
**FORTY-SIXTH
ANNUAL REPORT
OF THE
HOFSTRA UNIVERSITY SENATE
2010-2011**



HOFSTRA
UNIVERSITY®

FORTY SIXTH ANNUAL REPORT

of the

HOFSTRA UNIVERSITY SENATE

2010- 2011

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FOREWORD

PRESIDENT STUART RABINOWITZ



STUART RABINOWITZ, PRESIDENT

June 2011

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 2010-11 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

I

INTRODUCTION

1

INTRODUCTION

William F. Nirode, Chairperson
Senate Executive Committee

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

I would also like to thank the members of the Senate Executive Committee for their expertise and care in implementing this year's ambitious agenda: Provost and Senior Vice President for Academic Affairs Herman Berliner, Vice Provost for Academic Affairs Liora Schmelkin, Chair of the Faculty Affairs Committee Richard Pioreck, Chair of the Undergraduate Affairs Committee Gloria Lodato-Wilson, Chair of the Planning and Budget Committee Georgina Martorella, Chair of the Graduate Academic Committee Jonathon Lightfoot, and Chair of the Student Affairs Committee Christian Perez. We offer a much grateful thank you to Georgina and Gloria for their ambitions, dedication, and hard work in helping with the productivity of this and their committees. They will be sorely missed on the SEC!

The SEC reports to the full University Faculty, making recommendations for new policies, and changes and improvements in existing policies, and welcomes input from the faculty for new issues to be discussed and developed. I thank my faculty colleagues who attend these meetings. Those who attend are noted for taking the time and effort to help move Hofstra forward. In addition, as SEC Chair, I attend University Board of Trustees meetings to report on the decisions of the Senate; they too deserve thanks and praise for unfailing support of both the concept and procedures of shared governance. Ideas that germinate in Senate committees become discussions at the SEC, then proposals brought to the University Senate for dialogue. After a vote, the proposals move to the full Faculty for more discussion and dialogue. I have been continually inspired by the strong and intense exchanges at faculty meetings where debate ensues, sentences are parsed and language is strengthened to ensure that each new policy and procedure is clear, cogent, and fair. I encourage all of us to continue to work together to help strengthen our shared governance process.

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



William F. Nirode, Chair, Senate Executive Committee

II

COMPONENTS OF THE UNIVERSITY SENATE

2010 – 2011

and

the 2011 – 2012 Senate

THE SENATE 2010 – 2011

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, James Wells

| | | | | | |
|--------------------------------|---|--|--|--|---|
| <i>Humanities:</i> | <u>Elected:</u> Miller Naymark Perry | | <u>At Large:</u> Donahue Fendrich Harrison | Hart Papper Pasupathi | Smith, S. Valerius |
| <i>Social Science:</i> | <u>Elected:</u> Davidow Fritz Moghadam | Acampora Gurevich | Johnson, C. Mangino | McEvoy Pulis | Shih |
| <i>Natural Science:</i> | <u>Elected:</u> Ammari Nirode Sarno | Bhargava Burke, R. Corkey Clocksin Doherty | Eswarathasan Farmer Fu Greenwell Huang | Hunter Jensen Krause Lacey Liang | Ozmen-Ertekin Peterson Vallier Wachter-Jurczak |
| <i>HCLAS:</i> | <u>Elected:</u> Bhagal Filippi | | | | |
| <i>Business:</i> | <u>Elected:</u> Bass Lopez Viswanathan | Binbasioglu Chandra Fonfeder | Kim, W. Lee, K. Sledgianowski | Spieler Vogel | Weisel Wilson |
| <i>SOEEHS:</i> | <u>Elected:</u> Elkis-Abuhoff Giuliani Lightfoot | Askew Blue | Joseph Jurasite-Harbison | Perkins | Plonczak Stemn |
| <i>Communication:</i> | <u>Elected:</u> Skerski | Esch DeSeife | Geyer Goodman | Quinn | Smith, G. |
| <i>Law:</i> | <u>Elected:</u> Ostrow | Albert | Moore | Walker | Wu |
| <i>Library:</i> | <u>Elected:</u> Glasser | Bailin Caniano | Catalano Harpel-Burke | Lopatin | Singh |
| <i>Chairperson:</i> | <u>Elected:</u> TBA | | | | |
| <i>Staff:</i> | <u>Elected:</u> Brown, M. | | | | |
| <i>Adjunct:</i> | <u>Elected:</u> Piroeck | | | | |
| <i>Students:</i> | <u>Elected:</u> Cordero-Rubinos Kania Simmons Sulley | August Finnegan Gambord | Guarrieri Herron Pattison | Vasquez Yelverton Zewou | |

Senior Support Specialist: Schreiner, Caroline

THE COMMITTEES OF THE SENATE 2010 – 2011

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 Bass Berliner Fritz Lightfoot Pioreck | Cordero-Rubinos | | | Permanent Guest: Schmelkin |
| <u>UNDERGRADUATE ACADEMIC AFFAIRS:</u> | | | | |
| Chair: Fritz Lopez Moghadam Sarno | Sulley | Eads | Cole Papper Esch Jurasite-Harbison Lacey | Bohannon Brownell Cucciniello Hickling |
| <u>GRADUATE ACADEMIC AFFAIRS:</u> | | | | |
| Chair: Lightfoot Bhogal Davidow Miller | | | Fu Kim, W. Plonczak Smith, S. | Brownell Drummer Jean-Louis Johnson, L. Seely |
| <u>PLANNING AND BUDGET:</u> | | | | |
| Chair: Bass Elkis-Abuhoff Glasser Naymark | Yelverton | Staff: Brown, M Chairperson: TBA | Albert Weisel Binbasioglu Johnson, C. Shih | Apollo Rubey |
| <u>FACULTY AFFAIRS:</u> | | | | |
| Chair: Pioreck Ammari Giuliani Perry Skerski Viswanathan | | | Askew Chandra Gurevich Harpel-Burke Harrison Pulis | Firestone Schmelkin President AAUP: Mazzocco |
| <u>STUDENT AFFAIRS:</u> | | | | |
| | Chair: Cordero-Rubinos Kania | | DaSilva, Wilson | Libman |
| Filippi | Simmons | Students At Large: | August, Finnegan, Gambord, Guarrieri, Herron, Pattison, Vasquez, Zewou | |
| SGA President: James Wells, SGA Vice President: Lucas Miedrich | | | | |

THE SUB-COMMITTEES, 2010 - 2011

OF UNDERGRADUATE ACADEMIC AFFAIRS

On Academic Records

Chair: Cucciniello

Blue, Bohannon, Giminiani-Caputo, Corkey, Greaney, Hickling, Libman, McCarey, Mimy, Oppenheim, Unruh, Wachter-Jurcsak

OF PLANNING AND BUDGET

On the Library

Chair: Goodman

Catalano, Eswarathasan, Lopatin, Pasupathi, Rubey, Singh, Spieler, Stemn, Wu

On Academic Computing

Chair: Moore, Vallier

Apollo, Bailin, Curtiss, Greenwell, Joseph, Juckiewicz, Liang, Pulis, Quinn, Rubey, Sledgianowski, Tabron, Vogel, Wu

On Environmental Priorities

Chair: Hunter, Burke, R.

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

THE SPECIAL COMMITTEES, 2010-2011

On Recruitment, Elections and Nominations

Chair: Bhargava

Eswarathasan, Krause, Nirode, Ozmen-Ertekin, Schmelkin, Schreiner

On Athletic Policy

Chair: Ingles

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

On Academic Calendar

Chair: Lee

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

On Environmental Safety

Chair: Huang

Burke, D.; Burke, R; Fendrich, Greis, Hart, Jensen, Kakoulidis, Ryan, D.; Walker

THE SENATE 2011 – 2012

Officers: President of the Senate, Provost Herman Berliner; Chair, SEC: Stuart Bass

Ex-officio: President Rabinowitz; VP for Student Affairs, Sandra Johnson; Dean of Admissions and Financial Aid, Jessica Eads;
Dean/HCLAS, Bernard Firestone; President SGA, David Zuniga

| | | | | | |
|--------------------------------|--|--|---|---|--|
| <i>Humanities:</i> | <u>Elected:</u> Giebel Miller Perry | Chaleff Cole Curtiss | Donahue Harrison | <u>At Large:</u> Papper Hart | Pasupathi Valerius |
| <i>Social Science:</i> | <u>Elected:</u> Davidow Fritz Moghadam | Acampora Alexandrowicz | Flaton Gurevich | Mangino Niedt | Pulis Shih |
| <i>Natural Science:</i> | <u>Elected:</u> Ammari Pillaipakkamnatt Sarno | Burke, R. Corkey Clocksin Doherty | Eswarathasan Farmer Fu Greenwell | Huang Hunter Jensen Krause | Lacey Liang Ozmen-Ertekin Peterson |
| <i>HCLAS:</i> | <u>Elected:</u> Bhogal Hewitt | | | | |
| <i>Business:</i> | <u>Elected:</u> Bass Lopez Venuti | Binbasioglu Chandra Fonfeder | Kim, W. Lee, K. Sledgianowski | Spieler Vogel | Weisel Wilson |
| <i>SOEEHS:</i> | <u>Elected:</u> Elkis-Abuhoff Giuliani Lightfoot | Askew Blue | Jurasite-Harbison Perkins | Plonczak Stemn | |
| <i>Communication:</i> | <u>Elected:</u> Skerski | Esch DeSeife | Geyer Goodman | Quinn | Smith, G. |
| <i>Law:</i> | <u>Elected:</u> Ostrow | Albert | Moore | Walker | Wu |
| <i>Library:</i> | <u>Elected:</u> Glasser | Bailin Caniano | Catalano Grafstein | Lopatin | Singh |
| <i>Chairperson:</i> | <u>Elected:</u> TBA | | | | |
| <i>Staff:</i> | <u>Elected:</u> Brown, M. | | | | <i>Senior Support Specialist:</i> Schreiner, Caroline |
| <i>Adjunct:</i> | <u>Elected:</u> Balson | | | | |
| <i>Students:</i> | <u>Elected:</u> Finnegan Gambord Jacobi Macy (Graduate) Meredith | | | | Cordero Rubinos, Simmons, Tariq, Vasquez |

THE COMMITTEES OF THE SENATE 2011 – 2012

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: Bass Berliner Fritz Giuliani Lightfoot Venuti | Jacobi | | | Permanent Guest: Schmelkin |
| <u>UNDERGRADUATE ACADEMIC AFFAIRS:</u> | | | | |
| Chair: Fritz Lopez Moghadam | Eads | | Alexandrowicz Cole Esch Jurasite-Harbison | Bohannon Brownell Hickling |
| <u>GRADUATE ACADEMIC AFFAIRS:</u> | | | | |
| Chair: Lightfoot Bhagal Davidow Miller | | | Fu Kim, W. Niedt Plonczak | Brownell Drummer Jean-Louis Johnson, L. Seely |
| <u>PLANNING AND BUDGET:</u> | | | | |
| Chair: Venuti Elkis-Abuhoff Glasser Giebel Pillaipakkamnatt | | Staff: Brown, M Chairperson: TBA | Albert Binbasioglu Lee, K | Shih Weisel Apollo Rubey |
| <u>FACULTY AFFAIRS:</u> | | | | |
| Chair: Giuliani Ammari Balson Perry Skerski | | | Askew Chandra Grafstein Gurevich Harrison Pulis | Firestone Schmelkin President AAUP: Mazzocco |
| <u>STUDENT AFFAIRS:</u> | | | | |
| Chair: Jacobi Finnegan Hewitt Gambord Meredith Graduate Student: Macy | Wilson | | Libman Students At Large: SGA President: David Zuniga SGA Vice President: Alex Zelinski | Cordero Rubinos, Simmons, Tariq, Vasquez |

THE SUB-COMMITTEES, 2011 - 2012

OF UNDERGRADUATE ACADEMIC AFFAIRS

On Academic Records

Chair: Skorzawski-Ross

Blue, Bohannon, Catalano, Flaton, Giminiani-Caputo, Greaney, Hickling, Libman, McCarey, Mimy, Oppenheim, Unruh

OF PLANNING AND BUDGET

On the Library

Chair: Goodman

Bailin, Lopatin, Pasupathi, Rubey, Singh, Spieler, Stemn, Wu

On Academic Computing

Chair: Moore

Apollo, Bailin, Curtiss, Greenwell, Juckiewicz, Krause, Liang, Pulis, Quinn, Rubey, Sledgianowski, Tabron, Vogel, Wu

On Environmental Priorities

Chair: Burke, R.

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

THE SPECIAL COMMITTEES, 2011-2012

On Recruitment, Elections and Nominations

Chair: TBA

Eswarathasan, Krause, Nirode, Ozmen-Ertekin, Schmelkin, Schreiner

On Athletic Policy

Chair: Ingles

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

On Academic Calendar

Chair: TBA

Brown, Corkey, Fonfeder, Johnson, S; Nirode, Schmelkin

On Environmental Safety

Chair: Huang

Burke, D.; Chaleff, Greis, Kakoulidis, Ryan, D.; Walker

III

RESPONSIBILITY, STRUCTURE AND BYLAWS OF THE SENATE

RESPONSIBILITY AND OPERATION OF THE SENATE

Authority to administer the academic operations of the University is vested by the State of New York in the Board of Trustees and derives from it through the President and the Provost to the deans and departmental chairpersons. Responsibility for shaping academic policies concerning the University as a whole, and for supervising all matters referred by the Board of Trustees, the President, or the Provost, rests in the University Senate, which consists of ex-officio members, elected members, and appointed members who represent all the internal constituencies of the University. Specifically, faculty, students, staff, and chairpersons are represented by elected senators: 20 faculty, one from the adjunct 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, Health and 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, Health and 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, Health and 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, Health and 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 at least one elected faculty Senator, at least 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. Faculty members should not exceed student members. 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 for a senator-at-large member who is unable to attend a committee meeting. In the absence of quorum (defined as one-half of the student committee members,) the vote on a resolution will be discussed and voted on electronically.

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, Health and Human Services, the School of Law, and the University Library, nominated by the Committee on Faculty Affairs through the Executive Committee for renewable Senate appointment for a three-year term.

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

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

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:

1. report to the Senate through the Executive Committee its recommendations for Hofstra' policies concerning intercollegiate athletics;
2. advise the President directly concerning the University's policies concerning intercollegiate athletics;
3. receive reports from the Director of Intercollegiate Athletics on proposals for major changes in athletics and provide feedback to the Director on these proposals;
4. annually review the academic performance and graduation rates of all student athletics and report its findings to the Senate and the President;
5. at the request of the Director of Intercollegiate Athletics, review student athlete eligibility;
6. every three years evaluate the intercollegiate athletics program's rules and compliance program and report its findings to the Senate and the President;
7. receive and review periodic reports from the Faculty Athletic Representative;
8. receive and review annual reports from athletic department staff regarding gender equity and minority representation;
9. annually invite the University Equal Rights and Opportunities Officer to address current minority and gender issues, concerns and questions with potential impact on the intercollegiate athletic program;
10. annually review the Student Athletic Handbook;
11. 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' 2010-2011 memberships can be found on pages 2, 3, and 4 of this Annual Report.

SENATE EXECUTIVE COMMITTEE

Chairperson William Nirode

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

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, student/campus life and other policy changes/revisions. A comprehensive evaluation of the University Library was done and summarized in the Library Report. The Senate endorsed the goal of further strengthening the University Library as summarized in the report. The Senate also completed an update to the Equal Employment Opportunity and Affirmative Action Policy. This revision brought current policies and procedures into one comprehensive document. A set of guidelines for email exchange between faculty and students was also discussed. A discussion regarding the elimination of the writing proficiency exam as a graduation requirement was commenced. These two issues will be brought to the Full faculty next academic year.

Academic issues were revised as needed. A Major GPA requirement was instituted for students to have in order to graduate. Revisions to Course Completion ratios and probation standards were implemented to help identify those students who might need further academic assistance. A revision to the Graduate Incomplete Policy was done to make the policy clearer. In addition, a revision to the criteria for making the Dean's List was examined.

In addition to the above changes, Faculty Policy Series (FPS) #12, 12B and 43 were revised this year. This revision was done to include appropriate language regarding Gender Identity and Expression. This language was also added to the Diversity Mission Statement.

The Senate Executive Committee looks forward to the 2011-2012 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 budget transparency, the elimination of the writing proficiency exam as a graduation requirement, the making of our academic calendar and strengthen our shared governance process.

UNDERGRADUATE ACADEMIC AFFAIRS COMMITTEE (UAAC)

Chairperson Paul Fritz

The Undergraduate Academic Affairs Committee (UAAC) had many issues on its agenda for the Academic Year (AY) 2010-2011. The Committee continued work on or saw through to completion the following issues that were initiated in the 2009-2010 AY: Probation Standards; Course Completion Ratio; Undergraduates taking Graduate Courses; and Academic Progress/Student Responsibility to Monitor Own Progress. In addition, the UAAC focused on the following new issues during 2010-2011 AY: Major GPA Requirement; the Writing Proficiency Exam as a Graduation Requirement; Dean's List Policy; Course Grade Appeal Policy; Course Completion Ratio (Minor revisions to the policy passed by the Full Faculty December 2010); and Student Assignments over Breaks in the Academic Calendar

1. Probation Standards

- Approved by the SEC October 4, 2010
- Approved by the Senate November 8, 2010
- Approved by the Full Faculty December 3, 2010

In an effort to offer sufficient support to students experiencing academic difficulties, the 2009-2010 AY UAAC passed revisions to the University Probation Standards.

(See Appendix J)

2. Course Completion Ratio

- Approved by the SEC October 4, 2010
- Approved by the Senate November 8, 2010
- Approved by the Full Faculty December 3, 2010

In an effort to offer sufficient support to students experiencing academic difficulties, the 2009-2010 AY UAAC passed revisions to the Course Completion Ratio standards. **(See Appendix I)**

3. Undergraduate Students Taking Graduate Courses

- Approved by the SEC October 4, 2010
- Approved by the Senate October 11, 2010
- Approved by the Full Faculty October 25, 2010

In an effort to make University policy consistent with existing and planned programs that combine undergraduate and graduate course work (e.g., the newly approved BA/MA Combined Program in Spanish), the 2009-2010 AY UAAC passed revisions for Bulletin language on undergraduates taking graduate courses. **(See Appendix H)**

4. Academic Progress – Student Responsibility to Monitor Own Progress

- Approved by the SEC Spring 2010
- Approved by the Senate Spring 2010
- Sent back to the UAAC by the Full Faculty Spring 2010
- Presented to the SEC as an Information Item October 4, 2010

- Presented to the Senate as an Information Item October 11, 2010
- Presented to the Full Faculty October 25, 2010

During 2009-2010 AY, the UAAC drafted wording to be included in the Guide to Pride which highlights students' responsibilities to seek advisement and to keep track of their progress towards graduation. While the Academic Progress wording was approved by the SEC and the Full Senate Spring 2010, the Full Faculty had some issues regarding advisement and sent the proposal back to the UAAC.

Subsequently, the UAAC reviewed the process and questioned whether the wording was, in fact, informational and did not need to be voted on by shared governance. The Guide to Pride, as a handbook for students, informs students of university policies and practices. As such, the wording is not a matter requiring approval through the shared governance process. Thus, in AY 2010-2011 the UAAC reviewed the wording on Academic Progress and proceeded to present the following wording as an information item to the SEC, Senate, and Full Faculty.

Guide to Pride: On Advisement – Presented as an Information Item to the Senate and Full Faculty Fall 2010

University Advisement, Center for

All undergraduate students can seek general academic advisement and assistance in making informed academic decisions from the Center for University Advisement. Students are assigned an advisement dean to serve as a general academic adviser from admission through graduation. Advisement deans assist students with academic program planning, major exploration, interpretation of academic policies and procedures, campus resources, and other non-major-related questions or concerns. Once students declare a major they will be assigned to a faculty adviser for major-related advisement concerns. Hofstra students can rely on both their advisement dean and faculty adviser to support all academic endeavors. The Center for University Advisement also oversees the University's Tutorial Program, as well as pre-health and pre-law advisement.

To Be Added:

Academic Progress

All degree requirements can be found on the online undergraduate bulletin on the Hofstra University website. The students are responsible to review their Degree Audit Report (DAR) and meet with their adviser to verify academic progress. Advisement is a source of information and guidance that can help students make informed choices. Students, however, have the ultimate responsibility to review and understand their DAR and to satisfy their entire sequence of courses required for their degree.

5. Major GPA Requirement

- Approved by the SEC March 3, 2011
- Approved by the Senate March 14, 2011
- Approved by the Full Faculty May 6, 2011

While Hofstra currently has a cumulative 2.0 Grade Point Average (GPA) requirement for graduation, there is no university-wide requirement for a minimum GPA within a

student's major. Several departments (e.g., Engineering, Sociology, Journalism) have their own minimum GPA requirements for graduation, but because there is no university-wide requirement it is possible for a student to graduate from many departments with a major GPA below 2.0. In addition, there is great confusion among departments as well as advisement on whether major GPA standards currently exist, sometimes with extremely negative consequences.

Because of this situation, the UAAC examined the possibility of implementing a major GPA requirement for graduation. With data on graduating students over approximately a ten year period provided by Academic Records, the UAAC found that not having a major GPA requirement is a problem small in scope but very large in principle as well as potential impact. With attention to minimizing the impact of any potential university-wide requirement on departments with existing GPA requirements as well as the best way to implement any such policy, the UAAC drafted the following resolution:
(See Appendix L)

6. The Writing Proficiency Exam as a Graduation Requirement

- Approved by the SEC November 28, 2010
- Approved by the Senate December 6, 2010
- Presented to the Full Faculty as an Information Item March 9, 2011
- *To be reviewed by the UAAC AY 2011-2012*

The UAAC undertook a review of the Writing Proficiency Exam (WPE) in AY 2010-2011. Passing the WPE has been a requirement for graduating from Hofstra University since the early 1980s. However, there are multiple pedagogical and practical problems with the exam, particularly having a graduation requirement administered typically in the first year of a student's career at Hofstra and the fact that the exam does not reflect the now-accepted process of writing as taught by the Writing Studies and Composition Department. Moreover, most universities have done away with (if they ever had) similar exams as a graduation requirement. Based on this and a presentation by Prof. Ronald Janssen (Chair of WSC Department), the UAAC passed the following resolution:

Resolution on the Elimination of the Writing Proficiency Examination **Passed Unanimously by the UAAC November 8, 2010**

"Upon the recommendation of the Department of Writing Studies and Composition, the Undergraduate Academic Affairs Committee recommends the elimination of the writing proficiency exam as a graduation requirement."

7. Dean's List Policy

- Approved by the SEC May 2, 2011
- Approved by the Senate May 9, 2011
- *To be presented to the Full Faculty in AY 2011-2012*

The UAAC undertook a review of the University's Dean's List policy in AY 2010-2011. The issue was brought to the committee's attention because of problems/issues arising from the "sliding scale" used for inclusion on the Dean's List (3.3 for Freshman and 3.4

GPA for all others). With data provided by Academic Records, the UAAC found that under the existing policy Hofstra has seen a significant increase in the number of student included on the Dean's List over the last nine years (approaching one-third of the student body). Moreover, after reviewing a list of peer/aspirants and their Dean's List policies, it was clear that Hofstra was significantly out of the norm: only 2 of 32 possible comparisons had a "sliding scale" and nearly all comparisons had higher GPA requirements for inclusion on the Dean's List. Given the data and peer/aspirant comparisons, the UAAC passed the following resolution:

Dean's List Requirements

Resolution Passed Unanimously by the UAAC April 4, 2011

The following resolution was passed unanimously by the UAAC:

"The UAAC proposes to increase the great point average requirement for inclusion on the Dean's List to 3.5, regardless of class standing."

All other provisions for inclusion on the Dean's List regarding required credits, required graded credits, incomplete grades, and provisions for part-time students would remain as stated in the existing Dean's List requirements as stated in the Bulletin (see below)

The UAAC's resolution would result in the following key changes to the existing policy:

- 1) Elimination of the "sliding scale" whereby Freshman GPA requirement is 3.3 and all others 3.4
- 2) Increase in the minimum required GPA for inclusion from 3.3/3.4 to 3.5

Current Dean's List Requirements (2010-2011 Bulletin)

To qualify for the Dean's List, a student must meet the following requirements:

1. *as a freshman (at least 12 credits per semester), complete a semester with a 3.3 GPA;*
2. *after the freshman year, have a 3.4 GPA for the semester (at least 12 credits per semester);*
3. *a full-time student must complete at least 12 hours per semester in letter grades other than P and with no grades of INC;*
4. *a part-time student must complete at least 12 hours over his or her two most recent semesters in attendance, must earn letter grades other than P with no grade of INC, must*
5. *have a GPA of 3.3 up to 24 credits total and 3.4 thereafter, and must not have been a full-time student during the period under consideration;*
6. *only courses taken in residence at Hofstra may be used to satisfy the requirements for Dean's List.*

*The UAAC proposal would affect only provisions 1, 2, and 5.

8. Course Grade Appeal Policy

- To be presented to the SEC in AY 2011-2012

The university-wide Course Grade Appeal Policy (FPS #42), revised in the past several years, was reviewed by the UAAC in AY 2010-2011 because of wording that suggests a Dean is required to empanel an appeals committee even if the case is clearly unsubstantiated. Because of this issue, the UAAC proposed revisions to the relevant sections of FPS #42. Most importantly, the new language makes clear that Deans may dismiss a course grade appeal without empanelling an appeals committee but retains the language that allows a student to further pursue a course grade appeal to the Office of the Provost after dismissal by a Dean. All other provisions of FPS #42 would remain.

Faculty Policy Series #42-Proposed Changes
Passed Unanimously by the UAAC May 9, 2011

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 Dean will review the issues and merits of the case. The Dean may choose to dismiss the case if there is no material basis for the appeal, 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 *Dean (in the event that an ad hoc committee is not convened) or by the Ad Hoc Appeals Committee*. In such instances, the Provost shall begin with the presumption that the *Dean's or 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 *convene (or 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.

9. Course Completion Ratio (Minor revisions)

- To be presented to the SEC in AY 2011-2012

After the Full Faculty passed the UAAC resolution revising the Course Completion Ratio in December 2010, an issue with the new policy regarding the introduction of the new term course completion ratio standards was brought to the attention of the committee. Specifically, a first-term Hofstra student's term completion ratio is equal to their cumulative completion ratio. This means that a first term student that falls below the new course completion ratio standards would automatically be placed on "academic

probation” and not “academic warning” as the new policy intends. As such, the UAAC inserted new language to the policy to make clear that first-term Hofstra students can only be placed on academic warning (not academic probation) for failing to meet the required completion ratio (academic probation would be applicable for failing to meet course completion ratio standards in all subsequent terms).

Proposed Addition to Course Completion Ratio
Passed Unanimously by the UAAC May 9, 2011

The following note is to be inserted in section 2 at the end of second paragraph of the Completion Ration Policy passed by the Full Faculty in December 2010:

(Please note that all students in their first term of attendance at Hofstra may only be placed on academic warning, not academic probation, for failing to meet the required completion ratio.)

10. Student Assignments over Breaks in the Academic Calendar

The UAAC began investigation into the possible creation of a new guideline that would discourage faculty from assigning additional work (i.e., work not already listed on the syllabus) over breaks in the academic calendar. Based upon the initiative introduced at the Faculty Senate at Cornell University, the impetus behind this issue is one of student mental health, which is a growing concern on campuses around the nation. *The UAAC began discussion of this issue in AY 2010-2011 and will return to it in AY 2011-2012.*

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. Approximately 400 cases were reviewed. Statistical data reflecting dismissals and reinstatements for the June 2010 to May 2011 period is shown in **Appendix B**.

GRADUATE ACADEMIC AFFAIRS COMMITTEE (GAAC)

Chairperson Jonathan Lightfoot

Committee members for the academic year included:

1. Balbinder Bhogal, Associate Professor of Religion
2. Jayne Brownell, Assistant Vice President for Student Affairs
3. Jason Davidow, Assistant Professor, Speech-Language-Hearing Sciences
4. Carol Drummer, Dean of Graduate Admissions
5. Xiang Fu, Assistant Professor of Computer Science
6. Laurie Johnson, Professor, CRSR
7. Jonathan Lightfoot, Assistant Professor of Teaching, Literacy and Leadership
8. Daisy Miller, Assistant Professor of Writing Studies and Composition

9. Irene Plonczak, Assistant Professor of Teaching, Literacy and Leadership
10. Liora Schmelkin, Senior Vice Provost for Academic Affairs and Dean of Graduate Studies
11. Christine Seely, Associate Director of Academic Records
12. Steven D. Smith, Assistant Professor, Comparative Literature & Languages
13. Wi Saeng Kim, Associate Professor, Finance

Diversity Initiative

The Graduate Academic Affairs Committee has spent a good deal of time over the last 2 years working on diversity issues, particularly related to domestic and international graduate students of color. Our first focus group session was held in May 2009, the second in December 2009, the third in May 2010 and the fourth and final one in November 2010. The first three included graduate students representing various graduate programs from the School of Education, Health and Human Services, College of Liberal Arts and Sciences, School of Business and the School of Communication. The fourth session was held only for Law students. The committee is interested in using the data collected from these focus groups to create a professional development series for Hofstra University faculty with a goal of increasing knowledge, skills and dispositions necessary to improve cross cultural pedagogy and relations with domestic and international students of color. A formal proposal will be made to the University to outline the need for ongoing training and development of faculty resulting in greater awareness, sensitivity and capacity among faculty to make Hofstra University a more welcoming place for all students with actual or perceived differences.

We identified existing campus structures with the best resources and recognition through which to carry out our faculty professional development plan. The Center for Teaching and Scholarly Excellence headed by Susan Martin is one such organization. The Provost's Diversity Committee is another group with the potential to help expand our diversity work beyond the race/ethnicity/culture construct to include disability, gender identity expression and religious groups. Various formats considered include live sessions with internal or external expert instructional delivery, archived taped sessions made accessible via the web and embedded presentations on blackboard. Such sessions could be catalogued around various themes and updated as needed. We also thought the university should seriously consider using a monetary or completion certificate incentive structure to strongly encourage faculty and staff participation. Using the tools of modern technology to develop and implement the professional development series is certain to yield far reaching benefits.

Revised Graduate Incomplete Policy

The GAAC developed a revised graduate incomplete from the old policy (**See Appendix K.**) It passed through the Senate Executive Committee, the Senate and on March 9, 2011 was approved by the full faculty. The revised policy requires the input of a default grade in the event a student does not complete the required work in the time allowed. Additionally, in the event the original instructor is not available to oversee or confirm completed work, the policy requires approved written instructions to insure a fair and timely completion process.

Random Notes

GAAC and graduate directors need to share ideas and strategies for recruiting and retaining all graduate students.

Carol Drummer noted a rise in international graduate student applications year to date from 360 to 780.

Advent of medical school could create new opportunities for graduate program enrollment for those seeking dual degrees.

Establishing more collaboration and exchange with other institutions such as Claflin has the possibility of creating a ready pipeline to our graduate programs.

Graduate programming can benefit from Hofstra strengthening its faculty mentoring program to better match junior faculty with senior faculty according to research, teaching and service interests.

PLANNING & BUDGET COMMITTEE (P & B)

Chairperson Stuart Bass

The Planning & Budget Committee undertook and considered several issues during The 2010-2011 academic year.

It presented for informational and adoption purposes the finalized Five Year Library Plan under the guidance and leadership of former P & B Chair, Georgina Martorella.

Key among the Committee's role, has been the reassertion of its charge under the Senate's By-Laws, coupled with the faculty passing the Budget Transparency Resolution. To that end, the Committee has made several inquiries to the Vice President for Finance. The Vice president's office was cooperative in releasing financial information pertaining to the reallocation of merit based scholarship funds as a result of the elimination of Intercollegiate football. Further, bi-monthly financial reports submitted to the Board of Trustees are now under periodic review by the Committee.

The annual Town Hall meeting was held on April 16th. Key issues raised included The baseball club's use of university fields, environmental programs supported by law School students and enhanced community relations.

The committee interviewed several lending institutions and mortgage brokers for a mortgage/refinance information session for faculty and staff. The purpose was to provide an educational and informational setting for those who were interested in securing financing, particularly new faculty and staff seeking housing in the region. Though the turnout was light due to end of year activities and finals, the Committee is committed to schedule a follow up session in early Fall semester.

The Committee continuously met with the Office of Public Safety and Student Affairs in efforts to alleviate the campus parking issues. Public Safety has committed its office to study and prepare proposals to reconfigure certain parking fields to allow for additional parking. The Committee will follow up on these efforts.

Further, the Committee has requested Public Safety to petition the Town and County to install a traffic control signal at the intersection of Weller Hall and C.V. Starr Hall on California Avenue. Many close/call accidents have taken place since the current STOP signs have not been effective in controlling the flow of vehicle and pedestrian traffic.

Anita Ellis, Director of Off Campus Housing and Commuter Services, apprised the Committee of a comprehensive review of her role and accomplishments in recent years enhancing Hofstra's image locally and the "reach out" programs continuously improving university community relations.

Lastly, the Committee has before it a proposal to ban smoking on the South Campus with a designated "free smoking" zone. The Committee also has recommended educational assistance programs to students and staff. The Committee will vigorously pursue this important issue in the Fall semester.

SUBCOMMITTEE ON THE LIBRARY

Chairperson Peter Goodman

The Library Committee met once during the 2010-2011 academic year to consider what the committee's priorities should be in the upcoming year. The committee discussed ways of reaching out to faculty for their feedback and participation in library initiatives. Dean Rubey also reported on the Discovery Platforms, currently at cost stage.

SUBCOMMITTEE ON ACADEMIC COMPUTING

Chairpersons Gary Moore/Laura Vallier

Co-chairs: Laura Vallier (Biology) and Gary Moore (Asst. Dean, Information Systems, Law School)

Members of the committee: Alan Bailin (Library), Rychard Curtiss (Dance & Drama), Raymond N. Greenwell (Mathematics), Bob, Juckiewicz (Vice President for Information Technology), Chuck Liang (Computer Science), John Pulis (Anthropology), Dennis Quinn (Radio, Television, Film), Daniel Rubey (Dean, Library and Information Services), Deb Sledgianowski (Accounting, Taxation, & Legal Studies in Business), Judith Tabron (Director, Faculty Computing Services), Glen M. Vogel (Accounting, Taxation, & Legal Studies in Business)

The Academic Computing Committee met twice during the academic year 2010-2011. The question of mandatory laptops was revisited, including the infrastructure costs ensuing from such a change; the committee suggested that this be reviewed again in the Fall. The budgeting and support of classroom technology was a topic that was discussed during both meetings. Judith Tabron explained that there has not been an increase in the budget line while the overall cost has increased and so she and her staff have been employing innovative measures to address the funding gaps that occur; she stated that a review of the technology fee has not occurred in a number of years. Based on her report the committee recommended that the amount of the technology fee be reviewed as well

as what the technology fee is actually funding. Other possible solutions to the gap between the budget and classroom technology were discussed including the donation of faculty budgeted but unused computers to classrooms that need upgrades.

ENVIRONMENTAL PRIORITIES COMMITTEE (EPC)

Chairperson Russell Burke

This was the third 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.

1. We are pleased that HU has hired a new faculty member, Dr. Robert Brinkmann, as Hofstra's first Director of Sustainability Studies, and housed in the Department of Global Studies and Geography. We look forward to working with Dr. Brinkman.
2. EPC worked with the initiative from student group Students for a Greener Hofstra to start a Green Fee. We discussed included how the fee would be charged and how the money would be dispersed. The committee discussed the possibility of a selection committee based on proposals for projects. The projects could come from students, faculty and the Institution. The group discussed ways to encourage student participation. The new sustainability faculty member may also be helpful. The students met with President Rabinowitz who thought the Green Fee was not needed.
3. EPC participated in planning and activities for HU's 2011 Earthweek celebration.
4. EPC discussed programs for promoting carpooling. The University has decided to go with the program Newride, a free software ride share program. It is currently held up in legal for approval before it can be placed on the web or advertised.
5. EPC discussed needed revisions of our webpage. The web page is not easy to find, does not do a good job of explaining all the sustainability-oriented activities already taking place on campus, and is not attractive. We've been looking at the web sites at other universities and finding much that we like.
6. EPC continues to work on a report from the survey we carried out in January 2010. There was a great deal of usable information collected. We plan to develop an executive summary of the survey results. One obvious message from the survey is that there is a broad lack of knowledge about sustainability-activities at Hofstra. We discussed several methods to get this information across to the Hofstra community, such as web site revisions, daily messages on the HU website, and larger contributions to freshman orientation. In addition, this past year there was a sustainability component at freshman orientation in coordination with the sustainability house.

7. The AASHE (Association of Advancement of Sustainability in Higher Education) meeting will be held in October 2012 in Pittsburgh and would be a good opportunity for students to go.
8. EPC discussed the paper options associated with the new HU office supplies supplier. The paper options for ordering do not list that they are packaged in plastic. We may need to develop a list describing the different options for paper ordering and what it means for the environment (i.e. recycled content, sustainably produced, packaging). The Law school is committing to using only recycled paper.
9. New recycling opportunities are being set up in the student center. The paper recycling has been expanded to include mixed paper on the south campus and student center. There are now three electric vans used on campus. A work study student was hired to help determine HU's carbon footprint.

We look forward to furthering the goals of this committee in the 2011-2012 academic year.

FACULTY AFFAIRS COMMITTEE (FAC)

Chairperson Richard Pioreck

The Faculty Affairs Committee met regularly this year. The committee completed its work on formulating a comprehensive policy document for the University's Equal Employment Opportunity and Affirmative Action policy. To satisfy a faculty request, the committee also developed and submitted a Faculty Guidelines for E-mail use between faculty and students. Revisions were made to FPS 43 (**Appendix F**), the Diversity Mission Statement (**Appendix O**), and FPS 12 (**Appendix D**), FPS 12B (**Appendix E**), and FPS 12C (**Appendix G**). The Faculty Affairs Committee also took up the subject of who is faculty member as defined in Faculty Statute #4, bringing the definition in line with the CBA and the medical school's faculty bylaws.

Again this year the Faculty Affairs Committee reviewed the applications and made recommendations for the special and teaching leaves for 2011-2012.

STUDENT AFFAIRS COMMITTEE (SAC)

Chairperson Kenny Cordero Rubinos

Over the past year the Student Affairs Committee discussed a variety of issues that pertain to the Student Body in terms of student life. The committee did not propose any initially changes to the Senate; however, they have contacted key people in our community that would help to solve those particular issues.

- The committee agreed to create a joint parking committee with the Planning and Budget Committee in which the new Director of Public Safety, Karen O'Callaghan was present. The meeting concluded with a decision in which led to Public Safety reassessing the availability and the parking issue on our campus.

- Student ID Cards: There was a new policy installed in which changes the card replacement policy. Card Services changed their policy in which the fees for a card replacement will gradually increase as the students keeps on misplacing their cards. The committee considered changing the policy, however, decided against it in order to support more responsibility amongst our student body. The committee also learned that the policy does not renew itself every academic year, in which the committee supported the idea of changing that part of the policy in order to be fair amongst the students.
- Shuttle Service: There was a great concern that the shuttle service was not working in proper hours particularly with the Long Island Railroad. As it was mentioned in the Town Hall Meeting, Public Safety Director is looking into a better system with the LIRR and to have a new and concise shuttle service. A suggested advisory group will be formed in order to see what changes should be taken in terms of the shuttle service.
- Campus Sustainable Officer Teresa Greis, was invited to the committee to explain what new initiatives the University is fulfilling to be sustainable. The Student representatives made multiple suggestions, in which, were plans that the Campus Sustainable Officer was already looking into.
- There was also a discussion in terms of a smoking ban, in which the committee decided to not uphold one and respect the 20 feet barrier zone in building and to enforce that particular rule, instead of doing a campus-wide smoking ban. The committee was unable to discuss the idea in which was proposed by the Planning and Budget Committee of having an only Academic side smoking ban.

The committee discussed great issues that face multiple students in our committee. We did not fully change everything; however, we believe that once these concerns were voiced, something could be done about it for the benefits of the student body. Hopefully, the new chair can create this type of discussion and also attempt to voice student opinions in any particular issue.

SPECIAL COMMITTEE ON RECRUITMENT, ELECTIONS AND NOMINATIONS (SCREAN)

Chairperson, Mira Bhargava

In 2010/2011 SCREAN was comprised of faculty members Mira Bhargava (chair), Arulappah Eswarathan, Maureen Krause, William Nirode (SEC chair), and Dilruba Ozmen-Ertekin. The committee also included Caroline Schreiner representing Hofstra staff and Liora Schmelkin as advisor.

SCREAN met once during the 2010/2011 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 forms were returned. Fourteen appointments were made as well as six reappointments affecting nine committees.

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

- HCLAS General Population
 - Balbinder Bhogal was re-elected for a three-year term
 - Lyndi Hewitt was elected for a three-year term

- HCLAS, Division of Natural Sciences
Krishnan Pillaipakkamnatt was elected for a three-year term
Ron Sarno was re-elected for a one-year term
- HCLAS, Division of Humanities
Jean Giebel was elected for a three-year term
- School of Education, Health and Human Services
Deborah Elkis-Abuhoff was re-elected for a three-year term
- Zarb School of Business
Elizabeth Venuti was elected for a three-year term
- Adjunct Faculty
Donna Balson was elected for a three-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 2010-2011 academic year, the Athletic Policy Committee acted on the following

1. Chairperson had 2 meetings with Athletic Director Jack Hayes to review updated Athletic Department/Student Athlete policies
2. Athletic Director told committee he had received positive comments from student-athletes regarding the effectiveness of the Student-Athlete Academic Center which committee had reviewed and was impressed with the comprehensive nature of the facility.
3. Hayes pointed out Hofstra's Women's and Men's Soccer, Men's and Women's Basketball, Softball, Wrestling and Men's lacrosse had all enjoyed highly successful campaigns by posting winning seasons, or reaching CAA Tournament Finals.
4. Associate Athletic Director Dan McCabe reported the annual Student Athlete Mentoring night resulted in a large turnout by both student/ athletes and alumni.
5. Kyle Maynard provided inspiration and motivation during the annual Health and Welfare program for Student/Athletes. McCabe informed committee Mr. Maynard was born with a congenial amputation condition of the forearms and lower legs, and Maynard told Student/Athletes to maintain a positive attitude and set goals.
6. Athletic Department has reviewed and the APC is now reviewing the Hofstra Health and Safety Committee implementation of a concussion management plan.

7. The committee applauded the continued academic growth of Hofstra's Student/Athletes when informed that 21 student/athletes had earned a 4.0, or about 10 percent of the total number of such students. The committee noted such achievements require tremendous discipline.
8. The Athletic Department notified the committee that the recently partnered corporate sponsorships with Capital One Bank and W.B. Mason created the largest such partnerships in the University's athletics program's history.
9. Athletics Department Strategic Plan was distributed to committee members detailing short and long-term goals and objectives of the Athletic Department. Committee members were encouraged to review and prepare for discussion in the fall.
10. Women's Soccer Student/Athlete Kayla Pifer addressed the Committee praising both the athletics and academic programs at Hofstra and how much they contributed to her growth as an individual. She was questioned in great detail by committee members about the support system the University gives to Student/Athletes and her responses were positive.
11. The Committee continues to monitor the re-balancing of the University's Gender/Equity program in light of the abandonment of the football program.
12. The Athletic Policy Committee met three times during the academic year: October 20, 2010, March 9, 2011 and May 4, 2011.

SPECIAL COMMITTEE ON THE ACADEMIC CALENDAR

Chair of the Senate Executive Committee William Nirode

The Academic Calendar Committee met once during the academic year 2010-2011. Several versions of the calendars for the 2013-2014 academic year, prepared by Gertrude Cucciniello, were reviewed. In addition, results from the Academic Calendar Survey that was conducted during the Fall 2010 semester were shared with the committee. The conclusions from the Academic Calendar survey were to recommend no changes to the current procedure for making the Fall semester calendar; however trying to schedule Spring Break in the middle of the Spring semester whenever possible but still observing days for Passover and Good Friday.

The committee took all of the above recommendations under consideration and recommended the following calendar. The calendar most favored by the committee starts the Fall 2013 semester after Labor Day, with two conversion days the week of Thanksgiving and two Snow/study/reading days. The committee allowed for January session classes in 2014 to last for two or three weeks each starting the day after New Years. The Spring 2014 calendar starts during the last week of January, has a Spring Break during the middle of the semester, and still allows for no classes for Passover and Good Friday. Summer Session I begins the Wednesday after commencement and Summer Session III ends on August 22. The calendars recommended by the committee were approved by the Senate and the full faculty.

SPECIAL COMMITTEE ON ENVIRONMENTAL SAFETY

Chairperson Ling Huang

The Special Committee on Environmental Safety (ESC) met three times during the 2009 / 2010. In the 12/01/2010 meeting, Ling Huang was elected Chair for Fall 2009 as Russell Burke left ESC for the Environmental Sustainability Committee. Current faculty members on the committee are Dennis Ryan (Chemistry), Ling Huang (Chemistry), Myla Aronson (Biology), Vern Walker (Law School), Richard Jensen (Engineering), and Paul Chaleff (Fine Arts).

The Committee is grateful to have staff/administrators from various departments attending most meetings and contributing significantly to the committee activities and providing helpful comments and suggestions. They include Cira Peragine from the School of Medicine, Robert Cerro from the Engineering Dept., Sofia Kakoulidis from the Provost's office, Dennis Burke (Biology), Christine Anderson (Chemistry), James Hart (Drama & Dance), and Steve Campolo from Physics. Most of them work at the frontline with student labs and hazardous material and sophisticated instrumentations and can present insights and immediate needs to the committee for effective discussion and consultation. William Sollin and Erika Schaub from the Plant Department also work closely with ESC.

The committee met twice in the Spring 2011 semester to review the extensive changes made to the latest version of the Hofstra Chemical Hygiene Plan (CHP). The approved Hazardous Waste Management Plan (HWMP) was attached to the new CHP as a major appendix. Numerous changes have been made to reflect the changes in administrative structure for safety regulation and hazardous waste handling. Modifications have also been made to accommodate the latest developments at Hofstra including the addition of the School of Medicine as well as to stay current with the common chemical/ fire safety practices, and hazardous waste handling protocols, according to federal, state, and local regulations. These updates also included the common working practices at peer institutions. The finalized version is close to the stage of being presented to the administration after minor amendments are made before the end of summer.

The committee forwarded the same recommendation to the Provost, Dr. Berliner, suggesting the hiring of a full-time CHO to handle the exponentially increased work-load and potential safety hazards with the increased research activities at Hofstra, dramatically increased science enrollment, and the addition of the School of Medicine. Due to budgetary concerns from the administration, however, the recommendation was again rejected by the Provost's Office. This issue remains one of the central concerns for the committee. As outlined in the latest CHP, the CHO is a crucial position in charge of safeguarding, training, consultation, and inspection. All these responsibilities are only suitable for a professional with proper training and experience, not for a faculty member with heavy teaching load and research responsibility. During the three meetings, the ESC discussion yielded numerous suggestions on the "standard operating guidelines" to be included in the CHP. For example, an updated Student Safety Guide will be put in each lab room for student reference and Material Safety Data Sheets will be available both at a convenient physical location and easily accessible online.

The administration provided full support on the building of online safety training modules for annual refresher training. The current CHO, Dr. Dennis Ryan worked with the Faculty Computer Service on the successful launching and trial of online safety training videos and using paper quizzes as documentation to serve the refresher training needed. Several departments have participated in the trial and provided positive feedback to the CHO. This program will probably see huge growth in the next year with continuous work from the ESC and continuous support from the administration.

The committee acknowledged the tremendous effort made by the retiring Chemical Hygiene Officer, Professor Dennis Ryan. His nearly two-decade dedicated service to Hofstra University in the area of chemical safety is irreplaceable. All the members thank him for his work to build a safer working environment for students, faculty and staff and his continuous support to the ESC on developing better strategy for safety practice and chemical safety training. At the meantime, the committee is concerned about getting a qualified and competent replacement for him in the immediate future.

During the 2010-2011 academic year, the ESC is pleased to efficiently work with lab directors from multiple departments to address the safety issues and concerns, share good chemical safety practices, and develop effective strategies to correct mistakes and prevent problems. The committee worked on the issues including but not limited to laser safety, first aid kit, waste disposal, chemical signage on lab doors, chemical safety practice in anatomy labs, machine shop safety, fire extinguisher training, and personal protection equipment. The latest safety-related incidents and accidents inside and outside of Hofstra were also discussed. Several suggestions were already included in the latest CHP, and some issues will be addressed in future ESC meetings during 2011-2012. The ESC strives to make the Hofstra community a safer place to work, to study, and to do research.

V

ACTIVITIES OF THE SENATE

2010 – 2011

MATTERS PENDING FROM THE 2009-2010 SENATE:

November 9, 2009 (Senate Agenda)

The Senate approved the Proposal regarding Off Campus Behavior. This item was approved by the Full Faculty (November 20, 2009), approved and amended by the Provost (December 19, 2010), approved by Legal Counsel (December 22, 2010) and by the President as modified by the Provost ((December 22, 2010). (Appendix C)

2010 – 2011 SENATE ACTIVITIES

1. CHANGES TO THE FACULTY STATUTES AND FACULTY POLICY SERIES

November 8, 2010 (Senate Agenda)

The Senate approved the revisions to Faculty Policy Series #12 - Academic Freedom and Civil Liberties of Students at Hofstra University. This item was approved by the Full Faculty (December 3, 2010), by the Provost (December 21, 2010), by Legal Counsel (December 17, 2010) and by the President (January 5, 2011). (Appendix D)

November 8, 2010 (Senate Agenda)

The Senate approved the revisions to Faculty Policy Series #12B – Implementation of II, B. Freedom from Discrimination. This item was approved by the Full Faculty (December 3, 2010), by the Provost (December 21, 2010), by Legal Counsel (December 17, 2010) and by the President (January 5, 2011). (Appendix E)

November 8, 2010 (Senate Agenda)

The Senate approved the revisions to Faculty Policy Series #43 – Hofstra University Harassment Policy. This item was approved by the Full Faculty (December 3, 2010), by the Provost (December 21, 2010), by Legal Counsel (December 17, 2010) and by the President (January 5, 2011). (Appendix F)

November 8, 2010 (Senate Agenda)

The Senate approved the revisions to Faculty Policy Series #12C – Equal Opportunity and Affirmative Action Policy. This item was approved by the Full Faculty (December 3, 2010), by the Provost (December 21, 2010), by Legal Counsel (December 17, 2010) and by the President (January 5, 2011). (Appendix G)

2. CHANGES TO THE HOFSTRA BULLETIN

October 11, 2010 (Senate Agenda)

The Senate approved the revisions to the policy on Graduate Courses taken by Undergraduate students. This item was approved by the Full Faculty (October 25, 2010), by Legal Counsel (November 16, 2010), by the Provost (November 18, 2010), and by the President (November 18, 2010). (Appendix H)

November 8, 2010 (Senate Agenda)

The Senate approved the revisions to the Course Completion Ratio. This item was approved by the Full Faculty (December 3, 2010), by Legal Counsel (December 17, 2010), by the Provost (December 21, 2010), and by the President (January 5, 2011). (Appendix I)

November 8, 2010 (Senate Agenda)

The Senate approved the revisions to the Probation Standards. This item was approved by the Full Faculty (December 3, 2010), by Legal Counsel (December 17, 2010), by the Provost (December 21, 2010), and by the President (January 5, 2011). (Appendix J)

December 6th, 2010 (Senate Agenda)

The Senate approved the revisions to the Graduate Incomplete Policy. This item was approved by the Full Faculty (March 9, 2011), by Legal Counsel (March 14, 2011), by the Provost (March 15, 2011), and by the President (March 16, 2011). (Appendix K)

March 14th, 2011 (Senate Agenda)

The Senate approved the revisions to the Major GPA Requirement. This item was approved by the Full Faculty (May 6th, 2011), but has not yet been approved by the Provost or President. (Appendix L)

April 11th, 2011 (Senate Agenda)

The Senate approved the 2013-2014 Academic Calendar. This item was amended and approved by the Full Faculty (May 6th, 2011), but has not yet been approved by the Provost or President. (Appendix M)

3. OTHER ACTIONS

October 11, 2010 (Senate Agenda)

The Senate approved the Casino Resolution. This item was approved by the Full Faculty (October 25, 2010), by Legal Counsel (November 16, 2010), by the Provost (November 16, 2010), and by the President (November 18, 2010). (Appendix N)

November 8, 2010 (Senate Agenda)

The Senate approved the revisions to the Diversity Mission Statement. This item was approved by the Full Faculty (December 3, 2010), by Legal Counsel (December 17, 2010), by the Provost (December 21, 2010), and by the President (January 5, 2011). (Appendix O)

November 8, 2010 (Senate Agenda)

The Senate approved the Library Report. This item was approved by the Full Faculty (December 3, 2010), by Legal Counsel (December 21, 2010), approved and commented by the Provost, (January 24, 2011), and by the President, incorporating the Provost's comments (January 25, 2011). (Appendix P)

February 14th, 2011 (Senate Agenda)

The Senate approved the revisions to the Presidential Debate Resolution. This item was approved by the Full Faculty (March 9, 2011), by Legal Counsel (March 14, 2011), by the Provost (March 15, 2011), and by the President (March 15, 2011). (Appendix Q)

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. Approximately 400 cases were reviewed. Statistical data reflecting dismissals and reinstatements for the June 2010 to May 2011 period is given below.

| | | <i>Totals</i> |
|--|-----|---------------|
| <i>Dropped for Poor Scholarship</i> | | |
| Automatic Drop (end of Spring 2010 semester) (includes SUS) | 123 | 123 |
| ARC Drops | | 30 |
| End of Fall semester | 12 | |
| End of Spring semester | 18 | |
| Total Drops | | 153 |
| <i>Reinstated/Readmitted</i> | | |
| Total Reinstated by ARC | | 78 |
| End of Fall semester | 0 | |
| End of Spring semester | 78 | |
| Total Readmitted - all meetings | | 10 |
| Total Reinstated/Readmitted | | 88 |
| Net Dropped | | 65 |

APPENDIX C

In the Fall semester 2008, a number of faculty who live in the surrounding communities to Hofstra University expressed strong concerns regarding the behavior of some of Hofstra's students who reside off campus. Faculty members cited examples of behavior that would seem to violate the Hofstra code of conduct if the student(s) resided in the residence halls. These faculty members asked the administration to consider the implementation of a code of conduct that would apply to students residing off campus. In turn, the administration asked the University Senate (as part of the shared governance process) to address this issue. The Student Affairs Committee (SAC), which was comprised of students, faculty (including some of the faculty who initially raised the issue), and administrators, was asked to look at this issue and also address five important questions that were posed (Please see below for the answers to these questions). After much deliberation and discussion, the SAC made a series of recommendations which can be found at the end of this report.

Summary of Questions Posed Regarding Off-Campus Behavior

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 role 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:

Out of the discussions from the SAC these are the recommendations we bring forth:

1. Recommend that we not extend our jurisdiction to enforce rules or laws off our campus any more than we already do
 - 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.
2. Create a community coalition council
 - 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 off campus, the actions of its students and actions taken against its students contribute to unrest in 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.
3. Develop new off campus programs and expand current off campus programs
 - The University should continue to develop and expand its off-campus educational programs that are currently directed by the Office of Off-Campus Living and Commuting Student Services (in the Dean of Students Office.)
4. Create repository for complaints
 - In keeping with our current protocol, the Office of Off-Campus Living and Commuting Student Services (in the Dean of Students Office) should serve as the repository for complaints, compliments and comments made about off-campus behavior and issues should be addressed as the office sees fit, in accordance with University procedure.

APPENDIX D

Faculty Policy Series #12

(only page 2 is affected.)

B. Freedom From Discrimination

Just as the University should not discriminate on grounds of "race, color, religion, sex, sexual orientation, gender identity or expression, age, national or ethnic origin, physical or mental disability, marital or veteran status or any other characteristic or status protected by state or federal laws"~~race, color, religion, sex, sexual orientation, marital status, age, national or ethnic origin, or physical or mental disability in the conduct and operation of its educational programs and activities,"~~ in its educational programs and activities, so should it not permit unlawful discrimination in any area of student life, such as University-managed housing, athletics, clubs, organizations, and other campus activities. Cases of discrimination by students against other students should be dealt with in accordance with the official Judicial Code. Cases of discrimination involving academic affairs should be reported to the appropriate academic dean or to the Equal Rights and Opportunities Officer. Cases involving claims of sexual harassment should be handled according to the appropriate University policy.

No student shall be expelled or refused admission to Hofstra University because he or she is unable to participate in any examination, study or work requirement because of his or her religious obligations and practices. However, all students are expected to complete all assignments and examinations. It is understood that no adverse or prejudicial effects shall result to any student who avails himself or herself of religious observances. The University, faculty, and student shall work together to achieve a reasonable accommodation concerning any conflicts between educational and religious obligations.

C. Government by Law

Students should live under a government of law, created, where appropriate, by joint action of students, faculty, and administration. The United States National Student Association has properly said: "The functioning of the educational community requires an awareness of mutual responsibility, understanding, trust, and respect in order that all its members actively contribute to the development of policies and programs; this purpose can best be achieved only through the continuous cooperation within the educational community ...These policies and procedures should in no case be subject to change without notice under the pressure of a particular situation, and the groups affected should participate at all times in their application."¹

¹ Codification of Policy, United States National Student Association, 1960-1961, p. 25

IMPLEMENTATION OF II, B. Freedom from Discrimination

Members of the faculty, administration, and student body of Hofstra University all share in the responsibility of preserving and upholding the principles of academic freedom as defined in Section II of Faculty Statutes and the Statement of Academic Freedom and Civil Liberties of the students of Hofstra University. The public expression of prejudice and bigotry toward any member of the university community because of race, color, religion, sex, sexual orientation, gender identity or expression, age, national or ethnic origin, physical or mental disability, marital or veteran status or any other characteristic or status protected by state or federal laws~~race, sex, age, physical condition, creed, color, and nationality~~ and any unwarranted public accusations or charges against any individual or group within the university that might damage their character and reputation are a threat to the academic freedom of all members of the university community, and those most directly affected may seek redress of their grievances in the following manner.

- I. Such cases as those described above that involve relations among students should be referred to the Student Judiciary Board.
- II. Such cases as those described above that involve relations between students and faculty or administration, or that involve faculty members or administration should be brought to the Provost.
- III. When cases are referred to the Provost, the Provost shall, after counseling the complainant and if the complainant wishes, refer the case to the University Judiciary Board.
- IV. The University Judiciary Board shall consist of:
 - A. three members of the University Senate Special Committee on Grievances, shall be appointed jointly by the Chairpersons of the University Senate Executive and Faculty Committees for a term of one academic year;
 - B. a designate of the Provost, who will serve as chairperson;
 - C. three student members to serve for one academic year, including the Associate Chief Justice of the Student Judiciary Board, and two students appointed by the faculty advisor to the Student Judiciary Board.

- V. In cases involving relations between students and faculty the full University Judiciary Board will meet. In all other cases only the faculty members of the University Judiciary Board will meet.
- VI. The person bringing charges must assume the burden of gathering and presenting evidence to the University Judiciary Board. Students who bring charges may seek the assistance of a faculty member of their choice in presenting their case.
- VII. If the University Judiciary Board finds the charges proven, it will recommend penalties to the Provost in cases involving faculty or administration, and to the Dean of Students in cases involving students.
- VIII. Any member of the University community subjected to conduct covered by the Harassment Policy may seek redress as set forth in Faculty Policy Series #43.

(only page one is affected)

Faculty Policy Series #43

HOFSTRA UNIVERSITY HARASSMENT POLICY

I. Introduction

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

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

II. Harassment Policy Statement

A. Harassment Prohibited

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

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

EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION POLICY

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HOFSTRA UNIVERSITY—A COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITY

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.

An integral part of Hofstra University's mission is its commitment to extending equal opportunity to all qualified individuals without regard to race, color, religion, sex, sexual orientation, gender identity or expression, age, national or ethnic origin, physical or mental disability, genetic information, marital or veteran status in employment and in the conduct and operation of Hofstra University's educational programs and activities, including admissions, scholarship and loan programs and athletic and other school administered programs.

Furthermore, as part of its Diversity Mission, Hofstra University strives to provide a community: (a) of individuals from many diverse backgrounds and with differing interests and goals; (b) that reflects the diversity of the world outside Hofstra; and (c) that promotes intellectual inquiry, dialogue, and other activities pivotal to a democratic society.

Diversity at Hofstra University involves recognizing the value of difference and the inclusion of members of groups that experience discrimination or underrepresentation. This includes a prohibition against discrimination based on race, color, religion, sex, sexual orientation, gender identity or expression, age, national or ethnic origin, physical or mental disability, marital or veteran status or any other characteristic or status protected by state or federal laws or University policy.

Hofstra reaffirms this commitment to equal opportunity and diversity through this Equal Employment Opportunity and Affirmative Action Policy ("Policy"). Upon request, this Policy is available for review by any employee or applicant for employment by appointment during regular business hours. Please contact the Director of Human Resources Department, the Equal Rights and Opportunity Officer, or the Special Advisor to the Provost for Diversity for additional information.¹

Equal opportunity and diversity have been and will continue to be integral University policies. This Equal Employment Opportunity and Affirmative Action Policy endeavors to reaffirm in a single document the principles underlying Hofstra's policies relating to equality—such as the Equal Opportunity Statement, Diversity Mission and Harassment policy—and to recommit Hofstra University to the continued adherence to these principles.

PURPOSE OF EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION POLICY

Hofstra University ("Hofstra" or the "University") developed this Equal Employment Opportunity and Affirmative Action Policy to provide positive action and to assure that Equal

¹ For the most current listing of these individuals and their contact information, please refer to Addendum to this "Policy."

Employment Opportunities are given to all people of color and women who are employed by or seek employment with Hofstra. Hofstra is committed to the support of this Policy and to the good-faith effort to achieve its objectives. This Policy has been developed according to Executive Order No. 11246.

The specific objectives of this Policy are to:

1. Identify underrepresentation of people of color, women and/or other underrepresented groups and their underutilization at all levels of employment.
2. Establish realistic policies and practices to achieve the goal of full utilization of women and people of color.
3. Take prompt good-faith efforts to meet the goal of full utilization.
4. Provide data collection, evaluation and reporting systems to evaluate the effectiveness of this Policy.

HOFSTRA'S EQUAL OPPORTUNITY STATEMENT

Hofstra University continues its commitment to extending equal opportunity to all qualified individuals without regard to race, color, religion, sex, sexual orientation, gender identity or expression, age, national or ethnic origin, physical or mental disability, marital or veteran status in employment and in the conduct and operation of Hofstra University's educational programs and activities, including admissions, scholarship and loan programs and athletic and other school administered programs. This statement of nondiscrimination is in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act Amendments Act, the Age Discrimination Act and other applicable federal, state and local laws and regulations relating to nondiscrimination ("Equal Opportunity Laws"). The Equal Rights and Opportunity Officer is the University's official responsible for coordinating its adherence to Equal Opportunity Laws. Questions or concerns regarding any of these laws or other aspects of Hofstra's Equal Opportunity Statement should be directed to the Equal Rights and Opportunity Officer. For more information on general student matters (not work-related), contact the Dean of Students or Services for Students with Disabilities Offices, as appropriate.

AFFIRMATIVE ACTION POLICY STATEMENT

1. As part of Hofstra University's Equal Employment Opportunity and Affirmative Action Policy, we shall:
 - (a) Recruit, hire, upgrade, train and promote in all job classifications, without regard to race, color, religion, sex, sexual orientation, gender identity or expression, age, national or ethnic origin, physical or mental disability, marital or veteran status in accordance with all applicable laws, directives and regulations of federal, state and local entities and University policy;

- (b) Base employment decisions on the principles of Hofstra's Equal Opportunity Statement, and with the intent to further the University's affirmative action commitment;
 - (c) Ensure that all terms and conditions of employment such as compensation, benefits, layoff, return from layoff, University-sponsored training, educational tuition assistance, social and recreation programs, shall be administered without regard to race, color, religion, sex, sexual orientation, gender identity or expression, age, national or ethnic origin, physical or mental disability, marital or veteran status in accordance with all applicable laws, directives and regulations of federal, applicable state and local entities and University policy;
 - (d) Ensure that promotion decisions will be made in accordance with this Policy by imposing only valid requirements for promotional opportunities; and
 - (e) Take action to prevent harassment including sexual harassment in accordance with Hofstra University's Harassment Policy.
2. Hofstra will vigorously pursue opportunities to recruit and develop job candidates who have the desire and potential for becoming qualified employees through this Policy.
 3. Management performance as related to this Policy will be evaluated, as is performance in relation to other University goals.

IMPLEMENTATION OF THE POLICY

The Human Resources Department is responsible for the internal and external dissemination of all policies.

1. Internally, Hofstra will disseminate the stated University policies as follows:
 - a) Hofstra's Equal Opportunity Statement and Equal Employment Opportunity and Affirmative Action Policy ("EO/AA Policies") will be included the University's "Policies" internet page on the Hofstra University portal, which serves as the University's bulletin board.
 - b) The EO/AA Policies are available from the Human Resources Department and Office of General Counsel and are posted on the University's website.
 - c) The EO/AA Policies will be communicated and discussed with all employees at meetings as needed. Individual employee's responsibilities will be explained.
 - d) On an ongoing basis, the EO/AA Policies will be discussed at employee orientations and applicable training sessions.
 - e) A diverse group people will be depicted in publications in which employees are featured.

- f) The existence of this Policy will be communicated to all employees on an ongoing basis to enable employees to know and avail themselves of its benefits.
2. Externally, Hofstra will disseminate the EO/AA Policies as follows:
- a) All recruiting sources will continue to be informed, on an ongoing basis, both verbally and in writing of Hofstra's EO/AA Policies. Hofstra also encourages recruiting sources to recruit and refer candidates who are women or people of color actively.
 - b) Organizations that represent commonly underrepresented groups, community and referral agencies will be notified verbally and in writing on an ongoing basis of Hofstra's EO/AA Policies.
 - c) Prospective employees will be informed about the existence of Hofstra's EO/AA Policies.
 - d) A diverse group of people will be represented when Hofstra employees are pictured in consumer or help-wanted advertising.
 - e) Recruitment advertisements and literature will bear the phrase: "An Equal Opportunity Employer."

ADMINISTRATIVE RESPONSIBILITY

The overall responsibility for implementation and administration of this Policy lies with (a) the Director of Human Resources, with respect to all University staff and administrators; and (b) the Provost, with respect to all University faculty. These officials have the full support of the Office of the President.

Their duties include:

- 1. Develop and update related policy statements, affirmative action policies and internal and external communication techniques;
- 2. Maintain records and data supporting the University's compliance with this Policy, including the Utilization Analysis discussed below;
- 3. Design and implement auditing and reporting systems that will:
 - a) Indicate the need for any remedial action;
 - b) Determine the degree to which the goals and objectives of the Policy are being met; and
 - c) Measure the effectiveness of the Policy.

4. Engage in regular discussions with employees to assure that the Policy is understood and being followed;
5. Remain informed and keep management informed of the latest developments in the equal employment area, including the requirements of law and designing updates and improvements to the Policy in response to such developments; and
6. Serve as liaison between the University and organizations concerned with employment opportunities of people from groups that tend to be underrepresented.

The Office of General Counsel will serve as the liaison between the University and any enforcement agencies.

The duties of the Deans, Vice Presidents and department supervisors include:

1. Assist the Provost's Office and Human Resources department in the identification of areas and degrees of underrepresentation and underutilization and in the establishment of reasonable goals and objectives for University departments.
2. Ensure that all University employees are aware of, understand and adhere to the Policy.
3. Review the qualification of all University employees to ensure that full opportunities for transfers, promotions and other advancements are given to people of color and women.
4. Performing periodic audits to ensure that:
 - a) Equal Employment Opportunity posters are properly displayed.
 - b) All employees, especially people of color and women, are encouraged to participate in educational, recreational, social, training, administrative and part-time activities.
 - c) Facilities maintained by the University for the use and benefit of its employees are available to all employees equally and that single-sex facilities are comparable for both sexes.

UTILIZATION ANALYSIS

Hofstra University submits to the Department of Education a report entitled the Integrated Postsecondary Education Data System ("IPEDS Report"). The IPEDS Report, which may be made available upon request, serves as the University's analysis of its workforce.

An affirmative action plan should include an analysis of areas within which the University may be lacking in the utilization of people of color and women. The analysis serves as a benchmarking guide regarding the University's goals and objectives relating to affirmative action. Hofstra's actual employment statistics are compared to applicable labor statistics for the relevant faculty or employment category ("Utilization Analysis"). Hofstra performs this Utilization Analysis separately for faculty and non-faculty.

By advertising in publications addressed to people of color and women and utilizing employment advertisements, the University will provide notice to potential applicants that Hofstra University is committed to equal employment opportunity and affirmative action.

Hofstra maintains the capacity to review and monitor personnel activity such as applicant flow, hires, terminations, promotions and other personnel actions.

Establishment of Goals

The following procedures will be followed in establishing the goals for the University:

1. Hofstra will set affirmative action goals, as determined by reviewing the anticipated employment activity, the Utilization Analysis and the availability of qualified candidates.
2. Goals will be reasonable, measurable and attainable.
3. Goals will not be quotas, which are rigid and inflexible. Goals will be targets reasonably attainable by means of applying good-faith efforts to make the Policy work.
4. Support data for the Utilization Analysis will be compiled and maintained as part of the Policy. Analyses of Hofstra's total employment process will be performed to determine whether and where impediments to equal employment opportunity exist, including analysis of personnel activity such as applicant flow, hires, terminations, promotions, and other personnel actions.
5. Placement goals will be established for each job group in which underutilization exists.

PERSONNEL PROCEDURES

Notwithstanding anything herein and consistent with the commitment to equal opportunity and affirmative action goals, the President of Hofstra University has the right to authorize the hiring, promotion or advancement of all qualified candidates or personnel as applicable.

Recruitment

Hofstra University will institute action programs to improve recruitment and increase the flow of people of color and female applicants, including:

1. Disseminate information on job opportunities to organizations representing people of color or women and employment development agencies when job opportunities occur;
2. Encourage all employees to refer qualified applicants;
3. Include the phrase "Equal Opportunity Employer" in all printed employment advertisements;
4. Place help wanted advertisements, when appropriate, in local news media of interest to women or people of color;

5. Where using search firms, obtain assurances from the recruitment firm of access to appropriately qualified women or people of color;
6. Where there exists a sufficient pool of qualified candidates internally, recruitment may be limited to internal candidates, consistent with Hofstra's commitment to equal opportunity and affirmative action goals;
7. Participate in local job fairs;
8. Include people of color and female members of the workforce in any recruiting brochures presenting pictorial work situations;
9. Additionally, for faculty positions:
 - a) Consult available lists of recent Ph.D. recipients who are women or people of color for junior positions;
 - b) Consult with other universities about potential candidates who are women or people of color;
 - c) Place advertisements in public or professional publications and send notices to institutions, organizations and individuals who might have contact with appropriately qualified women and people of color;
 - d) When departmental personnel committees are constituted, every effort should be made to ensure inclusion of senior faculty from underrepresented groups;

Promotions and Other Advancements

Hofstra University undertakes the following action programs to ensure that employees who are women or people of color have equal opportunity for all promotions and other advancement opportunities:

1. Post promotional opportunities;
2. Offer counseling to assist employees in identifying promotional and other advancement opportunities, training and educational programs to enhance promotions and opportunities for job rotation or transfer; and
3. Evaluate job requirements for promotion or other advancement.

Training and Tuition Remission Program

Training at Hofstra University is open to all employees upon request. Hofstra's Tuition Remission Program provides financial assistance to eligible Hofstra University employees, their spouses or same sex domestic partners and their IRS dependent children. The applicant must meet University admission, registration and other posted requirements. See applicable collective bargaining agreement and the Tuition Remission policy, available online, for

details. The Tuition Remission Program enables involvement in a broad range of educational opportunities.

Testing

Hofstra University administers employment testing only for certain positions and the testing is directly related to the performance criteria for the position.

Unions

The unions that currently represent employees at Hofstra University are:

- Hofstra Chapter, American Association of University Professors/AAUP
- Local 153, Office & Professional Employees International Union AFL-CIO
- Local 1102, Retail Wholesale & Department Store Union UFCW
- Local 282, International Brotherhood of Teamsters, Chauffeurs, Warehousemen and Helpers of America
- Local 550, Public Safety, International Brotherhood of Teamsters.

The Office of General Counsel reviews the seniority practices and clauses in union contracts to ensure that such practices or clauses are nondiscriminatory and do not have a discriminatory effect. Nothing in this Policy abridges or is intended to abridge any protections afforded to employees under any applicable collective bargaining agreement.

Workforce Attitude

Hofstra University fosters and encourages a favorable attitude towards the hiring and advancement of people of color and women. The University consistently demonstrates its positive commitment to equal employment and affirmative action.

COMPLIANCE WITH SEX DISCRIMINATION GUIDELINES

1. Recruitment and Advertisement
 - a) Hofstra University recruits employees of both sexes, selecting candidates on the basis of their qualification for the particular job.
 - b) Advertisement in newspapers and other media do not express a sex preference for open positions.
2. Equal Opportunity Employment
 - a) Hofstra University's Equal Opportunity Statement—as well as Hofstra University's posting of updated "Equal Opportunity is the Law" posters—expressly indicate that Hofstra does not discriminate based on sex.
 - b) An employee of either sex has an equal opportunity to any available job that he or she is qualified to perform.

- c) Hofstra University does not make any distinctions based upon sex in employment opportunities, wages, hours, benefits or other conditions.
- d) Hofstra University does not discriminate against employees based on their marital status.
- e) Hofstra University assures appropriate physical facilities to both sexes.
- f) Hofstra University complies with the Family Medical Leave Act and disability anti-discrimination laws, including with respect to a woman's return to work following childbirth.
- g) Seniority status is not based upon gender.

3. Wages

- a) Hofstra University compensates its employees without regard to their status as women or people of color. Differences in compensation shall not be based in any way on sex or other protected status.

4. Affirmative Action

- a) Hofstra University acts affirmatively to recruit women to apply for those positions where women may have been traditionally excluded.
- b) Hofstra University is committed to including women as candidates in all programs that will provide women with opportunities to obtain management or tenured positions.
- c) There are no distinctions based on sex for inclusion in any training program.

COMPLIANCE WITH RELIGION AND NATIONAL ORIGIN GUIDELINES

It is the policy of Hofstra University to recruit, hire, train and promote for all positions without regard to religion or national origin of the applicant.

Hofstra University conducts recruitment and recruitment advertising in a way that does not imply a preference for people of specific religious backgrounds or national origins. Additionally, our EO/AA Policies will be communicated to sources that include organizations with representation of members of various religious and national origin backgrounds.

Hofstra University makes reasonable accommodations to the religious observances and practices of employees or prospective employees, unless doing so would result in undue hardship to Hofstra University. In determining whether undue hardship exists, factors such as cost to Hofstra University, business necessity and the impact on the rights of other employees are considered.

REAFFIRMATION OF UNIVERSITY'S EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION POLICY

Hofstra University reaffirms its commitment to the spirit and intent of equal employment opportunity and affirmative action. It is the policy of Hofstra University to provide equal employment opportunity to all employees and applicants.

It is Hofstra University's policy to:

- a) Recruit, hire, upgrade, train and promote in all job classifications, without regard to race, color, religion, sex, sexual orientation, gender identity or expression, age, national or ethnic origin, physical or mental disability, marital or veteran status in accordance with all applicable laws, directives and regulations of federal, applicable state and local entities and University policy;
- b) Base employment decisions on the principles of Hofstra's Equal Opportunity Statement, and with the intent to further the University's affirmative action commitment;
- c) Ensure that all terms and conditions of employment such as compensation, benefits, layoff, return from layoff, University-sponsored training, educational tuition assistance, social and recreation programs, shall be administered without regard to race, color, religion, sex, sexual orientation, gender identity or expression, age, national or ethnic origin, physical or mental disability, marital or veteran status in accordance with all applicable laws, directives and regulations of federal, applicable state and local entities and University policy;
- d) Ensure that promotion decisions will be made in accordance with this Policy by imposing only valid requirements for promotional opportunities; and
- e) Take action to prevent harassment including sexual harassment in accordance with Hofstra University's Harassment Policy.

Each employee of Hofstra University has a responsibility to support these objectives and to ensure that this policy is fully implemented within our University. Ensuring a pleasant working environment free of discrimination is the responsibility of everyone at Hofstra University.

Hofstra University encourages any employee to raise questions s/he may have regarding equal opportunity and affirmative action.

The overall responsibility for implementation and administration of this Policy lies with (a) the Director of Human Resources, with respect to all University staff and administrators; and (b) the Provost, with respect to all University faculty. These officials have the full support of the Office of the President. The ultimate responsibility for fulfilling the intent of the Policy lies with every employee of Hofstra University.

HOFSTRA UNIVERSITY HARASSMENT POLICY

See Faculty Policy Series #43.

DISABLED AND PROTECTED VETERANS POLICY STATEMENT

Hofstra University will not discriminate against any employee or applicant for employment because he or she is an individual with a disability or a protected veteran under federal law ("Protected Veterans") (i.e., qualified special disabled veteran, Armed Forces service medal veteran, or other veteran who served during a war, or in a campaign or expedition for which a campaign badge has been authorized and received by veteran.)

Hofstra University will take affirmative action to employ and to advance in employment all qualified persons regardless of their status as individuals with disabilities or Protected Veterans. This policy shall apply to all employment actions, including recruitment process, hiring, upgrading, promotion, transfer, demotion, training, rate of pay, termination, layoff and other forms of compensation.

REASONABLE ACCOMMODATION POLICY STATEMENT

Hofstra University, in conformance with all relevant federal, state and local nondiscrimination and affirmative action statutes, regulations and other administrative directives, including the Rehabilitation Act of 1973 as amended, the New York State Human Rights Law, the New York State Civil Rights Law, The Americans with Disabilities Act of 1990, as amended, and Hofstra University policy will provide reasonable accommodations to the known physical or mental limitations of qualified individuals with disabilities and qualified disabled veterans, unless such accommodation would impose an undue hardship on Hofstra University.

This policy shall apply to all employment actions, including recruitment process, hiring, upgrading, promotion, transfer, demotion, training, rate of pay, termination, layoff and other forms of compensation.

Employees should address all inquiries to the Director of Human Resources Department. Students should address all inquiries to Services for Students with Disabilities Office. Hofstra University's Equal Rights and Opportunity Officer, has been designated to oversee coordination of this policy.

THE POLICY IS NOT A CONTRACT

This Policy does not constitute an express or implied contract between the University and its employees, job applicants, or other persons, nor does this Policy give rise to any cause of action. The University reserves the right to change or modify this Policy as it deems appropriate and without notice.

APPENDIX H

Graduate Courses Taken by Undergraduates (Bulletin)

Current Wording in Bulletin:

1. In appropriate cases, undergraduate students within 24 semester hours of graduation may be permitted to enroll in graduate courses for undergraduate credit. Written permission of the adviser and the appropriate deans is required and should be obtained on the substitution/waiver form. Credit earned in this way will count only toward undergraduate degrees.
2. To meet unusual cases, an undergraduate student within 24 semester hours of completing requirements for the baccalaureate degree may earn a maximum of 9 hours of graduate credit. Written permission from the appropriate dean's office must be obtained on the substitution/waiver form.
3. Visiting undergraduate students shall not be permitted to enroll in graduate courses at Hofstra.

New Wording Passed by UAAC:

1. In appropriate cases, undergraduate students **with senior status** may be permitted to enroll in graduate courses for undergraduate credit. Written permission of the **major** adviser and the appropriate deans is required and should be obtained on the substitution/waiver form. Credit earned in this way will count only toward undergraduate degrees.
2. To meet unusual cases, an undergraduate student **with senior status** may earn a maximum of 9 hours of graduate credit. Written permission from the appropriate dean's office must be obtained on the substitution/waiver form.
3. Provisions 1 & 2 do not apply to students pursuing dual-degree undergraduate/graduate programs.
4. Visiting undergraduate students shall not be permitted to enroll in graduate courses at Hofstra.

Change the Completion Ratio (CR) policy

1. Create a new academic action, termed “academic warning.”
 - a. Students on academic warning will be required to meet with a dean in University Advisement, but will not be automatically required to complete University 1. However, depending on the student’s circumstances, an Advisement dean may recommend or require completion of University 1.
 - b. Students on academic warning are considered in good standing for external reporting purposes.
 - c. The criteria for academic warning are outlined below.

2. Eliminate the current CR wording, and replace with the following:

“Since both grades and degree progress are important, the University calculates the completion ratio for each student by using the number of credits attempted and the number of credits satisfactorily completed.

A student who does not meet the standards below in any single term will be placed on academic warning. A student whose cumulative completion ratio falls below this standard will be placed on academic probation.

- 0-29 attempted hours: must satisfactorily complete at least 60% of attempted credits
- 30-59 attempted hours: must satisfactorily complete at least 70% of attempted credits
- 60 or more attempted hours: must satisfactorily complete at least 80% of attempted credits

To calculate a student’s completion ratio:

- Satisfactorily completed credits are made up of
 - transfer credits
 - credits completed with a passing grade of D or better
 - credits completed with a passing grade of P.
- Attempted credits are made up of
 - satisfactorily completed credits, as defined above
 - failures, withdrawals, unofficial withdrawals, incompletes, and no reports (F, W, UW, I, NR)
- Repeated courses are included in both attempted and earned hour calculations.”

3. To return to good standing:
 - “Students will be on academic probation for low completion ratios as long as their completion ratios remain below the standards specified above ~~and they complete 75% or more of attempted semester hours.~~”

Key changes from the current CR standard:

1. The completion standards will include a term standard as well as a cumulative standard.
2. The completion ratio will be stated in terms of what must be completed, rather than in terms of what students are permitted not to complete, to be in good standing.
3. The completion ratio includes F grades in its calculation of attempted but not satisfactorily completed hours.
4. The text for the completion ratio clarifies the treatment of various grades and credits in the computation of the ratio.
5. The completion ratio begins from the point of entry rather than at 30 credits attempted, and the percentages expected for completion are higher. For students taking five 3-credit classes per term, this would require them to complete three or four of their attempted classes.

| | Existing standard | New standard |
|---------------------------|--------------------------|---------------------|
| 0-29 credits | No expectation | 60% completed |
| 30-59 credits | 60% completed | 70% completed |
| 60-89 credits | 67% completed | 80% completed |
| 90 or more credits | 74% completed | 80% completed |

Change in GPA Probation Standards

1. Keep the current cumulative GPA standard of 2.0 for probation.
2. Add the following criteria to probation:

A full-time or part-time student will be placed on probation at the end of a second consecutive semester with a term GPA below a 2.0.

A student will be on academic probation for a **low cumulative grade point average** as long as **his/her** cumulative grade point average remains below 2.0 and is above the University's minimum retention standards.

A student who has a 2.0 or higher cumulative grade point average but has been placed on probation due to low term GPA performance will remain on probation until he/she has earned a term GPA of at least 2.0.

Graduate Incomplete Policy

Old:

I (Incomplete): An Incomplete grade will be given at the discretion of the instructor in a graduate course and only under unusual circumstance. Incomplete work must be completed and submitted to the instructor for a final letter grade by the end of one calendar year from the close of the semester or session in which the course was taken. After this deadline, the original incomplete remains on record and the only way a graduate student can receive credit for the course is to reregister for and pass the course (original incomplete remains on record). In extenuating circumstances, extensions may be made by the instructor with the approval of the Graduate Program Director, Chairperson of the department and the Dean of the College/School. Degree, Certificate or Diploma candidates, see Graduate Program Director, Chairperson of the department and the Dean of the College/School. Degree, Certificate or Diploma candidates, see Application for Graduation, certificate and diploma requirements completion deadlines.

Proposed:

I (Incomplete): When requested by the student, the instructor may grant, at her/his discretion, a grade of Incomplete ('I'). An 'I' grade should be given only when unforeseen circumstances prevent the student from completing course work on time. As part of the normal final-grade process, the instructor must submit an 'I' grade on-line to the Office of Academic Records with a default grade, the grade the student will receive if the missing work is not completed. The default final grade must be a letter grade or a permanent 'I'; a UW is not an acceptable default grade. In unusual circumstances, the faculty member may submit an 'I' grade without prior discussion with the student. The instructor will decide the time frame in which the student will complete the required course work. However, the deadline may not exceed one calendar year from the close of the semester or session in which the course was taken. A student will not be allowed to attend the regular class meetings at the next offering of the course. The instructor will inform the student of the completion requirements and terms.

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

APPENDIX L

University-wide Major GPA Requirement

With the intent of creating a university-wide major grade point average requirement, the UAAC unanimously passed the following resolution to be added to the University Degree Requirements section of the Bulletin:

“At least a 2.0 cumulative grade point average in work completed at Hofstra and required for the major as specified by the major department.”

APPENDIX M

FINAL PROPOSED 2013 – 2014 ACADEMIC CALENDAR

FALL SEMESTER 2013

| | | |
|------------------|----------------------|--|
| September 3 | Tuesday | All classes begin. Convocation from 11:20- 12:35 |
| September 4 | Wednesday | No PM classes. |
| September 5 - 6 | Thursday & Friday | Classes not in session. |
| September 13 | Friday | No PM classes. |
| September 14 | Saturday | Classes not in session. |
| November 25 | Monday | Conversion Day – ALL classes follow a Friday schedule. |
| November 26 | Tuesday | Conversion Day – ALL classes follow a Thursday schedule. |
| November 27 – 30 | Wednesday - Saturday | Thanksgiving Recess |
| December 12 – 13 | Thursday & Friday | Snow/study/reading days for Undergraduate classes only . Graduate classes meet. |
| December 16 - 21 | Monday – Saturday | Final exams for ALL classes. |
| December 21 | Saturday | Semester ends. |
| December 22 | Sunday | Commencement (subject to change) |

JANUARY SESSION 2014

| | | |
|------------|-----------|---|
| January 1 | Wednesday | New Year's Holiday |
| January 2 | Thursday | Classes begin. |
| January 15 | Wednesday | Semester ends for 2 week session. |
| January 20 | Monday | Martin Luther King, Jr. Day observed. NO classes. |
| January 23 | Thursday | Classes end for 3 week session. |
| January 24 | Friday | Snow/study/reading day for Undergraduate classes only , if needed. |

SPRING SEMESTER 2014

| | | |
|---------------|-------------------|---|
| January 27 | Monday | ALL classes begin. |
| February 17 | Monday | President's Day. Classes not in session. |
| March 16 – 22 | Sunday - Saturday | Spring Recess Classes not in session. |
| April 14 | Monday | Conversion Day - ALL classes follow a Friday schedule. NO PM classes. |
| April 15 | Tuesday | Classes not in session. |
| April 16 | Wednesday | Conversion Day – ALL classes follow a Monday schedule. |
| April 18 – 19 | Friday – Saturday | Classes not in session. |
| May 8 - 9 | Thursday & Friday | Snow/study/reading days for Undergraduate classes only . Graduate classes meet. |
| May 12 - 17 | Monday - Saturday | Final exams for ALL classes. |
| May 17 | Saturday | Classes end. |
| May 18 | Sunday | Commencement (subject to change) |

SUMMER SESSION I - 2014

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

SUMMER SESSION II – 2014

| | | |
|---------|-----------|------------------------------|
| June 26 | Thursday | Classes begin. |
| July 4 | Friday | July 4 th Holiday |
| July 30 | Wednesday | Classes end. |

SUMMER SESSION III – 2014

| | | |
|-----------|--------|----------------|
| August 4 | Monday | Classes begin. |
| August 22 | Friday | Classes end. |

Fall 2013 Proposed Calendar - Start after Labor Day (Final Version)

| | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Notes |
|----|----------|----------------|----------------|---------------|---------------|---------------|------------|--|
| | Aug | 26 | 27 | 28 | 29 | 30 | 31 | |
| 1 | 1-Sep | LABOR DAY | Classes begin | No PM classes | No classes | No classes | | Convocation - First day of classes @ 11:20 AM. Classes meet for 10 minutes. |
| 2 | 8 | 9 | 10 | 11 | 12 | No PM Classes | No classes | |
| 3 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | |
| 4 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| 5 | 29 | 30 | 1-Oct | 2 | 3 | 4 | 5 | |
| 6 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 7 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 8 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | |
| 9 | 27 | 28 | 29 | 30 | 31 | 1-Nov | 2 | |
| 10 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 11 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 12 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| 13 | 24 | Conversion Day | Conversion Day | No classes | No classes | No classes | No classes | Thanksgiving Break- Wed.-Sat. Nov. 27-30. Convers. Day, Mon., 11/25. Classes follow a Fri. schedule. Convers. Day, Tues., 11/26. Classes follow a Thurs. schedule. |
| 13 | 1-Dec | 2 | 3 | 4 | 5 | 6 | 7 | |
| 13 | 8 | 9 | 10 | 11 | Snow/StdY/Rdg | Snow/StdY/Rdg | 14 | Snow/Study/Reading Day for UGs only - Thursday & Friday, Dec. 12 & 13. |
| 13 | 15 | Finals | Finals | Finals | Finals | Finals | Finals | |
| 13 | Commncmt | 23 | 24 | 25 | 26 | 27 | 28 | Commencement, Sun. 12/22 (subject to change) |
| | 13 UG | 14 GR | 14 UG | 15 GR | D UG 14 | 14 GR | *13 UG | *15 GR |
| | | | | | E UG 13 | | *13 UG | 14 GR |

COMPLIANCE INFORMATION:

(*Includes Conversion Day)

By State Law: UG 2250 minutes required for three (3) credit course (over a 15 week semester).

MWF @ 55 minutes require a minimum of 39 meetings (2145 minutes) + 120 minute Final

TuTh, MW, MF @ 85 minutes require a minimum of 26 meetings (2210 minutes) + 120 minute Final

Saturday UG classes require a minimum of 13 meetings

Graduate classes require a minimum of 14 meetings @ 110 minutes each (1540 minutes).

of Fall 2013 Classes

Undergraduate:

MWF 40 meetings @ 55 minutes + 120 minute final = 2320 minutes

TuTh 27 meetings @ 85 minutes + 120 minute final = 2415 minutes

(11:10 - 12:35 time slot: 26 meetings @85 minutes + 10 minutes first day of classes + 120 minute final = 2340

MW Day 27 meetings @ 85 minutes + 120 minute final = 2415 minutes.

MW Eve 26 meetings @ 85 minutes + 120 minute final = 2330

MF 26 meetings @ 85 minutes + 120 minute final = 2330 minutes.

Saturday - 13 meetings + final

Graduate Class meetings: Monday 14, Tuesday 15, Wednesday 14, Thursday 15*

NOTES:

All classes begin Tuesday, September 3. Convocation held at 11:20 AM. Tuesday 11:10-12:35 classes meet for 10 minutes on this Tuesday only.

No PM classes Wednesday, September 4.

No classes Thursday and Friday, September 5 and 6.

No PM classes Friday, September 13.

No classes Saturday, September 14.

Conversion Day, Monday, Nov. 25. All classes follow a Friday schedule.

Conversion Day, Tuesday, Nov. 26. ALL classes follow a Thursday schedule.

Last day of classes for SSIII 2013 is Friday, August 23.

**PM classes are ANY classes in session after 4:30 PM. Classes starting before 4:30 PM should end at 4:30 PM.

NO classes begin after 4:30 PM.

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | NOTES |
|--------|---------------|---------|-----------|-----------------|--------|----------|---|
| | | | 1-Jan | Classes begin 2 | 3 | 4 | New Year's Day, January 1; Classes begin January 2 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | CLASSES END Wednesday, January 15, for 2-week session |
| 19 | No classes 20 | 21 | 22 | 23 | 24 | 25 | MLK Jr. Day Observed Monday, January 20; CLASSES END Thursday, January 23, for 3-week session |
| 26 | 27 | 28 | 29 | 30 | 31 | | |

Note 1 The regular January 2014 session is a two-week session from Thursday, January 2, through Wednesday, January 15.

Note 2 For selected courses that need to meet longer than the two weeks indicated in Note 1 (e.g., Distribution courses, some graduate courses) a three-week window can be used beginning Thursday, January 2, through Thursday, January 23.

Note 3 On Monday, January 20, the University is closed for Martin Luther King, Jr. Day.

Final Spring 2014 Final Spring 2014 Proposed Calendar with March Recess

| | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | NOTES |
|----|-----------------|------------------------------------|---------------|-------------------|-------------|---------------|---------------|--|
| | 26-Jan | Classes begin 27 | 28 | 29 | 30 | 31 | 1-Feb | Classes begin, Monday, January 27 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 2 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 3 | 16 | No Classes 17 | 18 | 19 | 20 | 21 | 22 | Presidents' Day - Mon, 2/17 - No classes |
| 4 | 23 | 24 | 25 | 26 | 27 | 28 | 1-Mar | |
| 5 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 6 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 7 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | Spring Recess; Sunday through Saturday, March 16 - 22 |
| 8 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 9 | 30 | 31 | 1-Apr | 2 | 3 | 4 | 5 | |
| 10 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 11 | 13 | Conversion Day 14 No PM Classes | No Classes 15 | Conversion Day 16 | 17 | No Classes 18 | No Classes 19 | No eve classes, Mon 4/14; Conversion day; Monday classes follow Friday schedule; Wed 4/16 conversion day; all classes follow Monday schedule |
| 12 | 20 | | 22 | 23 | 24 | 25 | 26 | |
| 13 | 27 | 28 | 29 | 30 | 1-May | 2 | 3 | |
| 14 | 4 | 5 | 6 | 7 | S/S/R Day 8 | S/S/R Day 9 | 10 | Snow/Study/Reading Days for UGs only - Thursday and Friday, May 8 and 9 |
| 15 | 11 | Finals 12 | Finals 13 | Finals 14 | Finals 15 | Finals 16 | Finals 17 | FINALS - Monday through Saturday, May 12 - 17 |
| 16 | Commencement 18 | 19 | 20 | 21 | 22 | 23 | 24 | Commencement - Sunday, May 18 (subject to change) |
| 17 | 25 | Memorial Day 26 | | | | | | |
| | | | | | | | | |
| | *13 UG & 14 GR | 13 UG & 14 GR | 13 UG & 14 GR | 13 UG & 15 GR | *13 UG | 14 | | |

COMPLIANCE INFORMATION:

(*Includes conversion day)

By State Law: UG 2250 minutes required for three (3) credit course (over a 15 week semester)

MWF @ 55 minutes require a minimum of 39 meetings (2145 minutes) + 120 Final

TuTh, MW, MF @ 85 minutes require a minimum of 26 meetings (2210 minutes) + 120 Final

Saturday UG classes require a minimum of 13 meetings + Final

Graduate classes require a minimum of 14 meetings @ 110 minutes each (1540 minutes)

of SPRING 2014 MEETINGS

Undergraduate - MWF 39 meetings @ 55 minutes + 120 minute final = 2265 minutes

MW 26 meetings @ 85 minutes + 120 minute final = 2330 minutes

TUTH 26 meetings @ 85 minutes + 120 minute final = 2330 minutes

MF 26 meetings @ 85 minutes + 120 minutes final = 2330 minutes

Saturday meetings - 13 meetings + final

Graduate Class Meetings - Mondays 14, Tuesdays 14, Wednesdays 14, Thursdays 15.

NOTES:

All classes begin Monday, January 27

Monday, February 17 - Presidents' Day

Spring Recess - Sunday through Saturday, March 16-22

Conversion Day - Monday, April 14 - All classes follow a Friday schedule

Conversion Day - Wednesday, April 16 - All classes follow a Friday schedule

Snow/Study/Reading Days - Thursday and Friday, May 8 and 9. Graduate classes meet.

Finals - Monday through Saturday, May 12 - May 17

Commencement - Sunday, May 18 (subject to change)

Summer 2014 Proposed Calendar

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | NOTES |
|--------|----------------|-------------|---------------|----------------|---------------|----------|--|
| May 18 | 19 | 20 | SSI begins 21 | 22 | 23 | 24 | May 18 - Commencement SSI classes begin Wednesday, May 21 |
| 25 | No Classes 26 | 27 | 28 | 29 | 30 | 31 | Monday, May 26, Memorial Day Holiday - NO classes |
| June 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | |
| 22 | 23 | SSI ends 24 | 25 | SSII begins 26 | 27 | 28 | SSI classes end Tuesday, June 24; SSII classes begin Thursday, June 26 |
| 29 | 30 | July 1 | 2 | 3 | No Classes 4 | 5 | NO classes - Friday, July 4th Holiday |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | |
| 27 | 28 | 29 | SSII ends 30 | 31 | Aug 1 | 2 | SSII classes end Wednesday, July 30 |
| 3 | SSIII begins 4 | 5 | 6 | 7 | 8 | 9 | SSIII classes begin Monday, August 4 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | SSIII ends 22 | 23 | SSIII classes end Friday, August 22 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| 31 | Sept 1 | | | | | | September 1 - Labor Day |
| | | | | | | | |

COMPLIANCE INFORMATION;

Minimum 24 Monday - Friday classes SS I & SS II

Minimum 15 Monday - Friday classes SS III

SUMMER SESSION I AND II

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

APPENDIX N

Whereas

- Hofstra University has a responsibility to its students to provide a safe environment that is compatible with the mission of an institution of higher education. It strives to provide experiences that enrich its students as they develop through the formative years of their undergraduate education. Given the concentration of educational institutions in proximity to Nassau Coliseum we should not create an environment that fosters the further growth of compulsive gambling, a growing addiction in the United States, particularly among teenagers and young adults. Moreover, the University's ability to recruit new students depends, in part, upon its ability to maintain its recognized standing as an educational institution of high quality located in a safe suburban setting.

Therefore, be it resolved that the Hofstra University Senate/Full Faculty oppose the location of a casino or gaming facility on the grounds of the Nassau Coliseum.

Diversity Mission Statement

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

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

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

Faculty Diversity

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

APPENDIX P

Whereas the University Library plays an important role in facilitating academic excellence, and creating resources for both classroom and research purposes, the Full Faculty expresses its full support for strengthening the University Library through implementing goals, timelines, and recommendations contained in the report entitled "Hofstra University Library Report," and implementing other measures as appropriate.

Provost's Recommendation

"I certainly endorse the goal of further strengthening the University Library. I know we all agree that the library is central to our educational mission. Regarding specific recommendations, I suggest we look at these recommendations in conjunction with preparation of the University's new five year plan, especially given that the library's needs are inextricably interwoven with the programs and plans of our schools and college."

Report on the Future Directions of the Joan and Donald E. Axinn Library of Hofstra University

**Submitted by
The Planning and Budget Committee of the Hofstra University Senate**

BACKGROUND

This report emanates from a resolution by the Full Faculty at the December 2007 faculty meeting and a charge from the Provost and Senior Vice-President of Academic Affairs, Dr. Herman A. Berliner that the University Senate Planning and Budget (P&B) committee report on the future directions and growth of the Hofstra University Library. This resolution was in response to the announcement of the sale of the West Campus Library Services building and the subsequent actions undertaken by the library to consolidate West Campus collections and personnel into the already crowded Joan and Donald E. Axinn Library building. The consolidation allowed the Library to return Special Collections to the Axinn building, where it is more readily available to faculty and students. In addition, the Technical Services Department returned to Axinn, resulting in improvements in the efficiency and turn-around time of newly acquired materials and their availability to students and faculty. Finding space for West Campus personnel forced the conservation of space by replacing paper resources with digital formats, installing compact shelving where electronic formats were not available, and weeding duplicates and items no longer needed. In the process a number of concerns were raised by faculty and addressed by the Library dean in email communications and meetings with faculty and chairs.

P&B gathered information from a variety of sources. In Spring 2007 the University Library conducted its first LibQUAL+ survey. This survey tool, designed by the Association of Research Libraries and Texas A&M University, has been employed by over 1,000 academic libraries since it was initiated in 2000, and it has become the standard outcomes assessment tool for academic libraries. LibQUAL+ looks at three areas of Library service—Library as Place (the physical space), Affect of Service (Library services) and Information Control (information resources). In response to negative answers from faculty regarding library resources, the committee also asked library subject specialists to work with their departments to provide P&B with prioritized lists of resource needs; this information was forwarded to the Dean of Library and Information Services for inclusion in the next Five-Year Plan. In addition, a series of focus group sessions was held with groups representing department chairs, faculty, graduate and undergraduate students for the purposes of gaining further feedback and insight as to how the physical library (Library as Place), library services (Affect of Services) and library resources (Information Control) are perceived as meeting the needs of students and faculty of Hofstra University. P&B members utilized this information to make recommendations for actions to be taken to ensure the ability of the University Library to preserve its traditional strengths and at the same time take advantage of new developments in information technologies to meet the developing needs of faculty and students. Several of these recommendations have already been instituted and will be noted in the report.

MISSION STATEMENT

The Hofstra University Library supports Hofstra University's mission of providing a quality education to its students in an environment that encourages and nurtures learning through the free and open exchange of ideas. The University Library shares the University's commitment to academic freedom and to the transmission, advancement and preservation of knowledge.

The University Library supports the curricular offerings of the University, fulfilling the research and instructional needs of university students, faculty and administrators through collaboration with these constituents. The University Library recognizes the diverse, multicultural nature of the Hofstra University community and creates collections that reflect these multiple perspectives.

The University Library mission encompasses:

- *Selecting, acquiring, describing, organizing, preserving and enabling access to information resources to support the curricular and research requirements of the University.*
- *Maintaining a physical, virtual and social environment that fosters learning through individual, group and social initiative.*
- *Developing, implementing and expanding an instructional program that prepares students to become lifelong learners.*
- *Maintaining the highest level of service, instruction, and resource management through on-going evaluation and assessment.*
- *Adhering to the principles of intellectual freedom and the protection of patrons' rights as outlined in the American Library Association's Library Bill of Rights.*

INTRODUCTION

Academic libraries continue to be in a period of transition due to the rapid advance of new information technologies. The Middle States report in June 2009 said: "As with university libraries generally, the Hofstra Library is grappling with the transition from print to electronic information, and from an older "warehouse" model to a new model of widely distributed information." The Library is no longer defined solely by its collections of print materials in a physical building, but also by the online resources it subscribes to in the form of electronic journals and databases, and in the freely-accessible information resources available via the Internet which it points to through indexes and subject listings. The University Library (not including the Law School Library) currently houses approximately 850,000 print volumes and volume equivalents and 1,250 current print journals, as well as approximately 2,000 titles which have stopped publishing or had their subscriptions cancelled and are retained in bound volumes for research purposes. The university's "virtual library" provides full-text access to some 50,000 journals online for which the Library pays subscription fees, provides access through Inter-Library Loan (ILL) to the 1 billion items housed in 9,100 libraries worldwide through OCLC's World Cat to which the Library belongs, and provides access as well to the free and open-access resources available on the web.

The Library's job today is to balance both of these worlds, to collect and preserve the physical collections, but also to provide access to the world of information available electronically outside the walls of the Library buildings. Circulation of print books by faculty has risen steadily over the past 10 years, probably due to a greater emphasis on meeting faculty research and instructional needs, and to the success of library subject specialists in working with faculty to identify and meet those needs. Book circulation by graduate students dropped to a low in 2004/2005 and has risen steadily since, but not to 1999/2000 levels. Circulation by

undergraduates dropped to a similar low in 2005/2006, and has not returned to 1999/2000 rates. But these figures for print books have been supplemented by electronic circulation of e-books. An average of 6,500 e-books has circulated each year for the past 6 years, from 5,084 in 2004 to 9,301 in 2009. The biggest increase, 47%, was between 2008 and 2009. A total of 1,022,989 pages were viewed over this period, and 127,884 pages were copied or printed. Books requested by Hofstra faculty and students through ILL were 2,742 in 2003/2004, and 3,242 in 2008/2009. The number of electronic books available has increased from 7,500 in July 2002 to 42,407 in July 2009.

As for journals, the number of print journal issues circulated has dropped, from 137,922 in 1999/2000 to 44,534 in 2008-2009, while the number of journals available in full-text online has risen to 49,610 and online hits on licensed resources have increased from 530,902 in 2002/2003 to 1,195,405 in 2008-2009. The number of ILL requests for journal articles rose from 4,698 in 2007/2008 to 5,899 in 2008/2009. These figures suggest that books (both print and electronic) continue to be of importance to Hofstra students and faculty, that there is wide-spread acceptance of online journals and that ILL continues to be an important resource.

Traditionally, libraries have been thought of as physical repositories of print collections. The job of the Library has been to assemble those collections, preserve them and provide access to them. The great research libraries have tried to acquire all relevant scholarly materials and preserve them. As their collections continued to grow and consume more shelf space, they have built new libraries or off-site storage facilities to house the overflow as existing structures were outgrown. The question for the Hofstra University Library is to what extent this model can be appropriate for the Hofstra community, given its necessarily limited resources.

The Hofstra Library's mission cannot be to preserve all human knowledge or even to preserve all the print materials acquired over the years. Space in Axinn Library is limited and has been impinged on over the years of its existence by the need for space for other departments and offices, and by the necessary installation of a sprinkler system which required the removal of books from all the top shelves in the stacks, diminishing shelf-space in Axinn by approximately 15%. Competition for space within the Axinn building is exacerbated by the increasing need for group study space for students. The renovation of the first floor provided new wireless group study space in the old print index area as well as additional individual study carrels in the Reference Reading Room. Group study rooms on the upper floors have been popular and heavily used. But the LibQUAL+ survey made it clear that additional space is needed on the upper and lower floors, and new study rooms, including enhanced technology rooms, have been built to begin meeting those needs. The closing of the West Campus Library in 2007/2008 simply brought these space problems to a head. Off-site storage would have been expensive, taking funds needed for new purchases, and it would not have permitted browsing of the collection. Since it seems very unlikely that Hofstra will build a new library in the foreseeable future, the decision was made to install compact shelving wherever possible to make more efficient use of existing space rather than making use of off-site storage.

Given these concerns, it seems clear that the University Library must push for the return of stack space that has been given to Honor's College on the ground level as soon as this unit can find more suitable space elsewhere on campus. The Library has to take every opportunity to make use of existing space wisely, and to focus on using the physical collections it has to support curricular needs in the present and the foreseeable future to the extent possible. Opportunities to replace print with electronic formats should be taken advantage of wherever possible and appropriate, with the understanding that subject specialists will continue to check with faculty and department chairs and liaisons before making such changes. If the physical collections are to remain current

and viable, then careful choices will need to be made about which older materials must be kept because they are still important to their disciplines, and which can be de-accessioned to make space for new materials. Clearly the preservation of older print materials is more important to some departments than others, and these needs must be taken into account. The Library Faculty has approved guidelines for the de-accessioning of such materials. Such decisions will be discipline based and made by Library faculty subject specialists familiar with the needs of their departments.

The following report will carefully analyze three main areas of the Library; *Library as Place* examines the physical space as related to collections and learning spaces, *Library Services* examines the various services offered by the Library both electronically and physically and *Library Resources* looks carefully at the print and electronic resources offered by the Library. Each section sets forth a list of recommendations for the future.

1. LIBRARY AS PLACE

Technology has changed the traditional concept of Library as Place, as libraries no longer exist solely in one physical location; both library collections and library services can be accessed remotely. For the purpose of this report, this section will examine the physical space of the Library. Virtual library space will be discussed within the sections entitled Library Services and Information Resources. The physical space of Axinn Library was examined in terms of space for collections and for student and faculty use of library space. Results from LibQUAL+ and focus group sessions were examined carefully in determining how students and faculty utilize library space and recommendations for the future are listed.

Collections

Prior to the closing of the West Campus Library Services building in 2008, Axinn Library and West Campus were already experiencing overcrowding, and had been since 2000. At that point, the Axinn shelves were almost full and the periodicals storage area was full to capacity. Compact shelving in West Campus was full and boxes of deselected books were stacked on all available floor space in the ground level storage area. The first of a series of book sales was held in October 2000, and faculty members were given the option of sending books back to the collection if they felt they should be retained. The sales continued through 2009 and succeeded in clearing the floor space in the West Campus storage area. The present location for Government Documents was dedicated in 2000 on the second floor in what was formerly a stacks area, and books shelved in that area (primarily in Philosophy and History) were sent to West Campus. The Curriculum Materials Center (CMC) was relocated to Monroe to make space in Axinn; it is presently located in Hagedorn Hall, the new home of the School of Education and Health and Human Services. The sale of West Campus was announced October 2007, necessitating movement of personnel and library collections into Axinn Library. Since space was already at a premium, the following measures were adopted to reallocate space, increase shelf space with compact shelving and replace print with electronic wherever possible:

- Compact shelving—purchased and installed in the former CMC (Room 033), the Periodicals Annex (Room 011) and the bound periodicals shelving area (023), doubling the existing shelf space
- Electronic Periodical Archives—funds were provided to purchase additional JSTOR titles not already held by the Library, allowing bound paper volumes to be discarded after consultation with the departments involved. Back paper issues of psychology journals

- available online and archived in PsyARTICLES were also deaccessioned, with the consent of the Psychology Department
- Government Documents—paper copies of U.S. Congressional hearings back to 1964 were replaced with electronic versions of the hearings back to 1824, significantly broadening access to congressional materials. Other documents were reviewed and retained where possible while older, outdated materials were discarded within the guidelines set by the Federal Depository Library Program (FDLP). Some of the discarded materials were compensated for by providing broader electronic access to the Congressional databases provided by Lexis Nexis
 - Special Collections and Archives—personnel and collections were moved to areas which formerly stored paper documents now available in electronic format, including the former Government Documents storage area in 038 and the old CMC area. Having Special Collections back in Axinn makes it much easier for faculty to bring classes in to use these valuable collections for student research, and several online class projects using these materials have been developed for students
 - Print Storage Collection—After considering and rejecting commercial off-site storage (costs outweighed benefits), the Library distributed electronic lists to all faculty of some 40,000 books formerly stored in West Campus and the old CMC to faculty for review. Approximately 2/3rds were cleared for de-accession. Titles that faculty asked to have retained will be shelved on the new compact shelving. Other titles were offered for faculty purchase for \$1 at a book sale and the remaining books were sold to a commercial used book vendor
 - Additional Electronic Databases—Early English Books Online (EEBO) and Literary Criticism Online (LCO) were purchased. EEBO significantly expands the research materials available for English and History faculty and students and had been requested by those departments for several years; LCO provides online access to a multi-volume series that had been housed in the Reference Room, providing shelf space needed for materials returned from other areas. Additional print volumes were replaced with electronic versions where appropriate.

Space for collections will continue to be constrained. Compact shelving and careful weeding of the Axinn stacks will serve immediate needs, but some faculty in departments such as English, History, Philosophy and Religious Studies may believe that the Library has an archival function to preserve the existing collection. Technological developments will present other solutions, and in some cases may involve purchasing titles in electronic format so that paper titles can be de-accessioned in order to make better use of the space. Maximizing existing space and exploring opportunities to repurpose space for other uses will continue to be a priority for the Library. We must all recognize that more and more useful information is available online, and the Library must decide what role it should play in locating and making these resources available to the Hofstra community.

Learning Places

The Library seeks to create spaces that foster learning for all members of the university, and that serve as an intellectual and social commons for the university. Axinn Library should provide

- A quiet place for individual students to study and work
- A gathering place for group/collaborative studying and learning
- A social space for students and faculty to meet informally.

Earlier feedback from student government groups indicated that students found the physical space of the Library to be dark, uninviting, cramped and oppressive. The 2006 renovation of Axinn library was designed to meet these concerns. The renovation opened up the first floor, lightened it, created more areas for group and individual study, and added a Library café intended to suggest a relaxed atmosphere. Overall, reaction from students and faculty about this renovation has been very positive.

LibQUAL+ contained five key indicators for the domain of “library as place”. Table 1 presents the results from these indicators.

Table 1: Service adequacy scores* for LibQUAL+’s Library as Place Indicators

| | Undergrad | Grad | Faculty | All |
|---|-----------|------|---------|-----|
| LP-1: Library space that inspires study and learning. | .24 | .25 | -.29 | .09 |
| LP-2: Quiet space for individual activities. | -.03 | .12 | .29 | .09 |
| LP-3: A comfortable and inviting location. | .23 | .22 | -.06 | .14 |
| LP-4: A getaway for study, learning, or research. | .02 | .17 | -.05 | .04 |
| LP-5: Community space for group learning and group study. | .47 | .25 | -.03 | .29 |

*The service adequacy scores are calculated by subtracting the minimum score from the perceived score on any given question. In general, positive service adequacy scores indicate that the library is meeting the minimum expectations of its users. A negative service adequacy gap indicates that our users’ perceived level of service quality is below their minimum level of service quality.

As is evident from the table, both undergraduate and graduate students are generally satisfied with the library as a place that inspires and facilitates both individual and group study and learning. All service adequacy scores for both these subpopulations are positive, except for a slightly negative score from undergraduate students with respect to the library as a quiet space for individual activities. Thus, these scores can be interpreted as a strong indicator that students are satisfied with the physical space of the library. Open ended responses on the LibQUAL+ survey also suggested that students were very positive about the renovations to Axinn’s first floor, and wanted to see those improvements extended to the upper and lower floors.

In response, the Library has designated an additional floor (6) as a quiet study floor. To further facilitate group study, the Library has recently partnered with the Computer Center to provide four technology-enhanced collaborative group study spaces on the eighth floor of Axinn Library. Each room is equipped with a 42” flat-panel monitor with cables that can be attached to a Mac or PC laptop and a spacious work area to allow students to work together more comfortably and view their work on a large screen. Rooms are also equipped with white boards and markers, electrical outlets, and wireless internet.

On the other hand, four of the five indicators received negative adequacy scores from faculty, and indicate that faculty was particularly dissatisfied with the library as a place that “inspires study and learning”. The stronger level of dissatisfaction with this indicator, rather than the other indicators that as a group, ask whether the library provides a space for individual and group studying, suggests that the faculty are concerned with the representational or aesthetic, rather than logistical aspects of the library’s physical space. This is an indicator that will have to be watched closely in subsequent LibQUAL+ updates.

In addition, undergraduate and graduate student participants in the focus groups were asked about their patterns of library use. When students were asked to report the reason for their last visit to the library, almost all said that they went to the library to study or work on assignments, to meet and study with friends, or to use the computers for online access. In other words, while students do cite using the library for information resources as one of their patterns of library use, a typical visit is motivated by the use of the library as physical space. The importance of the physical space of the library is reflected in one of the students' comments that "Most people use the library as a place to study or hang out, not as a place to come and find resources unless specific books are needed." Students emphasized that there were few other places on campus that served this function. Even those who are campus residents report that the "dorm is never a good place to study, it is hard to find a place to study alone and it is never quiet." The Library has responded to this information and has repurposed the space formerly used for photocopying into a student lounge area, complete with comfortable seating, an open access fiction and non-fiction collection that does not have to be checked out, and an art gallery area which has already been used for two student painting exhibitions. Photocopiers have been relocated to the Periodicals area and supplemented with a public access scanner (KIC).

In general, focus group data confirm the LibQUAL+ survey results, in that students seemed satisfied with the physical space of the library, in particular, the renovated first floor of Axinn. Students said that "the first floor is an enjoyable place to study", that "it is a much better place now than it was 2 years ago". Graduate students were similarly positive, although a couple participants expressed reservation about the primarily social nature of the first floor of Axinn, saying that "it is very loud on the first floor because of the undergraduates".

The faculty and chair's focus groups shed some light on the negative adequacy scores received in the LibQUAL+ survey. Focus group faculty's overall attitudes about Axinn Library seemed negative, although not strongly so. One faculty member, for example, said that the "Library should be the heart of a school but it's not," while another emphasized that "It is important to emphasize creating space that is work friendly and inviting to students to spend their time here." Another faculty posited that "The library was planned and built when we were a commuter school, and we are no longer a commuter school so it should be changed to meet the needs of people who live on campus."

Some faculty also expressed reservations about the café on the first floor, suggesting that symbolically, it reflected the lack of expectation that students take studying seriously. "When you walk into a library you should see books and here you don't, you see coffee," and that "students need to learn to come here and work and build on a work ethic." But on the other hand, the Café has become a popular meeting place for students and faculty, an environment that encourages exactly the kinds of interaction between faculty and students it was intended to foster. Students in the Library engage in a number of activities, from meeting faculty and friends, e-mailing and writing papers, to doing research. Questions at the Reference Desk are up significantly as a result of the renovation, suggesting that students are doing more academic work as well as relaxing and socializing.

The renovation of the first floor of Axinn Library has been successful in providing both individual study space and group work space, and in creating a welcoming, comfortable environment in which students can access library databases, read books or be exposed to new titles in the display shelves, write papers, ask questions at the reference desk, socialize with faculty and friends, grab a cup of coffee, check their email, and work together on joint projects. The task now facing the Library is to expand those changes to the ground floor and upper levels. Perhaps the most pressing need is to create more technology-enhanced group work spaces. But

before creating those spaces the Library will need to assess the facilities already available to see how well they are working. The Computer Center is planning to conduct a survey of students who have used the technology-enhanced rooms on the upper floors to see how they used those facilities, and the Library will need to work with IT people at Hofstra and other institutions (Stony Brook has just reorganized their group study facilities) to see what works best.

Recommendations

- Managing Collections to maximize space
 - Collection Development Policy: The Library is currently revising this policy to address challenges posed by new electronic formats. Policy decisions will have to be made by Library faculty and administrators so that the needs of students and faculty can be met
 - De-selection: deselecting titles should be done on a regular basis by the subject specialists with input from the academic departments they work with. Guidelines for de-selection will be part of the collection development policy
 - Investigate opportunities for consortial book-sharing agreements to provide access to a greater range of titles than can be physically housed in Axinn
- Physical Space for collections, additional group study space, and seminar rooms
 - Reallocations of space
 - Honors College (Ground Level) space should be reallocated to the Library as soon as this unit finds more suitable space elsewhere
 - Government Documents Depository: the possibility of reorganizing this collection to be primarily virtual will open up space on the second floor for individual and group study
 - Renovations
 - Upper Floors: The Student Government Association (SGA) has suggested rearranging seating to improve security on the upper floors by removing the carrels from the perimeter of the floors and providing comfortable chairs, tables, and improved lighting in the central area of the floors. Increased security walk-throughs are also recommended
 - Ground Floor: The reading/study space at the northwest corner of the ground floor needs to be renovated along the lines of the group study spaces on the main floor to provide technology enhanced group study space
 - Restrooms
 - Monitor and assess the use of group study rooms and collaborative spaces; publicize these resources more widely so more students become aware of them
 - As additional space becomes available at the University, the Library should be considered a priority when considering how this space is to be allocated.

2. LIBRARY SERVICES (*Affect of Services*)

New information technologies have impacted every area of library service and resource management. These technologies have changed the way scholars conduct research and students learn; increased emphasis on reference services, access services and library instruction will continue to grow as well as demands for other technology-related services. The growth of distance learning programs also contributes to demands for services available anywhere, anytime. Evolving intellectual property issues impact the Library and resources and programs related to

these issues will become an important part of library services. Access Services has been charged with providing information on copyright compliance, and the Head of Access Services and the Access Services staff works closely with faculty members to provide guidance on how to fully comply with copyright regulations in making information available to students through Electronic Reserves and Blackboard. Ongoing assessment of library services will be required in order to ensure that the Library continually meets changing users' needs.

Library Services (Affect of Service) in the LibQUAL+ Survey is divided into items surveyed across nine dimensions of service (Table 2). The results show that while undergraduates are essentially content with library services in all dimensions, however, there are adequacy gaps reported by faculty in AS-7 (*Employees who understand the needs of their users*), and in AS-9 (*Dependability in handling users' service problems*). Scores for AS-9 were also marginally negative for graduate students.

Table 2: Service adequacy scores for LibQUAL+'s Affect of Service indicators

| | Undergrad | Grad | Faculty | All |
|--|-----------|------|---------|------|
| AS-1: Employees who instill confidence in users | .61 | .28 | .59 | .53 |
| AS-2: Giving users individual attention | .48 | .57 | .49 | .51 |
| AS-3: Employees who are consistently courteous | .17 | .32 | .34 | .26 |
| AS-4: Readiness to respond to users' questions | .29 | .50 | .16 | .30 |
| AS-5: Employees who have knowledge to answer users questions | .19 | .22 | -.06 | .12 |
| AS-6: Employees who deal with users in a caring manner | .33 | .33 | .44 | .36 |
| AS-7: Employees who understand the needs of their users | .19 | .27 | -.11 | .12 |
| AS-8: Willingness to help users | .09 | .44 | .21 | .21 |
| AS-9: Dependability in handling users' service problems | .06 | -.04 | -.13 | -.02 |

Reference and Circulation Desks

The questions posed by LibQual+ are general in nature and do not provide specific information about what the negative scores mean in specific terms or define opportunities for improvements. Individual comments made by LibQual+ respondents and by members of focus groups may not be statistically significant, but they do provide more specific information about what the specific areas of dissatisfaction may be and where there are opportunities for improvement. Comments by LibQual+ respondents across all three groups of users (undergraduate, graduate, and faculty users) suggest that for some users, service by personnel in the circulation and reference departments could be improved.

Data derived from focus groups appear to support the general mix of positive and negative comments directed at both reference and circulation units. Undergraduates in the focus group complained about reference desk staff not being "knowledgeable", and having to shuttle between the reference desk and circulation desk to get adequate assistance. They also complained about a lack of staff available on specific floors where books are located, and having to travel between floors to get help for the specific resources they needed. A general comment from the undergraduate focus group summarized, that "the reference desk understands the problems of students but [the] circulation desk doesn't". Graduate students echoed these concerns, with one student stating of circulation staff that "they try to help but they really can't." Another graduate

student complained that, “the students at the periodical level are useless and the ones at the circulation desk [do] not want to be bothered.” In contrast, “the staff at the reference desk [are] helpful.” Another graduate student stated, that “The reference desk understands what you need.” Faculty and chairs too had both praise and criticism of a similar type.

Much of this criticism arises from the fact that the Reference Desk is staffed by faculty members while the Circulation Desk is staffed mainly by students. Circulation clerical supervisors are being encouraged to offer more assistance to patrons at the desk, monitor student staff interactions with users more closely, and to intervene when necessary.

To address the difficulties cited in the survey and in the focus groups about the circulation desk staff, meetings by library administrators with circulation desk student workers to improve their workplace behavior have occurred, and every student worker signs an agreement that outlines what is acceptable service to users. For example, when a user cannot find a book in the stacks, an available staff person will locate the book. Further, a new procedure has been developed in which users will be personally walked over to the reference desk once it has been established what their needs are. The goal is to avoid the “Hofstra Shuffle”, in which users are simply pointed in the direction of the reference desk or shuffled between circulation and reference desks without getting their needs met.

New procedures have also been put into place at the Reference Desk to help deal with the negative comments reported in LibQUAL+ 2007. There is a new WIKI that has been set up for the reference desk that reference faculty are using on a daily basis, which functions as a log of daily events, a method of communicating with reference faculty, an archival, searchable and topic organized data source, and a method of tracking problems that can then be further addressed. Reference librarians have been asked to provide a positive experience for users. For example, if a book is not available at Axinn, users should be directed to ILL or RLP (Research Loan Program, LILRC – Long Island Resource Council). A procedural manual to unify customer service is being developed.

Other improvements include some new signage, which should help address some of the problems users indicated regarding assistance in locating holdings in the collection. Recently, new signs were added in the elevators and at all stairwells on every floor to indicate holdings. The floor maps are also being updated.

Technical Services

The Technical Services Department is responsible for the acquiring, describing, and organizing of the Library’s information resources in all formats. This includes, among other things, cataloging and loading accurate, up-to-date resource information in the library catalog as well as maintaining Journal Finder (Serials Solutions), the main access portal for both print and electronic journals. With the advance of new information technologies and the widespread digitization of information, the Technical Services Department is and will continue to be closely involved with the interdisciplinary organization of bibliographic data, and the maintenance of tools that assist users in finding information across multiple formats and categories of information. As resource management becomes more complex, Technical Services faculty must work proactively with other library faculty to identify technical services initiatives that respond to users’ needs.

Reserves

Before each semester, faculty are asked by e-mail to make reserve materials requests earlier in the previous semester to ensure that reserve materials are available early enough in the semester, and to allow the Library staff adequate time to address copyright concerns that arise. Still, many requests still come in at the last minute or even after the semester has begun, creating frustrations for both faculty and students. It is understood that in some cases faculty schedules do not allow them to submit requests earlier; however, faculty should understand that late submissions that raise copyright issues cannot always be filled immediately. Faculty who anticipate copyright issues should address copyright questions and concerns to the Head of Access Services, as soon as possible. A new workshop on copyright restrictions was offered as a CTSE workshop in March 2009 and will be repeated periodically.

Departmental Liaisons/Subject Specialists

Each department has a departmental faculty member library liaison assigned by the department, and a library faculty member subject specialist assigned by the Library. All librarians have a second advanced degree in addition to their M.L.S. degree, and the subject area of these degrees is matched with the department whenever possible. Providing Library services to a specific department includes collaboration in collection development (both print and electronic), providing specific information about new resources and services of particular interest to that department, and meeting the unique needs of that department. Successfully providing these services depends on the collaborative relationship between the liaison and the subject specialist. This relationship needs to be proactive, not simply reactive. It is the library subject specialist's responsibility to initiate this collaboration, but the liaison has to be willing to respond and work with the subject specialist. Often very junior faculty members in the department are assigned to this important position, and occasionally they do not have enough knowledge of the department's needs to function effectively. The liaison needs the chair's support in communicating with his/her entire department if the liaison/subject specialist collaboration is to work.

Library Instruction

Currently, the Library provides instruction by subject specialists and adjunct library faculty to departments and programs in every school and college of the University (excluding the School of Law and School of Medicine). Instruction can take the form of the "teachable moment," at the reference desk, single- and multiple-session Assignment Based Classes (ABCs), workshops, and credit and non-credit bearing information literacy courses, all offered on the undergraduate and graduate level.

In 2007, the Assistant Dean/Chair and the Coordinator of Library Instruction in the Department of Reference and Collection Development (henceforth the Department) composed a document outlining current and future initiatives for library instruction. Much of that document has been incorporated in what follows.

Students

The most direct and frequent one-on-one opportunities for library instruction occur at the Reference Desk. The department's philosophy of delivering reference service involves combining both instruction and service. Instead of simply providing materials to students, the reference faculty engages in reference interactions which clarify how different types of materials fit the various demands of their assignments. Students are also taught how to

search for materials themselves and evaluate the sources. Print and electronic materials which provide further information on identifying, locating, and evaluating resources are offered. Virtually all electronic materials are available 24/7 from on- and off-campus. E-mail reference services (E-ref) are also provided.

Students also receive classroom library instruction via assignment-based classes (ABCs) and credit- and non-credit bearing courses. In the LIBQUAL+ survey, faculty stated students have problems using the library. Some reported they believed library instruction should be a requirement. Others have suggested adding a library component on basic library services to the orientation program for first-year students. Graduate students complained, however, that mandatory instruction was “a bore,” while undergraduates felt that students needed more freedom to explore services during tutorials. Many library faculty believe that library instruction would be greatly enhanced by additional classroom space with more computers for on-line instruction. Given the limitations in classroom space, library instruction faculty believe they cannot optimally fulfill requests for instruction.

Goals set by the Reference Services and Collection Development Department in 2007 which address the issues of facilitating and improving one-on-one instruction are:

- Achieve 100% 24-hour turn-around on E-ref requests for information
 - Promote E-ref services throughout University
 - Place 'Need Help?' on each Library webpage linking to e-mail reference form and library telephone number
 - Increase available subject resource guides and tutorials
 - Promote subject/resource guides at the reference desk and throughout the University.
- The Reference Department should also work on providing basic library information to entering students during the orientation program.

Faculty

Library Open House events have been offered in the past exclusively for faculty. Turn out has been low as scheduling difficulties and conflicts hinder such efforts. Library faculty frequently work one-on-one with academic faculty, providing guidance in the use of specialized resources. In the focus groups, chairs expressed an interest in library instruction both during the January break and in the last week of August, when departments could meet with subject specialists and receive focused training relevant to their research and teaching needs of the department. The Department has set the goal of:

- Developing Center for Teaching and Scholarly Excellence workshops on incorporating information literacy assignments into curricula
- Developing web-based materials that can be assigned by non-Library faculty members and integrated into course materials.

Subject specialists promote library instruction to their assigned departments, and the University Library regularly advertises the availability of library instruction classes on the library webpage scheduled in consultation and collaboration with academic department faculty. Faculty members can request such classes via the subject specialist, a web-based form, e-mail, or telephone.

The Library's instruction program, including credit courses, non-credit workshops and assignment-based classes (ABCs) has increased from 182 classes taught in 1999-2000 to 499

classes in 2008-2009 and 552 classes projected for 2009-2010, an increase of 174%. These classes are driven almost entirely by faculty and student demand. Graduate workshops in the Zarb School of Business and the School of Education, Health and Human Services are required, but the credit course LIBR 001 is not required, and single session ABCs for undergraduate and graduate students are taught entirely at the request of faculty members teaching the class. Since these classes are not required, the almost 3-fold increase must be seen as a vote of approval from faculty and students.

The Department set the following goal in 2007 to enrich the experience of the ABCs for the students who take them:

- Develop Blackboard-based material for extended ABC consultation
- Provide information literacy instruction to all first-year students by developing online materials
- Work with Freshman Advisement to encourage Freshman/Transfer students to work with such online materials

In the HCLAS “5 Year Plan--Requested Resources,” the History Department requested that more library faculty be hired to meet increased instruction demands, and along with the Philosophy Department, suggested that the LIBR001 affiliation with First Year Connections be expanded. The Political Sciences Department also requested an expansion of assignment-based classes (ABCs). The Social Sciences faculty suggested that teaching space for their courses be made available in the library so academic courses could be immersed in the library and the research process.

The need to expand the reach, enrich the experience, and increase the numbers of students receiving information literacy instruction seems clear. Beginning in the fall of 2009, 13 distance education sections of LIBR001 were offered in the FYC program. Beyond this expansion it is anticipated that many more online sections of LIBR001 will be offered, along with web-based subject guides, tutorials and virtual tours. But the problem of finding ways to make sure that all Hofstra students have some basic exposure to Library services remains unsolved. Students need different levels of Library and information literacy instruction at different points in their academic career: basic introductory information in the First-Year Orientation Program, basic instruction to academic research in their first two years, more specific instruction in discipline-specific resources when they choose their majors, and more advanced discipline-specific instruction when they enter graduate programs. Such an over-all program of instruction can only be created by library faculty working together with the teaching faculty in all departments and schools.

Periodicals Desk

Numerous complaints were made in the survey regarding the ability to check out print periodicals. As one Social Science faculty member indicated in the survey, “the system for checking out print periodicals is embarrassingly antiquated. When I want to take out a few journals to take back to my building and photocopy them, it often ends up taking over half an hour. Each time I seem to stun the employees there by my simple request, and it always requires a few people to figure out what’s necessary to make this happen. I have to write out all the details of my contact information for each and every journal I check out, which is ridiculously inefficient. I know that the journals are not used often and maybe that’s the only option until it’s pretty much all online. But that’s the thing I find most frustrating about the library.” To address numerous concerns made in this area, a new service of article delivery has been implemented. The service allows faculty to request journal articles from library holdings, which are copied and

delivered by library staff. The service has been very successful and is much enhanced by the use of the KIC-2 (Knowledge Information Center), an electronic, paperless copier/scanner. Users are also being directed to ILL if a journal is not in the library.

Interlibrary Loan Services (ILL)

ILL is in the process of upgrading services so that users can go directly to ILL from within a database without filling in forms. This service has recently been implemented for the Ebsco databases. For example, the user enters his/her information and all pertinent information from the database will be loaded into the ILL system via a link. There is also a new service that the ILL software now supports called "open URL", which relieves staff of checking whether the information is correct. ILL is also utilizing the KIC-2 scanner to improve delivery of articles requested by other institutions.

ILL is working on procedures to more effectively communicate with users regarding their requests. Currently, initial ILL requests are acknowledged by e-mail and now, after 1 week, requesters will receive an additional e-mail stating that ILL is still working on the request if it has not yet been filled. This pertains principally to books, not journal articles. This notification procedure is made possible through "work flows" adaptive software, which will automate these procedures as much as possible. The software implementation should be complete by September of 2010.

Government Documents

The John W. Wylder Government Documents Depository was designated as an official depository library in 1964 and collects and provides access to materials published by the executive, judicial and legislative branches of the United States Federal Government. The depository is part of the Federal Depository Library Program (FDLP) administered by the Government Printing Office (GPO) and, as such, must abide by the legal requirements set forth by Title 44 (Public Printing and Documents) of the U.S. Code. For example, the depository, by law, is open to the public. Library faculty and staff have to be cognizant that the public is allowed to have full access to government documents, including restricted periods such as exam week. Patrons need to be escorted to the government documents area when the library is closed to non-Hofstra patrons.

The depository offers reference services and specialized support related to government information. The depository works closely with Technical Services to ensure that these resources are available in the library catalog. No specific complaints were made regarding government documents in the survey or in the focus groups. However, there is a need to provide better education for the library staff about government documents, particularly for the adjunct reference faculty. Efforts to promote new resources (Library newsletter, CTSE workshops, brochures and signage) should be continued.

The depository has seen a notable decrease in in-person usage. This is a result of efforts of the FDLP to publish government information electronically. Currently, over 95% of government information is disseminated via the web. The Library is currently considering transitioning from a physical depository to a virtual depository. To serve patrons, a government information specialist will still be needed. A strong web presence for the depository will be a priority.

Curriculum Materials Center (CMC)

A new CMC /School of Education, Health & Human Services Librarian was hired effective Fall 2007, and feedback from SOEHSS faculty indicates that they are pleased with the new level of service provided. The new CMC librarian worked with the Acting Dean to develop a LIBR 001 course focused on education and offered for both undergraduate and graduate credit. The focus of CMC classes has shifted from Children's Literature to Assignment-Based Classes (ABCs) according to the needs of individual SOEHSS faculty. Numerous changes have been made to the CMC web page in order to facilitate access to CMC collections, and tutorials have been created to help make access easier. Handouts on CMC services, departmental lists of recent acquisitions, and articles of interest to teachers have been made available.

Staffing and Personnel

Full-time Library faculty: Librarians have full faculty status at Hofstra so that they can be fully involved in all aspects of shared governance and work with faculty members from other departments as colleagues and equal partners in the education of Hofstra students. Library faculty members in the Reference and Collection Development Department are proactive problem solvers at the Reference Desk and in their classrooms, sources of information about resource discovery in all aspects of the curriculum, and skillful teachers, dedicated to student learning. Library faculty members in the Technical Services Department acquire, describe, organize, and provide access to print and electronic resources. Library faculty are under the same obligations with respect to research, publication and service as all other Hofstra faculty members.

Adjuncts: Library adjuncts in the Reference Department are taking on new responsibilities for teaching ABCs and FYC/LIBR 001 sections in addition to working on the Reference Desk. The use of adjuncts to teach classes will further the teaching mission of the Library and allow a wider audience to be reached.

Administrators: A new Electronic Services Administrator has been hired to assist faculty and work on independent projects.

Recommendations

- Reference and Circulation
 - Circulation
 - Continue to maintain and periodically review procedures manual
 - Continue to implement training procedures and maintain competency standards student workers must meet for continued employment
 - Continue to provide signage and current floor maps
 - Continue to provide faculty with services such as book delivery
 - Reference
 - Develop and periodically review a procedures manual for reference faculty
 - Continue to utilize communication tools such as the Reference Wiki and monthly reference meetings to identify problems and generate solutions
- Reserves
 - Encourage faculty to make requests on a timely basis
 - Continue to offer workshops to faculty regarding intellectual property and copyright issues
- Department Liaisons/Subject Specialist

- Encourage departmental chairs to invite subject specialists to departmental meetings to update faculty on library resources and services
 - Encourage departmental chairs to appoint senior faculty to serve as departmental library liaison
- Library Instruction (as suggested by Library Senate Subcommittee)
 - Post virtual tours of the Library on the web
 - Provide specialized web-based tutorials
 - Work with departments to create library instruction programs that meet the research needs of their students (e.g.; instruction units for majors, non-credit bearing required workshops, The School for University Studies (SUS) model of multiple assignment-based classes)
 - Fill existing open library faculty lines
 - Create additional classrooms for teaching
 - Continue to pursue all goals set in the Reference and Collection Development Department's 2007 document, "Current and Future Library Instruction At Hofstra University"
- Periodicals Desk
 - Streamline procedures for requesting print journal articles
 - Continue to provide faculty services such as the scanning and electronic delivery of print journal articles
 - Promote the availability and utility of the KIC-2 copier to all users
 - Monitor the usage of the KIC-2 and if usage indicates, purchase an additional KIC-2
- Interlibrary Loan (ILL)
 - Continue to upgrade ILL services such as the integration of ILL with EBSCO and using open URLs to verify information
 - Continue to investigate additional ways of providing improved ILL services and communication to requesters
- Government Documents—Plan and implement conversion to virtual depository.

3. INFORMATION RESOURCES

Electronic resources and resource discovery tools have become central to every aspect of library collections. The importance of the Internet and digital technologies has significantly changed the nature and range of information resources offered by the Library. In addition to in-house collections of print, electronic and microform materials, the Library has become a gateway to vast external electronic collections of materials available via the Internet. The Library continues to maintain strong print collections which exceed both national and New York State averages for collection size and are below the average collection size of peer and aspirant institutions. In addition, the Library's access to electronic journals, books, and databases made available by yearly subscriptions, has increased substantially since 1999. As the academic curriculum develops and changes, additional online resources will have to be acquired in order to stay current and meet new needs. Usage of online resources will have to be monitored on a continuing basis, and resources, superseded by new developments or not used by faculty and students, will become targets for cancellation. Since space in the Axinn Library building is necessarily limited, physical collections will have to be regularly weeded to make space for new acquisitions.

In 2000, the Library Reference Department was merged with the Collection Development Department. Library faculty were given subject specialist responsibilities linking them to particular departments and giving them responsibility for assessing collections and acquiring

needed materials in all formats (books, periodicals and electronic resources). Oversight committees composed of library faculty were established for periodicals (Serials Advisory Council [SAC]) and electronic resources (Electronic Resources Advisory Council [ERAC]). The Dean, the Senior Assistant Dean for Systems/Chair for Technical Services, library faculty subject specialists and the Chair of the Library Senate Subcommittee began working with individual departments to assess periodical spending. Unused or very low-use periodicals were cut with the department's approval, and the funds were used to add new titles; electronic formats were used whenever faculty in the various departments agreed. From 2000 to 2008 the number of active paper journal subscriptions has dropped from 2,500 to 1,610, and the number of full-text journals available electronically has increased from 1,591 to 47,762.

The Library's five-year plan focused on the need for additional funds for electronic resources; \$80,000 was added incrementally to the electronic resource budget for each of the 5 years of the plan, raising the electronic resources budget from \$185,352 in 2000-2001 to \$595,578 by 2007-2008, and then \$571,072 in 2008-2009 as funds were eroded by price increases in periodicals. The number of available databases increased from 70 in 2000-2001 to 155 in 2008-2009, and the number of searches by faculty and students increased from 428,632 in 2000-2001 to 1,195,405 in 2008-2009. These funds and the additional budgetary allocations from the University allocated in connection with the move from West Campus in 2007-2008 are being used to add new databases and electronic journals as well as cover annual price increases.

In addition, the Five-Year Academic Plan provided an additional \$30,000 annually for books for each year of the plan, creating funds for filling subject gaps in the collection as they were discovered. For example, a Senate Library Subcommittee member pointed out that the Library was acquiring continental Spanish literature but not Latin American literature, and these funds were used to add additional resources in this area. In another case, the funds are being used to build up a book collection for the new Writing Studies and Composition Department.

Peer Comparisons

The first Library Five Year plan in 2003 included comparative data on library expenditures drawn from ACRL's *Academic Library Trends and Statistics*. The comparison included data for 11 colleges and universities in the New York metropolitan area and 18 colleges and universities in the Northeast. This comparison was repeated in 2009, and data from the comparison was included in Hofstra's Middle States self-study.

The first comparison demonstrated that Hofstra library expenditures were keeping pace with other institutions of comparable size on Long Island, but not with peer and aspirant institutions in the Northeast with whom Hofstra wants to compete. Hofstra did well in terms of number of books in the collections and in terms of staffing, but less well in terms of volumes added, expenditures on serials, expenditures per student, and expenditures on electronic resources. This analysis was partly responsible for the significant increase in funds made available to the Library for electronic resources, and has resulted in the building of Hofstra's current robust electronic library. An additional \$80,000 for electronic resources and \$30,000 for books was provided incrementally for each year of the Five year Plan, and one of the goals set in the plan was "*To improve library electronic resources to match competitor schools over the five year period.*"

The 2009 update showed some improvements, but Hofstra has not gained ground in comparison to comparable peer institutions. In terms of Library collection development expenditures, Hofstra was sixth out of 12 in the NYC/LI area in 2001, and rose to fourth in 2006 and 2007, placing after St. John's but before Adelphi. In the Northeast area, Hofstra placed 18th out of 19 in 2001, rose

to 10th in 2006, and dropped back to 14th in 2007. In terms of Library expenditures per student FTE in the NYC/LI area, Hofstra was ranked 5th out of 12 in 2001, and 4th out of 12 in 2006 and 2007, consistently one place below Adelphi. In the Northeast, Hofstra was 16th out of 19 in 2001, 9th in 2006, and 13th in 2007. So, in general, funds added in the first Five Year Plan have enabled Hofstra to hold its place in the middle of comparable New York/LI institutions and in the bottom third of comparable institutions in the Northeast.

This picture of Hofstra's comparative ranking is confirmed by figures in the National Center for Education Statistics biennial *Academic Libraries Survey* for 2006 and 2008, which shows Hofstra lagging significantly behind its peers in terms of the number of books and materials added annually, serial subscription holdings, and electronic holdings.

LibQUAL+ Results

The results of the LibQUAL+ survey were examined very carefully in the area of Information Control (Library Resources) as greater adequacy gaps in this area show this was the source of greatest dissatisfaction. Undergraduate students expressed satisfaction with the information resources available, however, graduate students and faculty members expressed dissatisfaction with this area of the survey, and expressed the greatest dissatisfaction with question IC-8 "Print and/or electronic journal collections I require for my work." Faculty members expressed dissatisfaction with every question in this section, and graduate students with IC-4 and IC-6-8. Scores for IC-8 were -0.47 for graduate students and -1.43 for faculty (Table 3). It should be said that overall scores for IC-8 were negative for all schools in the LibQual+ peer group, but Hofstra's scores were third lowest out of 12 peer schools.

Such negative scores do not, however, identify the specific weaknesses of individual collections or places where additional resources are most urgently needed. In Spring 2008, P&B asked library subject specialists to work with their departments to create a prioritized list of resources that faculty need and do not have access to through the Library. Many departments responded, and these requests will be incorporated into the next Five-Year Plan.

In addition to complaints about the inadequacy of collections, many written comments on electronic resources suggest a lack of familiarity with the actual resources available, and the Library will need to invest more time and resources in publicizing these resources and offering instruction in their use. The Library has developed an online *Library Newsletter* which is used to publicize new resources and services, but the subscriber list is only about 200. In Spring 2010 the Library will institute a Facebook page and Twitter feed in an attempt to reach more students and faculty with information about library resources and services.

Table 3: Service adequacy scores for LibQUAL+'s Information Resources Indicators

| | Undergrad | Grad | Faculty | All |
|---|-----------|------|---------|------|
| IC-1: Making electronic resources accessible from my home or office | .56 | .03 | -.45 | .13 |
| IC-2: A library web site enabling me to locate information on my own | .28 | .06 | -.64 | -.05 |
| IC-3: The printed materials I need for my work | .09 | .04 | -.73 | -.18 |
| IC-4: The electronic resources I need | .28 | -.17 | -.85 | -.17 |
| IC-5: Modern equipment that lets me easily access needed information | .22 | .10 | -.40 | .01 |
| IC-6: Easy-to-use access tools that allow me to find things on my own | .27 | -.13 | -.54 | -.07 |
| IC-7: Making information easily accessible for independent use | .24 | -.04 | -.26 | .02 |
| IC-8: Print and/or electronic journal collections I require for my work | -.02 | -.47 | -1.43 | -.57 |

Book Collection and E-books

While LibQUAL+ showed that undergraduate students were generally satisfied with information resources available through the library, students expressed some dissatisfaction during focus group discussions with the print collection. Students commented that many of the materials were old and said they generally needed more current materials. It's possible that print collections may not be adequate to support undergraduate work in some areas, but in many cases it may be that students need to be better educated about current material available through electronic journal resources such as Academic Search Premier and other databases. In any case, the Library should continue to investigate joining consortial relationships with groups such as ConnectNY and on-demand electronic book resources such as EBL to meet unfilled needs for current books not purchased by the Library in print. Students in the focus groups also requested that textbooks be made available through the library. In 2006, the Library purchased copies of the 100 most popular textbooks with funds contributed from the Student Government Association (SGA) and placed them on reserve for student use. Since that time, there have been no additional SGA funds and textbook purchases have been minimal. It was noted that students have been asking for a fiction collection to be housed in the library for leisure reading, and this service has been provided in the new student lounge on the Ground Level. These books do not check out—students simply take them and bring them back (or not) when they are finished. The books are mostly provided by donations from staff and faculty.

It was made very clear during the faculty and chairs focus group sessions that different disciplines have different needs in terms of formats. The English and History departments showed a preference for print formats, especially books, and also talked about the need for retaining all editions of important works. Some disciplines need older titles while others seek out newer titles. Many faculty feel that although collections may be satisfactory for teaching purposes, materials needed for research purposes are lacking and they must go to the larger research libraries. This is probably inevitable, and the Research Branch of the New York Public Library is a publically accessible resource for meeting such needs. The Library should further investigate possibilities of securing borrowing privileges for Hofstra faculty at academic research libraries in the Metro area. Business, the sciences and social sciences are more dependent on electronic

formats and rely most heavily on electronic journals and databases. It was suggested in focus groups that library budgets should be allocated to reflect these disciplinary preferences, and this is already being done by subject specialists. Collection Development budgets are currently allocated by discipline and the process for determining specific allocations is currently being reviewed by the Assessment and Planning Committee. Disciplinary preferences in formats are also an important consideration in selecting titles for discard.

Electronic books offer a way to increase the book collection without adding additional stack space and they allow for multiple users and 24/7 access. Library faculty has recently approved guidelines for the acquisition of electronic books where appropriate. The Library acquires electronic books in several ways; from individual publishers and through vendors such as Ebrary and NetLibrary. The Library has licensed Ebrary e-books since 2003 and recently signed a contract with Ebsco allowing the acquisition of NetLibrary e-books. Ebrary offers the advantage of allowing any number of simultaneous users for individual titles in its collection but the disadvantage is that titles can be withdrawn from the collection at the discretion of the publisher. NetLibrary e-books are purchased individually and cannot be withdrawn but can only be used by one patron at a time. Google Books (and other digitization projects) will also offer opportunities and challenges in the near future, when legal issues are resolved.

The Library has been able to add Early English Books Online (EEBO) as a result of the West Campus closing and consolidation of collections, and similar online research resources (from vendors such as Gale and Alexander Street Press) for departments such as English and History should be investigated. The Library's Special Collections division has an impressive Rare Books & Manuscripts collection, and these books are used for several student classes in the history of book publishing. Student use should be a priority in the acquisition and processing of Special Collections materials.

Joining the ConnectNY consortium would probably offer the most efficient way to increase the size of the book collection available to Hofstra faculty and students, and the Library faculty has approved joining in principle. There are over six million titles available through the ConnectNY libraries, and an OCLC overlap analysis done with Adelphi University (a ConnectNY member) shows a relatively small degree of overlap between our collection and Adelphi's. Some of the issues to be considered are the reliability of the delivery service, since many of the member libraries are upstate, and the costs. The Library is considering membership in ConnectNY in the next 5-Year Plan.

Journal Collection

The area of greatest dissatisfaction on the part of faculty and graduate students concerns the journal collection. Despite efforts and resources invested in new electronic journals and databases, faculty and graduate students were still dissatisfied with the "print and/or electronic journal collections I require for my work" at the time of the LibQUAL+ survey in 2007. There seems to be widespread agreement among faculty and students that electronic journals are preferable to print when available in that format, primarily because of ease and convenience of 24/7 access on campus and off.

The number of journals available has been vastly increased since 2000 by the provision of electronic journals. The number of full-text journals available electronically has increased from 1,591 in July 2000 to 49,610 in July 2009. Dissatisfaction expressed in the survey with what was admittedly a serious problem in 2000 may have to do with lack of familiarity with what is actually available online, as many of the comments in the LibQUAL+ report indicate. Many

faculty do not know that they should use Journal Finder (Serials Solution) to locate a particular title and its online sources. There is justifiable frustration on the part of some faculty with the extra steps the Journal Finder search may involve, since some publishers allow immediate access through Journal Finder while others route the patron to publisher sites. In addition to looking for opportunities to continue to add electronic journals to its collection, the Library also needs to work on educating faculty and students about what is available and how to access it. Focus group comments about blackouts of current issues in some databases reflect a valid concern and need to be addressed on an individual title basis.

To address these problems, the Library has taken the following actions:

- New publisher packages were acquired from Oxford University Press, and Cambridge University Press that include 447 academic journal titles in a wide range of disciplines
- Library News was and will continue to be used to advertise the availability of electronic journal packages such as Sage, Oxford, Cambridge and Science Direct
- A promotional banner is featured on the Library homepage to highlight available collections on a rolling, ongoing basis
- Journal Finder was featured in Library News on 3/13/2009
- As mentioned previously under "Periodicals Desk," the Library acquired a KIC-2 (Knowledge Imaging Center) to increase access and usability for existing print journals. It is placed next to a collection of illustrated magazines beginning in the early 20th century (London Illustrated News, Harper's, Life and Soviet Life). Images can be scanned and stored on a USB device or emailed for use in class papers and presentations. This project was discussed with the History department and featured in Library News
- Also mentioned under "Periodicals Desk," the Library implemented an article delivery service that enables faculty to request print journal articles from the Library. Library staff retrieves the articles, scans them, and sends them as PDF files directly to the requesting faculty member. This service was also featured in Library News as well as on the promotional banner on the Library homepage.

Electronic Databases

Based on the 2000 ACRL peer analysis, the Library focused on the need to increase electronic resources in the last Five Year Plan. As a result of funding allocated for this purpose, from 2001-2009 the number of available databases increased from 70 to 155 and the increase in the number of searches for this same period (428,632 to 1,195,405) indicate these resources are being heavily used. In addition, the Library received funding in 2007 to add some additional databases (including Early English Books Online, Literary Criticism Online, and a greatly expanded Lexis Nexis Congressional Universe database) to replace print collections that were de-accessioned as a result of the sale of the West Campus building. There will be a continuing need to grow the electronic databases collection as well as to provide instruction as to how these valuable resources are used.

The process whereby new electronic databases are chosen for acquisition has been charged to the Electronic Resources Advisory Committee (ERAC), a Library faculty committee chaired by the Assistant Dean for Systems/ Chair of Technical Services Department. This committee was established in 2000 and has functioned effectively and efficiently since that time.

In general, the Library needs to look for every available opportunity to convert print formats into electronic ones in order to provide easier, more convenient access, and to save stack space. Such conversions must be done with the understanding that all such conversions will be approved first

by Library subject specialists and then the individual departments affected, and departments will be given the opportunity to add de-accessioned bound volumes to departmental collections if desired.

Micro-formats

The Library currently owns older newspapers, a variety of historical, primary source documents, and ERIC materials on microfilm, fiche and card. The newspaper collection is important although there may be items also available electronically. The primary source collections need careful evaluation by library subject specialists to determine collections that should be retained and collections no longer needed. The Education Resources Information Center (ERIC) is a collection of education-related materials from scholarly organizations, professional associations, research centers, the U.S Department of Education and other agencies. The Library also has access to electronic ERIC documents that duplicate the microfiche holdings. Library staff are currently evaluating the microfiche collection and discarding items available electronically.

Video/DVDs

Educational audiovisual (AV) materials that support the teaching and scholarly mission of the University are available in the Film and Media Library located in Memorial Hall. Acquisitions are driven largely by faculty requests from departments such as AVF, Biology, Psychology, History, Education, Comparative Literature, Communications, Business and Philosophy. A small number of titles are selected by the Interim Director of the department. The collection is promoted to the faculty by sending subject-specific catalogs to departments around campus. Use of AV materials for teaching has been increasing and budgets will need to reflect this. This trend also indicates a need to consult with teaching faculty and with staff from Faculty Computing Services (FCS) as faculty develop online courses and/or wish to integrate AV materials on course websites to ensure copyright compliance. Copyright policies and procedures will need to provide clear guidance to faculty of what can and cannot be done legally in the classroom and in online education. [Library administrators and faculty have participated in Computer Center workshops and held discussions with FCS personnel about copyright issues and adapting Web 2.0 technologies to better inform faculty and students about library resources.]

Access to educational AV materials is moving quickly towards streaming video which offers several advantages over DVD or VHS tapes. With perpetual rights to streamed titles, there is no concern over loss or damage to tapes. A digital video file can be accessed from anywhere at any time. Users can access individual titles via the library catalog. The Library now offers access to Films on Demand and several other collections of titles. These collections have proved very popular with faculty. The Library offered one well-attended CTSE workshop on the topic, and others are planned.

Special Collections/Archives

Special Collections is composed of three areas: Long Island Studies, University Archives and Rare Books and Manuscripts. The collection consists of over 40,000 book titles and 10,000 linear feet of archival materials. The Special Collections website (available through the Library website) is the portal to the collection and features online exhibits of and information about major collections and themed or topic-related collections. The over-arching goal of the unit is to make these collections easily accessible to the academic community and relevant to the Hofstra curriculum. Administration and staff in the department have been working towards achieving this

goal by digitizing materials and finding tools to enhance access and ensuring that all materials are cataloged. The department also works with faculty from disciplines such as history, anthropology and communication to design student research projects using materials from the collection. Fine examples of student research projects utilizing the Weingrow collection are featured on the Special Collections website. The Library still has not been able to come to a long-term agreement with the Nassau County government about the status of the part of the Long Island Studies Institute collection owned by the County and the Nassau County Historical Society and housed in Special Collections. It is hoped that the new county administration will be more amenable to reaching an agreement than the past one has been.

As a department within the Library, Special Collections must also be a partner to the teaching and scholarly mission of the University and work closely with academic units to support their teaching and research needs. Collections need to be accessible via the website and the library catalog and digital finding tools should be provided. Collections should be closely integrated with the curriculum where appropriate. Students and faculty need to be able to work directly with the collections and have space to display their work. Acquisitions need to be carefully selected and fit the criteria of the department, for example, acquisitions that are good examples of art, history, technology, etc. that can be used to teach should be acquired. Although the Associate Dean for Special Collections has been very successful in obtaining materials and funds through gifts, significant future growth will depend on expanding acquisition funds.

Access Technology

Results from the LibQUAL+ survey also indicate that some of the dissatisfaction with the collection may be because faculty and students are not aware of some of the resources and services that the Library provides. A link to the library catalog (for access to books, government documents, audiovisual materials, and other resources available in the Hofstra Libraries) is located under the "Finding Information" heading on the Library homepage. To determine if the Library holds a particular journal, users can click on the Journal Finder link. Journal Finder is a listing of journal holdings and provides information as to the format of the journal (electronic or print), where the journal is located (database name or print holdings) and dates of coverage. A link to Interlibrary Loan is provided within Journal Finder for those journals the Library does not subscribe to. The Electronic Books link provides access to the Ebrary database (electronic books). There are a number of other links provided to direct users to other resources (Government Documents, Subject Resource Guides, Online Reference Collections, etc.) and services (Interlibrary Loan, Renew books, E-Reserve, Faculty Services, Library Instruction, etc.) Most library resources are also offered remotely. Users will be prompted for a user name and password when accessing library databases off-campus. A proxy system will authenticate their information prior to allowing access. Comments from the focus groups, however, indicate that students and faculty find the web page difficult to navigate and/or encounter difficulty when trying to access library resources. This clearly indicates a need for better promotion of library resources, increased instructional efforts and, of utmost importance, improving the Library's web presence to allow for more efficient discovery of library resources and services.

The primary point of access for electronic resources is the Library's web page. The Library's Web Design Committee has reviewed and redesigned the Library's web page and will continue its evaluation. The Committee has invited members of the faculty focus group to design meetings so that they could make suggestions about improving the web page design; this interaction has led to design changes and improvements.

Another group of Library faculty, including the Dean, the Senior Assistant Dean for Systems/Chair for Technical Services, the Head of Access Services and the Coordinator of Library Instruction has visited several libraries in the area to investigate Serials Solutions and Innovative (III) federated search engines. Although the implementations that were seen seemed too clunky and complicated to be of much use to our students, the discussions held after those visits led to the Assistant Dean for Systems devising a way to use the Ebsco federated search tool as the initial option in several of our existing subject classifications in the current Research Databases listings. This will allow a patron unfamiliar with individual databases in the subject classification to do a federated search of Ebsco databases within that particular subject classification, allowing patrons to discover resources they might not have found otherwise. In the longer term, the Library is watching developments with discovery platforms such as Summon (from Serials Solutions), WorldCat Local, and Ebsco Discovery Services and hope that a federated searching tool that will search books, articles and websites in a single search will eventually be offered. The most important new direction will be the development of a single gateway to all library data sources (books, both print and digital, journals, databases, and special collections materials and images). Developing such discovery tools will require training and close coordination with the Computer Center.

Curriculum Materials Center

The Curriculum Materials Center (CMC) collects and provides access to educational materials for grades pre-K to 12 that support the School of Education and Health and Human Services (SOEHHS). All academic subjects taught in public schools are covered and materials are acquired in formats such as teacher's editions of textbooks, models, manipulative and realia, games, software, reference works, journals, children's literature and poetry and audiovisual materials. The CMC is located in Hagedorn Hall and the CMC website is available from the Library homepage. Constantly changing curricula presents challenges for the CMC as materials can date quickly and tend to be costly. Several areas in particular (math, science, and special education) need more updated materials as well as better teaching tools for teachers-in-training.

The current director of the CMC and Education Librarian has already engaged in an extensive weeding of the existing CMC collection and redirected collection development priorities along lines suggested by School of Education, Health & Human Services faculty. Entire collections of up-to-date textbooks have been purchased. Many acquisitions have been in science and math teaching, and in Spanish-language materials in all subjects to support the growing Spanish-speaking population in New York schools. Many realia and textbooks were discarded and replaced with materials that support current New York State learning standards. Many low-use CMC standing orders have been cancelled. Needed items will be ordered on a case-by-case basis, freeing funds for more in-demand items. Numerous changes have been made to the CMC webpage in order to facilitate access to materials, including the development of online tutorials to help with access to CMC materials and education research.

Government Documents

The John W. Wydler Depository is a selective depository, meaning that a portion of the items distributed via FDLP (currently ~50%) are acquired. Items are selected that relate to the Hofstra curriculum and collection strengths include Education, Health, Defense, Labor, and Congressional materials. Materials are acquired in a variety of formats such as print, microfiche, CD/DVD and electronic. The Government Printing Office (GPO), however, has been publishing most items in electronic format and paper deposits have been decreasing; approximately 95% of items distributed through the FDLP are electronic. The depository at Hofstra offers several

finding tools to enable access to the collections, both purchased from private vendors and acquired from the government. As more and more items distributed are in electronic format, improved finding tools must be provided to ensure access. It is also crucial that electronic items are accessible through the library catalog; it is a continuing challenge to identify items being published by the many agencies and departments of the federal government.

Prior to December, 2007 the depository retained a legacy collection of documents in a storage collection on the ground level. This space was needed to house Special Collections and depository items needed to be de-accessioned in a very short period of time. Items of historical significance were retained and integrated within the current collection on the second floor. The most valuable and historically significant portion of the storage collection was the Congressional Hearings (print format dating back to 1964). The Library was able to secure funding to purchase a digital collection of congressional hearings (1864-2003) that offers 24/7, PDF searchable access to these materials. Funding to purchase the United States Serial Set collection (a collection of historical congressional materials dating from 1790 to 1969) in digital format was also secured. Previously, the Library did not have access to this important collection.

The future of depository libraries is swiftly trending toward electronic access as GPO distributes more and more items in electronic-only format and is working on digitizing tangible documents. Numbers of patrons using the depository in-person have been steadily decreasing as more and more patrons are utilizing the web to access government information. The Library has started initial discussions toward moving towards a virtual depository. This plan will take some time to implement as each tangible item will need to be reviewed and assessed for retention or de-accession. Items retained will need to be integrated into the main collection and re-cataloged. A stronger web presence with appropriate finding tools and subject guides will need to be developed.

Recommendations

- Budgets
 - Increased funding in the next five-year plan will be necessary to enable the Library to build collections to support the research needs of faculty and students and to achieve the stated five-year plan goal *to improve library electronic resources to match competitor schools...*
 - Increased funding should also include resources for purchase of a discovery platform that will search books, articles and websites in a single search
 - Inflationary price increases for electronic journals and databases will continue to erode gains made in the first Five-Year Plan in coming years, unless additional funds are provided in the second Five-Year Plan. In the next two or three years, the library will be faced with cutting existing subscriptions unless additional funds become available
 - In addition, new funds will be necessary to meet the requests of schools and departments as per their individual second Five-Year Plans
- Book Collection
 - Continue investigating possibilities of consortial arrangements
 - Continue review of allocation process and review and assess periodically
 - Continue to expand e-book holdings
- Journal Collection
 - Investigate opportunities to expand, with emphasis on electronic journals
 - Work to solve issues regarding embargoes and/or black-out periods, possibly utilizing document delivery services

- Electronic Databases
 - Continue to seek input from faculty on desired expansion of collection working through ERAC committee
- Microformat
 - Continue to investigate new primary source collections in microfilm as well as online formats
 - Continue to evaluate for possible deselection existing titles/collections
- Video/DVDs
 - Continue to investigate and acquire streaming video collections
- Special Collections
 - Continue to expand collections documenting the growth of diversity on Long Island
 - Continue to try to reach an agreement with Nassau County about the Long Island Studies Institute collection
- Access Technology
 - Educate students and faculty on use of information access technology
 - Jan/Aug workshops for faculty
 - Open house Information Sessions for students
 - Create Library presence at orientation
 - Online tutorials
 - Expand federated search capabilities
 - Utilize and publicize web2.0 technologies (RSS/alerts, Facebook, Twitter)
- CMC
 - Continue to work with School of Education, Health and Human Services faculty to use the CMC to support their work and goals
- Government Documents
 - Continue to plan for conversion of the depository library into a virtual depository only.

CONCLUSION: The Future of the Joan and Donald E. Axinn Library

Academic libraries continue to be in a period of transition due to the rapid advance of new information technologies and the widespread digitization of information. The Middle States Commission on Higher Education report on Hofstra University in June 2009 said: “As with university libraries generally, the Hofstra Library is grappling with the transition from print to electronic information, and from an older “warehouse” model to a new model of widely distributed information.” The task libraries are facing in the immediate future is making that transition as thoughtfully and intelligently as possible. The task is to preserve the enduring strengths of library traditions as the role of the academic library evolves to meet new opportunities and new challenges. To take advantage of these opportunities and meet these challenges the University Senate Planning and Budget committee recommends:

- The Library continue to identify, acquire, and make accessible information resources needed by faculty, students and administrators in the most appropriate formats, working closely with users to identify needs and prioritize spending within available budgets, and lobby for additional funds when necessary. The Library will continue to negotiate with vendors and producers, and join with other libraries in buyers’ consortia to maximize influence and negotiating power.

- The Library continue to be responsible for the interdisciplinary organization of bibliographic data and finding aides. The challenge is to work with vendors to create tools that assist users in finding information across multiple formats and categories of information, from print and electronic books, to print and electronic journals and related materials, to relevant audiovisual materials, to relevant materials in Special Collections here and in other Libraries, to relevant and high quality (reliable) materials on the Internet. Full-text information should be delivered through the university portal whenever possible, and clear information about access to materials not yet digitized should be provided. The Library's responsibility will not be simply to provide access to materials in the library's physical collections, but to the broader world of information available online.
- Library faculty continue to work closely with other university faculty and students in exploring the research process and navigating the world of information (both print and digital), learning to understand, interpret, analyze and apply information resources, and expanding their participation in the teaching and learning process. The use of social media to communicate more effectively with students and faculty should continue to be explored.
- Library faculty and administrators continue to work as producers of information, through their own research and publication, creating new knowledge about user services, collections and resources as well as in the fields of their subject expertise. In the future, they may serve as publishers through digitization projects, developing models of electronic scholarly communication in partnership with other university faculty.
- Library faculty and administrators continue to be responsible for preservation of information in all formats (print, microfilm, digital, etc.) in support of both teaching and learning, and research and scholarship. (James G. Neal, "What Do Users Want? What Do Users Need? W(h)ither the Academic Research Library," *Journal of Library Administration*, 49:462-68, 2009.)
- The Library continue to monitor its progress in meeting its goals and objectives through regular assessment so that it can build on strengths, address weaknesses, and plan for the future.

According to the Association of Research Libraries, "academic libraries actively participate in the many changes in scholarship, such as the move to e-science, collaborative and participatory scholarship, and focus on new materials such as data, multi-media, and born-digital assets. To remain relevant and central to the academic mission in the future, academic librarians need to be able to demonstrate the value that the academic library provides to the campus community using proven methods of measurement that will allow librarians to determine where their efforts should be concentrated and how funding should be allocated." [Press release: Association of Research Libraries (January 12, 2010)].

Report on the Future Directions of Axinn Library

Submitted by

The Planning and Budget Committee of the Hofstra University Senate

Executive Summary and Recommendations

This report emanates from a resolution by the Full Faculty at the December 2007 faculty meeting and a charge from the Provost and Senior Vice-President of Academic Affairs, Dr. Herman A. Berliner, that the University Senate Planning and Budget (P&B) committee report on the future directions and growth of the Hofstra University Library.

P&B gathered information from a variety of sources. In Spring 2007 the University Library conducted its first LibQUAL+ survey, the standard outcomes assessment tool for academic libraries. LibQUAL+ looks at three areas of Library service—Library as Place (the physical space), Affect of Service (Library services) and Information Control (information resources). In addition, a series of focus group sessions was held with groups representing department chairs, faculty, graduate and undergraduate students for the purposes of gaining further feedback and insight as to how the physical library, library services and library resources are perceived as meeting the needs of students and faculty of Hofstra University. P&B members utilized this information to make recommendations for actions to be taken to ensure the ability of the University Library to preserve its traditional strengths and at the same time take advantage of new developments in information technologies to meet the developing needs of faculty and students. Several of these recommendations have already been instituted and are noted in the report.

The following sections list the recommendations for each area.

1. *Library as Place*

Technology has changed the traditional concept of Library As Place as libraries no longer exist solely in one physical location. Library space was examined in terms of both space for collections and student and faculty use of space. Finding space for West Campus personnel forced the conservation of space by replacing paper resources with electronic, installing compact shelving and weeding duplicates or items no longer needed. In the process a number of concerns were raised by faculty and many of the concerns were addressed. Looking to the future, P&B recommends the following in terms of space:

- Managing Collections to maximize space
 - Collection Development Policy: The Library is currently revising this policy to address challenges posed by new electronic formats. Policy decisions will have to be made by Library faculty and administrators so that the needs of students and faculty can be met
 - De-selection: deselecting titles should be done on a regular basis by the subject specialists with input from the academic departments they work with. Guidelines for de-selection will be part of the collection development policy
 - Investigate opportunities for consortial book-sharing agreements to provide access to a greater range of titles than can be physically housed in Axinn
- Physical Space for collections, additional group study space, and seminar rooms
 - Reallocations of space
 - Honors College (Ground Level) space should be reallocated to the Library as soon as this unit finds more suitable space elsewhere

- Government Documents Depository: the possibility of reorganizing this collection to be primarily virtual will open up space on the second floor for individual and group study
- Renovations
 - Upper Floors: The Student Government Association (SGA) has suggested rearranging seating to improve security on the upper floors by removing the carrels from the perimeter of the floors and providing comfortable chairs, tables, and improved lighting in the central area of the floors. Increased security walk-throughs are also recommended
 - Ground Floor: The reading/study space at the northwest corner of the ground floor needs to be renovated along the lines of the group study spaces on the main floor to provide technology enhanced group study space
 - Restrooms
- Monitor and assess the use of group study rooms and collaborative spaces; publicize these resources more widely so more students become aware of them
- As additional space becomes available at the University, the Library should be considered a priority when considering how this space is to be allocated.

2. Library Services

New information technologies have impacted every area of library service and resource management. These technologies have changed the way scholars conduct research and students learn; increased emphasis on reference services, access services and library instruction will continue to grow as well as demands for other technology-related services. All areas of the Library were examined in terms of services offered and while undergraduates were generally satisfied with library services, comments indicated some concerns on the part of graduate students and faculty. These concerns are being addressed by the Library and P&B recommends the following:

- Reference and Circulation
 - Circulation
 - Continue to maintain and periodically review procedures manual
 - Continue to implement training procedures and maintain competency standards student workers must meet for continued employment
 - Continue to provide signage and current floor maps
 - Continue to provide faculty with services such as book delivery
 - Reference
 - Develop and periodically review a procedures manual for reference faculty
 - Continue to utilize communication tools such as the Reference Wiki and monthly reference meetings to identify problems and generate solutions
- Reserves
 - Encourage faculty to make requests on a timely basis
 - Continue to offer workshops to faculty regarding intellectual property and copyright issues
- Department Liaisons/Subject Specialist
 - Encourage departmental chairs to invite subject specialists to departmental meetings to update faculty on library resources and services
 - Encourage departmental chairs to appoint senior faculty to serve as departmental library liaison
- Library Instruction (as suggested by Library Senate Subcommittee)
 - Post virtual tours of the Library on the web
 - Provide specialized web-based tutorials

- Work with departments to create library instruction programs that meet the research needs of their students (e.g; instruction units for major s, non-credit bearing required workshops, The School for University Studies (SUS) model of multiple assignment-based classes)
- Fill existing open library faculty lines
- Create additional classrooms for teaching
- Continue to pursue all goals set in the Reference and Collection Development Departments's 2007 document, "Current and Future Library Instruction At Hofstra University"
- Periodicals Desk
 - Streamline procedures for requesting print journal articles
 - Continue to provide faculty services such as the scanning and electronic delivery of print journal articles
 - Promote the availability and utility of the KIC-2 copier to all users
 - Monitor the usage of the KIC-2 and if usage indicates, purchase an additional KIC-2
- Interlibrary Loan (ILL)
 - Continue to upgrade ILL services such as the integration of ILL with EBSCO and using open URLs to verify information
 - Continue to investigate additional ways of providing improved ILL services and communication to requesters
- Government Documents—Plan and implement conversion to virtual depository.

3. Information Resources

Electronic resources and resource discovery tools have become central to every aspect of Library collections. The importance of the Internet and digital technologies has significantly changed the nature and range of information resources offered by the Library. In addition to in-house collections of print, electronic and microform materials, the Library has become a gateway to vast external electronic collections of materials available via the Internet . The Library continues to maintain strong print collections which exceed both national and New York State averages for collection size but are below the average collection size of peer and aspirant institutions. In addition, the Library's access to electronic journals, books, and databases made available by yearly subscriptions, has increased substantially since 1999. As the curriculum develops and changes, increased funding for the acquisition of additional resources and resource discovery tools will be required. Since space in the Library building is necessarily limited, physical collections will have to be regularly weeded to make space for new acquisitions. P&B examined library collections across all formats and categories and recommends the following:

- Budgets
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 - Increased funding should also include resources for purchase of a discovery platform that will search books, articles and websites in a single search
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APPENDIX Q

Recommendation on 2012 Presidential Debate

The Full Faculty wholeheartedly endorses the University's efforts to secure a 2012 Presidential debate on our campus. We believe the New York metropolitan location of our campus as well as the outstanding facilities on our campus make us an ideal location for a debate. Hofstra hosted the final presidential debate of 2008 and we also hosted the only New York 2010 gubernatorial debate, and we were proud to do so. More than any other event in recent Hofstra history, having the Presidential debate on our campus energized our students, faculty, staff, administration and the surrounding community. It clearly focused everyone's attention on the vitality, dynamism, and citizen participation present in our democracy, as well as the important role we all need to play in the success of a democracy.

In addition, what makes Hofstra uniquely suited to host a presidential debate is our involvement in the study of the presidency. Hofstra has had a major conference on every president who has been in office during the years Hofstra has been in existence, beginning with the FDR conference in 1982 through the presidency of Bill Clinton. The Clinton Presidential Conference took place on our campus in November 2005, and the participants included President Clinton, key members of his cabinet, and many distinguished scholars who helped evaluate the former president's accomplishments. We also have an Endowed Chair in Presidential Studies (the Kalikow Chair) and a Center for the Study of the American Presidency, which played a major role in organizing Educate '08, an educational effort that engaged not only students and faculty but also the public in a yearlong series of conferences, events and lectures about the 2008 election, politics and presidential history. The Center also holds multiple symposiums on a yearly basis focusing on key topics relating to the presidency. Furthermore, the University, in 2008, established a Center for Civic Engagement so that our students are more informed and involved in the issues that will shape their lives and our futures. The Center to date has put on more than 150 events including eight Days of Dialogue, which are full day student focused events that highlight critical current public issues.

Unanimously approved by the University Senate on Monday, February 14th, 2011.