
**FORTY-EIGHTH
ANNUAL REPORT
OF THE
HOFSTRA UNIVERSITY SENATE
2012-2013**



HOFSTRA
UNIVERSITY®

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of the

HOFSTRA UNIVERSITY SENATE

2012- 2013

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FOREWORD

PRESIDENT STUART RABINOWITZ



STUART RABINOWITZ, PRESIDENT

June 2013

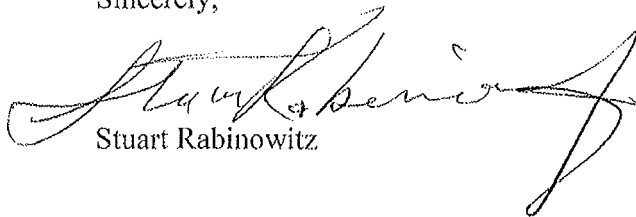
Professor Stuart Bass
Chair, University Senate Executive Committee
Hofstra University
Hempstead, New York 11549

Dear Professor Bass:

It is my pleasure to congratulate the University Senate on the success of the 2012-13 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

INTRODUCTION
Stuart L. Bass, Chairperson
University Senate Executive Committee

The Hofstra University Senate has completed another productive year of passing and implementing new and revised policies and procedures affecting all aspects of university life. All of these accomplishments must be attributed to the highly successful system of shared governance within the university. The Senate's success, in large measure, is the result of the individuals who actively participate in the Senate deliberations as well as in their respective Senate committees. Both elected senators and senators-at-large are to be commended for their hard work and dedication. Through their efforts, followed by the support of the faculty and administration, the Senate Executive Committee has been able to develop policies and procedures that continue to enhance and strengthen the various functions and services of the University.

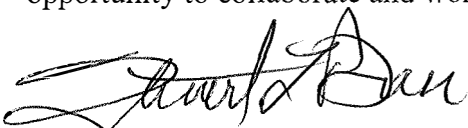
I wish to express my sincere personal thanks to the members of the Senate Executive Committee for their tireless efforts and dedication in the deliberative process by implementing a progressive and ambitious agenda. I wish to thank Dr. Herman Berliner, Provost & Senior Vice President for Academic Affairs; Vice Provost Liora Schmelkin; Dr. George Guiliani, Chair of the Faculty Affairs Committee; Dr. Elizabeth Venuti and Professor Victor Lopez, Chairs of the Planning & Budget Committee; Professor Jason Davidow, Chair of Graduate Academic Affairs Committee; Dr. Paul Fritz, Chair of the Undergraduate Affairs Committee and Kenny Cordero-Rubinos, Chair of the Student Affairs Committee. I thank Caroline Schreiner, administrative assistant to the Senate, for her administrative support and patience in helping the Senate achieve and maintain effective operations.

The SEC reports to the Senate and the full faculty making recommendations and proposals for new policies and revising current policies and practices. The SEC welcomes input from faculty, students and administrators to enhance and improve the university community. In addition, the Chair of the SEC serves as a delegate to the University's Board of Trustees reporting on the agenda and actions of the Senate. I wish to also thank the Board of Trustees for its continued support of the shared governance process which continues to contribute to the health, growth and welfare of the University.

Most of the ideas and proposals originate in the Senate committees or arise as a policy issue. These proposals are considered by the SEC and recommended to the Senate for thorough discussion and consideration. Upon Senate approval, the issues are sent on to the full faculty where discussion and debate ensue.

I take enormous satisfaction and am greatly encouraged by the meaningful dialogue which occurs at full faculty meetings leading to transparency and accountability, strengthening policy and procedure, resulting in a strong, healthy governance process.

I look forward to serving as Chair of the SEC in the 2013-2014 academic year affording me the opportunity to collaborate and work with an exceptionally talented, bright and caring group of colleagues.



Stuart L. Bass, J.D., M.P.A.,
Chair, University Senate Executive Committee

II

COMPONENTS OF THE UNIVERSITY SENATE

2012 – 2013

and

the 2013 – 2014 Senate

THE SENATE 2012 – 2013

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, Ron Singh

<u>Humanities:</u>	Elected: Miller, Papper At Large: Chaleff, Cole, Curtiss, Dresner, Harshbarger, Hart, Lindgren, Odell
<u>Social Science:</u>	Elected: Davidow, Fritz, Silver At Large: Acampora, Barnes, Davidow, Flaton, Gurevich, Niedt, Pulis
<u>Natural Science</u>	Elected: Kamberova, Pillaipakkamnatt, Liang At Large: Anderson, Burke, D.; Brinkmann, Campolo, Corkey, Clocksin, Eswarathan, Farmer, Fu, Greenwell, Huang, Hunter, Jensen, Krause, Lacey, Liang, Novak, Rosenberg, Vallier
<u>HCLAS:</u>	Elected: Bhogal
<u>Business:</u>	Elected: Bass, Binbasioglu (spring), Lopez, Venuti (fall) At Large: Basile, Chandra, Fonfeder, Lee, K.; Maccarrone, Sledgianowski, Spieler, Vogel
<u>SOEHHS:</u>	Elected: Elkis-Abuhoff, Giuliani, Goodman, D At Large: Jurasite-Harison, Perkins, Plonczak, Seirup
<u>Communication</u>	Elected: Gennarelli At Large: DeSeife, Goodman, P. Quinn
<u>Library</u>	Elected: Glasser At-Large: Bailin, Caniano, Catalano, Grafstein, Lopatin, Novak
<u>Law School:</u>	Elected: Sample At Large: Albert, Martinez, Walker, Selby
<u>Medical School:</u>	Elected: Lucito At Large: Gannon, Peragine
<u>Adjunct:</u>	Elected: Balson
<u>Chairperson:</u>	Elected: Papper, B.
<u>Staff:</u>	Elected: Brown <u>Senior Support Specialist:</u> Schreiner
<u>Students:</u>	Elected: Cordero-Rubinos (graduate), Crosson, Finnegan, Flannery, Gianarkis At Large: Angles, Balthazar, Currier, Esposito, Garcia, Geller, Guzman, Jaisinghani, Knowles, Lender, Madsen, Mpoy, Peace, Rivara, Salardi, Stand

THE COMMITTEES OF THE SENATE 2012 – 2013

THE STANDING COMMITTEES

Senate Executive Committee:

Provost: Berliner

Elected Faculty: Bass, Cordero-Rubinos, Davidow, Fritz (Spring only), Lopez, Giuliani, Venuti (Fall only)

Permanent Guest/Advisor: Schmelkin

Undergraduate Academic Affairs Committee:

Elected Faculty: Binbasioglu, Fritz, Lopez, Papper, Silver

At-Large Faculty: Cole, Lacey, Maccarrone,

VP for Enrollment Services: Eads

Provost (or Designate): Bohannon

Students: Esposito, Gianarkis

Guests: Brownell, Hickling, Koegl, Valenti

Graduate Academic Affairs Committee:

Elected Faculty: Bhogal, Davidow, Goodman, Miller

At-Large Faculty: Fu, Plonczak, Niedt, Vallier

Students: Mandel

Advisor (Provost or Designate): Schmelkin

Guests: Drummer, Brownell, Jean-Louis, Johnson, L.

Planning and Budget Committee:

Elected Faculty: Elkis-Abuhoff, Fritz, Glasser, Pillaipakkamnatt, Venuti

At-Large Faculty: Albert, Basile, Caniano, Lee, K.

Chairs' Representative: Papper, B.

Staff: Brown, M.

Advisor (Provost or Designate): Apollo

Students: Gatoff

Guests: Martorella

Faculty Affairs Committee:

Elected Faculty: Balson, Gennarelli, Giuliani, Kamberova, Lucito, Sample

At-Large Faculty: Chandra, Gurevich, Grafstein, Lindgren

Advisor (Provost or Designate): Firestone, Schmelkin

President AAUP: Mazzocco

Student Affairs Committee:

At-Large Faculty: Dresner

Elected Senators: Cordero-Rubinos (graduate), Crosson, Finnegan, Flannery, Gianarkis

At-Large: Angles, Balthazar, Currier, Esposito, Garcia, Geller, Guzman, Jaisinghani, Knowles, Lender, Madsen, Mpoy, Peace, Rivara, Salardi, Standrowicz

Dean of Students: Libman

Guests: Dougherty, Ellis, Hickling, Sandoval, Zonsky

THE SUB-COMMITTEES, 2012 - 2013

OF UNDERGRADUATE ACADEMIC AFFAIRS

On Academic Review

Chair: Skorzewski-Ross

Bales, Catalano, Catching, Flaton, Fritz, Giminiani-Caputo, Greaney, Herbert, Hickling, Madden, Mongillo, Oppenheim, Puerzer, Spencer, Valenti

OF PLANNING AND BUDGET

On the Library

Chair: Goodman

Firestone, Glasser, Jurasait-Harbison, Lopatin, Novak, Selby, Spieler

On Academic Computing

Chair: Greenwell

Apollo, Bailin, Graves, Harshbarger, Juckiewicz, Krause, Liang, Pulis, Quinn, Selby, Sledgianowski, Tabron, Vogel, Whitton

On Environmental Priorities

Chair: Brinkmann, B.

Acampora, Bailin, Barkwill, Burke, Comer, Doherty, Donahue, Farmer, Finnerty, Greis, Hunter, Johnson, S; Martinez, Plonczak, Semple

THE SPECIAL COMMITTEES, 2012-2013

On Recruitment, Elections and Nominations

Chair: Eswarathasan

Eswarathasan, Krause, Nirode, Schmelkin, Schreiner

On Athletic Policy

Chair: Ingles

Barnes, Carpenter, Clocksin, Davidow, DeSeife, Dougherty, Eads, Filbry, Hayes, Johnson, S.; Lewis, McCabe, Mone, O'Malley, Perkins, Peterson, Samuel, Seirup, Schmelkin

On Academic Calendar

Chair: Dougherty

Brown, Corder-Rubinos, Corkey, Fonfeder, Johnson, S; Libman, Lopez, Nirode, O'Malley, Schmelkin

On Environmental Safety

Chair: Huang

Anderson, Burke, D.; Campolo, Chaleff, Farmer, Garuthara, Hart, Hunter, Jensen, Kakoulidis, Odell, Peragine, Rosenberg, Ryan, D.; Walker

****For more information about the University Senate, including updated committee membership, can be found on the University Senate website: <http://www.hofstra.edu/Faculty/senate/>**

THE SENATE 2013 – 2014

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, Andrea Standrowicz

<u>Humanities:</u>	Elected: Dresner, Harrison At Large: Cole, Curtiss, Hart, Lindgren, Lledo-Guillem, Odell
<u>Social Science:</u>	Elected: Bhogal, Fritz, Silver At Large: Acampora, Barnes, Davidow, Flaton, Gurevich, McEvoy, Niedt, Pulis
<u>Natural Science</u>	Elected: Elston, Filippi At Large: Anderson, Burke, D., Brinkmann, Campolo, Corkey, Eswarathasan, Farmer, Greenwell, Krause, Lacey, Novak, Vallier, Wachter-Jurczak, Williams
<u>SEAS:</u>	Elected: Ghorayeb At Large: Fu, Huang, Hunter, Kamberova, Liang, Rosenberg
<u>Business:</u>	Elected: Bass, Lopez, Maccarrone At Large: Basile, Chandra, Fonfeder, Kim, W.; Lee, K.; Sledgianowski, Spieler, Su, Vogel, Wang
<u>SOE:</u>	Elected: Giuliani, Goodman, D. At Large: Flurkey, Jurasite-Harbison, Plonczak,
<u>HSHS:</u>	Elected: Davidow At Large: Davidow, Elkis-Abuhoff, Nerlich, Seirup
<u>Communication</u>	Elected: Gennarelli, Fincham At Large: Goodman, P. Quinn, Mazzocco, Morosoff
<u>Library</u>	Elected: Glasser At-Large: Bailin, Caniano, Catalano, Grafstein, Lopatin
<u>Law School:</u>	Elected: Sample At Large: Albert, Martinez, Walker, Selby
<u>Medical School:</u>	Elected: Lucito At Large: Gannon, Peragine
<u>Adjunct:</u>	Elected: Balson
<u>Chairperson:</u>	Elected: Yohn
<u>Staff:</u>	Elected: Hoovert <u>Senior Support Specialist:</u> Schreiner
<u>Students:</u>	Elected: Angles, Espinal, Finnegan, Flannery, Thomas (graduate) At-Large: Booker, Blumenthal, Esposito, Gianarkis (graduate) Guzman, Flanagan, Khan, Koo, Laggan, Miller, Queenan-Newton, Russaw, Sorto

THE COMMITTEES OF THE SENATE 2013 – 2014

THE STANDING COMMITTEES

Senate Executive Committee:

Provost: Berliner

Elected Faculty: Bass, Davidow, Fritz, Giuliani, Maccarrone

Students: Finnegan

Permanent Guest/Advisor: Schmelkin

Undergraduate Academic Affairs Committee:

Elected Faculty: Fincham, Fritz, Lopez, Papper, Silver

At-Large Faculty: Cole, Lacey, Wachter-Jurczak, Wang, Williams

VP for Enrollment Services: Eads

Provost (or Designate): Bohannon

Students: Esposito, Flanagan, Laggan, Russaw

Guests: Brownell, Hickling, Koegl, Valenti

Graduate Academic Affairs Committee:

Elected Faculty: Bhogal, Davidow, Filippi, Goodman

At-Large Faculty: Fu, Morosoff, Niedt, Su, Vallier

Students: Mandel, Gianarkis

Advisor (Provost or Designate): Schmelkin

Guests: Drummer, Brownell, Jean-Louis, Johnson, L.

Planning and Budget Committee:

Elected Faculty: Elston, Fritz, Ghorayeb, Glasser, Harrison, Maccarrone

At-Large Faculty: Albert, Basile, Caniano, Flurkey, Lee, K.; Mazzocco

Chairs' Representative: Yohn

Staff: Hoover

Advisor (Provost or Designate): Apollo

Students: Espinal, Gatoff, Gianarkis, Guzman, Miller

Guests: Martorella

Faculty Affairs Committee:

Elected Faculty: Balson, Gennarelli, Giuliani, Lucito, Sample

At-Large Faculty: Chandra, Elkis-Abuhoff, Gurevich, Grafstein, Kamberova, Lindgren

Advisor (Provost or Designate): Firestone, Schmelkin

President AAUP: Mazzocco

Student Affairs Committee:

Elected Faculty: Dresner

At-Large Faculty: McEvoy

Elected Senators: Angles, Espinal, Finnegan, Flannery, Thomas (graduate)

At-Large: Booker, Blumenthal, Esposito, Gianarkis (graduate) Guzman, Flanagan, Khan, Koo, Laggan, Miller, Queenan-Newton, Russaw, Sorto

Dean of Students: Libman

SGA President: Standrowicz

Guests: Dougherty, Ellis, Hickling, Sandoval, Zonsky

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On Academic Review

Chair: Skorzewski-Ross

Bales, Catalano, Catching, Flaton, Fritz, Giminiani-Caputo, Greaney, Herbert, Hickling, Kim, Wi; Madden, Mongillo, Oppenheim, Puerzer, Spencer, Valenti

OF PLANNING AND BUDGET

On the Library

Chair: Goodman

Firestone, Glasser, Jurasait-Harbison, Lledo-Guillem, Lopatin, Novak, Selby, Spieler

On Academic Computing

Chair: Greenwell

Apollo, Graves, Juckiewicz, Krause, Liang, Pulis, Quinn, Selby, Sledgianowski, Tabron, Vogel, Whitton

On Environmental Priorities

Chair: Brinkmann, B.

Acampora, Bailin, Barkwill, Burke, Comer, Doherty, Donahue, Farmer, Finnerty, Gianarkis, Greis, Hunter, Johnson, S; Martinez, Plonczak, Semple

THE SPECIAL COMMITTEES, 2012-2013

On Recruitment, Elections and Nominations

Chair: Eswarathasan

Bass, Eswarathasan, Krause, Schmelkin, Schreiner

On Athletic Policy

Chair: Ingles

Barnes, Carpenter, Davidow, Dougherty, Eads, Filbry, Hayes, Hill, Johnson, S.; Lewis, McCabe, Mone, Nerlich, O'Malley, Peterson, Samuel, Seirup, Schmelkin

On Academic Calendar

Chair: Dougherty

Brown, Corkey, Finnegan, Fonfeder, Johnson, S; Libman, Lopez, Nirode, O'Malley, Schmelkin

On Environmental Safety

Chair: Huang

Anderson, Burke, D.; Campolo, Farmer, Garuthara, Hart, Hunter, Jensen, Kakoulidis, Odell, Peragine, Rosenberg, Ryan, D.; Walker

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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 nine successive years. Student senators shall serve for one academic year. No student senator shall serve more than three successive academic years.
- 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, 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; additional terms will be subject to the confirmation of the Senate Executive Committee. Student Senators at-large shall serve one year terms; additional terms will be subject to the confirmation of the Senate Executive Committee.
 - 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 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 Committee¹

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 Review Committee (ARC)

A. Academic Review Committee¹

The responsibility of the Academic Review Committee (ARC) shall be to assure that standards regarding academic probation, dismissal from the university for academic performance, and readmission to the university following dismissal for academic performance are maintained. The Committee shall be chaired by the Provost's designee, and shall include as voting members one member of the UAAC, two faculty appointed by the chairperson of the UAAC, and the Dean of University Advisement or designee. During the summer sessions or intercessions, the Provost shall have the authority to appoint two faculty to serve as voting members of the ARC as necessary.

¹ In an effort to represent properly all faculty constituencies in the University Senate, unless specifically called for in the bylaws, faculty representation should be opened to all faculty constituencies.

III. Graduate Academic Affairs Committee¹

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 Committee¹

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 Library¹

The Library Subcommittee of the Planning and Budget Committee shall consist of nine members: three from the University Library, including a senator or 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 Computing¹

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 Committee¹

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 Senate¹

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

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

It shall:

- a. upon request, conduct elections for any constituency of the University, including: solicitation of nominations; preparation, distribution, and tabulation of ballots; certification and announcements of results;
- b. serve the University Senate by:
 - 1.) recruiting potential members for Senate appointed positions by ascertaining interests, experience, availability, and by keeping appropriate up-to-date files on eligible candidates;
 - 2.) supplying the Senate Executive Committee in March of each year and on request throughout the year with slates of candidates and relevant profiles for nomination to appointed Senate positions;
 - 3.) suggesting to the Senate Executive Committee ways to increase University knowledge of, interest in, and increase cooperation with the Senate.

B. Special Committee on Grievances¹

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 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 Policy¹

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 Calendar¹

The Special Committee on the Academic Calendar prepares and reviews the Academic Calendar. The Committee shall consist of the Registrar, one designate appointed by 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. In addition, an elected senator from the Planning and Budget Committee will sit on the committee.

E. Special Committee on Environmental Safety¹

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.

****ANY REVISIONS TO FACULTY STATUTE VII AND THE UNIVERSITY SENATE BYLAWS CAN BE FOUND ON THE UNIVERSITY SENATE WEBSITE**

<http://www.hofstra.edu/Faculty/senate/>

IV

REPORTS OF THE COMMITTEES OF THE SENATE

NOTE: Rosters for all committees' 2012-2013 memberships can be found on pages 2, 3, and 4 of this Annual Report.

SENATE EXECUTIVE COMMITTEE

Chairperson Stuart Bass

The SEC reviews and considers the activities and proposals of the standing, special and ad hoc committees and directs any new business to the appropriate committee. The Chair of the SEC reports to the full Senate and to the full faculty.

In what was a productive academic year, the Senate undertook and considered several issues, which after thorough discussion and debate, were recommended to the full faculty. We are proud to report that most of the issues approved by the Senate were brought to the full faculty by the Speaker of the Faculty. This clearly indicates a healthy and vibrant shared governance process recognized and valued by the university community.

The Senate considered and acted on several issues affecting academic and student and campus life. Among the significant measures passed by the Senate were the following:

- Passage of the 2015-2016 Academic Calendar
- Creation of a University Task Force facing the challenges of the University's International student population
- Enacting a Smoking ban on the South campus
- Completion and adoption of the Deans' Evaluation process
- Passage of FPS # 11G addressing Academic Honesty relating to graduate students
- Passage of FPS # 33A addressing Financial Conflicts of interest in relation to Sponsored Projects
- Passage of FPS # 41 Reporting possible misconduct in research
- The Senate has requested that the Office of Public Safety develop a formal policy statement reaffirming a policy of zero tolerance relating to racial profiling on campus

The Senate also revisited and passed a parking ban on the South campus by dormitory residents on weekdays from 7am to 3pm during the Fall and Spring semesters.

The Senate leadership, the Speaker of the faculty and the Chair of the Chairs' Caucus, in collaboration with the Provost and Senior Vice President for Academic Affairs, have commenced regular meetings with the President to further enhance communication and greater transparency between the President and the university community.

Finally, the Senate approved major revisions to the Senate Bylaws particularly in the areas of Planning & Budget, Faculty Affairs, Graduate and Undergraduate Affairs all addressing issues of disclosure and transparency related to admissions, finances and future progress for the university.

As we look to the future, the Senate will consider and address issues involving a further ban on smoking on the North Campus, an evaluation process for department chairs as well as for senior

administration officials. The Senate, again, anticipates and looks forward to the challenges, issues and growth of the university for the 2013-2014 academic year.

UNDERGRADUATE ACADEMIC AFFAIRS COMMITTEE (UAAC)

Chairpersons Victor Lopez (Fall) / Paul Fritz (Spring)

The Undergraduate Academic Affairs Committee (UAAC) had many issues on its agenda for the Academic Year (AY) 2012-2013. The Committee saw through to passage by the full faculty the following issues that were initiated in the 2011-2012 AY: 1) revisions to FPS #11 (Procedures for Handling Violations of Academic Honesty by Undergraduate Students at Hofstra University) and 2) revisions to the Academic Records Committee.

In addition, the UAAC focused on the following new issues during 2012-2013 AY: 3) Academic Credit for Significant Student Service and Leadership on Campus Conflict of Interest Policy for Faculty Supervising Student On-campus Internships; 4) NR “grade” and the Completion Ratio for Academic Probation calculation; and 5) Departmental Honors Bulletin Language.

1. Revisions to the Academic Records Committee (ARC)

- Approved by UAAC November 14, 2011
- Approved by SEC November 28, 2011
- Approved by Senate December 5, 2011
- Presented as an Information Item to the Full Faculty October 26, 2012

According to Senate Bylaws, the UAAC is responsible for overseeing the work of the Academic Records Committee (ARC). Up to this point, the Dean of Academic Records chaired the ARC. With the elimination of this position, the bylaws governing the composition of the ARC required revision. Thus, the UAAC worked to update the Senate bylaws pertaining to the ARC. Most importantly, the chair of the committee was changed from the Dean of Academic Records to the designate of the Provost. Other revisions to the bylaws included revisions to the charge of the ARC to more accurately reflect what it does in practice, revisions to the composition of the voting members of the committee in an effort to ensure the ARC is firmly tied to the academic side of the university, and changing the name of the committee to more accurately reflect its mission.

2. Revisions to FPS #11 (Procedures for Handling Violations of Academic Honesty by Undergraduate Students at Hofstra University)

- Approved by UAAC May 7, 2012
- Approved by SEC September 4, 2012
- Approved by Senate September 11, 2012
- Approved by Full Faculty October 26, 2012

The recommendations of the Task Force on Integrity and Responsibility Report were passed at the March 26, 2012 full faculty meeting. Since the recommendations include a new Honor Board to deal with academic honesty issues, Faculty Policy Series # 11 (Procedures for Handling Violations of Academic Honesty by Undergraduate Students at Hofstra University) required revisions must to be consistent with the new Honor Board. As such, the UAAC revised FPS #11 to reflect the following changes: minor alterations throughout the document to create consistency with the new Honor Board; clarification on the processes (Sections III and IV); small additions in Section II

(Violations) so as to update statements of policies/violations involving new technology used by students; and under Section I (Statement of Principles) Paragraph B (Students' Responsibility) the addition of "unauthorized" in line 3 so as to make clear that faculty authorizing assistance is not a violation of academic honesty.

3. Academic Credit for Significant Student Leadership and Service on Campus & Conflict of Interest Policy for Faculty Supervising Student On-campus Internships

- Approved by UAAC May 7, 2012
- Approved (with modification) by SEC September 4, 2012
- Sent back to the UAAC by Senate September 11, 2012
- Approved by UAAC April 15, 2013
- Approved by SEC April 22, 2013
- To be presented to the Senate in Fall 2013

Recognizing the importance of student service and leadership on campus and hoping to encourage additional students to engage in such activities, the UAAC took up the issue of students earning academic credit for significant on-campus service and leadership. After investigating multiple potential mechanisms to achieve this, the UAAC decided that existing off-campus internship models through the Office of Off-Campus Education and departmental internship course(s) provide both the academic rigor and work/service requirements necessary to qualify for academic credit. As such, a resolution was passed in May 2012 that expressed the procedures by which students could earn credit for this type of on-campus work.

When presented to the full Senate in September 2012, several Senators noted there was the potential for a conflict of interest for faculty supervising on-campus student work for academic credit. As such, the Senate requested the UAAC draft a conflict of interest policy to be attached to the original resolution. The first draft conflict of interest policy elicited concerns from the Center for Civic Engagement (CCE), citing a reading of the policy that was interpreted to prohibit faculty from bodies like CCE from supervising on-campus student service projects for academic credit. In a meeting with the leaders of CCE and subsequent committee meetings, the UAAC made clear that the conflict of interest policy was intended to apply only to bodies on campus that in some way impacted University policy. Language was added to the conflict of interest policy to make this clear. The revised conflict of interest policy was passed on April 15, 2012.

The resolution on Academic Credit for Significant Student Leadership and Service on Campus and the attached Conflict of Interest Policy for Faculty Supervising Student On-campus Internships will be presented to the Senate in Fall 2012.

As a note related to this issues, the UAAC discussions of student on-campus internships elicited discussion of student positions on campus that allow students to earn academic credit but are also paid for their services through faculty resources (e.g., research assistantships). The committee agreed to add this issue to the UAAC's agenda.

ACADEMIC CREDIT FOR SIGNIFICANT LEADERSHIP AND SERVICE POSITIONS ON-CAMPUS
PASSED UAAC MAY 7, 2012

Stressing the importance of experiential student learning and recognizing that many on-campus leadership and service positions provide students with valuable experience and help to build professional skills, the Undergraduate Academic Affairs Committee recommends that students should be made aware of the opportunities to pursue academic credit for significant on-campus leadership and service positions. Such positions provide unique work and learning experiences for students, and are especially likely to ensure a rigorous academic experience because of the university setting.

To ensure consistency with the mission of the university, all experiential learning must include a rigorous academic component guided by faculty. As such, students wishing to earn academic credit for on-campus leadership and service positions have two options available. First, many departments have existing internship course(s) that may also be appropriate for use with on campus positions and may also lead to credit in a student's major. Second, the Office of Off-Campus Education (OCE) program for off-campus internships can be applied to on-campus positions. Students should refer to the specific guidelines established by individual department or OCE for the academic and work/service requirements.

Examples of leadership and significant service positions on campus that may be eligible for academic credit include, but are not limited to:

- Student Government Association Executive Board;
- Student Chair of a Standing University Senate Committee;
- Head Orientation Leader;
- Senior Resident Assistant;
- Editor of the Chronicle.

The final determination of position eligibility for academic credit would be made through the individual department's or OCE's existing guidelines.

CONFLICT OF INTEREST POLICY FOR FACULTY SUPERVISING STUDENT ON-CAMPUS INTERNSHIPS
PASSED UAAC APRIL 15, 2013

Many leadership and service positions on-campus involve the student in formulating, establishing, enforcing, and/or critiquing policies related to some aspect of the University's operation. This is in contrast to internships and externships which involve the student in the activities of organizations that are separate and distinct from the University. In the former situation, some of those policies may be ones which impact on members of the faculty, or in which faculty members have a vested interest. It is important to maintain an unbiased climate for the support, supervision, and evaluation of students receiving academic credit for on-campus leadership and service positions. Therefore, it is essential to avoid potential conflicts of interest between students seeking academic credit for leadership and service on-campus positions, and faculty members' participation in and/or interest in policy setting and the operation of the University. Thus,

1. The faculty member providing supervision and grading of a student seeking academic credit for a leadership or service position that is situated within an on-campus official Hofstra University body cannot be an active participant in the same official Hofstra University body.
2. In general, assuming that a student has carried out his or her official responsibilities in the leadership or service position in a responsible and ethical manner, the substantive positions and actions taken by the student in that capacity should not be used in the determination of the grade for the internship, other than to the extent as may be necessary to the academic context of his or her work.

4. NR “grade” and Completion Ratio for Academic Probation Calculation

- Approved by UAAC April 15, 2013
- Approved by the SEC April 22, 2013
- Approved by the Senate April 29, 2013
- Approved by the Faculty May 6, 2013

The UAAC was alerted to a number of recent cases of student being placed on Academic Probation for failing to meet Completion Ratio requirements due to NRs on their transcript, which are not grades but rather indicators that faculty had not assigned a grade. The UAAC requested data on NRs from Academic Records so as to understand the scope of the issue. Total sections with NRS for at least one student was 4401 2003-2013. Using the assumption that eighty percent or more of students in a single class receiving NRs constitutes an entire class receiving NRs, just under fifty percent of NRs can be considered applied to entire classes. Examining only classes with two or more students enrolled, the number of sections that exceed the eighty percent threshold is slightly above fifty percent of sections. This data is suggestive of faculty not entering grades by the specified deadlines and raises the potential for students to be placed on Completion Ratio probation through no fault of their own.

While noting that NRs may be an indicator of student academic progress issues and that faculty often do not submit a grade for a student with the intention of helping that student, the committee agreed the potential for students suffering negative consequences (such as Academic Probation) because of faculty not submitting a grade within the required time period outweighed these factors given the scope of the problem. As such, the committee voted unanimously to eliminate NRs from the Completion Ratio calculation. However, the committee will continue to monitor the NRs situation on campus by requesting Academic Records run periodic reports that may help to identify ways to reduce the application of NRs. These include: a breakdown of NRs between full-time and part-time faculty; tracking of NRs for independent study and similar low-enrollment classes; and reports that may help to identify when NRs are a sign of academic progress issues that could allow Advisement to step in quickly.

5. Departmental Honors Bulletin Language

- Approved by the UAAC April 29, 2013
- To be sent to the SEC Fall 2013

Due to some potentially confusing language in the Bulletin regarding Departmental Honors, the UAAC set out to clarify the eligibility and other requirements. Noting that departments exclusively

use honors thesis for Departmental Honors, the Bulletin language was streamlined to reflect this practice. In addition, the text was reordered so that eligibility requirements appear first. Other small changes consistent with the larger issues were also made. The revised Bulletin language was approved by the UAAC on April 29, 2013 and will be presented to the SEC in Fall 2013.

BULLETIN TEXT ON DEPARTMENTAL HONORS – REVISIONS
PASSED UAAC APRIL 29, 2013

Departmental Honors

Eligibility Requirements

1. A minimum of 60 semester hours must be completed in residence at Hofstra including at least 15 hours in the student's major field;
2. A cumulative grade point average of at least 3.4;
3. A minimum grade point average of 3.5 in the major field of study.

Departmental Honors will be granted to bachelor's degree candidates who meet the following requirements:

1. are recommended by their major department for the conferring of departmental honors;
2. enroll in a departmental honors course and undertake a major piece of research, not necessarily original, resulting in an honors thesis, to be completed during their senior year under the supervision of a designated member of the department. Weekly conferences between student and adviser are set as a minimum requirement. Students will defend their thesis before their adviser and two other members of the department. This oral examination will constitute the basis for the evaluation of the student and the determination of honors

Levels of Departmental Honors

There are two levels of honors, High Honors and Honors, to be recommended by the major department. The level of honors bestowed upon a graduating student will be based on:

1. achievement in the honors thesis and
2. grades in departmental courses.

Procedure

The Office of Academic Records will prepare and send to the appropriate department the names of all eligible students before the end of their sixth semester. These students will be informed of their eligibility by the departmental chairperson and of the nature, purposes and procedures of the program.

SUBCOMMITTEE ON ACADEMIC REVIEW (ARC)

Chairperson Jennifer Skorzawski-Ross

After investing a great deal of effort last year, the ARC processing has become much more efficient. All decisions are entered in Banner and reports are generated by Academic Records. Reinstated/continuing students were granted a semester by semester continuance allowing the Committee to review and intervene, if necessary, earlier than in previous years. SUS, NOAH and ELP continue to bring their special population dismissals to ARC.

ARC typically meets several times during the Summer and in January. Ad Hoc decisions have also been made via email. The primary goal of each meeting is to review all appeals; consider students who, as per the Dismissal Policy, are brought to ARC out of concern; assess requests from students who were mandated to successfully complete UNIV 001, but did not; and to automatically review students who had been reinstated at prior meetings. Students who reach a 2.0 cumulative GPA are released from the conditions of ARC and are sent notification of this. Academic Records is notified to release the ARC related hold on their student accounts and the Center for University Advisement is copied for notification purposes.

In the Summer of 2012, ARC met in person on four occasions and conducted reviews via email when necessary. ARC reviewed approximately 165 students during that time. Please note that some students were reviewed more than once. In January 2013, the Committee met three times and reviewed 77 students. At the conclusion of the 2012/2013 academic year, Academic Records dismissed 105 students (first dismissal; never before on ARC) from the University. As of July 1, 2013, the Committee has met twice and has already reviewed 50 students. The Committee anticipates seeing at least another 75-100 appeals during our scheduled July and August meetings.

GRADUATE ACADEMIC AFFAIRS COMMITTEE (GAAC)

Chairperson Jason Davidow

Committee members:

1. Balbinder Bhogal, Associate Professor of Religion
2. Jayne Brownell, Assistant Vice President for Student Affairs
3. Jason Davidow, Assistant Professor of Speech-Language-Hearing Sciences
4. Carol Drummer, Dean of Graduate Admissions
5. Xiang Fu, Associate Professor of Computer Science
6. Debra Goodman, Associate Professor of Literacy Studies
7. Linda Jean-Louis, Associate Director of Academic Records
8. Laurie Johnson, Professor of Counseling and Mental Health Professions
9. Evan Koegl, Director of Academic Records
10. Seth Mandel, Graduate Student
11. Daisy Miller, Assistant Professor of Writing Studies and Composition
12. Chris Niedt, Assistant Professor of Applied Social Research
13. Liora Schmelkin, Senior Vice Provost for Academic Affairs and Dean of Graduate Studies
14. Laura Vallier, Associate Professor of Biology

Revisions to Graduate Studies Bulletin

Language was changed in the Graduate Studies Bulletin (Basic Regulations Governing Graduate Programs #7) so that it reflects the diversity of capstone requirements for master's programs across campus. Text referring to the language examination was also eliminated since no program requires that examination. In addition, the appeal process was changed to be congruent with the language in Faculty Policy Series #42 (Course Grade Appeal Policy). The new language is in italics just below. The changes were approved by the full faculty on December 7, 2012.

As a condition for graduation, the master's candidate must successfully complete a comprehensive examination, thesis, or other summative/capstone project that is a substantive equivalent in the major area of study. The comprehensive examination grade must be reported by the major department to the Office of Academic Records no later than December 1, May 1, or August 1 in the semester in which the degree will be granted. No advanced degree will be conferred upon a candidate who fails this examination more than once. A request for a review of a comprehensive examination must be made no later than three (3) weeks into the subsequent fall or spring semester following the comprehensive examination. The examination is typically offered twice during the year, in October and March. (Exception: Psychology, see Degree Requirements for each program.) Exact dates are determined at the beginning of each semester. It is the student's responsibility to be informed of the time and place of the examination.

Unofficial Withdrawal Statement for Graduate Student Bulletin

The GAAC altered the language for an "Unofficial Withdrawal" in the graduate bulletin, so that the language was identical to the language for an "Unofficial Withdrawal" in the undergraduate bulletin. The new wording can be seen in italics just below.

The UW may be assigned only if the student stopped attending prior to the official withdrawal deadline, and, in the judgment of the faculty member, on the last date of attendance, the student either had the potential to pass the course or there was insufficient graded work to allow for such an evaluation. Note: The UW is always the appropriate grade for the student who is registered for the course but has never attended.

Revisions to Faculty Policy Series (FPS) #11G for Graduate Students

The GAAC spent the majority of the academic year working on revisions to Faculty Policy Series #11G (Procedure for Handling Violations of Academic Honesty by Graduate Students). This project started with a charge from Senior Vice Provost Schmelkin that entailed altering language under Procedures for Review and Appeal. Dr. Schmelkin suggested making the language similar to the respective paragraph in FPS #11 (Item IV, C) that had just been changed by the Undergraduate Academic Affairs Committee. This would allow a consistency across the policies and allow faculty to be more familiar with both documents. The GAAC then decided to continue making changes so that both FPS #11 and #11G were as similar as possible. In addition, sections were reorganized to reflect a more proper order. For example, the committee felt that Section III (Procedures for Handling Violations) should be reorganized to reflect the correct chain of events when academic dishonesty is identified. The changes were approved by the full faculty on May 6th, 2013

Repeat Grade Policy

Professor Elizabeth Venuti expressed concern about the graduate repeat grade policy at one of the Senate Executive Committee meetings. Specifically, Professor Venuti was concerned with students in programs with a relatively small number of credits who receive a grade of D. These students have difficulty overcoming the grade and meeting the required G.P.A for graduation. The committee explored the possibility of allowing graduate students to remove the undesirable grade from their G.P.A. Current policy dictates that, if the student retakes the course, the two grades are averaged together and that value is calculated into the G.P.A. Evan Koegl and Carol Drummer posted the following on two Listservs (Georgia State University used by Registrars nationally and internationally, and the Council of Graduate Schools) in order to determine how other institutions handle this issue:

We are in the process of reviewing repeat course policies for our Graduate level student population. Does your school allow Graduate students to repeat coursework? If so, do repeated courses count towards an overall cumulative GPA requirement?

Of the eight schools who responded to the postings, only one allowed graduate students to retake a course and did not factor the first grade into their overall G.P.A. The committee agreed to put this issue aside and revisit it if necessary.

Professional Development Series for Faculty Regarding Issues of Diversity

The GAAC has spent the last four years working on diversity issues related to domestic and international graduate students of color. Data from multiple focus groups have been collected, and several meetings with leaders from relevant organizations and offices across campus have taken place. The initial plan of the GAAC was to recommend a Professional Development Series for Faculty; however, after several discussions amongst the committee members during the 2012-2013 academic year, the committee decided that an information item should be produced and distributed to the appropriate campus offices. The information item will be a summary of the data collected during the focus groups. A Professional Development Series was not recommended because the committee was concerned with the length of time since the data were collected (focus groups were conducted in 2009-2010 academic year), and the committee felt that there was not enough evidence in the data to make the recommendation. The committee has reviewed a rough draft of the information item and will complete the document at the beginning of the next academic year.

Recommendations for Dissemination of Information about Campus-Related Activities and Policies to Graduate Students

At the end of the year, the committee began thinking about ways to provide information about campus-related activities and policies to graduate students. Members of the committee expressed their concern that graduate students seem to be the most unknowledgeable about these two areas. The committee obtained the Guide to Pride and undergraduate orientation information as a starting point and spent the final two meetings discussing ways to distribute the relevant information. Examples of ideas included (i) adding information to the already existing webpage for new graduate students (www.hofstra.edu/newgrads), (ii) creating a packet or reference sheet with important activities and policies and giving the information to graduate directors to disseminate at program orientations, (iii) adding links to information to a graduate student's letter of acceptance, and (iv) sending emails to graduate students throughout the semester that are dedicated to campus-related activities. These recommendations will be completed at the beginning of the next academic year.

PLANNING & BUDGET COMMITTEE (P & B)

Chairpersons Elizabeth Venuti (Fall) / Victor Lopez (Spring)

Members of the Committee: Miriam Albert, Richard Apollo, Anthony Basile, Maureen Brown, William Caniano, Deborah Elkis-Abuhoff, Sarah Glasser, Keun Lee, Gina Martorella, Bob Papper, Krishnan Pillaipakkamnatt, Elizabeth Venuti (Chair, Fall 2012), Victor D. López (Chair, Spring 2013)

Environmental Priorities Subcommittee (EPS) -- Bob Brinkman, Chair

The Environmental Priorities Committee developed new bylaws that were presented by Bob Brinkmann and unanimously approved at the last full Planning and Budget Committee meeting on May 10. The bylaws will be presented to the Senate Executive Committee in the fall for its approval and, if approved by SEC, forwarded to the Full Senate in the fall. In addition to its work on the new bylaws, EPS spent a significant amount of time studying the trend in divesting from fossil fuels at various university campuses. EPS reported that the group 350.org has been urging organizations to remove their investments from organizations that produce fossil fuels in an effort to reduce investments in “dirty energy” as a means of lessening greenhouse gas emissions. EPS will make a recommendation on the issue in the fall. The Subcommittee also worked on a number of issues related to Earth Day and engaged in a variety of discussions related to the environment on campus.

Academic Computing Subcommittee (ACS) – Raymond N. Greenwell, Chair

The Academic Computing Subcommittee met three times during 2012-2013 with its primary accomplishment consisting of a survey on faculty use of technology in the classroom. The purpose of the survey, first planned in spring 2012, was to determine to what extent faculty want technology-enhanced classrooms, and what type of technology they want. The hope was to use this information to advise the university as to what extent more classrooms should be equipped with technology, as opposed to putting more effort into maintaining the technology-equipped classrooms that we already have. The survey indicated that there was indeed demand for more technology-equipped classrooms. However, the administration made additional funding available for technology in the classroom, so steps are already in place to meet the demand.

University Task Force on Parking and Transportation – Elizabeth Venuti, Chair

The ban on residential students parking on the South Campus that was approved by the Taskforce and by the Full Senate was approved at the last spring semester meeting of the Full Faculty. Other issues discussed this year is the need for visitor lots, additional signage to better identify the location of visitor, student and faculty/staff parking lots, as well as the need to rename parking lots other than by letters and numbers that mean little to students, employees or visitors. Shuttles could also be re-routed to facilitate students and visitors parking on the North Campus to be directly taken to the South Campus rather than on a circular route through the entire campus. Given the limits of expertise and resources and the conflicting interests of the various university stakeholders, the Taskforce believes that a consultant might be better suited to propose viable solutions for proposing viable solutions to better manage the limited parking resources available on campus based on what is being done in other urban campuses with similar issues. In the meantime, low-impact solutions should be explored, including the scheduling of classes on a Tuesday/Thursday, Monday/Wednesday or some other combination that may better distribute the demand for limited parking spots during the week. Public Safety will also need to take a more proactive role in enforcing the existing parking regulations in order to effectuate any meaningful change.

Financial Condition of the University

VP of Finance, Catherine Hennessy, and VP for Legal Affairs and General Counsel, Dolores Fredrich, presented “Summary of Financial Condition Year Ended August 31, 2012.” The report summarizes the overall financial situation of the University including net asset levels, debt levels, liquidity, investments in capital renovations, tuition, grant activity, endowment growth, and fundraising. The presentation included details of the preliminary operating budget for 2013-2014, including the components of revenue and expenditures. The report shows significant growth in the endowment, growth in long-term investments related to postretirement benefits, prudent debt levels, strong liquidity and significant planned investments in capital renovations, as a result of a recent bond. It also shows that, despite the significant growth of the endowment in recent years, it is still very modest in comparison to peer and inspirational institutions. The university continues to be very tuition dependent, and declining enrollments place strains on the annual operating budget. There has been a substantial increase in the amount allocated to student scholarships each year over the past four years.

Vice Presidents Hennessy and Fredrich were invited back to the April meeting of P&B, along with Provost Herman Berliner, to clarify some apparent inconsistencies between the summary report and a summary report presented to the AAUP general membership by a consultant in March. The entire meeting was devoted to this single issue and, because of the interest in the subject, the meeting was publicized to the entire faculty and was held in Axinn 246 to accommodate a large group. To facilitate discussion, the normal meeting procedures were suspended by the Chair without objection and the Vice Presidents proceeded to address key differences between the Bunsis report by the AAUP and the Summary Report originally presented to P&B at the February meeting. With the Chair serving as moderator, P&B members had the opportunity to ask questions during the presentation and, when the presentation was completed, the floor was opened for questions from members of the faculty present. Every faculty member wishing to ask questions of the vice presidents or Provost had the opportunity to do so.

Town Hall Meeting

The P&B Committee hosted the 10th Annual Town Hall Meeting on Wednesday, March 20, during common hour. The format for this Town Hall Meeting reverted to the traditional open forum format with panelists consisting of senior administrators and student leaders answering student questions that had been previously submitted using the Virtual Suggestion Box. Panelists included President Stuart Rabinowitz, Sandra Johnson, Vice President for Student Affairs, Joseph Barkwill, Vice President for Facilities and Operations, Karen O’Callaghan, Director of Public Safety, Peter Libman, Dean of Students, Ron Singh, President, Student Government Association, and Kenny Cordero-Rubinos, Chair, Student Academic Affairs. Dr. Herman Berliner was also present and participated in the question and answer sessions. The questions that require additional clarification may be referred to the appropriate Senate committees for follow up during the 2013-2014 session.

SUBCOMMITTEE ON THE LIBRARY

Chairperson Peter Goodman

The Library subcommittee continued to work on developing a faculty survey to evaluate library conditions and functioning as a result of the changes instituted after the LibQual survey of 2007.

SUBCOMMITTEE ON ACADEMIC COMPUTING

Chairperson Raymond Greenwell

The Academic Computing Committee met three times during 2012-2013. Our primary accomplishment this year was to conduct a survey on faculty use of technology in the classroom. The purpose of the survey, first planned in Spring 2012, was to determine to what extent faculty want technology-enhanced classrooms, and what type of technology they want. The hope was to use this information to advise the university as to what extent more classrooms should be equipped with technology, as opposed to putting more effort into maintaining the technology-equipped classrooms that we already have. The survey indicated that there was indeed demand for more technology-equipped classrooms. However, the administration made additional funding available for technology in the classroom, so steps are already in place to meet the demand.

ENVIRONMENTAL PRIORITIES COMMITTEE (EPC)

Chairperson: Robert Brinkman

The Environmental Priorities Committee worked on a number of issues this semester:

1. We developed a new governance document that framed the work of the committee within the governance of the Senate. This language was approved by the Planning and Budget Committee at the May 10th meeting and now goes to the full Senate for approval in the Fall.
2. We spent a great deal of time looking at the divestment from fossil fuels trend that is happening at University campuses. The group 350.org has been urging organizations to remove their investments from organizations that produce fossil fuels. This effort seeks to reduce investments in dirty energy in order to try to reduce the amount of greenhouse gas produced on the planet. We will be making a recommendation this fall.
3. We worked on a number of issues related to Earth Day and discussed a variety of issues related to environment on campus.

FACULTY AFFAIRS COMMITTEE (FAC)

Chairperson: George Giuliani

The Faculty Affairs Committee (FAC) met regularly this year.

The FAC began its work by finalizing a Dean's Evaluation. The evaluation of Deans survey created by the FAC was met with great support by the Senate Executive Committee (SEC) and the Senate. It was brought to a vote at the Full Faculty meeting on May 6, 2013. It was approved and is now going to be handled through the Provost's Office.

The FAC also addressed issues pertaining to Hurricane Sandy relief. The FAC recommended adjunct eligibility in the Hurricane Sandy relief fund. The Provost and President responded immediately and followed up on the FAC recommendation within a few days. Chairperson Giuliani thanked the administration for their efforts, and everyone on the committee agreed that the right thing was done and handled very quickly once we made the recommendation.

This year, the FAC began its discussion about having greater adjunct representation on the Senate. Currently, only one adjunct serves on the Senate, Donna Balson of the FAC. There was unanimous agreement on the part of all members of the FAC that there needs to be greater representation of adjuncts on the Senate. However, the manner in which this representation should happen was still very much up for debate. Discussions ensued about possible options, in particular, the formation of a subcommittee. After a lengthy discussion of possibilities, Chairperson Giuliani stated that we should continue this conversation for next year. He asked that all members of the FAC to think of a model as to how they see there being greater adjunct representation in the Senate (as well as how a subcommittee would work if that was in place).

FPS #33A (FINANCIAL CONFLICT OF INTEREST (FCOI) POLICY IN RELATION TO SPONSORED PROJECTS) and FPS #41 (POLICY FOR DEALING WITH AND REPORTING POSSIBLE MISCONDUCT IN RESEARCH) were brought up for discussion by the FAC. Upon review, both FPS #33A and FPS #41 were unanimously supported.

The FAC began a discussion on the evaluation of chairpersons. Chairperson Giuliani put together a document of many different statements that could be used for a Chair evaluation (based on other colleges and universities). Upon review, the FAC came up with seven different areas to assess when evaluating chairpersons. These statements in the evaluation form would be:

- Administrative Responsibilities Statement
- Communication Statement
- Decision Making Statement
- Evaluation Statement
- Faculty Policy Series #13 Statement
- Leadership Statement
- Trust Statement

Finally, the FAC reviewed the applications and made recommendations for:

- Special and teaching leaves for the 2013-2014 academic year.
- Three (3)-credit load reductions for the 2013-2014 academic year.
- Emeritus Status

STUDENT AFFAIRS COMMITTEE (SAC)

Chairperson: Kenny Cordero-Rubinos

The 2012-2013 academic year the committee saw various issues that were discussed at the table. The Student Affairs Committee focused its attention for 2012-2013 Academic Year on the following items:

1. Smoking
2. Graduate Student Activity Fee
3. California Avenue
4. Parking and Shuttle Service
5. Town Hall
6. Recruitment
7. Identifying Other Issues of Concern and suggestions for next year from the Chair

1. Smoking

This year a smoking ban was brought to the senate table by the Planning and Budget committee the South side of campus, leaving the North side of campus with the current 20 feet buffer zone. The SAC did discuss and voted against implementing any smoking ban on campus. The full SAC discussed the idea of a resolution that called upon a collaborative effort to adequately enforce the university's current policy before recommending a new one but no resolution was produced as a result of these discussions.

It was felt by the committee, that any further ban on the North Side of campus should be passed by collaboration between the Student Government Association, Planning and Budget, and the Student Affairs Committee. The committee felt strongly that whatever smoking policy is held by the university must be enforced by Public Safety to be successful, and believed the resolution should read as such. The committee also suggested that for Planning and Budget Committee to wait to receive a campus wide input on such ban. If a campus-wide survey is sent out to receive student sentiment on a smoking ban, it will be able to provide better feedback on what students on campus would like, in terms of smoking.

2. Graduate Student Activity Fee

The committee discussed heavily on finding a way for Graduate Student Activity fee to be somehow put into the Undergraduate Student Activity Fee. There are many campus-wide events, that is solely paid for by the Undergraduate Student Activity Fee such as campus festivals, movies on the weekends, etc. There was also an interest with Graduate students wanting to participate in Undergraduate Sports Clubs. The committee decided to look into a way to take a small percentage of the Graduate Student Activity fee to put into those specific events. The Dean of Students mentioned to the committee that a proposal was drafted to the Vice President of Student Affairs. The committee should follow up on this proposal, as there is interest in both graduate and undergraduate students in participating in the different activities offered.

3. California Avenue

The committee last meeting there was a discussion of the concern and the danger of the California Avenue. The crossing area was dangerous for everyone in the Hofstra community. The committee also discussed the complication of the street with the Town and the Village. The committee supports for a solution to be found and to add pressure to the government officials to do something about such street. Suggestion ranged from adding a speed bump, streetlight or anything that would make the street less dangerous. Committee members mentioned of different people they knew or they themselves were almost hit by a passing car.

4. Parking and Shuttle Service

There was a resolution passed by the Full Senate and the Full Faculty implementing residential students from parking in the South Side of campus. The Committee felt that this should be re-studied before any more on campus bans and policies are implemented on resident students. The committee should suggest various solutions to the Department of Public Safety for the shuttle services. There are currently two major train stations that students, staff and faculty utilize that the current system is not working. With proper changes, there is a way to create a better system that will accommodate both students. If the University prides itself in being close to the city, the accessibility to such places should be reliable, consistent and better.

5. Town Hall

The Town Hall meeting was highly successful this year, receiving various inputs from students all over campus. The current Town Hall format should still be used, finding the representation of the student body.

6. Recruitment

Recruiting active and self-motivated students was incredibly important to ensure the future success of the committee. Through a combination of general canvassing, specific outreach to organizations that work with motivated students on campus, and one-on-one pitches, the most robust student senator election in the history of University Senate took place at the close of this academic year. Don't forget to invite various students to the committee and the senate, so they understand the process of shared governance.

The SAC Chair feels it is important to publicize the work that the committee is doing and has done in The Chronicle, so students are aware of the existence of the Senate and its work. To continue various outreach and to showcase the difference between the University Senate and the Student Government Senate.

7. Identifying Other Issues of Concern & suggestions for next year from the Chair

Other issues of concern identified by the committee were the high cost of food on campus and the poor treatment of students in administrative departments. It was felt by the committee that students are often treated with little sensitivity, despite the sensitive nature of their financial concerns. The high cost of food was also discussed as a major concern for the entire Hofstra community. Another issue mentioned was the implementation of the required meal plan to all of the students. The plan could cause problems with student finances in the future.

The committee should look into finding a compromise for the student body in terms of this new policy. Both issues will be discussed further in the coming academic year. In fact, it says quite specifically "the governing body of the University shall be the Board of Trustees. The Board of Trustees shall make University policy and shall have sole responsibility for the management of the affairs of the University." In the spirit of true-shared governance, the SAC began researching institutions that have student and faculty trustees and discussing the possibility of expanded trusteeship at Hofstra. As this conversation only began at the close of the academic year, only the groundwork was laid for future discussion and resolutions to be drafted and brought to the entire Senate. In regards for Faculty members wanting more representation in the Board of Trustees, the SAC should look into ways for adding students into the representation. Looking at other models, Hofstra should follow these steps to create a better learning environment for their students.

Another thing that the committee should look into is that they should find a way to expand them to get more recognition on campus. The Chair should invite various student leaders and students to the Senate in order to meet and discuss the campus. The various senate members that are in the committee should work with other Chairs and the other committees, so students will be informed. There are only 4 students in the whole senate, and they should try to be as involved as they can.

SPECIAL COMMITTEE ON RECRUITMENT, ELECTIONS AND NOMINATIONS **(SCREAN)**

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. Seventeen forms were returned. Twelve appointments were made as well as twelve reappointments affecting eleven committees.

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

- School of Communication
Kelly Fincham was elected for a three-year term
- HCLAS, Division of Humanities
Russell Harrison was elected for a three-year term
Lisa Dresner was elected for a two-year term
- HCLAS, Division of Natural Sciences
Lisa Filippi was elected for a two-year term
Gillian Elston was elected for a three-year term
- School of Education
George Giuliani was re-elected for a three-year term
- School of Health and Human Services
Jason Davidow was re-elected for a three-year term
- School of Engineering and Applied Sciences
Sleiman Ghoryab was elected for a three-year term
- Zarb School of Business
Eugene Maccarrone was elected for a three-year term
- Library
Sarah Glasser was re-elected for a three-year term
- Staff – Local 153
Gloria Hoover was elected for a three-year term

In addition, Faculty Officers Elections were held

- William Nirode was re-elected as Speaker of the Faculty
- Ron Colombo was re-elected as Parliamentarian

The committee is still searching for a nominee for a one-year term for HCLAS, Division of Humanities as well as a Secretary to the Faculty. These searches will resume in the fall semester.

Through the Student Affairs Committee, information went out to the entire student body, via the Hofstra Portal, soliciting nominations for students to serve on the University Senate. Thirteen undergraduate students and two graduate students applied. As per the Senate bylaws, four undergraduate students and one graduate student were elected. The remaining twelve undergraduate students and one graduate student will be appointed to one of the Senate standing committees.

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 2012-2013 academic year, the Athletic Policy Committee acted on the following:

Participation Updates and Gender Equity:

Associate Athletic Director Danny McCabe reviewed and updated the committee on the various teams' roster sizes in terms of staying compliant with NCAA and title IV guidelines. Our female to male student-athlete ratio must be 52%-48% on the first date of competition. In order to maintain this ratio we place a roster maximum for our male teams and roster minimums for our female teams.

Athletic-Academic Advisement:

Rachel Peel-Macandrew, Center for University Advisement explained to the committee her role as an athletic academic advisor, and described the various responsibilities that she and her colleague, Michelle Spaterella, have in working with the different entities on campus. Rachel and Michelle serve as liaisons between the student-athletes, coaches, administration and faculty. Their role is designed to create a stable relationship that a student-athlete can rely on throughout his, or her career as a student-athlete

Update on Men's Basketball

Athletic Director Jeff Hathaway introduced new Coach Joe Mihalich, and Hathaway expressed confidence that he is the right person for the job, as he brings durability, stability and sustainability to the program. Ingles praised the job Mihalich did in his 15 year term coaching Niagara. Mihalich expressed his happiness in coming to Hofstra saying he chose the Hofstra job, calling the University a "special place." He is already making substantial headway in rebuilding the basketball roster.

Conference Realignment:

Hathaway announced that the Hofstra Wrestling program has joined a new conference; the EIWA is a league consisting of schools from the Ivy League, the Patriot Conference, and some of the former CAA schools. It is very strong both academically and in wrestling.

Budget Update

Hathaway announced the Athletic Department achieved a balanced FY12 budget last year and is working diligently to balance the FY13 budget as well. This continues to be a challenge as Athletics have certain guidelines that are mandated by the NCAA, including programs for student-athlete welfare.

Sports Updates:

Hofstra athletic achievements during the academic year included Women's Soccer, Volleyball, Wrestling, and Softball all winning conference championships and earning a bid to the NCAA tournament. Men's Soccer and Women's Lacrosse competed in the conference championship game of their respective sports. In addition 290 student-athletes achieved a 3.0 or better in either the spring 2012 or fall 2012 semester. Joe Burg was named a Rhodes Scholar finalist for only the second time in school history.

Facilities Update:

Hathaway told the APC the Department of Athletics recently installed a new artificial field in Shuart Stadium and plans to replace two other playing surfaces in the near future. Field Turf will also be installed at University Field and the Soccer stadium in May 2013. Both of these two venues currently have artificial turf fields that are over 10 years old.

NCAA Certification:

McCabe reviewed the August 2011 NCAA Certification update report. It was explained to the committee that this report is a working document that tracks the progress that the athletics department is making towards the goals established after the 2008 NCAA Certification.

Student-Athlete Development:

The APC received an update on the component of the athletics department housed in the Fried Center and overseen by Samantha Sweeney, Assistant Director of Athletics for Student-Athlete Development and James Lally, Director of Student-Athlete Services. The Fried Center, established in the 2010 fall semester, is an academic center designated solely for student-athletes. Lally acts as our SAAC supervisor and is responsible for our student-athlete community outreach program as well as all student-athlete development initiatives. Each semester, student-athletes are required to attend a workshop on specific topics including

- Drug and Alcohol Awareness
- Smart Social Networking
- Mental Toughness Training
- Overcoming Adversity

SPECIAL COMMITTEE ON THE ACADEMIC CALENDAR

Chairperson Lynne Dougherty

The Academic Calendar Committee met once during the academic year 2012-2013. A version of the calendar for the 2015-2016 academic year, prepared by Lynne Dougherty, was reviewed. Minor edits were suggested by the committee and the revised version was approved via email. The Summer calendar for Sessions I and II now include an official start and end date for a 4-week option and a 5-week option. The committee continued its discussion on possible future changes to the standard time periods. The committee recommended the calendar in appendix X. The calendars recommended by the committee were approved by the Senate and the full faculty, with a minor revision of a change in a conversion day.

In addition to the preparation of the 2015-2016 calendar, the committee discussed the possibility of changing the class schedule to allow for MW classes. It was decided to survey the faculty at the start of the fall 2013 semester regarding this possibility.

SPECIAL COMMITTEE ON ENVIRONMENTAL SAFETY

Chairperson Ling Huang

The Special Committee on Environmental Safety (ESC) convened twice during the 2012 -2013 academic year. Dr. Nicholas Sisti was hired on March 1, 2013 to replace Mr. Richard O'Dell as the new Chemical Hygiene Officer. Dr. Sisti holds a Chemistry PhD and a JD and has extensive and practical knowledge of chemical safety. He is a faculty member in Chemistry Department. He is

currently being trained to fulfill his new job duties. Current faculty members on the committee are Dr. Ling Huang (Chemistry), Dr. E. Christa Farmer (Geology and Environmental Sustainability), Dr. Margaret Hunter (School of Engineering), and Paul Chaleff (Fine Arts). Dr. Farmer and Dr. Hunter are new members of the committee who will serve a two-year term.

Several staff/administrator members from various departments continuously support ESC efforts on strengthening the environmental safety on campus by attending all ESC meetings and consulting on best practices on important issues such as chemical safety, machine-work safety, fire safety, and safe and responsible waste disposal. They include Assistant General Counsel, Ms. Lisa Ross Esq., Fire and Life Safety Officer, Mr. William Sollin and Assistant Director of Public Safety and Emergency Management Office, Ms. Erika Schaub. They poured in numerous hours on the revision of a new Chemical Hygiene Plan to replace an obsolete version the Hofstra adopted in 2005. In 2012, the United Nations and multiple US federal agencies such as EPA and OSHA decided to transition to a new Global Harmonization System, or GHS, for chemical hazard communications. The new standard focuses on streamlined and simplified labeling and inventory practices that focus on pictograms and uniform coding. The first deadline for required compliance will come on December 1 2013 when all employees have to be trained on the new GHS labeling system that indicate the type of hazard such as environmental toxicity, corrosiveness, and flammability. During our Spring 2013 meeting Mr. Sollin pointed out that small containers might be hard to label with pictogram or safety code, in which case a secondary bigger container can be used to house the small container. The training effort will possibly been carried out by outside vendors starting this summer and continuing into the Fall 2013 semester. Dr. Sisti, the CHO, was commended for working closely with Mr. Sollin, Ms. Schaub and Ms. Ross on the drafting of a new version of CHP that includes the anticipated transition to GHS.

The committee agreed that ESC will continue to cover environmental safety issues including but not limited to chemical safety and waste disposal. A Chemical Hygiene Committee (CHC) stated under the new draft CHP will serve as a subcommittee of ESC. With most the environmental safety practioners (lab directors and research faculty members) attending ESC meetings, the questions relating to environmental safety can be addressed effectively and efficiently.

During our Spring meeting, Ms. Ross proposed the initial responsibilities under new draft CHP:

1. Review safety guide for employees (Appendix A of the CHP) and develop appropriate similar Safety Guide for students
2. Develop list of chemicals requiring approval prior to procurement (Appendix D of the CHP)
3. Develop list of Extremely Hazardous Chemicals (Appendix E of the CHP)
4. Create Chemical Receiving Form (Section 4.3)
5. Develop appropriate laboratory safety training programs for students

The committee discussed the above five tasks and found #2 challenging with the absence of a centralized receiving location and the lack of a bar-code system. The committee agreed that CHP should state the current practice which is an annual inventory check for all chemicals within individual department and update of MSDS sheets. Mr. Sollin told the committee that all MSDS sheets can be accessed electronically at msdsonline.com. #4 also could potentially create extra hurdles as department such as Chemistry make large number of chemical orders which could exacerbate the already heavy workload for lab directors. Ms Lisa suggested that in the future chemicals can be tracked when they are being ordered. Mr. Hart suggested that the committee look

into a low-cost bar-code system for future use which Dr. Sisti suggested a system called “ChemWatch”. The committee also clarified the current practice of receiving chemicals so CHP will be compatible with the current practice and be compliant to federal and state regulations. For #3, a list has been developed by ESC two years ago.

The Committee plans to work tirelessly with the administration in drafting a sound and practical CHP hopefully by the end of the year. The new CHP will possibly be quickly adopted by all employees and students to enhance the safety culture on campus. With increasing research activities at Hofstra, the environmental safety concerns are becoming more urgent.

Other ESC consultants include Ms. Cira Peragine from the School of Medicine, Mr. Seth Rosenberg from the Engineering Dept., Sofia Kakoulidis (Associate Provost for Research & Sponsored Programs), Dennis Burke (Biology), Christine Anderson (Chemistry), James Hart (Drama & Dance), and Steve Campolo (Physics). Most of them work at the frontline in student labs with hazardous materials and sophisticated instrumentations and they often present insights on safety issues to the committee so environmental safety hazards could be minimized and protection needs can be addressed promptly. With the growth of our Medical School and the Engineering School, the ESC expects that more safety issues will have to be addressed in the CHP and future ESC meetings.

All meeting attendees endorsed the usage of online training for updated refresher trainings tailored toward needs from individual departments on environmental safety. The ESC have received IT administrative support and expect to continue the collaboration with our IT department to bring the video training online with online quizzes as tracking mechanism. Several Chemical safety modules have been developed and tested. Ms. Sollin also announced plans to bring online fire safety training.

The ESC was pleased to learn that during the last audit conducted by an EPA representative in 2012, no major violation was found at Hofstra University and we were commended on the high level of compliance and good practice. We hope that with the concerted efforts from faculty, lab directors and other administrators, everybody on campus will abide by the new CHP practice and other environmental safety recommendations so the number of accidents and safety violations will be kept at a minimal level.

V

ACTIVITIES OF THE SENATE

2012 – 2013

MATTERS PENDING FROM THE 2010-2011 SENATE:

May 9, 2011 (Senate Agenda)

The Senate approved the Recommendation for Traffic Signal. This item was approved by the Full Faculty (October 24th, 2011), but has not been approved by Legal Counsel, the Provost or the President (Appendix A)

MATTERS PENDING FROM THE 2011-2012 SENATE:

October 10th, 2011 (Senate Agenda)

The Senate approved the Report on Academic Integrity Student/Faculty Survey with Recommendations. This item was approved by the Full Faculty (May 4th, 2012) Legal Counsel (January 28th, 2013), by the Provost (January 28th, 2013), and by the President (February 4th, 2013.) (Appendix B)

2011 – 2012 SENATE ACTIVITIES

1. CHANGES TO THE FACULTY STATUTES AND FACULTY POLICY SERIES

September 10th, 2012 (Senate Agenda)

The Senate approved the revisions to Faculty Policy Series #11- Procedures for Handling Violations of Academic Honesty by Undergraduate Students at Hofstra University. This item was approved by the Full Faculty (October 26th, 2012), by Legal Counsel (November 7th, 2012), by the Provost (November 9th, 2012), and by the President (November 9th, 2012). (Appendix C)

November 12th, 2012 (Senate Agenda)

The Senate approved the revisions to Faculty Policy Series #33A - Financial Conflict of Interest Policy in Relation to Sponsored Projects. This item was approved by the Full Faculty (March 18th, 2013), by Legal Counsel (April 9th, 2013), by the Provost (April 11th, 2013), and by the President (April 11th, 2013). (Appendix D)

November 12th, 2012 (Senate Agenda)

The Senate approved the revisions to Faculty Policy Series #41 - Policy for Dealing With and Reporting Possible Misconduct in Research. This item was approved by the Full Faculty (March 18th, 2013), by Legal Counsel (April 9th, 2013), by the Provost (April 11th, 2013), and by the President (April 11th, 2013). (Appendix E)

March 11th, 2013 (Senate Agenda)

The Senate approved the revisions to Faculty Policy Series #11G - Procedures of Handling Violations of Academic Honesty by Graduate Students at Hofstra University. This item was approved by the Full Faculty (May 6th, 2012), but has not been approved by Legal Counsel, the Provost or the President (Appendix F)

2. CHANGES TO THE HOFSTRA BULLETIN

November 12th, 2012 (Senate Agenda)

The Senate approved the Revisions to the Unofficial Withdrawal Statement for Graduate Student Bulletin. This item was approved by the Full Faculty (December 7th, 2012), by Legal Counsel (December 17th, 2012), by the Provost (December 18th, 2012), and by the President (December 20th, 2012). (Appendix G)

November 12th, 2012 (Senate Agenda)

The Senate approved the Revision to Graduate Studies Bulletin – Basic Regulations Governing Graduate Programs. This item was approved by the Full Faculty (December 7th, 2012), by Legal Counsel (December 17th, 2012), by the Provost (December 19th, 2012), and by the President (December 20th, 2012). (Appendix H)

April 15th, 2013 (Senate Agenda)

The Senate approved the 2015-2016 Academic Calendar. This item was approved by the Full Faculty (May 6th, 2012), but has not been approved by Legal Counsel, the Provost or the President (Appendix I)

April 29th, 2013 (Senate Agenda)

The Senate approved the Resolution on Completion Ratio Calculation. This item was approved by the Full Faculty (May 6th, 2012), but has not been approved by Legal Counsel, the Provost or the President (Appendix J)

3. OTHER ACTIONS

May 16th, 2005 (Senate Agenda)

The Senate approved the Parking Ban Resolution. This item was approved by the Full Faculty (May 6th, 2012), but has not been approved by Legal Counsel, the Provost or the President (Appendix K)

October 12th, 2012 (Senate Agenda)

The Senate approved the Full Smoking Ban on South Campus. This item was approved by the Full Faculty (October 26th, 2012), by Legal Counsel (November 6th, 2012), by the Provost (November 9th, 2012), and by the President (November 9th, 2012). (Appendix L)

November 12th, 2012 (Senate Agenda)

The Senate approved the Revisions to University Senate Representation. This item was approved by the Full Faculty (December 7th, 2012), by Legal Counsel (December 17th, 2012), by the Provost (December 19th, 2012), and by the President (December 20th, 2012). (Appendix M)

November 12th, 2012 (Senate Agenda)

The Senate approved the International Students Task Force. This item was approved by the Full Faculty (December 7th, 2012), by Legal Counsel (December 17th, 2012), by the Provost (December 19th, 2012), and by the President (December 20th, 2012). (Appendix N)

April 29th, 2013(Senate Agenda)

The Senate approved the Revisions to University Senate Bylaws. This item was approved by the Full Faculty (May 6th, 2012), but has not been approved by Legal Counsel, the Provost or the President (Appendix O)

April 29th, 2013(Senate Agenda)

The Senate approved the Resolution on Informational Meetings with President. This item was approved by the Full Faculty (May 6th, 2012), but has not been approved by Legal Counsel, the Provost or the President (Appendix P)

April 29th, 2013(Senate Agenda)

The Senate approved the Dean's Evaluation. This item was approved by the Full Faculty (May 6th, 2012), but has not been approved by Legal Counsel, the Provost or the President (Appendix Q)

May 6th, 2013(Full Faculty Agenda)

The Full Faculty approved the Resolution on Faculty Consultation and Inclusion. This item has not been approved by Legal Counsel, the Provost or the President (Appendix R)

VI

APPENDICES

APPENDIX A

WHEREAS in the past several years there has been a significant increase in pedestrian traffic at the crossing on California Avenue at Weller and CV Starr Halls creating the strong possibility of an accident occurring at the crossing,

And WHEREAS a STOP SIGN has been installed at that site; and FURTHER that the stop sign has not prevented or eliminated “drive throughs” inviting an accident because of ineffective enforcement or the lack of observance; and

FURTHER, that said STOP SIGN has caused major vehicular congestion as far north as the Left turn from Hempstead

Turnpike causing further delays for pedestrians and drivers, the University Senate calls upon and strongly urges the University administration to petition the appropriate offices of the Town of Hempstead and the County of Nassau to immediately undertake a analysis of this problem and potential danger and request local officials to approve the installation of a traffic control signal at the earliest possible date.

The Senate also urges the administration to call upon the Hempstead P.D. and Nassau County P.D. to take a more aggressive role in the enforcement of the current stop sign until such traffic signal is installed.

Task Force on Integrity and Responsibility Report on Academic Integrity Student/Faculty Survey with Recommendations

Introduction

This report provides a summary of the most salient conclusions from a recent (October, 2011) survey of undergraduates, graduate students and faculty on academic integrity at Hofstra University.¹ Drawn from a nationally normed instrument,² it makes clear that the vast majority of Hofstra students and faculty agree that academic integrity is central to Hofstra's mission, and that its pursuit is the shared responsibility of faculty, students and administrators. The survey also suggests that violations of academic integrity at Hofstra are no more frequent, but also no less frequent, than such violations at our peer institutions. In this context the shared recognition among faculty and students that academic integrity is an essential value, and that as a community we are obligated to sustain and foster this value, provides us with a real opportunity for improvement. To that end, the report concludes with two recommendations drawn from the information gathered here, and from previous Task Force deliberations.

I. Overall Awareness of Hofstra's Academic Integrity Policies

Hofstra students and faculty report high levels of awareness of academic integrity policies governing the university. 91% of all students and faculty at Hofstra indicate they have been informed about policies. Students (more so undergraduates than graduates) and faculty report that the topic is covered in syllabi and in classes, as well as on various resources such as websites, handbooks, etc. In fact, Hofstra's awareness numbers are significantly higher than is the case at peer schools or the overall national average.

II. Perceptions of Cheating at Hofstra – Students and Faculty

The survey suggests that faculty and students are largely convinced (faculty somewhat more so) that "cheating is a serious problem at Hofstra."

Interestingly, however, the data suggests that some faculty and students may believe the problem to be worse than the survey indicates. In fact, the mistaken notion that there exists a widespread

¹ The survey was administered October 6th – October 20th, 2010 and yielded a 15% response rate for students (N=1732), and a 29% response rate for faculty (N=343).

² Center for Academic Integrity, Clemson University, "Assessment Guide". "The Academic Integrity Assessment Guide is used throughout the US and abroad by colleges, universities, and secondary schools to assess the climate of academic integrity on their campuses."
http://www.academicintegrity.org/assessment_guide/index.php

culture of cheating at Hofstra may be contributing to the problem by encouraging some students to feel as if they have to cheat in order to keep up with what they think “everyone else is doing.”

There is broad agreement among faculty and students about the seriousness that should be attached to various types of cheating behaviors. For example, among the top 10 behaviors likely to be considered the most serious, 9 overlap on faculty and student lists. Attitudes diverge somewhat over faculty vs. student expectations regarding collaborative work and homework. Students tend to see violations in this area as less serious than do faculty.

III. Perceptions regarding procedures for handling infractions.

Faculty and students indicate overall confidence in the existing systems. Students think faculty take the issue seriously (e.g. addressing the issue in syllabi and class) and that the penalties issued for violations are robust and appropriate. Approximately half of the faculty responding to the survey have cited at least one student for academic integrity violations in the previous 3 years, and most report satisfaction with the outcome and (where appropriate) follow up procedures. That said, a significant percentage of faculty report handling infractions “internally,” without filing an incident report in the provost’s office as Hofstra policy requires.

III. How much cheating and under what circumstances?

In general, Hofstra’s circumstances regarding academic integrity are consistent with what has been found on most other campuses of its size and type. While the percentages of students who engage in some specific “cheating behaviors” trend a bit higher than peer schools and national norms, the overall rates are roughly similar.

The percentage of Hofstra students who have engaged in what students and faculty agree are the most egregious forms of plagiarism is actually quite small, a pattern also followed by peer schools and in national averages.

	Ever	Once	More than once
Turning in a paper from a paper mill	2%	1%	1%
Submitting paper purchased	2%	1%	1%
Turning in work done by someone else	4%	3%	2%
Copying material almost word for word	4%	3%	1%

Cheating during exams is also relatively rare, except perhaps in the instance where a test is offered more than once and a student taking the later version asks someone who took it earlier about its contents.

	Ever	Once	More than once
Copying during a test w/ student’s knowl.	9%	5%	4%
Copying during a test w/o student’s knowl.	9%	6%	3%
Helping someone else cheat on test	12%	6%	5%
Unpermitted handwritten crib notes	11%	7%	4%
Getting answers from someone who took test	20%	12%	8%

The areas where student and faculty attitudes tend to diverge involve homework and group work. Significant percentages of students report ignoring explicit instructions to complete homework assignments on their own. This is consistent with findings at other institutions as well. But even in this area, where there might be either misunderstanding or disagreement over whether certain actions should be considered cheating, since approximately 2/3rds of Hofstra's students report following faculty instructions.

	Ever	Once	More than once
Working w/ others in person when told not to	36%	18%	18%
Working w/ others via email when told not to	26%	13%	13%
Copying another student's homework by hand	23%	13%	11%
Copying another student's homework digitally	13%	8%	5%

In sum:

The above numbers indicate that we are right to be concerned about promoting academic integrity at Hofstra. Not surprisingly, cheating does happen in ways that disadvantage those who play by the rules. Moreover, some students are receiving grades in courses without having mastered the relevant material. The good news, however, is that this study also reveals a large reservoir of good will among students committed to academic integrity. In developing programs to promote and enhance Hofstra's commitment to academic integrity we must look for ways to leverage this commitment as it aligns directly with goals of faculty and administrators.

Put simply, since peer pressure is often the most effective tool in encouraging changes in student behavior, Hofstra should look for ways to enlist the cooperation of students already committed to earning their degrees honestly. At the same time, this survey indicates that students look to their faculty and administrators for leadership on this issue. Building on and extending that partnership ought to be the primary focus of all Academic Integrity programs and policies at Hofstra.

RECOMMENDATIONS

I. Extending the P.R.I.D.E Principles – Hofstra's Honor Code

Currently, upon entry into the Hofstra community every student is introduced to the P.R.I.D.E. Principles that represent core values central to Hofstra's mission and aspirations.

Personal and Social Responsibility
 Respect for Self and Others
 Integrity, Ethics and Leadership
 Diversity and Community
 Expression and Free Exchange

In an effort to extend and deepen the commitments outlined in the P.R.I.D.E. Principles, the Task Force on Integrity and Ethics is recommending that Hofstra faculty and students adopt an Honor Code with the following features:

1. A Code
2. A Process
3. An aspiration

The Honor Code

Full version: As a member of the Hofstra community I pledge to demonstrate integrity and ethical behavior in all aspects of my life both inside and out of the classroom. I understand that I am accountable for everything I say and write. I will not misrepresent my academic work, nor will I give or receive unauthorized assistance for academic work. I agree to respect the rights of all members of the Hofstra community. I will be guided by the values expressed in the P.R.I.D.E. Principles. I accept the responsibility to follow this Honor Code at all times.

Short version: I pledge on my honor that I have done this work with honesty and integrity, without giving or receiving unauthorized assistance.

Every member of the Hofstra community will be given multiple opportunities to commit to the full version of the pledge. Subsequent to its adoption all new members will be expected to “take the pledge” as a condition of admission into the community.

The short version of the pledge is to be used in conjunction with the submission of assignments (e.g. papers, blue books, online work). It is meant to serve as a persistent reminder that this community is explicit about its dedication to academic integrity.

Original pledge when entering the university to be signed by student.
On all blue books and all assignments only notification of the Honor Code.

The Process

Upon adoption a web-based form containing the full pledge and explanatory information will be positioned in such a way that every member of the Hofstra community will have multiple opportunities to “take the pledge.” A student run campaign encouraging current students to “take the pledge” will be mounted. Public tabulation of the percentage or number of students, faculty and administrators who have taken the pledge will be part of the campaign.

All new members of the community will be required to “take the pledge” as a conditional component of the invitation to join the Hofstra community. Information about the pledge will be woven into recruiting and admissions materials and the signing of the pledge will become a ritualized part of entrance into the Hofstra community.

After adoption of the Honor Code, the short version of the pledge will be printed in blue books, added to online assignments, and become a routine feature of all other assignments. In short, *all*

students will be asked to affirm the short version of the pledge each time they submit work for faculty review.

The Aspiration

The aspiration behind this program is to render visible the commitment of the overwhelming majority of students, faculty and administrators to academic integrity. Both the initial pledge and the regular reiteration of the shorter version will make known in a way that has not been the case till now, the extent to which the Hofstra community values and expects academic integrity on all levels.

While this effort will not eliminate cheating at Hofstra (nothing will!) it is our expectation, based upon our recent survey of student and faculty attitudes about academic integrity and the experience of colleges and universities with long-standing honor codes, that the steps outlined above will help reduce the percentage of students who engage in cheating behaviors. These expectations draw directly upon our conviction that it is harder to engage in cheating behaviors when one's friends and colleagues make public their resolve not to do so.

II. A Student, Faculty, Administrative Honor Board

The Task Force recommends the creation of a standing Honor Board with student, faculty and administrative representatives. This recommendation is based on the understanding that academic integrity is a responsibility shared among all community members. An Honor Code board with faculty, student and administrative members would represent to the community this sense of shared responsibility in a way that nothing else could.

The Charge: The Honor Board is responsible for promoting, protecting and upholding academic integrity at Hofstra University.

Membership: The Honor Board will be led by 3 co-chairs consisting of a faculty member, a student and an administrator. Additional membership will include 4 faculty, 4 students, 2 academic administrators and 2 student affairs administrators. Faculty members will be elected. Student members will be appointed jointly by the Provost and Vice President of Student Affairs. Academic administrative representatives will be appointed by the Provost. Student Affairs administrative representatives will be appointed by the Vice President for Student Affairs. Given the responsibilities outlined below, the Honor Board should also have as ex-officio members a representative from University Relations and Admissions.

Responsibilities:

1. To oversee ongoing efforts to maintain the visibility and effectiveness of Hofstra's Honor Code via marketing campaigns, websites, and other promotional activities. This responsibility entails close coordination with University Relations, Admissions and the Student Government Association.

2. To form ad hoc appeals committees to resolve appeals involving academic integrity violations. The ad hoc committee will consist of 3 voting members chosen from the honor board, including 1 student, 1 academic administrator, and 1 faculty member. In addition the board will contain 3 non-voting members including representatives from the Provost's office, Student Affairs, and the department (normally the Department Chair) where the alleged violation was said to have occurred.
3. To coordinate the development of instructional and informational resources (including workshops, websites, visiting speakers etc.) designed to support community members (both faculty and students) in the area of academic integrity.
4. To undertake a comprehensive review of honor code policies and procedures, including the recommendation of updates and improvements at least once every three years.
5. To provide an annual report describing Honor Board activities to the Provost, the Vice President of Student Affairs, the Faculty Senate and the Student Government Association.

Meetings: The Honor Board would meet as needed, but normally conduct most work via sub-committees set up at the beginning of each academic year.

Terms: Members will be elected or appointed to 3 year terms with the exception of the initial board membership whose terms will be staggered as 3, 2 or 1 year to ensure the regular rotation of membership and the preservation of institutional memory.

**PROCEDURE FOR HANDLING VIOLATIONS OF
ACADEMIC HONESTY BY UNDERGRADUATE STUDENTS
AT HOFSTRA UNIVERSITY**

(See Faculty Policy Series #11A for the School of Law and Faculty Policy Series #11G for Graduate Students)

I. Statement of Principles

Hofstra University places high value upon educating students about academic honesty. At the same time, the University will not tolerate dishonesty, and it will not offer the privileges of the community to the repeat offender.

A. Education, prevention and faculty responsibility:

It is the responsibility of the faculty not only to share knowledge, but also to communicate understanding of, and respect for, the process and ethics by which knowledge is produced. Faculty are obligated to promote awareness of, and to educate all students about what constitutes academic honesty. Faculty should provide students with helpful sources of information on the subject such as the Hofstra Writer's Guide, and websites covering issues related to academic honesty (e.g., www.academicintegrity.org;). Faculty can disseminate this information through a variety of media, including course outlines and handouts, discussions regarding acceptable classroom behavior, and explanations of grading policies and the consequences of dishonesty. Faculty are also asked to encourage students to take advantage of structured opportunities to learn about academic honesty, such as workshops offered by the Writing Center. And, faculty should teach by example, with instructors' teaching materials including appropriate citations. Such educational efforts will foster a cooperative climate that deters instances of academic dishonesty.

To assure impartiality in the classroom, instructors should provide students with an explicitly stated grading policy. Such a grading policy may also include an academic honesty policy, which provides for specific penalties for certain academic honesty violations.

When deciding how and when to disseminate the ethics and processes by which knowledge is produced, faculty are encouraged to use their judgment and to confer with their colleagues in arriving at a conclusion as to what constitutes a reasonable penalty that is neither too harsh nor too lenient.

To ensure that the University appropriately responds to students who repeatedly violate the principles of academic honesty, it is incumbent upon faculty to report all

violations by completing the “Report Form on Violations of Academic Conduct” (see Section III C.)

B. Students’ responsibility:

The academic community assumes that work of any kind--whether a research paper, a critical essay, a homework assignment, a test or quiz, a computer program, or a creative assignment in any medium--is done, entirely and without unauthorized assistance, by the individual(s) whose name(s) it bears. If joint projects are assigned, then the work is expected to be wholly the work of those whose names it bears. If the work contains facts, ideas, opinions, discoveries, words, statistics, illustrations, or other elements in any media form (including electronic) that are beyond the assumption of being common knowledge, these must be fully and appropriately acknowledged, following a prescribed format for doing so. They may be acknowledged through footnotes, endnotes, citations, or whatever other means of accreditation is acceptable according to the format prescribed in that particular field of study.

Students bear the ultimate responsibility for implementing the principles of academic honesty. Students must understand that it is not enough to identify the source of quoted material; it is also necessary to indicate when one is paraphrasing (restating in other words) material found in a source. Thus, the use of other's ideas as well as their words needs to be acknowledged.

II. Violations

Any violation of these principles constitutes academic dishonesty. Indeed, it is important for students to avoid even the appearance of dishonesty. The following is a partial list of such violations and is not exhaustive:

A. Violations Regarding Exams:

1. obtaining unauthorized information concerning an exam and/or giving such information to another student;
2. communicating with anyone, other than the exam proctor, while taking an exam;
3. helping another person to cheat on an examination;
4. reading or copying another student’s examination sheet or book during an exam;
5. possessing unauthorized materials or tools (such as cellphones, calculators, electronic hand-held devices, computers) in the examination room during an exam and/or consulting such materials or tools during an exam;

6. without proper authorization, beginning an exam before the prescribed time or continuing to work on the exam after the prescribed time;
7. failing to submit all bluebooks and examination materials at the end of an exam or removing bluebooks or examination materials from the exam room without the proctor's or faculty member's approval;
8. having another person take an exam in one's place;
9. submitting work produced with unauthorized collaboration or assistance;

B. Violations Regarding Plagiarism:

1. copying or substantially copying someone else's words without both citing the author of the quotation and using either quotation marks or an indented block quotation;
2. paraphrasing someone else's words or work without citing the source;
3. using paid "research services";
4. copying from another's term paper or computer disk;
5. submitting work produced with unauthorized collaboration or assistance;
6. fabricating sources.

C. Other Violations:

1. submitting the same or a significantly similar work for credit in more than one course without the consent of the faculty members involved;
2. falsifying experimental data;
3. using computer programs or data without proper authorization or acknowledgment;
4. making one's own academic work available to others to present as the recipients' own;
5. submitting work produced with collaboration or assistance unauthorized by the faculty member.

III. Procedures for Handling Violations

- A. Since the goal of Hofstra University's policy on academic honesty is to educate, rather than to punish, the instructor has an obligation to inform a student as soon as possible that a violation of academic honesty may have occurred. The faculty member should explain the nature of the alleged offense, inquire into the student's knowledge of its character and seriousness, ascertain the student's motivation, and take into consideration any relevant information the student wishes to provide. If after a good-faith effort such a discussion cannot take place, the faculty member should proceed with filing the "Report Form on Violations of Academic Conduct," nonetheless, as detailed in III.B. below. The student may appeal this charge and/or penalty as outlined in Section IV.

Once a faculty member determines that a violation of academic honesty has occurred, the instructor shall assess the penalty according to the following criteria:

1. **Predetermined academic honesty policy**
If the instructor previously prepared and issued to students a predetermined academic honesty policy, which includes specific penalties for certain violations, then the instructor should abide by the provisions of this policy.
 2. **Consultation and Assessment**
Before a penalty for an infraction is imposed, the faculty member should attempt to assess the appropriateness of the penalty with the student. Faculty are also encouraged to confer with their colleagues in arriving at a conclusion as to what constitutes a reasonable penalty that is neither too harsh nor too lenient. In cases of academic dishonesty, a range of penalties may be appropriate. In cases of plagiarism, or cheating on an examination, some faculty give failing grades for the assignment or examination and others give failing grades for the course. In cases in which the grade of F is awarded for the course, the student may not withdraw from the course.
- B. The instructor must inform the Provost and the Dean of Students of each violation by completing the "Report Form on Violations of Academic Conduct." This information will be filed exclusively in the Provost's Office and the Dean of Students Office until the student graduates. A copy of the "Report Form on Violations of Academic Conduct" must also be given to the student by the faculty member within ten (10) days of the date of the determination of the infraction.
- C. An undergraduate student who commits a second violation of academic honesty shall be subject to suspension or dismissal. The Office of the Provost shall inform the student by letter of both their status and his or her right to appeal.

IV. Right of Appeal

- A. The student has the right to appeal a charge of academic dishonesty, the grade resulting from the charge, or a suspension/dismissal decision.
- B. Upon receipt of notification from the Dean of Students, the student has seven days to appeal in writing to the Office of the Provost a charge of academic dishonesty, the grade resulting from the charge, or a suspension/dismissal decision. The Provost shall review the appeal and the procedures followed up to that point. The Provost shall see that any procedural violations are remedied and attempt to mediate a resolution of the dispute.
- C. If resolution is not achieved, the Provost will then appoint an Ad hoc Board of Appeals. The Ad hoc Board of Appeals will consist of three (3) voting members chosen from the Honor Board, including one (1) student, one (1) academic administrator, and one (1) faculty member. In addition, the Ad hoc Board of Appeals will contain four (4) non-voting members including a representative from the Provost's office (who chairs the Ad hoc Board of Appeals), Student Affairs, the Dean's office in the school or college where the alleged violation was said to have occurred, and the department (normally the Department Chair) where the alleged violation was said to have occurred.
- D. The Ad hoc Board of Appeals will be governed by the following bylaws:
 - 1. The presumption of innocence shall apply. The board shall review the case de novo: The burden of proof of the violation and the justification of the penalty is upon the faculty member making the charge.
 - 2. The student must have an explicit statement of the charges and a reasonable amount of time prior to the first formal meeting of the Board.
 - 3. The student may have an adviser of his/her choice from within the University.
 - 4. Both parties must be present when either party is presenting statements or evidence to the Board.
 - 5. Both parties may elect to present evidence or call witnesses on their behalf.
 - 6. Both parties must receive copies of written evidence presented to the Board.
 - 7. Both parties may elect to cross-examine those who appear.
- E. Decisions of the ad hoc Board of Appeals are final and binding and will be presented in writing to the student and the faculty member, with a copy to the Provost.

FINANCIAL CONFLICT OF INTEREST (FCOI) POLICY IN RELATION TO SPONSORED PROJECTS

These guidelines define the general University policy and procedures regarding conflicts of interest in relationship to sponsored projects involving research, education, training, construction, community service, and any other activity funded by an award to the University. Their purpose is to preserve the credibility and integrity of the University's faculty and staff so that the public trust and confidence in the University's sponsored activities is ensured.

In accordance with Federal regulations, the University has a responsibility to manage, reduce, or eliminate any actual or potential conflicts of interest that may be presented by a financial interest of an investigator. Thus, the University requires that investigators disclose any significant financial interest Significant Financial Interest that may present an actual or potential conflict of interest in relation to a sponsored project.

A potential conflict of interest exists in any situation in which there is a divergence between an individual's private interests and his or her professional obligations to the University such that an independent observer might reasonably question whether the individual's professional actions or decisions are determined by considerations of personal gain, financial or otherwise. The potential for conflict of interest is inherent in the situation and does not necessarily depend on the character or actions of the individual.

A. Definitions

~~A potential conflict of interest exists in any situation in which there is a divergence between an individual's private interests and his or her professional obligations to the University such that an independent observer might reasonably question whether the individual's professional actions or decisions are determined by considerations of personal gain, financial or otherwise. The potential for conflict of interest is inherent in the situation and does not necessarily depend on the character or actions of the individual.~~

Financial Conflict of Interest (FCOI) means a Significant Financial Interest that could directly and appreciably affect the design, conduct or reporting of sponsored research.

Institutional Responsibilities means the Investigator's professional responsibilities on behalf of the University, including but not limited to activities such as research, research consultation, teaching, professional practice, and service on University panels and committees.

Investigator means the principal investigator/project director, co-principal investigator, and any other University employee/person who is responsible for the design, conduct, or reporting of research, educational or other activities funded or proposed for funding by an external sponsor. This may include, for example, collaborators or consultants. In these

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context, the term “Investigator” includes the investigator’s spouse and dependent children.

Manage means taking action to address an FCOI, which can include reducing or eliminating the FCOI, to ensure, to the extent possible, that the design, conduct, and reporting of research will be free from bias

Senior/key personnel means the Project Director or Principal Investigator, as well as any other person identified as senior/key personnel in a grant application, progress report, or any other report submitted to a sponsoring entity.

Significant financial interest*Significant Financial Interest* means anything of monetary value, including but not limited to the interests listed below, that reasonably appears to be related to the Investigator’s Institutional Responsibilities: :

1.e Ssalary or other payments for services (e.g., consulting fees, paid authorship ore honoraria);e

2.e Equity interests (e.g., stocks, stock options, or other ownership interests, including interests in non-publicly traded entities);e

3. Intellectual property rights (e.g., patents, copyrights and royalties from such rights).

3.4. The occurrence of any reimbursed travel or sponsored travel related to institutional responsibilities. Sponsored travel is that which is paid on behalf of the Investigator and not reimbursed to the Investigator so the monetary value may not be readily available. (including purpose of trip, sponsor/organizer, destination, and duration). The institution will determine if any travel requires further investigation, including determination or disclosure of monetary value.

The term does not include:

1.e Ssalary, royalties and other remuneration from the University, where the Investigator is currently employed or otherwise appointed by the University;e

2. Income from seminars, lectures, or teaching engagements sponsored by and service on advisory committees or review panels for a federal, state, or local government agency, an Institution of higher education as defined at 20 U.S.C. 1001(a), an academic teaching hospital, a medical center, or a research institute that is affiliated with an Insitution of higher education,public or non-profit entities;

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2.3. Income from investment vehicles, such as mutual funds and retirement accounts, as long as the investigator does not directly control the investment decisions made in these vehicles.

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3. Income from service on advisory committees or review panels for public or non-profit entities;

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4.e Travel that is reimbursed or sponsored by a federal, state, or local government agency, an Institution of higher education as defined at 20 U.S.C. 1001(a), and academic teaching hospital, a medical center, or a research institute that is affiliated with an Institution of higher education.

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4. An equity interest that when aggregated for the investigator, the investigator's spouse, and dependent children meets both of the following tests:

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does not exceed \$10,000 in value as determined through reference to public prices or other reasonable measures of fair market value

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5.e Salary, royalties, or other payments, and equity interests, that, when aggregated for the investigator and his or her spouse or dependent children, do not exceed \$ 5,000 during the preceding twelve-month period except that any equity interest in a nonpublicly traded entity shall be considered a Significant Financial Interest. Value shall be determined through reference to public prices or other reasonable measures of fair market value.

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a:

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and

b. does not represent more than a 5% ownership interest in any single entity;

5. Salary, royalties or other payments, including equity interests that, when aggregated for the investigator and the investigator's spouse and dependent children, are do not expected to exceed \$10,000 during the next preceding twelve month period.

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However, the exclusion in items 4-5 and 6 shall not apply if the compensation or transfer of an equity interest is conditioned upon a particular outcome in a sponsored research project.

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B. Guidelines

1.e As required by Federal regulations, each investigator engaging in research related to any Public Health Service (PHS) sponsored grant or contract must complete mandatory training prior to engaging in the research-related to any Public Health Service (PHS)-funded grant or contract and at least every four years, and immediately under the designated following circumstances:

- e Institutional University FCOI policies change in a manner that affect investigator requirements
- e An investigator is new to an institution the University
- e An institution The University finds an investigator noncompliant with the institution's FCOI policy this policy or an FCOI management plan.

1-2. Each investigator who is planning to participate in sponsored research shall complete a Significant Financial Interest Disclosure Form and submit it, along with any necessary documentation, to the Associate Provost for Research and Sponsored Programs. If the form is being submitted in connection with a new proposal, it must be received by the Office for Research and Sponsored Programs at least two weeks prior to the proposal deadline date established by the sponsoring agency. If an investigator discovers or acquires a new Significant Financial Interest (e.g. through purchase, marriage or inheritance) requiring disclosure after the initial disclosure, he or she should submit the Significant Financial Interest Disclosure Form within two weeks of the acquisition of this new interest. As required by Federal regulations, all significant financial interests must be disclosed prior to submission of a proposal. All financial disclosures must be updated by investigators during the period of the award, either on an annual basis or as new significant financial interests are obtained. Such updates shall include any information not previously disclosed, as well as updates on previously disclosed information, including updates on the value of Significant Financial Interests.

2.3. e Each investigator is required to disclose the following any significant financial interest Significant Financial Interests on behalf of the Investigator and his or her spouse and dependent children.:

a. Significant financial interests of the investigator that would reasonably appear to be affected by the research or other activities funded, or proposed for funding by an external sponsor, or as it relates to his/her institutional responsibilities.

OR

b. Significant financial interests of the investigator in an entity whose financial interest would reasonably appear to be affected by the research or other activities funded, or proposed for funding by an external sponsor, or as it relates to his/her institutional responsibilities.

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Disclosures regarding travel must include the purpose of trip, sponsor/organizer, destination, and duration. The University will determine if further information is needed, including determination or disclosure of monetary value, in order to determine whether the travel constitutes an FCOI.

Regardless of the above minimum requirements, a faculty member or administrator, in his or her own best interests, may choose to disclose any other financial or related interest that could present an actual conflict of interest or be perceived to present a conflict of interest. Disclosure is a key factor in protecting one's reputation and career from potentially harmful allegations of misconduct.

3. ~~Each investigator who has a significant financial interest requiring disclosure shall complete a Significant Financial Interest Disclosure Form and submit it, along with any necessary documentation, to the Associate Provost for Grants and Research and Sponsored Programs Administration. If the form is being submitted in connection with a new proposal, it must be received by the Grants Office Office for Research and Sponsored Programs at least two weeks prior to the proposal deadline date established by the sponsoring agency. If an investigator acquires a significant financial interest requiring disclosure during the implementation phase of a sponsored project, he or she should submit the Significant Financial Interest Disclosure Form within two weeks of the acquisition of this new interest.~~

4. ~~All Significant Financial Interest Disclosure Forms will be reviewed by the The Associate Provost for Grants and Research and Sponsored Programs ("Associate Provost") shall solicit disclosures of Significant Financial Interests from each investigator who is planning to participate in, or is participating in, sponsored research. The Associate Provost shall then review the disclosures Administration to determine if the significant financial interest Significant Financial Interest disclosed could directly and appreciably affect the design, conduct and reporting of the sponsored project to which it relates. is related to sponsored research. A Significant Financial Interest is related to sponsored research when the financial interest could be affected by the sponsored research, or is in an entity whose financial interest could be affected by the research. If the interest is so related, a determination shall be made about whether there is a financial conflict of interest (FCOI). An FCOI exists when the University reasonably determines that the Significant Financial Interest could directly and appreciably affect the design, conduct or reporting of sponsored research.~~

4: If a determination is made that there is a ~~potential conflict of interest~~ an FCOI as defined by this policy, then the investigator and the Associate Provost for ~~Grants and Research and Sponsored Programs Administration~~ shall negotiate a conflict of interest ~~resolution management~~ plan that is mutually acceptable ~~before the expenditure of any funds under a sponsored project~~. Such a plan will detail proposed steps to manage, reduce, or eliminate the ~~potential conflict of interest~~ FCOI presented by a significant financial interest Significant Financial Interest. These steps could will may include, but are not limited to, one or more of the following:

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a. Public disclosure of significant financial interests, as mandated by Federal regulations FCOIs (e.g. when presenting or publishing the research);

a.b. For research projects involving human subjects, disclosures of FCOIs directly to participants

b.c. review of research protocols by independent reviewers;

e.d. monitoring of research by independent reviewers;

d.e. modification of the research plan;

e.f. Change of personnel or personnel responsibilities, or disqualification of personnel from participation in all or a portion of the funded project;

f.g. divestiture of significant financial interest Significant Financial Interests;

g.h. ee severance of relationships that create actual or potential conflicts of interest FCOIs.

If the Associate Provost for Grants and Research and Sponsored Programs Administration determines that imposing any of the above-referenced conditions or restrictions would be inequitable, or that the potential negative impact that may result from a significant financial interest Significant Financial Interest is outweighed by the interests of scientific progress, technology transfer, and public health or welfare, he/she may recommend that, to the extent permitted by Federal regulations, the project continue without the imposition of such restrictions or conditions.

All proposed resolutions management of conflict of interest cases shall be reviewed and approved or amended by the Provost and Dean of Faculties Senior Vice President for Academic Affairs. In the event that the Associate Provost for Grants and Research and Sponsored Programs Administration and the investigator are unable to agree on the terms of management of a conflict of interest resolution, the Provost and Senior Vice President for Academic Affairs Dean of Faculties will meet with them and attempt to achieve a mutually agreed upon resolution. If such a mutually agreed upon resolution cannot be achieved, then the Provost and Senior Vice President for Academic Affairs Dean of Faculties will make a final decision regarding the terms of the conflict of interest resolution.

Where in the course an ongoing sponsored project, a new Investigator discloses a Significant Financial Interest, or an existing Investigator discloses a new Significant Financial Interest, the above process will take place within sixty days, and a management plan will be implemented on at least an interim basis. The management plan shall specify the actions that have been, and will be, taken to manage any FCOIs.

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and, depending on the nature of the Significant Financial Interest, the University may determine that additional interim measures are necessary with regard to the Investigator's participation in sponsored research between the date of disclosure and the completion of the University's review.

5. The approved resolution management plan shall be incorporated into a memorandum of understanding between the University and the Investigator that will detail the conditions and restrictions imposed upon the investigator in the conduct of the project or in the relationship with a business enterprise or entity. The University shall monitor compliance with the management plan on an ongoing basis until completion of the project.

6.e Whenever the University identifies a Significant Financial Interest that was not disclosed timely by an Investigator or was not previously reviewed by the University, the Associate Provost shall, within sixty days, review the Significant Financial Interest, determine whether it is related to sponsored research and whether an FCOI exists. If an FCOI exists, the University will implement, on at least an interim basis, a management plan as described in paragraph 4 above.

7.e As required by Federal regulations, The University will provide initial and ongoing reporting of the FCOIs to the PHS awarding component appropriate federal entity. The FCOI reports shall include all information required by federal regulations.

5.8. As required by Federal regulations, all identified FCOIs will be made available via a written response to all requestors within five business days of receipt of a request if the FCOI is held by senior/key personnel.

6.9. In the event that the conflict of interest cannot be satisfactorily resolved at the time an award notice is issued by a Federal sponsor, the University will disclose this fact to the sponsoring agency prior to the expenditure of any funds under the award. The Federal sponsoring agency will also be notified of unresolved conflicts of interest that arise during the project period. In the case of non-Federal sponsors, the University shall reserve the right to notify these sponsors of unresolved conflicts of interest.

10. Records of Investigator financial disclosures, and actions taken to manage actual or potential conflicts of interest the University's review of, and response to, these disclosures, and all actions taken to manage FCOIs under this policy shall be retained by the Grants Office/Office for Research and Sponsored Programs until at least three years beyond the termination or completion of the award to which they relate from the submission of the final expenditure report, or until the resolution of any government action involving those records, whichever is longer.

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7.11. ~~As required by Federal regulations,~~ The University will conduct a retrospective review ~~in those cases of non-compliance with the regulation~~ where the above process has not been followed and an FCOI is not timely identified or managed. Such review will occur within 120 days of determination of noncompliance, and will determine whether any sponsored research was biased in design, conduct, or reporting. The retrospective review shall be documented as required by federal regulations, and, if appropriate, the previously submitted FCOI report shall be updated. ~~In the event~~ If bias is found, the University must notify and submit a mitigation report to the PHS awarding component, the appropriate federal entity, as required by federal regulations. The report must include the impact of the bias on the research project and the actions the University has taken, or will take, to eliminate or mitigate the effect of the bias.

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8.12. If an investigator violates this financial conflict of interest policy or the terms of an executed Memorandum of Understanding, the University shall institute disciplinary procedures as detailed in Faculty Policy Series #41 (1996~~2012~~).

13. ~~Subrecipient institutions/investigators~~ Collaborators from other institutions must either comply with ~~the Hofstra University Financial Conflict of Interest~~ this policy or provide certification that their institutions are in compliance with Federal policies regarding investigator significant financial disclosure FCOI laws, rules, and regulations and that they are in compliance with their institution's policies FCOI policy.

All subrecipient agreements shall include terms that establish whether the University's FCOI policy or the subrecipient FCOI policy shall apply to the subrecipient's Investigators.

a. If the subrecipient's Investigators must comply with the subrecipient's FCOI policy, the subrecipient agreement must specify the time period for the subrecipient to report all identified FCOIs to the University. This time period shall be sufficient to enable the University to provide timely FCOI reports in accordance with federal regulations.

b. If the subrecipient's investigators must comply with the University's FCOI policy, the subrecipient agreement must specify time periods for the subrecipient to submit all Investigator disclosures of Significant Financial Interests to the University, which time period shall be sufficient to enable the University to timely comply with its review, management, and reporting obligations under federal regulations.

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14. The provisions of the Hofstra University Conflict of Interest and Commitment Policy shall also apply to any investigator participating in sponsored research.

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POLICY FOR DEALING WITH AND REPORTING POSSIBLE MISCONDUCT IN RESEARCH

I. Basic Policy

A. This policy statement and the rules and regulations it promulgates are intended to comply with the Code of Federal Regulations at 42 CFR Part 50. Each institution which receives or applies for a research, research-training, or research-related grant or cooperative agreement under the Public Health Service Act must submit an annual assurance certifying that the institution has established administrative policies as required by the Final Rule (42 CFR Parts 50 and 943, Subpart A), and that it will comply with those policies and the requirements of the final Rule as published in the Federal Register at 54 FR 32446, August 8, 1989 70 FR 28370, May 17, 2005.

B. Definition of Misconduct

“Misconduct” or “Misconduct in Research” means fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the academic community for proposing, conducting or reporting research. It also includes violation of the University’s Financial Conflict of Interest Policy as detailed in Faculty Policy Series #33a (19962012). It does not include honest error or honest differences in interpretations or judgments of data.

II. The Commencement of Disciplinary Proceedings

A. Disciplinary action shall be governed by the procedures established in this Faculty Policy.

B. Proceedings for disciplinary action shall be initiated only by a statement in writing from the President and the Provost, which shall state:

1. the information, facts or allegations in the possession of the President or Provost, which, if true, could constitute possible misconduct in research;
2. which facts and allegations on which the President or Provost relies are grounds for disciplinary action,
3. that the University proposes to refer the matter to a committee pursuant to this Faculty Policy.

C. Except as otherwise provided, the statement described in II-B, and all other information relating to the charge of misconduct, shall be held confidential by the

President's and the Provost's office. Nothing herein shall prohibit the communication of its contents to a person consulted for legal advice by the parties involved.

- D. The statement required by II-B shall be sent to the person (faculty member or administrator) who is the subject of possible disciplinary action for misconduct in research, together with a copy of this Faculty Policy, as it may be amended from time to time, and any other notices or information required to be sent to the person charged.
- E. The President or the Provost, acting on behalf of the President, shall discuss the matter of potential disciplinary action with the person charged in a personal conference.

The President or Provost may, and upon the request of the person charged shall, provide the person with information concerning the charges contained in the II-B letter, including sources of information, so as to enable the person to respond to the charges and to make an informed decision as to the person's course of action. The President and the person charged may each select an additional person to be present at the conference. The matter may be terminated by mutual consent of the President and the person charged at this stage (or at any stage of the proceeding) subject to the conditions agreed to by the person charged and the University. At the faculty member's request, notice of such termination will be transmitted to the Board of Trustees.

- F. In the event there is no agreement to conclude the matter and the University believes that further proceedings are warranted, the President or the Provost, as the case may be, shall proceed in accordance with the provisions of II-G.
- G. The President or the Provost, acting on behalf of the President, will forward to the Speaker of the Faculty, to the Chair of the University Senate Executive Committee, to the Chair of the Senate Grievance Committee, and to the Chair of the Faculty Affairs Committee and to the person charged:
1. a copy of the statement required by II-B; and
 2. any additional statement or information which modifies the content of the II-B statement.

III. The Operation of the Senate Grievance Committee

- A. The first duty of the Senate Grievance Committee will be to seek informally a resolution of the matter agreeable to the person charged and the University. If this cannot be accomplished expeditiously, the committee will so advise the president.
- B. Upon being so advised, the President shall, within five business days after receiving the notice from the Senate Grievance Committee under III-A, provide both the person

charged and the Committee with a written specification of the charges, together with copies of all evidentiary documents, including witnesses' statements and summaries of statements in the President's possession. Reference will be made to appropriate statutes, policies, bylaws, laws, ordinances, or other rules or regulations and standards which the President alleges were violated. The President also will provide, in writing, a statement of the action the President contemplates taking in the event the charges are sustained, subject to modification upon receipt of the Committee's report.

- C. Within five business days of receiving the charges and specifications under III-B, the Committee shall set a date and time for a formal hearing. The Committee shall serve written notice of the time and place of the formal hearing simultaneously on the person charged and on the University at least twenty (20) days prior to the scheduled hearing date unless a lesser time is agreed to in writing by the President and person charged. In setting the date for the hearing, the committee shall afford the person charged sufficient and reasonable time to prepare a defense. Prior to the formal hearings and in so far as it is possible, the Committee will determine the schedule, agenda and rules (consistent with the provisions of this Faculty Policy) which will govern its proceedings.
- D. The person charged also will be advised by the Committee in writing, accompanying the notice of hearing, of the following rights: to address the Committee; to present evidence; to examine and cross-examine witnesses; and to be represented by legal counsel, at his or her own expense, or an academic adviser or consultant. The Committee also will inform the person charged and the President in writing of the schedule, agenda and rules. The faculty member shall inform the committee in writing within ten business days of receiving the notice of hearing whether she or he wishes to appear and address the Committee. Appearance before the Committee is the person's unqualified right, and he or she also has the right to respond in writing to the President's allegations prior to the date of the formal hearing. The President may designate a representative to present the evidence concerning the charges to the Committee.
- E. The decision whether all or part of the hearings will be private and confidential or whether they will be open to other members of the University community will be made by the Committee after consultation with the person charged and with the President. In making its determination as to whether or not the proceedings shall be open, in the absence of good cause, the Committee ordinarily should honor the preference of the individual who is the subject of the proceeding. Nothing herein shall preclude the Committee from limiting attendance or closing the hearing in the interest of maintaining good order.
- F. The Committee shall have full access to all information in the University's possession or control pertaining to the case under consideration. In an expeditious manner, the Committee will attempt to augment and refine its understanding of the

factual basis of the case. The Committee may question witnesses and will, if necessary, secure relevant evidence.

The person charged shall have the procedural rights set forth in the 1940 Statement of Principles of Academic Freedom and Tenure, as amended, and shall have the aid of the Committee, when needed, in securing the attendance of witnesses and obtaining evidence.

The person charged or his or her representative and the President or the representative of the President shall have the right, within reasonable limits as determined by the Committee, to question all witnesses who testify orally. The person charged ordinarily shall have the opportunity to confront personally all witnesses, but where the Committee determines there are unusual and compelling reasons to withhold this right or in cases in which the witness(es) cannot appear, the Committee may receive written statements from witnesses, but the identity of the witnesses and their statements shall be disclosed to the person charged. He or she or hi/her representative has the right to present his or her position orally or in writing. The Committee is not bound by the rules of evidence but may receive and consider any probative evidence and shall be the sole judge of the weight to be given the evidence.

- G. Every person shall be presumed innocent of the charges against him or her and shall be presumed capable of fulfilling his or her professional obligations properly unless and until the contrary is established by clear and convincing evidence based on the record as a whole.
- H. Upon his or her request, the person charged shall be provided with a tape recording or other verbatim record of the proceedings (exclusive of deliberations) at the end of each day and a copy of every document received or offered in evidence at the time it is offered in evidence.

IV. Recommendations and Findings; Action

- A. Before commencing its deliberations after the hearing, the Committee shall afford both the person charged or his or her counsel and the representative of the President an opportunity to present oral argument. The parties may submit written argument in lieu of, or in addition to, oral argument and the Committee may request the submission of written argument.
- B. The Committee shall deliberate in closed session and make its findings and recommendations solely on the evidence adduced at the hearing.
- C. If additional material, facts or expert opinions become available after the conclusion of the hearing and prior to the time the Committee has sent its written findings and recommendation, the Committee chair shall be advised of the availability of such evidence and the chair shall so advise the Committee. The Committee may determine

to proceed with its deliberations without receiving or considering the additional evidence or to reconvene the hearing to receive and consider the additional evidence subject to the same conditions and requirements applicable to the hearing when originally convened.

- D. On each of the written specifications required by III-B the Committee shall make specific written findings and recommendations which the President will transmit to the Board of Trustees. A statement of reasons also will be provided. The Committee will hold in confidence its deliberations, the recommendation and the statement of reasons.
- E. The Committee will make its recommendation in a timely manner, allowing the President and the Board to fulfill their responsibilities to all members of the University community, including the individual under consideration. The committee shall make a full report and recommendation which the President will transmit to the Board and to the person charged.
- F. If the Committee concludes that the burden for establishing adequate cause for disciplinary action has not been sustained, it will recommend that no disciplinary action be taken. The President will transmit the recommendations to the Board and to the person charged.
- G. If the Committee finds that the burden for establishing adequate cause for disciplinary action has been sustained, it shall recommend to the Board with notice to the President:
 - 1. That the person charged be dismissed from University service;
 - or
 - 2. that the person charged be suspended from University service without compensation, but subject to future review, modification, or rescission as future circumstances warrant;
 - or
 - 3. that the person charged be suspended from University service with compensation, but subject to review, modification, or rescission, as future circumstances warrant;
 - or
 - 4. that the person charged be assigned to other professional duties;

5. that some lesser action specified by Committee is warranted;

or

6. that a decision on disciplinary action be delayed until additional factual material or expert opinion is received, specifying the nature of the additional material;

or

7. that no disciplinary action be taken.

H. Acceptance of the faculty hearing Committee's decision would normally be expected. If the Board chooses to review the case, its review should be based on the record of the previous hearing, accompanied by opportunity for arguments, oral or written or both, by the principals at the hearing or their representatives. The decision of the Committee should either be sustained or the proceeding be returned to the Committee with objections specified. In such a case the Committee should reconsider, taking account of the stated objections and receiving new evidence if necessary. It should frame its decision and communicate it in a timely manner to the Board, the President and the person charged. Only after study of the Committee's reconsideration should the Board of Trustees make a final decision overruling the Committee. In no event shall action taken against the person charged involve a penalty greater than the President contemplated imposing as stated in the specifications required by III.B.

V. Resignation by Person Charged

After the commencement of disciplinary proceedings pursuant to II of this Faculty Policy, an individual's resignation of his position shall not preclude the prosecution of the proceeding to its conclusion unless the University and the individual agree in writing that no further action shall be taken by the University. An agreement that no further action be taken by the University may include additional terms and conditions agreeable to both parties, including, but not limited to, an acknowledgement by the individual that he or she engaged in misconduct which may, or may not, be specified in the written agreement of resignation.

VI. Claims Against the Senate Grievance Committee or Its Members

With respect to any claims against the Committee or members of the Committee arising from action by the Committee or actions by members of the Committee as members of the Committee, the Committee and its members will be covered by the University in the same manner as the President and the Provost and Dean of Faculties under University policies concerning the defense of any lawsuits or any other claims arising from their acts as agents and representatives of the University.

PROCEDURE FOR HANDLING VIOLATIONS OF ACADEMIC HONESTY BY GRADUATE STUDENTS AT HOFSTRA UNIVERSITY

(See Faculty Policy Series #11 for Undergraduates and #11A for the School of Law)

I. Statement of Principles

Hofstra University places high value upon educating students about academic honesty. At the same time, the University will not tolerate dishonesty, and it will not offer the privileges of the community to the repeat offender. Students play an active role in their own education, and each student bears responsibility for his or her work. Anyone who refuses this responsibility both misses the point of a graduate education and proves unworthy of it.

One learns and contributes to the body of knowledge by reviewing work already done and by using it as the basis for generating new ideas, discovering new data, and drawing new conclusions. Though the process of learning is undeniably collaborative, one's achievement in that process is assessed on the basis of one's individual contribution. Academic honesty requires carefully distinguishing one's own work from that of others. Each individual must fully acknowledge when, where, and how his or her work refers to or depends on that of others. This means carefully tracing the boundary between others' efforts and one's own, clearly noting where others' work leaves off and one's own begins.

A. Education, prevention and faculty responsibility

A University is a community of faculty, administrators and students dedicated to the pursuit of learning and to the creation of new knowledge. Every individual in this community has an obligation to uphold its intellectual standards, which alone make education worthwhile. It is the responsibility of the faculty not only to share its knowledge, but also to communicate understanding of, and respect for, the process by which knowledge is produced. Faculty are obligated to promote awareness of, and to educate all students about what constitutes academic honesty. Faculty should provide students with helpful sources of information on the subject such as the Hofstra Writer's Guide, and websites covering issues related to academic honesty (e.g., www.academicintegrity.org). Faculty can disseminate this information through a variety of media, including course outlines and handouts, discussions regarding acceptable classroom behavior, and explanations of grading policies and the consequences of dishonesty. Faculty are also asked to encourage students to take advantage of structured opportunities to learn about academic honesty such as workshops offered by the Writing Center. And, faculty should teach by example, with instructors' teaching materials

including appropriate citations. Such educational efforts will foster a cooperative climate that deters instances of academic dishonesty.

To assure impartiality in the classroom, instructors should provide students with an explicitly stated grading policy. Such a grading policy may also include an academic honesty policy, which provides for specific penalties for certain academic honesty violations.

When deciding how and when to disseminate the ethics and processes by which knowledge is produced, faculty are encouraged to use their judgment and to confer with their colleagues in arriving at a conclusion as to what constitutes a reasonable penalty that is neither too harsh nor too lenient.

To ensure that the University appropriately responds to students who repeatedly violate the principles of academic honesty, it is incumbent upon faculty to report all violations by completing the “Report Form on Violations of Academic Conduct” (see Section III C.)

B. Students’ responsibility

The academic community assumes that work of any kind--whether a research paper, a critical essay, a homework assignment, a test or quiz, a computer program, or a creative assignment in any medium--is done, entirely and without assistance, by and only for the individual(s) whose name(s) it bears. If joint projects are assigned, then the work is expected to be wholly the work of those whose names it bears. If the work contains facts, ideas, opinions, discoveries, words, statistics, illustrations, or other elements in any media form (including electronic) that are beyond the assumption of being common knowledge, these must be fully and appropriately acknowledged, following a prescribed format for doing so. They may be acknowledged through footnotes, endnotes, citations, or whatever other means of accreditation is acceptable according to the format prescribed in that particular field of study.

Students must understand that it is not enough to identify the source of quoted material; it is also necessary to indicate when one is paraphrasing (restating in other words) material found in a source. Thus, the use of other's ideas as well as their words needs to be acknowledged. The standard guides in these matters are the *Publications Manual of the American Psychological Association* for the social sciences, *Style and Format: The CBE Manual for Authors, Editors, and Publishers* for the natural sciences, *MLA Handbook for Writers of Research Papers* and *Chicago Manual of Style* for the humanities. Individual programs may designate more discipline-specific style manuals.

Students bear the ultimate responsibility for implementing the principles of academic honesty. A student who is having difficulty meeting course

deadlines, or difficulty completing an assignment for any reason, is urged to speak to his or her instructor, since there is always an alternative to acting dishonestly. A student who commits any act of academic dishonesty, including knowingly helping another student to commit such an act, is rejecting the responsibility that is inherent in the pursuit of learning and may forfeit the right to remain a member of the academic community, particularly if he or she is unwilling or unable to recognize the seriousness of the offense and fails to demonstrate such recognition by abstaining from further violation of academic propriety.

II. Violations

Any violation of the principles outlined above constitutes academic dishonesty. Indeed, it is important for students to avoid even the appearance of dishonesty. In simplest terms, academic dishonesty refers to using unauthorized assistance or making false representations in work submitted for academic credit or knowingly helping others to use unauthorized assistance or make false representations in such work. An instructor or program faculty may prepare a specific academic honesty policy, which includes specific penalties for certain violations. The following is a partial list of such violations and is not exhaustive:

A. Violations Regarding Exams:

1. obtaining unauthorized information concerning an exam and/or giving such information to another student;
2. communicating with anyone, other than the exam proctor, while taking an exam;
3. helping another person to cheat on an examination;
4. reading or copying another student's examination sheet or book during an exam;
5. possessing unauthorized materials or tools (such as cellphones, calculators, electronic hand-held devices, computers) in the examination room during an exam and/or consulting such materials or tools during an exam;
6. without proper authorization, beginning an exam before the prescribed time or continuing to work on the exam after the prescribed time;
7. failing to submit all bluebooks and examination materials at the end of an exam or removing bluebooks or examination materials from the exam room without the proctor's or faculty member's approval;
8. having another person take an exam in one's place;
9. submitting work produced with unauthorized collaboration or assistance.

B. Violations Regarding Plagiarism:

1. copying or substantially copying someone else's words without both citing the author of the quotation and using either quotation marks or an indented block quotation;
2. paraphrasing someone else's words or work without citing the source;
3. using paid "research services";
4. copying from another's term paper or computer disk;
5. submitting work produced with unauthorized collaboration or assistance;
6. fabricating sources.

C. Other Violations:

1. submitting the same or a significantly similar work for credit in more than one course without the consent of the faculty members involved;
2. falsifying experimental data;
3. using computer programs or data without proper authorization or acknowledgment;
4. making one's own academic work available to others to present as the recipients' own;
5. submitting work produced with collaboration or assistance unauthorized by the faculty member.

III. Procedures for Handling Violations

The names of all students involved in academic dishonesty issues shall be held confidential.

- A. Since the goal of Hofstra University's policy on academic honesty is to educate, rather than to punish, the instructor has an obligation to inform a student as soon as possible that a violation of academic honesty may have occurred. The faculty member should explain the nature of the alleged offense, inquire into the student's knowledge of its character and seriousness, ascertain the student's motivation, and take into consideration any relevant information the student wishes to provide. If after a good-faith effort such a discussion cannot take place, the faculty member should proceed with filing the "Report Form on a Graduate Student's Violations of Academic Honesty," as detailed in III.C. below. The student may appeal this charge and/or penalty as outlined in Section IV.

- B. Once a faculty member determines that a violation of academic honesty has occurred, the instructor shall assess the course penalty according to the following criteria:
1. Graduate students guilty of gross and unambiguous violations of academic honesty (e.g., cheating on exams or graded projects, quoting a substantial portion of a source verbatim without citation) shall fail the course and be subject to suspension or dismissal by action of the Provost.
 2. Predetermined academic honesty policy

If the instructor or program faculty previously distributed to students in writing a predetermined academic honesty policy, which includes specific penalties for certain violations, then the instructor should abide by the provisions of this policy.
 3. Graduate students guilty of violations that require a more sophisticated understanding of the use of sources and development of an authorial voice shall be subject to a range of penalties including rewriting the assignment, failure of the assignment, failure of the course, or suspension/dismissal from the University. Such offenses include: a) reproducing the ideas of another (but not the precise language with which those ideas were previously expressed) without citing the source, b) presenting a paraphrase (with citation) that so closely resembles the language of the original that it fails to put the concepts in the student's own words, and c) copying text from a web source without citation. In cases in which the grade of F is awarded for the course, the student may not withdraw from the course.
 4. Consultation and Assessment: Before a penalty for an infraction is imposed, the faculty member should attempt to assess the appropriateness of the penalty. Faculty are also encouraged to confer with their colleagues in arriving at a conclusion as to what constitutes a reasonable penalty that is neither too harsh nor too lenient.
- C. The instructor must complete the "Report Form on a Graduate Student's Violations of Academic Honesty," sending copies to the Provost, the appropriate academic dean, and the Dean of Students, and the student within ten (10) days of the date of the determination of the infraction. That form shall specify the nature of the charges, the rationale for the penalty (if any) that the instructor has imposed, and the student's right to appeal. The instructor shall include a copy of FPS 11G in the paperwork sent to the student. This information will be filed exclusively in the Provost's Office and the Dean of Students Office until the student graduates.
- D. A graduate student who commits a gross and unambiguous violation or a second violation of academic honesty shall be subject to suspension or dismissal by action of the Provost. The Office of the Provost shall inform the student by letter of both their status and his or her right to appeal.

IV. Right of Appeal

- A. The student has the right to appeal a charge of academic dishonesty, the grade resulting from the charge, or a suspension/dismissal decision. The student can appeal based on the following grounds: a) the evidence does not adequately prove that the student violated academic honesty; b) new evidence has come to light; c) the penalty imposed was not appropriate, reasonable, just, and consistent with the guidelines in this Faculty Policy Series; d) proper procedures were not followed in the case.
- B. Upon receipt of notification from the Dean of Students, the student has seven days to appeal in writing to the Office of the Provost a charge of academic dishonesty, the grade resulting from the charge, or a suspension/dismissal decision. The Provost shall review the appeal and the procedures followed up to that point. The Provost shall see that any procedural violations are remedied and attempt to mediate a resolution of the dispute.
- C. If resolution is not achieved, the Provost will then appoint an Ad hoc Board of Appeals. The Ad hoc Board of appeals will consist of three (3) voting members chosen from the Honor Board, including one (1) graduate student, one (1) academic administrator, and one (1) faculty member. In addition, the Ad hoc Board of Appeals will contain four (4) non-voting members including a representative from the Provost's office (who chairs the Ad hoc Board of Appeals), Student Affairs, the Dean's office in the school or college where the alleged violation was said to have occurred, and the department (normally the Department Chair) where the alleged violation was said to have occurred. The graduate student representative should not be enrolled in the same program or department as the student charged with academic dishonesty.
- D. The Ad hoc Board of Appeals will be governed by the following bylaws:
 - 1. The presumption of innocence shall apply. The board shall review the case de novo: The burden of proof of the violation and the justification of the penalty is upon the faculty member making the charge. In the case of suspension or dismissal, the burden of justification may also rest with the Provost. The Board shall determine: a) whether the evidence adequately proves that the student violated academic honesty; b) whether the penalty imposed was appropriate, reasonable, just, and consistent with the guidelines in this Faculty Policy Series; and c) whether proper procedures have been followed in the case.
 - 2. The student must have an explicit statement of the charges and a reasonable amount of time prior to the first formal meeting of the Board.
 - 3. The student may have an adviser of his/her choice from within the University; however, that advisor may not address the Board.
 - 4. Both parties (the student and the faculty member who has brought the charge) must be present when either party is presenting statements or evidence to the Board.

5. Both parties may elect to present evidence or call witnesses on their behalf.
 6. Both parties must receive copies of written evidence presented to the Board.
 7. Both parties may elect to cross-examine those who appear.
- E. Decisions of the Ad hoc Board of Appeals are final and binding and will be presented in writing to the student, with a copy to the Provost.

APPENDIX G

Unofficial Withdrawal Statement for Graduate Student Bulletin

Current Language

Unofficial Withdrawal. The student has not officially withdrawn. Faculty must indicate the last date of attendance.

Proposed Language (identical to undergraduate bulletin)

The UW may be assigned only if the student stopped attending prior to the official withdrawal deadline, and, in the judgment of the faculty member, on the last date of attendance, the student either had the potential to pass the course or there was insufficient graded work to allow for such an evaluation. Note: The UW is always the appropriate grade for the student who is registered for the course but has never attended.

APPENDIX H

Revision to Graduate Studies Bulletin – Basic Regulations Governing Graduate Programs

Current Language

As a condition for graduation, the master's candidate must successfully complete a comprehensive or language examination requirement or a substantive equivalent in the major area of study. This grade must be reported by the major department to the Office of Academic Records no later than December 1, May 1, or August 1 in the semester in which the degree will be granted. No advanced degree will be conferred upon a candidate who fails this examination more than once. A request for a review of a comprehensive examination must be made within one (1) year of the date the examination was taken. The examination is offered twice during the year, in October and March. (Exception: Psychology, see Degree Requirements for each program.) Exact dates are determined at the beginning of each semester. It is the student's responsibility to be informed of the time and place of the examination.

Proposed Language

As a condition for graduation, the master's candidate must successfully complete a comprehensive examination, *thesis, or other summative/capstone project that is* a substantive equivalent in the major area of study. *The comprehensive examination* grade must be reported by the major department to the Office of Academic Records no later than December 1, May 1, or August 1 in the semester in which the degree will be granted. No advanced degree will be conferred upon a candidate who fails this examination more than once. A request for a review of a comprehensive examination must be made *no later than three (3) weeks into the subsequent fall or spring semester following the comprehensive examination.* The examination is *typically* offered twice during the year, in October and March. (Exception: Psychology, see Degree Requirements for each program.) Exact dates are determined at the beginning of each semester. It is the student's responsibility to be aware of the time and place of the examination.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes
30-Aug	Classes Begin 31	1-Sep	2	3	4	5	SS III 2015 ends Friday, 8:21 Convocation first day of classes @ 11:30am. Classes meet for 10 minutes.
6	Labor Day 7	8	9	10	11	12	
13	No classes 14	No classes 15	16	17	18	19	
20	21	No PM classes 22	No classes 23	24	25	26	
27	28	29	30	1-Oct	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	
1-Nov	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	No classes 25	No classes 26	No classes 27	No classes 28	11/25-28 - Thanksgiving break
29	30	1-Dec	2	3	4	5	
6	7	8	9	Snow/Study/Rdg 10	Snow/Study/Rdg 11	12	Snow/Study/Reading Days for UG's only - Dec 10 & 11
13	Finals 14	Finals 15	Finals 16	Finals 17	Finals 18	Finals 19	
Commencement 20	21	22	23	24	25	26	Commencement, Sun. 12:20
27	28	29	30	31	1-Jan	2	
14 UG 14 GR	15 DUG 15 DGR	14 UG 14 GR	14 UG 15 GR	14 UG 15 GR	16 UG 16 GR		

COMPLIANCE INFORMATION:

(*Includes Conversion Day)

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

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

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

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

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

OF FALL 2015 MEETINGS:

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

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

TuTh EVE 26 meetings @ 85 minutes + 120 minute final = 2330 minutes

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

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

(11:15-12:40 time slot: 25 meeting @ 85 minutes + 10 minutes first day of classes + 120 final = 2255 minutes

Saturday 14 meetings + final

Graduate class meetings: Monday 14, Tuesday-DAY 15, Tuesday-EVE 14, Wednesday 14, Thursday 15 (includes finals week)

Notes:

All classes begin August 31, 2015. Today only, Convocation starts at 11:30am. Classes meet for 10 minutes.

No classes September 7, Monday.

No classes September 14, Monday and September 15, Tuesday.

No PM classes September 22, Tuesday.

No classes September 23, Wednesday.

No classes November 25, Wednesday through November 28, Saturday.

Last day for SSIII 2015 is August 21.

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

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	NOTES
					1-Jan	2	
							NEW YEAR'S DAY, January 1
3	Classes begin 4	5	6	7	8	9	
							CLASSES BEGIN, Monday, January 4
10	11	12	13	14	Classes end 15	16	
							CLASSES END Friday, January 15 for 2-week session
17	No classes 18	19	20	21	Classes end 22	23	
							M.L.K. DAY OBSERVED Monday, January 18, CLASSES END Friday, January 22 for 3-week session
24	25	26	27	28	29	30	

Note 1: The regular January 2016 Session is a 2-week session from Monday, January 4, through Friday, January 15.

Note 2: For selected courses that need to meet longer than the two weeks indicated in Note 1 (e.g., Distribution, some graduate courses) a 3-week window can be used beginning Monday, January 4, through Friday, January 22.

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	NOTES
	24-Jan	Classes begin 25	26	27	28	29	30	Classes begin Monday, 1/25
1	31	1-Feb	2	3	4	5	6	
2	7	8	9	10	11	12	13	
3	14	No classes 15	No classes 16	17	18	19	20	President's Break - No classes: Monday, 2/15 & Tuesday, 2/16
4	21	22	23	24	25	26	27	
5	28	29	1-Mar	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 Conversion Day (WED = FRI)	24	No classes 25	No classes 26	Conversion Day 3/23-WED=FRI Spring Break - No classes: Friday, 3/25 - Friday, 4/1
9	No classes 27	No classes 28	No classes 29	No classes 30	No classes 31	1-Apr No classes	2	Spring Break - No classes: Friday, 3/25 - Friday, 4/1
10	3	4	5	6	7	8	9	
11	10	11	12	13	14	15	16	
12	17	18	19	20	21	No PM classes 22	No classes 23	
13	No classes 24	25	26	27	28	29	30	
14	1-May	2	3	4	S/S/R Days 5	S/S/R Days 6	7	S/S/R Days-UG only: May 5-6
15	8	FINAL 9	FINAL 10	FINAL 11	FINAL 12	FINAL 13	FINAL 14	FINALS: May 9-14
16	Commencement 15	16	17	SS I Begins 18	19	20	21	Commencement, May 15
17	22	23	24	25	26	27	28	Memorial Day May 30
	14 UG & 14 GR	14 UG & 14 GR	14 UG & 14 GR	14 UG & 14 GR	14 UG & 16 GR	15 UG & 14 GR	14 meetings	

COMPLIANCE INFORMATION:

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

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

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

Saturday Undergraduate classes require a minimum of 13 + final

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

OF SPRING 2016 MEETINGS:

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

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

TUTH 27 meetings @ 85 minutes + 120 minutes final = 2415 minutes

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

Saturday 13 meetings + final

Graduate: Mondays = 14; Tuesdays = 14; Wednesdays = 14, Thursday = 15 (including finals week)

NOTES:

All classes begin Monday, January 25

President's Break - No classes: Monday & Tuesday February 15 & 16

Spring Break - No classes: Friday, March 25 - Friday, April 1

Snow/Study/Reading Days for UG classes only: May 5 & 6. (Grad classes meet.)

Finals: Monday, May 9 - Saturday, May 14

Commencement: Sunday, May 15

Passover starts evening of April 21-April 23. Good Friday is March 25. Easter Sunday is March 27.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	NOTES
15 Commencement	16	17	SS I Begins 18	19	20	21	Spring Commencement-May 15/m SS I classes begin May 18
22	23	24	25	26	27	28	
29	No classes 30	31	1-June	2	3	4	May 30, Monday, Memorial Day Holiday- NO classes
5	6	7	8	9	10	11	
12	13	14	4-wk SS I Ends 15	16	17	18	SS I 4-weeks - Ends 6/15
19	20	21	5-wk SS I Ends 22m	23	24	25	SS I 5-weeks - Ends 6/22
26	SS II Begins 27	28	29	30	1-June	2	SS II begins June 27
3	No classes 4	5	6	7	8	9	July 4 - NO classes
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	4-wk SS I Ends 25	26	27	28	29	30	SS II 4-weeks - Ends 7/25
31	1-Aug 5-wk SS I Ends m	2	SS III Begins 3	4	5	6	SS I 5-weeks - Ends 8/1; SS III begins August 3
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	SS III Ends 23	24	25	26	27	SS III ends August 23
28	29	30	31	1-Sep	2	3	
4	No classes 5	6	7	8	9	10	September 5, Labor Day

COMPLIANCE INFORMATION;**SS I & II - 4-week session:**

3.0 UG classes = Mondays-Thursdays, Require a minimum of 16 meetings @ 145 minutes each (2320 minutes)

3.0 UG classes = Mondays-Wednesdays, Require a minimum of 12 meetings @ 190 minutes each (2280 minutes)

3.0 GR classes = Mondays-Wednesdays, Require a minimum of 12 meetings @ 130 minutes each (1560 minutes)

SS I & II - 5-week session:

3.0 UG classes = Mondays-Thursdays, Require a minimum of 20 meetings @ 130 minutes each (2600 minutes)

3.0 GR classes = 2 days a week, Require a minimum of 10 meetings @ 150 minutes each (1500 minutes)

3.0 GR-ZARB classes = 2 days a week, Require a minimum of 10 meetings @ 210 minutes each (2100 minutes)

SS III - 3-week session:

3.0 UG classes = Mondays-Fridays, Require a minimum of 15 meetings @ 150 minutes each (2250 minutes)

3.0 UG classes = Mondays-Thursdays, Require a minimum of 12 meetings @ 190 minutes each (2280 minutes)

3.0 GR classes = Mondays-Thursdays, Require a minimum of 12 meetings @ 130 minutes each (1560 minutes)

of Summer 2015 Meetings:**SS I & II - 4-week session:**

Mondays-Thursdays = 16 meetings

Mondays-Wednesdays = 12 meetings

SS I & II - 5-week session:

Mondays-Thursdays = 20 meetings

Mondays & Wednesdays = 10 meetings

Tuesdays & Thursdays = 10 meetings

SS III - 3-week session:

Mondays-Fridays = 15 meetings

Mondays-Thursdays = 12 meetings

Highlights

Fall 2015

- 1.e Classes begin on Monday, August 31. Convocation at 11:30am (MF 11:15am classes meet for 10 minutes.)e
- 2.e No classes on Monday, September 7 – Labor Day Holiday.e
- 3.e No classes on Monday, September 14 and Tuesday, September 15.e
- 4.e No p.m. classes on Tuesday, September 22.e
- 5.e No classes on Wednesday, September 23.e
- 6.e No classes Wednesday, November 25 - Saturday, November 28, Thanksgiving Holiday.e
- 7.e Snow/study/reading days December 10 - December 11, Thursday & Friday are scheduled fore Undergraduate classes only. **Graduate classes meet.e**
- 8.e All finals begin on Monday, December 14 and end on Saturday, December 19.e
- 9.e Semester ends on Saturday, December 19.e
- 10.e Commencement: Sunday, December 20.e

January 2016

- 1.e Classes begin on Monday, January 4.e
- 2.e 2-week session classes end on Friday, January 15.e
- 3.e No classes on Monday, January 18, Martin Luther King, Jr. Day.e
- 4.e 3-week session classes end on Friday, January 22.e

Highlights

Spring 2016

- 1.e Classes begin on Monday, January 25.e
- 2.e No classes on Monday, February 15 and Tuesday, February 16.e
- 3.e Conversion Day: Wednesday, March 23, **ALL** classes follow a Friday schedule.e
- 4.e No classes from Friday, March 25 – Friday, April 1.e
- 5.e No p.m. classes on Friday, April 22.e
- 6.e No classes on Saturday, April 23.e
- 7.e Snow/study/reading days are scheduled for Thursday & Friday, May 5 & May 6, for Undergraduate classes only. **Graduate classes meet.**e
- 8.e **ALL** finals begin on Monday, May 9, and end on Saturday, May 14.e
- 9.e Semester ends on Saturday, May 14.e
- 9.e Commencement: Sunday, May 15.e

Summer Session I, II and III 2016

- 1.e **SS I** classes begin on Wednesday, May 18. No classes on Monday, May 30, Memorial Day Holiday.e
4-week session classes end on Wednesday, June 15. 5-week session classes end on Wednesday, June 22.e
- 2.e **SS II** classes begin on Monday, June 27. No classes on Monday, July 4th, Holiday. 4-week session classes end on Monday, July 25. 5-week session classes end on Monday, August 1.e
- 3.e **SS III** classes begin Wednesday, August 3. Classes end on Tuesday, August 23.e

Resolution on Completion Ratio Calculation – NRs Undergraduate Academic Affairs Committee, 15 April 2013

The UAAC voted unanimously to eliminate NRs from the completion ratio calculation for the purposes of determining academic probation for failure to meet completion ratio requirements. This change is reflected in revised bulletin language below.

University Probation Standards and Completion Ratio Requirement

Academic Probation Standards

In the interest of our students, the University uses two standards to identify students who, without improvement in their academic performance, may not be able to earn a degree within a reasonable amount of time.

Low GPA: To earn a degree, students are required to obtain 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 – see specific major for details). University Probation Standards for Low Grade Point Average are designed to prevent students from accumulating so many credits at a low GPA that they cannot reasonably obtain the 2.0 GPA requirement.

Low Completion Ratio: Progress toward earning a degree is also an important factor. Not satisfactorily completing courses will prolong a student's time at the University and may indicate a student cannot earn a degree in a reasonable amount of time. University Probation Standards for Low Completion Ratio are designed to monitor student progress toward a degree.

Students will be placed on academic probation for low GPA, low completion ratio, or both. Please note that the Office of Financial Aid is federally required to review Satisfactory Academic Progress; being on academic probation may have a negative effect on financial aid eligibility.

University Probation Standards for Low GPA

Students will be placed on academic probation at the end of any fall or spring semester in which their *cumulative* grade point average is less than 2.0, but above the University's minimum retention standards (see Dismissal). Students will be placed on academic probation at the end of a second consecutive semester with a *term* GPA below a 2.0.

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

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

All students placed on academic probation will be required to take a course on strategies for academic success (UNIV 1) for one semester hour of non-liberal arts credit. The course will assist students in developing study skills, test-taking skills, and time-management skills. The course will also offer support services related to financial aid, relationships, and mental health issues.

Students must meet with their Advisement Dean in the fall or spring and must take and successfully complete the one semester hour course (UNIV 1) during the term that probation takes effect in order to register for subsequent terms.

A full-time student on academic probation may carry no more than 13 semester hours in addition to the one semester hour academic success course. A part-time student on academic probation may carry no more than 7 semester hours in addition to the one semester hour academic success course.

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

Students will be on academic probation as long as their cumulative grade point average remains below 2.0 and is above the University's minimum retention standards (see Dismissal). Students who have a 2.0 or higher *cumulative* grade point average, but have been placed on academic probation due to repeated low *term* GPA performance will remain on academic probation until they have earned a *term* GPA of at least 2.0.

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

University Probation Standards for Low Completion Ratio

For degree progress, the University calculates the completion ratio for each student by using the number of credits attempted and the number of credits satisfactorily completed.

Students who do not meet the standards below in any single *term* will receive a warning from Academic Records. Students whose *cumulative* completion ratios fall below this standard will be placed on academic probation. 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.

- 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

A student's completion ratio is calculated by dividing the satisfactorily completed number of credits by the total attempted number of credits, where:

- 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, and incompletes, and no reports (F, W, UW, I, NR)
- Repeated courses are included in both attempted and earned hour calculations.

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Students placed on probation for low completion ratios will receive a letter from the Office of Academic Records informing them of their academic probationary status and warning that they must complete an appropriate number of semester hours. The letter will also explain the consequences.

Students placed on academic probation will be required to meet with an adviser in the Advisement Office as soon as possible to discuss their standing. When they meet with the adviser, they will be informed of the support services available and the percentage of attempted semester hours that must be completed to raise their completion ratios to minimum standards. Students will also be reminded that failure to complete the appropriate number of attempted semester hours, may result in dismissal from the University.

All students placed on academic probation will be required to take a course on strategies for academic success (UNIV 1) for one semester hour of non-liberal arts credit. The course will assist students in developing study skills, test-taking skills, and time-management skills. The course will also offer support services related to financial aid, relationships, and mental health issues.

Students must meet with their Advisement Dean in the fall or spring and must take and successfully complete the one semester hour course (UNIV 1) during the term that probation takes effect in order to register for subsequent classes.

A full-time student on academic probation may carry no more than 13 semester hours in addition to the one semester hour academic success course. A part-time student on academic probation may carry no more than 7 semester hours in addition to the one semester hour academic success course.

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

Students will be on academic probation for low completion ratios as long as their completion ratios remain below the standards specified above. They will continue to be subject to all the requirements of students on academic probation and failure to improve may result in dismissal from the University.

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

APPENDIX K

Parking Ban Resolution

BE IT RESOLVED, that the University Senate recommend to the faculty and the President that all students residing in residence halls on the North Campus be prohibited from bringing any vehicle onto the South Campus for parking purposes when classes are in session during the fall and spring semester, on weekdays, Monday through Thursday, between the hours 7AM to 4:30PM, and Friday between the hours 7AM to 3PM. This restriction shall not apply to students who have been issued a Person First Priority Parking permit.

APPENDIX L

Full Smoking Ban on South Campus

The University Senate recommends the implementation of a full smoking ban on South Campus, (south of Hempstead Turnpike) effective January 1, 2013.

Please be advised that this resolution does NOT provide for designated smoking areas. Further, this resolution does not apply to north campus, where the current buffer zone policies will remain in place.

APPENDIX M

University Senate Representation

BE IT RESOLVED in view of the establishment of new academic schools /colleges of Hofstra University, creating a shift in representation of full-time faculty on the University Senate, the Senate Executive Committee recommends that the makeup and representation of the University Senate be constituted as follows:

- 1 to 29 full-time Faculty members within each unit of the university - One (1) representative
- 30 to 59 full-time Faculty members within each unit of the university - Two (2) representatives
- 60 plus full-time Faculty members within each unit of the university - Three (3) representatives (maximum)

The SEC further recommends that for purposes of monitoring any shifts or changes in faculty composition in any of the units, that a review of such changes occur every three (3) years to insure and maintain proper representation for all units of the university.

APPENDIX N

The SEC, on recommendation of the University Senate, recommends the creation of a Special Task Force on the challenges facing the University and its international student population. This Task Force shall study and propose recommendations on issues including, but not limited to:

- a) language barriers
- b) Cultural and social integration into the University community
- c) Academic standards and expectations
- d) Enhancing relationships with other student groups
- e) Services & Financial Aid

The goal of the Task Force will be to provide expertise, assistance and counseling to allow for an adjustment and transition of the University's international population.

Composition of Task Force (subject to modification) to include individuals representing:

- 1) Undergraduate and Graduate admissions
- 2) Faculty from the different academic units of the University
- 3) Senate Undergraduate Academic Affairs, Graduate Academic Affairs, and Student Affairs Committees
- 4) University Counsel's Office
- 5) Center for University Advisement
- 6) Office of Multicultural & International Student Programs
- 7) English Language Program
- 8) Provost's Office
- 9) Students – at least 3 (at least one representing undergraduate and at least one representing graduate international students)

The chair to be determined by the Senate Executive Committee

II. The Undergraduate Academic Affairs Committee¹

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 Review Committee (ARC)

Starting at the beginning of the recruitment cycle, the Vice President for Enrollment Management shall consult with the UAAC on a regular basis on current undergraduate admissions practices, trends, developments, financial aid and scholarships (excluding matters of confidentiality). Between meetings in which the Vice President for Enrollment Management consults with the committee, the chair of the UAAC shall be consulted and informed of pertinent developments by the Vice President for Enrollment Management. The Chair of UAAC shall also contact the Vice President for Enrollment Management for updates on an as needed basis. The UAAC shall make recommendations, as appropriate, to the Vice President for Enrollment Management. All matters affecting these issues shall be reported to the Senate and the full faculty.

III. Graduate Academic Affairs Committee¹

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.

Starting with the beginning of the recruitment cycle and throughout the academic year, the Dean of Graduate Studies and the Dean of Graduate Admissions shall consult with the Graduate Academic Affairs Committee on graduate admissions practices, developments and trends (excluding matters of confidentiality). Between meetings in which the Dean of Graduate Studies consults with the committee, the chair of the GAAC shall be consulted and informed of pertinent developments by the Dean of Graduate Studies. The Chair of GAAC shall also contact the Dean of Graduate Studies and the Dean of Graduate Admissions for updates on an as needed basis. The GAAC shall make recommendations, as appropriate, to the respective deans and shall report to the Senate and full faculty.

IV. Planning and Budget Committee¹

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.

Starting at the beginning of and throughout the academic year, the Vice President for Financial Affairs shall consult and advise the P & B committee on matters being considered in preparation of the University budget, including but not limited to income, expenses, fund raising and development projects and other matters as deemed appropriate by the P & B committee. Between meetings in which the Vice President for Financial Affairs consults with the committee, the chair of the P & B Committee shall be consulted and informed of pertinent developments by the Vice President for Financial Affairs. P & B shall report to the Vice President for Financial Affairs and where appropriate, the President, on all matters pertaining to policy positions of the Senate. The Committee shall review and recommend its view regarding long range goals and planning by the University. Matters affecting salaries and compensation shall not be subject to consideration and review. All other matters shall be reported to the Senate and full faculty on a regular basis.

APPENDIX P

Resolution on Informational Meetings with the President

It is the sense of the University Senate and the Faculty that the President shall meet regularly (preferably at the beginning and the end of the fall and spring semesters,) with the Speaker of the Faculty, the Chair of the Senate Executive Committee, the Chair of the Chairs' Caucus and when appropriate, other shared governance leadership, to provide informational updates on developments concerning University strategies and policies.

APPENDIX Q

EVALUATION OF ACADEMIC DEAN

Dean: _____ School/College: _____

Please check: ☐ Full-time faculty
☐ Adjunct faculty

The candid evaluation of your Dean's professional performance is highly appreciated.

There are no "correct" or "right" answers to any of the items. Your opinion, along with the opinions of the rest of the faculty, will help in assessing the Dean's performance in fulfilling the responsibilities of the position.

INSTRUCTIONS: To be Determined (Evaluation will be done online)

5 = Strongly Agree
 4 = Agree
 3 = Neutral
 2 = Disagree
 1 = Strongly Disagree
 DK = Don't Know

I. Leadership

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. The Dean consistently demonstrates effective leadership. | 1 | 2 | 3 | 4 | 5 | DK |
| 2. The Dean works effectively with department chairs. | 1 | 2 | 3 | 4 | 5 | DK |
| 3. The Dean fosters a climate that promotes continuous improvement. | 1 | 2 | 3 | 4 | 5 | DK |
| 4. The Dean effectively advocates for the needs of the college or school. | 1 | 2 | 3 | 4 | 5 | DK |
| 5. The Dean exhibits integrity in decision-making. | 1 | 2 | 3 | 4 | 5 | DK |
| 6. The Dean addresses administrative matters in a timely fashion. | 1 | 2 | 3 | 4 | 5 | DK |
| 7. The Dean encourages and supports long-range planning. | 1 | 2 | 3 | 4 | 5 | DK |
| 8. The Dean articulates a clear vision for the college or school. | 1 | 2 | 3 | 4 | 5 | DK |
| 9. The Dean is open to new ideas. | 1 | 2 | 3 | 4 | 5 | DK |
| 10. The Dean listens to the concerns of faculty and administrators. | 1 | 2 | 3 | 4 | 5 | DK |

COMMENTS:

II. Faculty and Program Development

- | | | | | | | |
|---|---|---|---|---|---|----|
| 11. The Dean supports and encourages interdisciplinary collaboration. | 1 | 2 | 3 | 4 | 5 | DK |
| 12. The Dean promotes and supports faculty scholarship and research. | 1 | 2 | 3 | 4 | 5 | DK |
| 13. The Dean promotes and supports faculty teaching. | 1 | 2 | 3 | 4 | 5 | DK |
| 14. The Dean promotes and supports faculty service. | 1 | 2 | 3 | 4 | 5 | DK |
| 15. The Dean encourages diversity in faculty and staff appointments. | 1 | 2 | 3 | 4 | 5 | DK |
| 16. The Dean is visible and accessible to the faculty. | 1 | 2 | 3 | 4 | 5 | DK |
| 17. The Dean is aware of my contributions to the university. | 1 | 2 | 3 | 4 | 5 | DK |
| 18. The Dean works to encourage gender and racial equity. | 1 | 2 | 3 | 4 | 5 | DK |
| 19. The Dean encourages professional development of faculty. | 1 | 2 | 3 | 4 | 5 | DK |

COMMENTS:

III. Resource Allocation

- | | | | | | | |
|--|---|---|---|---|---|----|
| 20. The Dean allocates resources to the department consistent with its priorities. | 1 | 2 | 3 | 4 | 5 | DK |
| 21. The Dean involves faculty in setting budgetary priorities. | 1 | 2 | 3 | 4 | 5 | DK |
| 22. The Dean involves faculty in decisions about facilities | | | | | | |

- | | |
|---|--------------|
| and equipment. | 1 2 3 4 5 DK |
| 23. The Dean's allocation of resources to departments has been consistent with college goals and priorities. | 1 2 3 4 5 DK |
| 24. The Dean's allocation of resources to instructional programs has been consistent with college goals and priorities. | 1 2 3 4 5 DK |
| 25. The Dean avoids favoritism in allocating resources for requests unrelated to college priorities. | 1 2 3 4 5 DK |
| 26. The Dean provides departments with ample opportunity to explain their resource needs. | 1 2 3 4 5 DK |
| 27. The Dean is knowledgeable about department needs. | 1 2 3 4 5 DK |

COMMENTS:

IV. Personnel Issues

- | | |
|---|--------------|
| 28. The Dean fosters positive morale. | 1 2 3 4 5 DK |
| 29. The Dean addresses conflicts fairly and objectively. | 1 2 3 4 5 DK |
| 30. The Dean treats others with fairness and respect. | 1 2 3 4 5 DK |
| 31. The Dean exhibits and encourages high ethical professional standards. | 1 2 3 4 5 DK |

COMMENTS:

V. Communication

- | | |
|--|--------------|
| 32. The Dean exhibits effective verbal communication. | 1 2 3 4 5 DK |
| 33. The Dean exhibits effective written communication. | 1 2 3 4 5 DK |
| 34. The Dean works with department chairs to ensure timely flow of information. | 1 2 3 4 5 DK |
| 35. The Dean has established appropriate methods for informing the faculty of important developments. | 1 2 3 4 5 DK |
| 36. The Dean has established effective ways for gaining representative faculty opinion on relevant issues. | 1 2 3 4 5 DK |
| 37. The Dean clearly communicates to the faculty the criteria used when making decisions. | 1 2 3 4 5 DK |

COMMENTS:

VI. Resource Development

- | | | | | | | |
|--|---|---|---|---|---|----|
| 38. The Dean encourages faculty in applying for grants. | 1 | 2 | 3 | 4 | 5 | DK |
| 39. The Dean has a strong relationship with alumni. | 1 | 2 | 3 | 4 | 5 | DK |
| 40. The Dean promotes school goals and initiatives via application for funding from grants. | 1 | 2 | 3 | 4 | 5 | DK |
| 41. The Dean promotes school goals and initiatives via application for funding from college administration and outside agencies. | 1 | 2 | 3 | 4 | 5 | DK |
| 42. The Dean is effective in successfully obtaining financial resources. | 1 | 2 | 3 | 4 | 5 | DK |
| 43. The Dean has been effective in helping the college to acquire federal funding. | 1 | 2 | 3 | 4 | 5 | DK |
| 44. The Dean has been effective in helping secure resources from private sources (gifts, grants, etc.). | 1 | 2 | 3 | 4 | 5 | DK |

COMMENTS:

VII. Overall Impression

- | | | | | | | |
|---|---|---|---|---|---|----|
| 45. The Dean has my confidence to effectively manage the school or college into the future. | 1 | 2 | 3 | 4 | 5 | DK |
| 46. Overall, I am pleased with the effectiveness of the Dean | 1 | 2 | 3 | 4 | 5 | DK |

COMMENTS:

VIII. General Questions

What are the strengths of this Dean?

What are areas in which this Dean should improve?

Faculty Resolution of Hofstra University on Faculty Consultation and Inclusion

The Faculty acknowledges and appreciates the dedication and hard work that President Rabinowitz and all levels of administration have shown in trying to advance the interests of the University. Since we are all dedicated and committed to the long-term well-being of the institution, the Faculty continues to seek partnership in the task of helping to guide the University. To meet the challenges the University is facing, it is critical that faculty take a more active role in the planning, deliberation, and decision-making processes at the institution.

Toward that end, the Faculty endorses the following recommendation to the Board of Trustees.

The Faculty respectfully requests that the Board of Trustees consider:

1. instituting more frequent interactions on a regular basis between faculty members and members of the Board of Trustees;
2. enacting channels of direct communication with the Faculty about Board activities;
3. including a Faculty representative as a member of the Board of Trustees.

The Faculty recognizes that current delegates, faculty and student alike, have a standing invitation to attend and to communicate to the Board during its regular meetings.¹ At the same time, the Faculty respectfully suggests that establishing frequent, effective, official ways for faculty-board communication as proposed in points one through three above would go a long way towards establishing more helpful relations and communication and to responding effectively to the challenges facing higher education in general and Hofstra in particular.

These requests are based on practices and recommendations identified by the Association of Governing Boards of Universities and Colleges (AGB). The Faculty recommends that its rationale for this resolution (appended) also be communicated to the Board of Trustees. The rationale expresses the Faculty's good faith effort to establish practical avenues of communication that are in keeping with recognized national standards and that will help to move the University forward as it continues to face challenging times.

¹ http://www.hofstra.edu/pdf/about/policy/policy_bylaws_trustees.pdf

Rationale

The Faculty's request for interaction and communication with, and representation on the Board of Trustees is grounded in the recognition -- underscored by the Association of Governing Boards of Universities and Colleges (AGB)² -- that faculty are central to shaping and promoting the core mission of the university. The Faculty recognizes the nature of the challenging times for higher education in general and Hofstra in particular, and endorses the notion that productive and open lines of communication between the Board and the Faculty can only enrich and enhance Hofstra's ability to respond to the challenges ahead.

The Faculty recognizes the ultimate authority of the Board and President of the University to make final decisions. At the same time, the Faculty endorses the statement by the AGB that "The meaningful involvement of faculty and other campus constituencies in deliberations contributes to effective institutional governance.... Boards should recognize that academic tradition, especially the status accorded faculty because of their central role in teaching and generating new knowledge, creates the need for deliberation and participation of faculty and other key constituents in decision making."³

AGB points out that among best practices that promote positive interactions between faculty and boards are those whereby:

1. faculty have frequent, effective, official ways to communicate with the board;
2. the board invites or initiates faculty interaction; ☐
3. faculty serve on the board or board committees and there are additional faculty who interact with the board; ☐
4. there are official channels for communicating board activity to the faculty; ☐
5. governance documents are kept up-to-date and their revision educates faculty about governance and the governing board; ☐
6. mutual respect and frequent communication make it possible to discuss contentious issues productively and resolve problems.⁴

AGB emphasizes the "value of faculty-trustee interaction in social situations and as part of substantive work."⁵ The Faculty respectfully suggests that the board initiate, in addition to considering faculty board membership, a variety of avenues for communication, which include "encouraging faculty to invite trustees to attend classes and events on campus, and creating task forces that include faculty and trustees, all [of which] provide opportunities to learn about respective responsibilities and build understanding."⁶ Informal gatherings might also include members of the Board holding an annual meet and greet with the faculty, or having dinner with some faculty or meeting with groups of faculty to take the pulse of the university, to entertain questions and to hear suggestions. Formal ones, in addition to board membership and/or membership on Board standing committees, might include the Chair of the Board addressing the faculty and/or the university community when there is a particularly important issue facing the university. To sum up, the Faculty respectfully suggests that the Board initiate a variety of avenues for direct communication as reflected by the three point resolution.

² Association of Governing Boards of Universities and Colleges www.agb.org

³ <http://agb.org/news/2010-03/statement-board-responsibility-institutional-governance>

⁴ Faculty, Governing Boards and Institutional Governance, AGB 2009 Report that can be found at <http://agb.org/publications/board-structure-and-practice> (pp. 9-10)

⁵ See note 2 (p. 13 of report).

⁶ See note 2 (p. 13 of report).