberties and an individual's privacy.

4. In addition to possibly regulating the behavior of students in the community, should we also develop a code of conduct for other members of the community?

We think it is appropriate for the University to set reasonable expectations for the behavior of its community – the Hofstra community – members.

It is not Hofstra's responsibility – especially because we lack the authority to enforce – to articulate expectations or rules off our campus. There are already prescribed expectations and legal mechanisms – federal, state and local government agencies – in place to regulate and enforce laws and proper behavior of all individuals within communities surrounding Hofstra. The University's defined expectations do not exceed the expectations of local laws and therefore should not be extended off-campus with the responsibility of enforcing them.

5. And how are we defining community? Is it by proximity to the University or is it a wider universe?

The Hofstra University community is a global community made up of individuals who are connected to each other through their tenure at Hofstra, whether as a student or member of the faculty, staff, or administration. Therefore, regardless of physical location, any individual of the Hofstra community remains a member of that community.

In addition, the Hofstra community, as a member of the Hempstead and Uniondale communities, has a responsibility to these communities as it does to their members. The goal for this semester's dialogues regarding off-campus behavior has been to evaluate the best ways possible for Hofstra to be a responsible neighbor to the communities of which it is a part. With that, we offer the following recommendations:

Summary of Recommendations:

- Borrowing on past experience of effective direct community engagement, we recommend that Hofstra recognize its crucial role in the community to empower our students and neighbors by asserting their rights as residents and encouraging the responsible authorities to enforce the laws. To these ends, we strongly recommend that the university create a community coalition of students, local residents and community members, representatives of the Hofstra administration, and representatives from the proper authorities within the jurisdiction of the adjacent neighborhoods to promote dialogue about issues in the community. While Hofstra is not and can not be held responsible for the actions of its students, the actions of its students and actions taken against its students contribute to unrest with the community and Hofstra does have a responsibility to be a good neighbor and work to address these types of issues. Hofstra can, and should, use its unique role within the Hempstead and Uniondale communities to bring law enforcement, property inspectors, fire marshals, and any other authority responsible to uphold the laws and standards of our communities to the table with our neighbors and students in order to enforce the laws and promote social tranquility.
- The University should continue to develop and expand its off-campus educational programs that are currently directed by the Dean of Students and the Office of Commuting Student Affairs.
- In keeping with our current protocol, the Dean of Students Office should serve as the repository for complaints made about off-campus behavior and issues should be addressed as the office sees fit, in accordance with University procedure.

- The University should not extend its jurisdiction to enforce rules or laws off its campus any more than it already does. This will place a tremendous professional and legal burden on the University and while there are law enforcement agencies and representatives in place to enforce the rule of law off campus, the University should do everything in its power to make sure those laws are being enforced by the proper authorities.

SPECIAL COMMITTEE ON RECRUITMENT, ELECTIONS AND NOMINATIONS (SCREAN)

Chairperson, Laurie Lopatin

In 2008/2009 SCREAN was comprised of faculty members Laurie Lopatin (chair), William Nirode (SEC chair), Krishnan Pillaipakkamnatt, and Mira Bhargava. The committee also included Caroline Schreiner representing Hofstra staff and Liora Schmelkin as advisor.

SCREAN met once during the 2008/2009 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-two forms were returned. Nine appointments were made as well as thirteen reappointments affecting seven committees.

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

- HCLAS, Division of Social Sciences
 - In February, Jason Davidow was elected for a one-year, three month term
 - In April, Fatemah Moghadam was elected for a three-year term
- HCLAS, Division of Natural Sciences
 - William Nirode was re-elected for a three-year term
 - Habib Ammari was elected for a three-year term
- HCLAS, Division of Humanities
 - Alison Perry was elected for a three-year term
- School of Education, Health and Human Services
 - In February, Deborah Elkis-Abuhoff was elected for a two-year, three month term
 - In April, Jonathan Lightfoot was re-elected for a three-year term
- Zarb School of Business
 - Victor Lopez was elected for a three-year term
- School of Communication
 - Jamie Skerski was elected for a one-year term
- Faculty Officers
 - Greg Maney was elected as Speaker of the Faculty for a two-year term
 - Kathleen Scott was elected as Secretary to the Faculty for a two-year term

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 2008-2009 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. Reviewed Athletic Department drug testing policy regarding a student athlete's second positive test.
3. Implemented proposal that Athletic Department conduct personnel one-on-one exit interviews with senior student-athletes following competition, and was updated on those interviews by Athletic Department personnel.
4. Updated on Colonial Athletic Association change in athletic playoff schedule to reduce missed class time for Student-Athletes and reviewed policy for missed coursework by Student-Athletes.
5. Heard reports and reviewed Student-Athlete Advisory Committee's commitment to be involved in community service projects.
6. Received in-person update from Director of Student-Athlete Services on Academic Support, Personal and Career Development and Pride Club Competition Program.
7. Reviewed Athletic Department self-service report in preparation for NCAA Peer Review Team visit.
8. Heard update on marketing efforts to tighten relationship between the Dean of Student Office and the Athletic Department staff.
9. Reviewed ongoing Athletic Department facility project renovations and enhancements
10. Met with NCAA Peer Review Team and discussed Hofstra University APC policies and elicited suggestions from Review Team that will be implemented by Hofstra University APC
11. Started review of APC by-laws and possible changes.

SPECIAL COMMITTEE ON THE ACADEMIC CALENDAR

Chairperson Raymond Greenwell

The Academic Calendar Committee met once during the 2008/09 academic year. Several versions of the calendars for the 2011/12 academic year, prepared by Patricia Restivo from the Office of Academic Records, were reviewed. The calendar most favored by the committee starts the Fall 2011 semester after Labor Day, with only one Snow/study/reading day, and the Spring 2011 calendar on the last week of January. Summer Session III ends on August 24. The committee allowed for January session classes in 2012 to last for two or three weeks.

The calendars recommended by the committee were approved by the Senate. The Faculty approved the calendars with the request that the Spring 2012 calendar be amended to make Wednesday, April 4 a conversion day, making it a Friday. The committee will meet in the Fall semester of 2009 to verify that this change is acceptable.

SPECIAL COMMITTEE ON ENVIRONMENTAL SAFETY

Chairperson Maureen K. Krause

The Special Committee on Environmental Safety met twice during the 2008 / 2009 academic year to review and discuss the compliance of the Chemical Hygiene Plan (CHP), and subcommittees met once to work on specific issues. The committee still lacks representation from Engineering and schools other than HCLAS. The Chair's appointment is also up and there is no current candidate to fill this position yet for the '09/'10 academic year. This will be an action item for the '09/'10 academic year.

The committee made relatively minor revisions to the Chemical Hygiene Plan. These text changes clarify the responsibilities of the Environmental Health and Safety Manager (Greis) and Fire and/or Life Safety Officer (currently vacant), and CHO (Ryan), as appropriate. No substantial changes were made concerning hazardous waste handling, as the University is still waiting for the final details of a new contract and new SOP for hazardous waste disposal. The committee reviewed the new and voluntary EPA lab rules for hazardous waste in academic labs, as well as discussed the status of the new standard operating procedure (SOP) for hazardous waste. The new EPA rules will not affect HU at this time, and the new SOP should be completed over the summer according the Environmental Health and Safety Manager. The new hazardous waste SOP will require substantial revisions to the CHP and will be an action item for this committee in fall, 2009.

The committee reviewed departmental safety concerns. There were no major violations reported by the CHO. Fine Arts renovations were completed in May, 2009, and include a number of improvements related to environmental health and safety.

The committee agreed to issue a memo to the faculty at the start of the summer that reminds them of their safety-related issues and responsibilities, particularly those regarding visiting summer students working in labs and studios.

The committee moved forward on a set of recommendations to the University Administration regarding the organization and implementation of environmental safety on

campus. These recommendations were completed at the May meeting, were signed by the majority of the committee, and delivered to the administration (President, Provost, V.P. for University Planning and Administration) at the end of the semester. The three recommendations are to:

1. Establish a centralized Office of Environmental Safety to administer and coordinate academic and administrative safety issues that reports directly to the Senior Vice President for Planning and Administration.
2. Hire a full-time Chemical Hygiene Officer (CHO) who will work as a member of the Office of Environmental Safety and report to the director of the Office of Environmental Safety.
3. Purchase / Contract a commercial web-based training program to provide safety-related training for Administrative and Academic employees and students.

V

ACTIVITIES OF THE SENATE

2008 - 2009

MATTERS PENDING FROM THE 2007-2008 SENATE:

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), amended and approved by the Provost (July 18, 2008) and by the President as modified by the Provost (July 21, 2008). (Appendix D)

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 E)

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), by the Provost (August 7, 2008) and by the President (August 18, 2008). (Appendix F)

April 14, 2008 (Senate Agenda)

The Senate approved the Smoking Buffer Zone Proposal. This item was approved by the Full Faculty (May 2, 2008), amended and approved by the Provost (August 29, 2008) and by the President as modified by the Provost (September 4, 2008). (Appendix G)

2008 – 2009 SENATE ACTIVITIES

1. CHANGES TO THE FACULTY STATUTES AND FACULTY POLICY SERIES

September 15, 2008 (Senate Agenda)

The Senate approved the revisions to Faculty Policy Series #42 – Grade Appeals Policy. This item was amended and approved by the Full Faculty (October 27, 2008), by the Provost (January 23, 2009) and by the President (February 3, 2009). (Appendix H)

March 9, 2009 (Senate Agenda)

The Senate approved the revisions to Faculty Policy Series #99 – A Code of Professional Responsibility For Faculty. This item was approved by the Full Faculty (March 16, 2009), but has not yet been approved by the Provost or President. (Appendix I)

2. CHANGES TO THE HOFSTRA BULLETIN

March 9, 2009 (Senate Agenda)

The Senate approved the revisions to the definition of class standing by credit hours. This item was approved by the Full Faculty (March 16, 2009), but has not yet been approved by the Provost or President. (Appendix J)

March 9, 2009 (Senate Agenda)

The Senate approved the revisions to the Calculation of Latin Honors. This item was approved by the Full Faculty (March 16, 2009), but has not yet been approved by the Provost or President. (Appendix K)

April 13, 2009 (Senate Agenda)

The Senate approved the 2011-2012 Academic Calendar. This item was amended and approved by the Full Faculty (May 1, 2009), but has not yet been approved by the Provost or President. (Appendix L)

3. OTHER ACTIONS

October 13, 2008 (Senate Agenda)

The Senate approved the endorsement of the principles outlined in the Sustainability Proposal. This item was approved by the Full Faculty (October 27, 2008), by the Provost (January 23, 2009) and by the President (February 3, 2009). (Appendix M)

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. Close to four hundred cases were reviewed. Statistical data reflecting dismissals and reinstatements for the June 2008 to May 2009 period is given below.

		<i>Totals</i>
<i>Dropped for Poor Scholarship</i>		
Automatic Drop (end of Spring semester) (includes New College and SUS)	165	165
ARC Drops		57
End of Fall semester	26	
End of Spring semester	31	
Total Drops		222
<i>Reinstated/Readmitted</i>		
Total Reinstated by ARC		99
End of Fall semester	3	
End of Spring semester	96	
Total Readmitted - all meetings		19
Total Reinstated/Readmitted		118
Athletic Activity (Non-Academic) Grants Reinstated	0	
Net Dropped		104

APPENDIX C

Focus Group Session 5/6/09 Dean's Conference Room 238
Time: 5pm to 6pm
Facilitator: Jonathan Lightfoot
Recorder: Laurie Johnson

Students:

1. Frank Roca
2. Temica Francis
3. Tina Wynder
4. Randall Phyll
5. Bilal Polson
6. Aiko Miyatake
7. Tyra Smith

Questions:

1. In terms of diversity, how do you see Hofstra's campus?
2. How did this diversity (or lack of) affect your decision to choose Hofstra to do your graduate work?
3. How do you perceive Hofstra in providing opportunities to learn about diversity related issues?
4. What impact do you believe Hofstra's diversity profile has on your preparation for a professional career?
5. How supportive is Hofstra of people from different ethnic/cultural/language backgrounds?
6. Have you witnessed any racial, gender, sexual orientation or other discriminatory behavior on campus within the last year?
7. Have you experienced any racial, gender, sexual orientation or other discriminatory behavior on campus within the last year?
8. How would you assess/grade Hofstra's effort to recruit and retain students, faculty and staff from diverse backgrounds?
9. Do you have any thoughts/ideas/recommendations to offer us as next steps toward better addressing diversity issues at Hofstra?

Thanks for attending. We would like to keep in touch with you as you complete your graduate studies. Feel free to contact us via telephone, email or in-person to further respond to these questions or to share other related concerns.

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.

This list, while comprehensive, does not purport to identify all the University's policies regarding the rights and responsibilities of our students, faculty, staff and administration but that all such policies are available on our website.

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...](http://www.hofstra.edu) (CT&SE will develop a webpage with these materials.)

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 F

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

APPENDIX G

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 will be issued a summons by Public Safety and be subject to a \$25 fine for the first offense and \$50 for every subsequent offense. An individual wishing to appeal his or her fine can do so through the appropriate channels: the Dean of Students' Office for students; the Provost's Office for faculty; and Human Resources for other members of the Hofstra community.



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

**COURSE GRADE APPEAL POLICY
(Excluding the Law School and Medical School)**

It is the right and responsibility of the faculty to determine student grades at Hofstra University. An instructor's right to determine a final grade assigned in his or her class shall be abrogated only if it is demonstrated (through the procedure below) that the final course grade was not based on the student's academic performance in the course.

Each School and College at Hofstra shall adopt procedures consistent with the policy for appeals of final course grades given within that unit. Within these procedures a student shall appeal in writing first to the instructor (unless the instructor is no longer in residence or is otherwise unreachable). If this appeal does not resolve the issue, the student may then appeal to the Chair of the Department. The student shall be required to submit a written statement to the Chair detailing an argument for a change of final grade. The chair shall attempt to mediate a resolution, but can not change a grade. If no satisfactory resolution is achieved, the student has a right to continue the appeal process by making a formal written appeal to the Dean of the unit involved. The Dean may choose to mediate, or to immediately empanel an Ad Hoc Appeals Committee.

The Ad Hoc Appeals Committee shall be composed of three to five tenured faculty. The student must submit a written statement to the committee detailing an argument for a change of grade. The committee shall have the authority to investigate the matter fully and request material from the student and the instructor. The committee, however, proceeds from the presumption that the course grade was justified; the burden of proof shall lie with the student. If the committee members find that the grade was not based on academic performance, they may determine a new grade and submit a change of grade through the Dean's office.

Both a faculty member and a student have the right to request a review by the Provost of the decision by the Ad Hoc Appeals Committee. In such instances, the Provost shall begin with the presumption that the Ad Hoc Appeals Committee's determination is correct. The Provost determines if the proper procedure was followed. If he or she determines that there is cause for reconsideration, the Provost shall reconvene the Ad Hoc Appeals Committee for further consideration of the matter. In all cases the Ad Hoc Appeals Committee's decision shall be forwarded to the student who made the appeal, the instructor involved, and the Dean and Provost.

To ensure a fair and expeditious processing of appeals, the following deadlines should guide the entire appeals process.

- Students must contact their instructor with a formal appeal in writing about their final grade no later than three (3) weeks into the subsequent fall or spring semester following the issuance of the grade.
- The instructor must then reply in writing within two (2) weeks.
- If the student wishes to appeal to the Chair, he or she must submit a formal appeal within two (2) weeks of receiving the instructor's reply. If the student does not get a response from the instructor within two (2) weeks, the student may proceed directly to the Chair, also within a two (2) week period.
- The Chair will have two (2) weeks to mediate a resolution.
- If the student wishes to appeal further, he or she must submit an appeal in writing to the Dean within two (2) weeks of hearing from the Chair.
- The Dean shall have three (3) weeks to empanel an Ad Hoc Appeals Committee and investigate the appeal.
- By the end of the semester in which the appeal process began, the Ad Hoc Appeals Committee should notify the student, instructor, Chair, Dean, and Provost of its decision.
- The student and instructor then have two (2) weeks to ask for a review by the Provost.

This timetable should be uniform across all units of the University, (other than the Law School and the Medical School). All deadlines should hold except for unforeseeable circumstances or emergencies. If such circumstances arise, the Dean or Provost may adjust dates accordingly.

APPENDIX I

Faculty Policy Series #99

A Code of Professional Responsibility For Faculty¹

The standards set forth in the following paragraphs are the professional standards to which every faculty member is expected to subscribe.

I. General Responsibilities of the Faculty Member

A. Faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it.

B. Faculty members have the responsibility of constantly expanding their understanding of their field by keeping abreast of developments in that field and in closely allied fields through a critical, independent and thorough inquiry.

C. Faculty members shall participate in activities of professional societies relevant to their fields, including not only those having to do with subject matter, but also those concerning matters of general interest to all faculty.

II. Responsibilities of the Faculty Member to the Student

A. Faculty members have the responsibility of providing students with rigorous and challenging instruction, using pedagogy that is appropriate both to the subject matter and to the level of knowledge of the student; it is the faculty member's obligation to remain current in relevant pedagogical developments.

B. Faculty members shall meet all classes and keep all announced office hours promptly and regularly. They shall not take on extra teaching or research assignments or outside work that might interfere with the performance of their teaching responsibilities at Hofstra.

¹ Adopted from the "Code of Ethics" adopted by the AAUP Chapter at the University of Michigan, which appeared in the AAUP Bulletin XXIII (1937) pp145-148, and as a further revision of a statement originally adopted in 1966, which was approved by the Association's Committee on Professional Ethics, adopted by the Association's Council in June 1987, and endorsed by the Seventy-third Annual Meeting.

- C. Faculty members shall strive to make prompt, just and unprejudiced appraisals of student work in terms of the prevailing grading system. They owe students the right to have their work and their grades reviewed, and, in cases of serious grievances, the right of responsible appeal.
- D. Faculty members shall not take advantage of their special position by discouraging student expression of opinion that conflicts with their own, or by threatening – whether openly or by implication – to penalize students who reject their favored concepts, causes or activities. In the spirit of critical inquiry that is central to a liberal education, faculty have the right to challenge students by requiring them to be exposed to views and appropriate materials with which they may be uncomfortable.
- E. Faculty members shall secure permission and give credit for the use of original student contributions in their lectures and publications. At the same time, they shall not compel their students to choose research subjects that supplement or assist their own research projects.
- F. Faculty members shall encourage responsible behavior among their students and shall follow the pertinent administrative regulations in dealing with instances of student dishonesty or misconduct.
- G. Faculty members shall treat the ideas, needs, weaknesses and failures of every student in a confidential manner, revealing them to others only to the extent mandated by the professional relationship between faculty and student. Faculty members should not discuss confidential student information, including information about student performance, with other students.
- H. Faculty members shall be aware of University services offered to students with financial, emotional, and academic problems and shall direct students to such services as needed, and may, additionally or alternatively contact the appropriate University office.
- I. Faculty members shall be well informed about the academic requirements of Hofstra University so that they can advise responsibly.
- J. No faculty member shall put pressure on students to purchase the services of a particular outside agency, such as a tutoring service.

III. Responsibilities of Faculty Members to their Colleagues

- A. Faculty members shall give their colleagues active cooperation and encouragement in their individual development as members of the profession.

B. Faculty members shall avoid disparaging their colleagues. They owe their colleagues and the profession reasonable tact, both as to content and place, in the utterance of criticism. They shall not enhance their own standing by using unfair practices or methods with regard to their colleagues. Notwithstanding the above, faculty members owe the institution a duty of candor and shall not restrain themselves from giving an honest and thoughtful appraisal of a colleague nor from their duty to submit to appropriate authorities any substantial evidence they may possess concerning the unfitness of a colleague.

C. Faculty members shall acknowledge any contributions of colleagues that they use in their professional presentations.

D. Faculty members shall not attempt to compel other faculty to use any written or electronic material they have produced.

IV. Responsibilities of Faculty Members to their Institution

A. Faculty members shall be governed by the principles and procedures of this institution. If they believe that a change in any such principle or procedure is advisable, they shall work for a change through appropriate channels.

B. Faculty members shall perform a reasonable amount of the service/work in support of their department and of the institution.

C. Faculty members shall maintain as privileged those departmental or University matters not appropriate for open discussion.

APPENDIX J

Class Standing

Change in bulletin (p52)from:

An undergraduate student credited with 24 semester hours will be ranked as a sophomore; with 58 semester hours, a junior; and 88 semester hours, a senior.

To

An undergraduate student credited with 30 semester hours will be ranked as a sophomore; with 60 semester hours, a junior; and 90 semester hours, a senior.

APPENDIX K

Baccalaureate Degrees With Distinction

Change in bulletin (p48) from:

Averages for the levels of distinction are:

- * summa cum laude: 3.90
- * magna cum laude: 3.80
- * cum laude: 3.60

To

Minimum Grade Point Averages for the levels of distinction are:

- * summa cum laude: 3.85
- * magna cum laude: 3.75
- * cum laude: 3.60

**PROPOSED 2011 - 2012
ACADEMIC CALENDAR**

APPENDIX L

FALL SEMESTER 2011

September 6	Tuesday	All classes begin; Convocation from 11:20-12:35 Classes during this time meet for 10 minutes TODAY only
September 27	Tuesday	Conversion Day - ALL classes follow a Thursday schedule
September 28	Wednesday	Conversion Day - ALL classes follow a Friday schedule; No p.m. classes
September 29 -30	Thursday & Friday	Classes not in session
October 7	Friday	No p.m. classes
October 8	Saturday	Classes not in session
November 24 - 25	Thursday & Friday	Thanksgiving Recess No classes
December 12	Monday	Snow/study/reading day for Under- graduate classes only . Graduate classes meet
December 13 - 19	Tuesday – Monday	Final exams for ALL classes
December 19	Monday	Classes end
December 20	Tuesday	Commencement (subject to change)

JANUARY SESSION 2012

January 2	Monday	New Year's Holiday observed
January 3	Tuesday	Classes begin
January 16	Monday	Martin Luther King, Jr. Day observed NO classes
January 17	Tuesday	Classes end for 2 week session
January 24	Tuesday	Classes end for 3 week session
January 25	Wednesday	Snow/study/reading for Undergraduate classes only if needed.

SPRING SEMESTER 2012

January 26	Thursday	ALL classes begin
February 20 -21	Monday & Tuesday	President's Day, Spring Break Classes not in session
April 4	Wednesday	Conversion Day, ALL classes follow a Friday schedule
April 6 -14	Friday - Saturday	Spring Recess Classes not in session
May 10 - 11	Thursday & Friday	Snow/study/reading days for Undergraduate classes only. Graduate classes meet
May 12 - 18	Saturday - Friday	Final exams for ALL classes
May 18	Friday	Classes end
May 20	Sunday	Commencement

SUMMER SESSION I - 2012

May 23	Wednesday	Classes begin
May 28	Monday	Memorial Day Holiday – NO classes
June 26	Tuesday	Classes end

SUMMER SESSION II – 2012

June 28	Thursday	Classes begin
July 4	Wednesday	July 4 th Holiday – NO classes
August 1	Wednesday	Classes end

SUMMER SESSION III – 2012

August 6	Monday	Classes begin
August 24	Friday	Classes end

Highlights

Fall 2011

1. Classes begin on Tuesday, September 6. Convocation to be held 11:20 – 12:35. Classes during this time period must meet for 10 minutes **TODAY** only.
2. Conversion Day, Tuesday, September 27, **ALL** classes follow a Thursday schedule.
3. Conversion Day, Wednesday, September 28, **ALL** classes follow a Friday schedule.
4. No p.m. classes on Wednesday, September 28.
5. No classes on Thursday, September 29 or Friday, September 30.
6. No p.m. classes on Friday, October 7.
7. No classes on Saturday, October 8.
8. No classes Thursday, November 24 and Friday, November 25, Thanksgiving Holiday.
9. Snow/study/reading day Monday, December 12 is scheduled for Undergraduate classes only. **Graduate classes meet.**
10. All finals begin on Tuesday, December 13 and end on Monday, December 19.
11. Semester ends on Monday, December 19.
12. Commencement: Tuesday, December 20 (subject to change).

January 2012

1. Classes begin on Tuesday, January 3.
2. No classes on Monday, January 16, Martin Luther King, Jr. Day.
3. Semester ends for 2 week session on Tuesday, January 17.
4. Semester ends for 3 week session on Tuesday, January 24.
5. Snow/Study/Reading Day for Wednesday, January 25, for Undergraduate classes only if needed.

Highlights

Spring 2012

1. Classes begin on Thursday, January 26.
2. No classes on Monday, February 20 and Tuesday, February 21, Spring Break.
3. Conversion Day, Wednesday, April 4th, ALL classes follow a Friday schedule.
4. No classes on Friday, April 6 through April 14, Saturday, Spring Recess
5. Snow/study/reading days are scheduled for Thursday, May 10 & Friday, May 11. These are for Undergraduate classes only. **Graduate classes meet.**
6. **ALL** finals begin on Saturday, May 12, and end on Friday, May 18.
7. Semester ends, Friday, May 18.
8. Commencement: Sunday, May 20.

Summer Session I, II and III 2012

1. **SS I** classes begin on Wednesday, May 23. No classes on Monday, May 28, Memorial Day Holiday. Classes end on Tuesday, June 26 .
2. **SS II** classes begin on Thursday, June 28 . No classes, Wednesday, July 4th. Classes end on Wednesday, August 1.
3. **SS III** classes begin Monday, August 6. Classes end on Friday, August 24.

FALL 2011
LAB prefer 1 SNOW Comm Tues

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes
28-Aug	29	30	31	1-Sep	2	3	Final Enrollment Services Days - TBA
4	No classes 5	Classes begin 6 Convocation	7	8	9	10	Classes begin Tuesday, September 6; Convocation 11:20 - 12:35 Classes will meet for 10 minutes during this time period TODAY only
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	Conversion Day 27 →	No pm classes 28; Conversion Day →	No Classes 29	No Classes 30	1-Oct	Conversion Day, Tuesday, September 27. ALL classes follow Thursday schedule. Convocation Day - Wednesday, Sept 28. ALL classes follow Friday schedule. NO pm classes. NO classes Sept 29 & Sep 30, Thursday & Friday
2	3	4	5	6	No pm classes 7	No classes 8	No pm classes Friday, Oct 7, NO classes Saturday, October 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	23	24	25	26	Thanksgiving Holiday - Nov 24-25, Thursday & Friday
27	28	29	30	1-Dec	2	3	
4	5	6	7	8	9	10	
11	Snow/Study/Reading 12	FINALS 13	FINALS 14	FINALS 15	FINALS 16	FINALS 17	Snow/Study/Reading Days, December 12, Monday; FINALS Tuesday, December 13 - Monday December 19
18	FINALS 19	Commencement 20 (subject to change)	21	22	23	24	Commencement, Tuesday, December 20 (subject to change)
25	26	27	28	29	30	31	

13 UG 15 GR 13 UG 14 GR 13 UG 14 GR * 13 UG * 14 GR * 13 UG * 14 GR 13 UG 14 GR
12 UG 11:20-12:35 only

COMPLIANCE INFORMATION:

(*Includes Conversion Day)

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

MWF @ 55 minutes require a minimum of 39 meetings (2,145 minutes) + 120 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 2011 MEETINGS:

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

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

(11:20-12:35 time slot: 25 meeting @ 85 minutes + 10 minutes first day of classes + 120 final = 2,255 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 15, Tuesdays 14, Wednesdays 14, Thursdays 14, Fridays 14
Saturdays 14

ALL classes begin September 6, Tuesday, Convocation from 11:20 - 12:35, Classes will meet for 10 minutes during this period TODAY on

Conversion Day, Tuesday, September 27, ALL classes follow a Thursday schedule

Conversion Day, Wednesday, September 28, ALL classes follow Friday schedule, No pm classes

No classes September 29 - September 30, Thursday & Friday

No pm classes, October 7, Friday

No classes, October 8, Saturday

Thanksgiving Holiday, November 24 - November 25, Thursday & Friday

Snow/Study/Reading days December 12, Monday, for Undergraduate classes only, Graduate classes meet as scheduled

FINALS, December 13, Tuesday to December 19, Monday

Commencement, Tuesday, December 20 (subject to change)

Classes end SSIII August 26, 2011

**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
1	2	Classes begin 3	4	5	6	7	NEW YEAR'S Observed 1/2; Classes begin Tuesday, January 3
8	9	10	11	12	13	14	
15	16	2 week session 17 classes end	18	19	20	21	MLK, Jr Day Observed, Monday, January 16; Classes end for 2 week session Tuesday, January 17
22	23	3 week session 24 classes end	snow/study/reading 25	26	27	28	Classes end for 3 week session Tuesday, January 24; Snow/Study/Reading day Wednesday, January 25
29	30	31	1-Feb	2	3	4	

COMPLIANCE INFORMATION:

Monday - Fridays required

Spring 2012
Early Start

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

13 UG & 14 GR 13 UG & 14 GR 13 UG & 14 GR 14 UG & 16GR *14 UG & *16 GR 14 UG & 14 GR

COMPLIANCE INFORMATION:

(*Includes conversion day)

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

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

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

Saturday UG classes require a minimum of 14 meetings.

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

OF SPRING 2012 MEETINGS:

Undergraduate - MWF 40 meetings @ 55 minutes + 120 minutes final = 2,320 minutes

MW 26 meetings @ 85 minutes + 120 minutes final = 2,330 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 14

NOTES:

All classes begin Thursday, January 26

Monday & Tuesday February 20 -February 21 Spring Break - No classes

Conversion Day, Wednesday, April 4; ALL classes follow Friday schedule

Spring Recess, Friday, April 6 to Saturday, April 14

Snow/Study/Reading Days May 10 -Thursday to May 12, Saturday are for UG classes only. **Grad classes meet**

Finals, Saturday, May 12 - Friday, May 18

Commencement, Sunday, May 20

Good Friday is April 6. Passover starts evening of April 7. Easter Sunday is April 8.

Summer 2012

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



**Towards the Future of Sustainability in Higher Education:
*Establishing an Officer of Environmental
Sustainability at Hofstra University***

Michael LaFemina, David J. Miller, Alex Moore
Students for a Greener Hofstra

Hofstra University, Hempstead, NY 11549
August, 2008

***"Nobody made a greater mistake than he who did
nothing because he could only do a little."
- Edmund Burke***

Please consider the environment when printing this document; we ask
that you select double-sided printing and use paper of the highest
recycled content available.

The ultimate goal of this paper is to make the case for increased environmental-consciousness at Hofstra University by calling attention to the efforts of other universities in these regards. We recommend that Hofstra should, in order to fulfill its mission and compete with its peers, establish an Environmental Sustainability Officer who will collaborate with existing faculty and administrators in order to integrate environmental sustainability into the tenets of Hofstra's philosophy and practice.

Consequences of severe environmental degradation – pollution, global climate change, and depletion of natural resources – make environmental sustainability an issue that affects every living being on the planet. Sustainability is commonly defined in the arena of politics as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs."¹ It is about understanding how our behavior today affects our existence in the future, with the expectation of taking the necessary precautions to secure the preservation of future generations. However, in the world of higher education, we must hold ourselves to an even higher standard.

In academia, we must collectively understand sustainability as it pertains to every area of research and study and should strive to integrate the tenets of sustainability into our ethos as an institution and as a collection of individuals; therefore, we must assess every conceived action through this lens, ensure that the health and needs of future generations are not put into jeopardy, and pledge that we are doing our best to educate – empower – our entire community towards the understanding of a sustainable lifestyle.

We, Students for a Greener Hofstra, propose that Hofstra University explicitly and expeditiously adopts a philosophy of environmental sustainability and incorporates it into university procedure. This paper offers suggestions and recommendations as to ways in which Hofstra can increase its profile as one of the many universities around the world focusing on environmental sustainability and join the ranks of some of the most prestigious universities in the country already working towards a healthier and more livable future.

Contents:

WHY	4
<i>Why does Hofstra need to focus on sustainability?</i>	
HOW	
<i>Sustainability in Higher Education</i>	5
<i>Profile of a Sustainability Officer</i>	6
<i>Sustainability Officer at Hofstra</i>	8
Conclusions	9
Summary of Recommendations	10
Acknowledgements	11
References	12

Appendix:

A) The New York Times

 "Green, Greener, Greenest"

<http://www.nytimes.com/2008/07/27/education/edlife/27green.html>

B) Environmentally Sustainable Buildings and Renovation

WHY

There is no way to divorce environmental sustainability from social justice in the United States and abroad as the conservation and fair distribution of natural resources is in the interest of every inhabitant in every country. We have a responsibility, as critical thinkers and leaders, to be proper stewards of our environment. Ignorance to the destruction of our livable planet is no longer acceptable and attempting to distract ourselves from these realities will prove futile. We have the opportunity to act before it's too late: let's take it.

It is in Hofstra's mission:

- Hofstra University strives to cultivate students' social and ethical responsibility, aesthetic sensibility, creativity, and emotional and physical well-being.

- Hofstra University offers educational, co-curricular and cultural programs and activities that foster an awareness of local, national and global issues, encouraging students to be active citizens and contributors to their local, national and global communities.

Universities around the world are rising to the challenges of environmental sustainability and this debate has been called the civil rights movement of the 21st century. Just as Hofstra supported Dr. King and Henry Wachtel in the latter part of the 20th century, we have an important role to play in the social justice that will be brought about by environmental sustainability.

- Hofstra University recognizes its important role in our local community and in participating in a broader national and international dialogue. We offer programs and seek opportunities that mutually benefit the Hofstra community and those beyond our campus.

We, as academics, scholars, and thinkers who value science and reason would be hypocritical to ignore the advice of the scientific community that environmental problems are real and demand our attention. There is an opportunity here and now to be leaders in the movement towards environmental sustainability and justice: let's seize it.

HOW

First, we have to come to terms with sustainability as a philosophy. We must embrace it and integrate it into our academic and ethical mission.

Then, and only then, can we go forward in taking action.

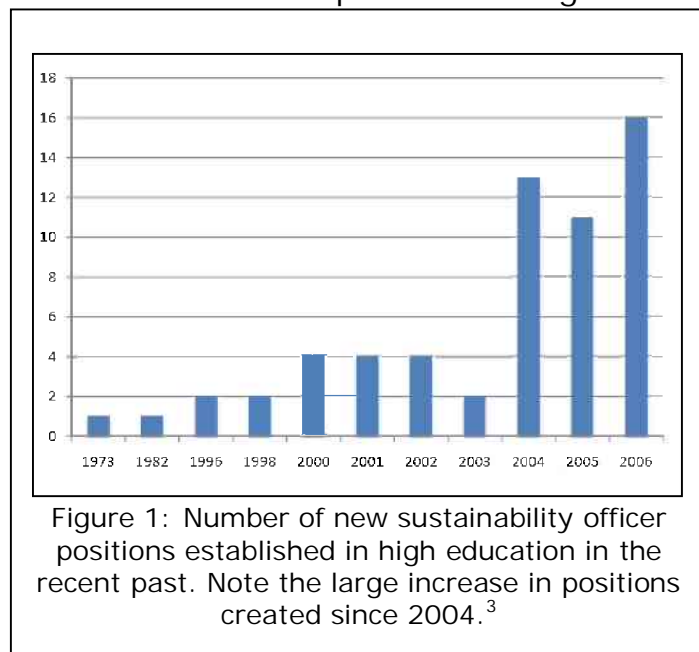
Environmental sustainability will require reviewing the university's current administrative, operational, developmental, and academic practices. As such, we recommend that after the university adopts sustainability into its philosophical mission, the first step towards implementing this practice should be to establish the position of and ultimately hire a sustainability officer.

As shown in Figure 1, there is a growing impetus for creating sustainability officer or environmental coordinator positions in higher education in recent years.

Thus, as in all new ventures, Hofstra University must compete with its near and aspirational peer institutions. In August 2007, George Mason University, a member of the Colonial Academic Alliance, hired Lenna Storm as George Mason's first Sustainability Coordinator.²

Other peer universities with a focus on environmental sustainability:

- The George Washington University
 - o <http://sustainability.gwu.edu/>
- Boston University
 - o <http://www.bu.edu/green/>
- New York University
 - o <http://www.nyu.edu/sustainability/>



Profile of an Environmental Sustainability Officer

Environmental Sustainability Officers can perform a wide variety of tasks and benefit their university in many ways.³ The initiatives spear-headed by such an officer are cost-effective for the university and significantly enhance students' educational experiences. Environmental initiatives also contribute to the health and standard of living of the university community as well as the surrounding local community.⁵

The primary roles of such a sustainability officer at Hofstra would include:⁴

- Developing, coordinating, overseeing and/or implementing environmental initiatives and partnerships within the University community and as appropriate, with governmental and private entities;
- Assisting Office of the Provost, faculty, staff, and students with research and the development of new initiatives and academic courses dealing with sustainability and environmental issues;
- Teaching courses in sustainability studies and/or related field;
- Providing knowledge and insight prior to and during any new construction or renovation projects and ensure accountability for the environmental implications of the university's decisions;
- Performing environmental impact audits and inspections of university facilities;
- Providing administrative and technical support for the University Senate's Environmental Priorities Committee and student environmental groups;
- Increasing Hofstra's profile as a leader in environmental sustainability.

Secondary roles may include:

- Facilitating contacts within the university community for the purpose of exchanging information regarding environmental issues;
- Supporting public relations regarding environmental initiatives;
- Coordinating meeting dates, times, locations and minutes to discuss environmental initiatives with faculty, staff, and students;
- Overseeing the work of 'green-collar' student jobs such as composting, site-sorting of recyclables, and bird sanctuary clean up.

*"Campus environmental programs need the experience of the staff, the critical thinking of the faculty, and the enthusiasm and idealism of students to be successful. The structure of a university makes it hard for people from these parallel worlds to work together. An environmental coordinator gets people working together."*⁵

*Elizabeth Davey
Environmental Coordinator
Tulane University*

Projects and initiatives at Hofstra would focus on issues ranging from energy efficiency and management to recycling and waste reduction, building construction, environmentally-conscious purchasing, transportation and environmentally-sustainable dining.

Bridging the realms of faculty, staff, administration, and students is one of the fundamental goals of any sustainability officer. Thus, as technical consultants and liaisons, sustainability officers must be able to build beneficial alliances within the university community and successfully bring together groups that rarely – if ever – collaborate with one another.⁵

Attempting to initiate environmental change by tacking the responsibility on to the existing duties of faculty and staff is rarely successful.⁵

We propose that Hofstra University establish a full-time paid *Sustainability Officer* position with both academic and operational purview.⁴ The credentials for the position should include an advanced degree, preferably a Ph.D., in a field of engineering or closely related field of natural science. The candidate should have completed environmentally related advanced research, with a minimum of five years of experience in environmental sustainability or a closely related field. The engineering degree and research experience will provide the individual with the knowledge and skills necessary to understand both the technical science behind environmental issues as well as the societal and economic issues surrounding environmental change. The sustainability officer must also exhibit the ability to build coalitions through diplomacy and communicate effectively with a diverse student, faculty, and staff population.^{5,6}

The funding for this position could come from several sources, most notably the general fund of the university, external grants, alumni or private donations, and monetary savings from sustainability initiatives.³

Regardless, secured funding from the university endowment ensures that a sustainability officer is able to focus on initiatives instead of fundraising.^{4,5}

In general, sustainability officers report to various university positions. Joint reporting serves to bridge the gap between the academic and operational sectors of the campus and to enable the officer to be effective in both spheres. A sustainability officer should have the skill-set to understand and assess issues relating to sustainability as well as the clout to affect decisions about university development.

Thus, for Hofstra, we propose that the sustainability officer report to the Senior Vice President for Planning and Administration and the Provost and Senior Vice President for Academic Affairs.

*"I see this [environmental sustainability] as a challenge that all of us share because first and foremost we are citizens of the world and have a responsibility of doing what we can to keep this world of ours healthy ... Universities must be leaders in this effort because communities often look to their colleges and universities for guidance on innovative concepts and as a resource."*²

*Lenna Storm
Sustainability Coordinator
George Mason University*

Conclusions

Sustainability officers present university administration with barometers to evaluate the successes of the programs and projects they manage. Economic savings through energy efficiency, conservation, federal and external funding, will provide quantifiable data for position evaluation. In addition, and more importantly, the impacts on educational opportunities for students, environmental awareness of the campus community, and Hofstra's international reputation are less tangible yet invaluable benefits of sustainability initiatives supervised by university sustainability officers.

Universities around the country are already being proactive and forward-thinking by using their reputation as institutions committed to environmental sustainability as a mechanism to attract some of the nation's brightest and hardest working students.⁵ As today's youth become increasingly aware of environmental problems, sustainability has and will continue to become a significant recruiting tool.

Concerns for human and environmental health, social justice, academic opportunity, and the drive to compete with some of the best and most respected private universities in the country make adopting the tenets of environmental sustainability absolutely essential to the future success of Hofstra University.

"Among 10,300 college applicants and parents of applicants surveyed by The Princeton Review [in 2008] for its annual "College Hopes & Worries Survey," 63% of respondents overall said they would value having information about a college's commitment to the environment. Among that cohort, 23% overall said such information would "strongly" or "very much" impact their/their child's decision to apply to or attend the school, with a higher percentage of students (24%) than parents (18%) expressing this opinion."⁸

Summary of Recommendations:

- Acknowledge the importance of environmental sustainability
 - o Public announcement or press release
- Develop administrative position for Sustainability Officer
 - o Candidate should have advanced degree in engineering or natural science with at least five years of experience in environmental sustainability or a closely related field. This position should initially be housed in the Office of the President and report to both the Senior Vice President for Planning and Administration and the Provost and Senior Vice President for Academic Affairs.
- Commission Task Forces
 - o Office of the President: focus on sustainability as it pertains to higher education in the United States, future development and re-development of the university's infrastructure, transportation, dining services, etc.
 - o Office of the Provost: review academic curricula and offer suggestions about how to integrate sustainability into every Hofstra education.
- Proposed goals
 - o Updated language of Hofstra's Mission and Goals
 - o Energy and natural resource conservation
 - o Renewable energy
 - o "Green" construction – see Appendix B
 - o Office of Sustainability
 - o Sign University Presidents Climate Commitment
 - o Using sustainability profile as part of recruitment

Acknowledgements

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7. HR 4137- College Opportunity and Affordability Act of 2008
<http://www.govtrack.us/congress/bill.xpd?tab=summary&bill=h110-4137>
<http://www.govtrack.us/congress/bill.xpd?tab=summary&bill=h110-4137>
Funds sustainability practices, including in the areas of energy management, greenhouse gas emissions reductions, green building, waste management, purchasing, transportation, and toxics management; and other aspects of sustainability that integrate campus operations with multidisciplinary educational programs and can apply to the private and government sectors.
8. Princeton Review
"Green Ratings" for Colleges and Universities
<http://www.princetonreview.com/green/press-release.aspx?uidbadge=>
534 Colleges were reviewed and ranked based on Environmental Practices, Policies and Course Offerings.

Appendix A

The New York Times

July 27, 2008

The Campus

Green, Greener, Greenest

By KATE ZERNIKE

HIGHER education can't resist a ranking: best college, best cafeteria, biggest endowment, biggest party school. It says something about what's important on campus, then, that when the Princeton Review releases its annual guide to colleges this week, it will include a new metric: a "green rating," giving points for things like "environmentally preferable food," power from renewable sources and energy-efficient buildings.

Green is good for the planet, but also for a college's public image. In a Princeton Review survey this year of 10,300 college applicants, 63 percent said that a college's commitment to the environment could affect their decision to go there.

And where there are application decisions to be made, there are rankings. The Association for the Advancement of Sustainability in Higher Education, with more than 660 members, is developing a rating for environmental friendliness; at least six other organizations rated campus greenness last year, according to the group. There are lists from Forbes, Grist and Sierra magazines, and an annual report card from the Sustainable Endowments Institute, a research organization that assesses the greenness of an institution's investment portfolio. And the Princeton Review will give its top marks to — ta-da! — Arizona State, Bates, Binghamton University, the College of the Atlantic, Harvard, Emory, Georgia Institute of Technology, Yale and the Universities of New Hampshire, Oregon and Washington.

Campuses across the country are racing to be the greenest of them all. They are setting dates in the not too distant future for achieving carbon neutrality (the College of the Atlantic, an eco-college in Maine, already claims that distinction, as does Middlebury College's Snow Bowl ski area). They are hiring sustainability coordinators (the association's job board used to get one posting a month; now it often has five a week). And they are competing with one another in buying green power (in an Environmental Protection Agency contest among athletic conferences, the Ivies triumphed, with a combined 221.6 million kilowatt hours for the quarter ending in April).

"I don't think we've seen activism this strong since apartheid," says Cheryl Miller, vice president of Sightlines, a data company that helps campuses compare their operations, including environmental practices.

But as colleges and universities rush to declare themselves green, some higher education officials worry that campuses are taking easy steps to win the label rather than doing the kind of unglamorous work — replacing air exchange systems, for example — that would actually reduce their emissions of greenhouse gases. Some campuses are changing little more than their press releases. "I don't think we really have the tools to quantifiably test who's doing the best and who's not," says David W. Oxtoby, president of Pomona College. "It becomes a publicity hype type of thing."

Sustainability is far more than recycling and “Do It in the Dark” competitions to see which dorms use the least water and electricity. Sustainability is a complex concept, expensive and difficult to achieve. It involves an entirely new approach to day-to-day living and the reappraisal of the existing infrastructure.

Hail to the students demanding eating utensils made with cornstarch (they’re biodegradable) for the dining halls. But the changes that make the most difference are not what Mary Gorman, an associate provost at Dartmouth, calls “the low-hanging fruit” of getting students to turn off their screensavers or take shorter showers. The big results come from projects that often sound less catchy and depend less on students than on those who manage the buildings.

She is thinking of the institutions that are vastly reshaping their campuses — converting to greener fuel and power sources, even building their own wind turbines; retrofitting buildings to make them more energy efficient; composting dining-hall waste; replacing fleets with hybrid cars and shuttles that run on oil recycled from French fry vats; and offering sustainability studies to grow a generation of environmental stewards.

“It’s important that we focus on the significant rather than the symbolic, or at least recognize the symbolic for what it is,” says Sarah Hammond Creighton, the sustainability coordinator at Tufts. “I think the commitments are generally real, but I worry that the translation into the depth of the challenge hasn’t hit people.”

THE most high-profile effort, and the most debated, is the American College and University Presidents Climate Commitment, signed over the last two years by more than 550 institutions representing about 30 percent of American students. Those who sign promise that within a year they will inventory their greenhouse gas emissions and within two will formulate a plan to arrive at carbon neutrality — that is, zero net CO₂ emissions — “as soon as possible.” They also have to agree to at least two of seven measures, including buying 15 percent of their energy from renewable sources and building to LEED (Leadership in Energy and Environmental Design) standards, a certification developed by the nonprofit United States Green Building Council.

Anthony D. Cortese, who helped create the sustainability association in 2006 as well as the presidents pact, says the quest for carbon neutrality “is creating a real change in the culture.”

“We’re essentially telling people to put a bubble over their whole campus and say, ‘We have to make sure the net greenhouse gases are zero someday,’ ” he says. “This is not going to be easy.”

But to many people, carbon neutrality is a hollow concept, because the only way to get there currently is to buy offsets, credits sold by an entity pledging to, say, plant trees in another country or invest in renewable energy — the environmental equivalent of paying someone to eat broccoli so you can keep consuming ice cream. (For just \$35.70 a year, students can feel guilt-free about their electronics-heavy dorm rooms, with an offset bought from Terrapass.)

Offsets can be meaningful. The College of the Atlantic weighed options for a year before settling on a project in Portland, Ore., that manages traffic signals to reduce idling time. The changes are expected to cut carbon dioxide emissions by more than 189,000 tons over 10 years — the equivalent of taking more than 34,000 cars off the road for a year. For a contribution of \$22,570, the college can offset 2,488 tons of its emissions.

But offset buyers can't always be sure the money goes to what it's supposed to, that the CO2 credit isn't being sold to someone else at the same time, or that the benefit to the environment is "additional," because the project would not happen without an offset payment.

Doubt about offsets was among the reasons Dartmouth declined to sign the pledge. "We were under a lot of pressure to sign, but we really said, 'How will Dartmouth be different if we're carbon neutral?' " says Ms. Gorman. "We decided we'd rather invest here and actually get real reductions." So while the college does not have a timetable for becoming carbon neutral, it completed an audit of the campus and is spending \$12.5 million to make buildings more efficient.

Dr. Oxtoby signed the pledge for Pomona but argues that offsets create the wrong incentive. The college, in Claremont, Calif., is spending millions to install solar panels, though it could have achieved carbon neutrality with a mere \$100,000 in offsets. "It's too cheap, it's too easy," Dr. Oxtoby says. "The actual hard work is more expensive, but it actually does something."

He tells of one college president who boasted that his campus was going green by spending about \$20,000 to certify that the power it got from the grid was from a non-carbon-based source. "I'm sure the utility just sold the nasty electricity to someone else," Dr. Oxtoby says. "It doesn't change anything."

Some are choosing other models. The 23-campus City University of New York has aligned itself with Mayor Michael R. Bloomberg's call to reduce greenhouse emissions 30 percent in the next 10 years.

Instead of signing the presidents climate commitment, Tufts pledged to reduce its greenhouse gases by 75 percent by 2050, consistent with an agreement between New England states and Eastern Canadian provinces. It has already reduced its emissions level almost to that of 1990, in part by switching from oil to gas at its large animal hospital, installing photovoltaic and solar hot water systems on the roof of a new residence hall and installing super-efficient LED lights in a parking garage.

All this won it a spot on the Grist magazine "15 Green Campuses" list, but not on the Forbes top-10 greenest list. In the Princeton Review's forthcoming "Best 368 Colleges," it scored 94 on a scale of 60 to 99.

While the campuses deemed greenest have all taken serious steps to reduce their impact on the environment, the various comparisons rarely look the same and can disagree about what matters most.

Many consider how many buildings are LEED certified. (Purists point out that truly sustainable campuses would not be building at all — a LEED-certified building may
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use less energy than a conventional one, but it's still expanding the total energy used.) Some ask whether the institution has hired a sustainability coordinator, whether it has signed a carbon-neutrality pledge; there are attempts, even more open to "greenwashing," to gauge how well students are being prepared to make environmentally responsible decisions.

All this may be important, says Jennifer Andrews, the campus program manager for Clean Air-Cool Planet, a nonprofit group that developed the Campus Carbon Calculator, which is used by many campuses to survey their emissions. But, she says, "A lot of it is measuring attitudes and values. Both are absolutely necessary, but there's a difference between looking at that broadly and looking at what we can quantify and track over time."

Even the quantifiable has its complications. Should we define greenness by how many tons of trash per student a campus recycles or how many kilowatt hours of electricity are supplied by green sources? What about the emissions produced to manufacture construction materials for a new dorm? The environmental cost of students flying in from distant homes or sports teams traveling to away games?

Ms. Andrews, like many others, fears that institutions are focused on where they stand rather than on making substantial changes that will reduce their carbon footprint. "They can lose sight of the fact that it's more important to think about where we need to go and what it's going to take to get us there than about what our peer school is doing," she says. "The natural thing to do is say, 'How does it compare to other schools?'"

Julian Dautremont-Smith, the associate director of the sustainability association, understands the ambivalence about rankings. "There is a suspicion that those lists are based on the strength of the P.R. office rather than the strength of actual efforts," he says. "There's a real fear people are responding to, because every time one of those rankings comes out, the sustainability officer has to go to their bosses and explain why we didn't perform well."

Indeed, campuses were eager to be rated by the Princeton Review. "We had a glorious response rate," reports Rob Franek, a vice president. "Generally speaking, when schools get on our 'reefer madness' list, I'm not their favorite person. For this, they were pretty great."

In fact, Mr. Dautremont-Smith and other sustainability advocates advised the Princeton Review on its rating system. In rankings, they see a greater good. "It gets people's attention on the colleges and universities that might not have paid attention to these issues," says Mr. Cortese, the force behind the presidents commitment. "People are beginning to see that it is important to think about this. To me, that opens the door to more serious conversations about what people are really doing."

Kate Zernike is a national correspondent for The Times.

Appendix B

ENVIRONMENTALLY SUSTAINABLE BUILDING AND RENOVATION

The largest contribution to the energy use and “carbon footprint” of university campuses comes from campus buildings, typically accounting for approximately 80% of a school’s greenhouse gas emissions.¹ Thus, ‘green’ building practices and policies are essential to making a campus more environmentally sustainable.

Many colleges and universities have instituted policies and standards for new construction and renovation. Requiring ‘green’ buildings and ‘green’ renovations allows institutions to provide a safe and healthy indoor environment for inhabitants while at the same time reducing the building’s impact on the outside environment.²

Green Building: LEED Certification

Most institutional green building policies include the premier standard for green building in the United States, known as the *Leadership in Energy and Environmental Design (LEED)* rating and certification system. Developed by the U.S. Green Building Council (USGBC), the LEED system is comprised of criteria to reflect different aspects of green building.²

LEED Criteria Categories:

- Sustainable Sites
- Water Efficiency
- Energy and Atmosphere
- Materials and Resources
- Indoor Environmental Quality and Innovation in Design²

Exemplary University green building policies:

- Adelphi University
 - o “All new construction on campus will be designed as LEED-certified projects.”⁸

- George Mason University
 - o “All buildings must be designed and built to a minimum LEED Silver standard.”⁹

Hofstra Medical School:

As Hofstra begins the process of designing two new medical school buildings, the administration must consider the environmental impacts of new construction, especially with regard to the energy consumption and air quality.

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Exemplary Medical School green building policies:

At Yale Medical School, the Sterling Hall of Medicine's C3 Laboratory was renovated to meet LEED Silver certification by Svigals + Partners in 2005. Yale Medical School's building design serves as "a benchmark for sustainable laboratory design across the nation."⁵

For a medical school building design such as the Yale example, energy efficiency will inevitably be more difficult to achieve given the large energy consumption of laboratories. Thus, Svigals + Partners chose to focus on building site and construction materials for LEED credits. They applied LEED commercial interior standards to the laboratory design.⁶ This may be applicable to Hofstra's medical school building design.

As another medical school example, the 'Guidelines for Architects, Engineers and Construction Managers' for the University of Medicine and Dentistry of New Jersey states that, "For most new construction and renovation projects, UMDNJ will require at least a "Certified Level" LEED certification."⁴

"Green labs also attract and retain top talent because researchers find them far more desirable than the typical cold, sterile laboratory where people are segregated into tiny cubicles and the overall space is drab and claustrophobic..."⁵

*--Jay Brotman, AIA
Svigals + Partners*

Laboratories for the 21st Century (Labs21), sponsored by the U.S. EPA and Department of Energy (DOE), are professional laboratory and high performance facility designers. The program's goal is to "encourage the development of sustainable, high performance, and low-energy laboratories nationwide." Any public or private sector laboratories in the United States, including universities, can become Labs21 partners.⁷ If Hofstra were to join, this partnership could provide us with the necessary tools and resources to design and build a sustainable medical school facility.

The publicity from such a project would be invaluable to Hofstra's reputation as an institution of higher learning.

The advantages to green buildings go beyond the energy and resource conservation and savings. Green designs can also have a positive impact on those who work or live in them. For example, using safe

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construction materials and products such as zero or low VOC (volatile organic compound) paints and other finishing products, reduces environmental health concerns from exposure to carcinogens and toxic chemicals. Many green designs increase the circulation of outside air, helping to maintain high indoor air quality. Along with features that take advantage of natural light, these designs help to boost employee and student productivity.⁵

Buildings & Water Consumption:

Conserving water helps mitigate the environmental impacts caused by buildings. Thus, Hofstra should consider setting goals for reducing its buildings' non-irrigation water consumption per gross square footage. This can be achieved by implementing such systems and conservation devices such as internal waste-water purification¹⁰, dual flush toilets, low-flow showerheads, and faucet aerators.²

Recommendation:

Considering that reducing a building's environmental footprint is cost effective and has the ability to continuously educate occupants about the healthy and innovative designs incorporated into the building, all new Hofstra buildings, major renovations and interior improvements should meet L.E.E.D. standards. Designs should also include ways to use sustainability as a teachable design.

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