

UNIVERSITY FACULTY MEETING MINUTES
FRIDAY, MAY 5, 2017

For attendees, please see attachment A1.
The meeting was called to order at 3:04 pm.

I. The minutes of the February 27, 2017 minutes were approved.

II. Report of the Speaker of the Faculty, Stuart Bass

Prof. Bass convened the meeting by reporting that the Hofstra Gala was held on Thursday, May 4 in the Mack Arena. The university raised more than two million dollars for scholarship.

Prof Bass also reported that George Giuliani, from the Department of Special Education, has been elected as chair of the Senate Executive Committee. He also thanks Eugene Maccarrone, for his service as chair of the Senate Executive Committee for the past two years, as well as his prior service as chair of the Planning and Budget Committee.

III. Report of the Provost, Gail M. Simmons (see attachment A2)

IV. Report of the Senate, Eugene Maccarrone:

Prof. Maccarrone reported that the Ad-Hoc Committee on Academic Calendar and Religious Observance Policy, (which is charged with creating religious observance accommodation language, as well as monitoring the relatively new academic calendar) and the Ad-hoc Committee to Review and Update Governance Documents both continue to meet and have been making progress.

Prof. Maccarrone reported that Special Committee on Recruitment, Elections and Nominations (SCREAN), which conducts elections for various constituents of the University, including solicitations of nominations, preparation, distribution, and tabulation of ballots, met on April 24 to recommend senator at-large appointments as well as review senator election results. Any questions about committee assignments should be directed to Caroline Schreiner in the Senate Office.

Prof. Maccarrone reported that at the most recent meeting of the Student Access Services (SAS) Sub Committee on the Student Academic Experience two issues came up:

- modifying attendance for students who fall into two categories
 - students who have predictable chronic disabilities/illness
 - students who have a sudden disability/illness
- testing facilities
 - students don't have a "home" for taking SAS tests

Prof. Maccarrone reported that a ground breaking ceremony for the new Frank G. Zarb School of Business building will be held Wednesday, May 10 at 11:30 a.m.

Prof. Maccarrone reported that on Wednesday, May 17 a reception honoring Dean Firestone, will be held at 4pm in the University Club

Prof. Maccarrone reported that commencement will be held on Sunday, May 21.

For Information

1. Prof. Maccarrone presented for information the revisions to the Athletic Policy Committee Bylaws.

Action Items

1. Prof. Maccarrone presented for action, Overlapping Coursework in Hofstra Graduate Degrees. Debra Goodman, chair of the Graduate Academic Affairs Committee reported that the first item concerns situations where a student takes more than Hofstra degree which involve identical coursework. There have been practices where students can count that coursework towards both degrees. There has not been an actual policy referring to this and has created problems for the Registrar's Office. The committee revised the policy to read:

In cases where graduate students have completed a previous graduate degree at Hofstra, there may be an overlap of coursework. Under advisement of the program director, and in accordance with any program regulations or accreditation standards, coursework taken for a prior graduate degree may be applied to additional master's or certificate degrees. In the case of master's degrees, at least 50% of coursework must be unique.

The item passed unanimously.

2. Prof. Maccarrone presented for action, revisions to the Basic Regulations Governing Graduate Programs. The item passed unanimously.
3. Prof. Maccarrone presented for action, the Proposal Pertaining to the Designation of Departmental Honors. Paul Fritz, interim chair of the Undergraduate Academic Affairs Committee, reported that this has been a long standing issue and as the description suggested, there was always a potential for confusion. With previous system, students would not earn departmental honors but it stated on their transcript that they were in a departmental honors class. The intention of the committee was to protect the integrity of department honors but also be fair to the students, to recognize that they had engaged in significant research. The compromise that the committee felt was most appropriate was to change the name for courses students enroll in when they are doing their research departmental honors candidacy and there would be a designation on the transcript to make it very clear whether they actually earn departmental honors or not. There was a brief discussion about transfer students. The item passed unanimously.
4. Prof. Maccarrone presented for action, revisions Faculty Policy Series #10 - Examinations, Final Grades, and Student Absences. Prof. Fritz reported that the FPS had outdated language and the revisions were updated to reflect the language in the new Collective Bargaining Agreement (CBA.) The item passed unanimously.
5. Prof. Maccarrone presented for action, the Mid Semester Advisory. Prof. Fritz reported that this proposal was introduced last spring. Research has shown that Hofstra is a little behind the curve on its early outreach to students. The Undergraduate Academic Affairs Committee also took into account, the feedback it received from the informational meetings that were held. In addition, the committee conducted a survey of undergraduate students. The results showed students are in support of such a proposal. He summarized the survey. He emphasized that the committee made sure to make an effective policy, one that places as little burden on faculty and possible. The committee also wanted to make sure to retain academic freedom and not infringing upon it. Individual points of the proposal include:
 - nothing will be computed into a final course grade
 - fall and spring term courses only
 - binary indication of student performance to date: "satisfactory" / "reason for concern".
 - The deadline for submitting the mid-semester advisory will be no later than the 7th week of the semester. (Faculty can submit an early advisory)
 - Upon email notification, students will be able to access the mid-semester advisory report online.

- Reporting format similar to that for posting Last Date of Attendance (LDA) rosters.
- The Committee intends to review the policy and assess the effectiveness of a mid-semester advisory program after 2 years of the implementation of the program.

A discussion followed, including a discussion with student senators.

V. Report of the AAUP, Dennis Mazzocco

Prof. Mazzocco reported that earlier this week the Provost's Office announced that the union and the administration had come to a new revised Graduate Director Compensation agreement. The revised agreement is significantly better than what we had before. There are more compensation letters, eleven in all. The low end is at \$684 for 1-4 students and the high end is \$16,988 for 150 students or more. Prof. Mazzocco reported that they have hired two new office assistants. Dr. Elena Cevallos has been with us for the last two years and will be serving as a consultant. Robin Comos is joining us and will be handling membership and Nancy Mason will be handling the bookkeeping. Chapter elections are underway, ballots must be received no later than Thursday at 5pm.

on behalf of the Executive Council, the Steering Committee and unit representatives from the Hofstra University chapter of the AAUP, congratulated Provost Simmons on an excellent first year and looks forward to working with her through many years. He reported that the negotiation team continues to work on formulating non-economic proposals for collective bargaining and their next negotiation session with the administration will be held on Wednesday, April 20 at 2 p.m. The two sides have now met twice and exchanged proposals and expect to follow up with them this week. A fourth bargaining date has been added for Wednesday, May 4. Once the two sides have completed non-economic bargaining, they will move onto the economic side. The chapter has hired Dr. Veronica Lippencott from the Department of Global Studies and Geography as a second adjunct organizer, joining Anthony Schroth. Together they will be canvassing the campus and helping to reach out to the adjunct population and make sure their voice is represented during this contract negotiation. The independent analysis that Hofstra submits to the Department of Education shows that 55% of all classes are now taught by adjunct professors. This should be a continued feature of the AAUP's outreach. Prof. Mazzocco reported that on Wednesday, April 27 during common hour, the chapter will be organizing a faculty appreciation day for students and colleagues to learn more about the vital but often unseen work that the faculty is doing on this campus. It will be held right outside of Hofstra Hall.

VI. Report of the Chairs' Caucus, Kathleen Wallace

Prof. Wallace reported that the Chairs' Caucus will continue to work with Academic Records to clarify processes on graduation audits, and waiver substitutions etc. The caucus is still ironing out some "kinks" with *DegreeWorks* and to establish a workflow timeframe for doing academic scheduling. They also met with Neil Donahue, Vice Provost for Academic Affairs, to prioritize the processes and opportunities for undergraduate research and met with Daniel Seabold, from the department of Mathematics and Gloria Wilson from the department of Specialized Programs in Education, who updated them on the processes and progress on the academic integrity process. The caucus will meet with Diane Herbert, Dean for the Center for Academic Excellence, to get an update on the Center's work as well as clarification on the tutoring selection and training process. They also hope to meet with a representative from the Internationalization Task Force.

VII. New Business

There was no new business.

VIII. Adjournment

The meeting was adjourned at 3:52p.m.

**Remarks to the Faculty
May 5, 2017**

Good afternoon. I'd like to start by thanking faculty leadership for once again giving me the opportunity to address you at the final faculty meeting of the academic year. I'd like to congratulate Speaker Stuart Bass on his re-election to the position, and also to thank outgoing Senate Executive Committee Chair Eugene Maccarrone for his leadership, while also welcoming incoming Senate Exec Chair George Giuliani. It has been a pleasure to work with all of you, and I look forward to the coming year.

Out on the dance floor at the Hofstra Gala last night, I was struck by how beautiful the energy of our students is, as they whirled, twirled, and gyrated to "Uptown Funk" or "ABC 123." This morning, it struck me that while the beauty of youth is fleeting, it is part of our work as members of the Hofstra community to catalyze the transformation of wild, youthful minds and spirits into a more enduring energy, a sense of pride and purpose, a passionate curiosity about the world, the strength to carry on through dark times. That kind of beauty endures, and we are successful when we create the conditions for students to chart their own course toward a life that may not always be pretty, but has the capacity to be beautiful. And despite the dismal weather outside this room, as we approach Commencement and see the shining faces of our soon-to-be graduates it is easy to be proud of what we've accomplished this year, and to be hopeful for the future.

So let me begin by updating all of you on some high-level things that we've accomplished this year in Academic Affairs, specifically in the Provost's office – I'll limit it to nine items, even though the list could easily run to dozens or hundreds:

1. Over the last year, the sponsored research team has worked hard to advance greater opportunities for faculty to get involved with grant submissions. We are on track to double the number of submissions by dollar value over last year. This was driven, in part, by greater collaboration of research teams across colleges and departments. Big thanks to all of the faculty who have worked so hard preparing proposals this year.
2. The latest center, the Center for "Race," Culture, and Social Justice had a very well-attended inaugural event that featured attorney Gloria Browne-Marshall. We look forward to benefiting from the work of the Center in the coming years.
3. Our new campus Environmental Health and Safety Officer, Subin Anthony, conducted campus-wide safety inspections and provided guidance and recommendations on proper storage and maintenance of all hazardous materials. Modifications of space, equipment, and best practices that span the sciences, engineering, drama, studio art, and other parts of our academic program assure that not only are our students and faculty safer, but that our students learn what good practice in safety in their discipline looks like – this will make them safer long after they leave us.

4. We've created a new Division web page for Provost's Office on Student Engagement and Learning (with Comment box and Open Ears Listening Tour), including the forthcoming **HIP@HOF: High Impact Practices in Innovative Teaching and Learning** at Hofstra, a new focus and cross-campus discussion of High Impact Practices, hosted by the Academic Affairs retention taskforce;
5. Our ACE Internationalization Lab Task Force hosted a site visit from an ACE team in March, and the final report of the Task Force will be ready in June to give focus to past and future efforts to engage Hofstra cross-culturally/internationally;
6. The EAB-Student Success Collaborative, a joint effort among Student Affairs, Academic Affairs, and Enrollment Management, is set to go live in New Student Orientation in June! EAB offers a much-improved environment for advising communication and student support.
7. **Middle States is Coming!!!** We have begun the 2-year process of self study that will culminate in the spring of 2019 with our Middle States reaccreditation site visit. The Steering committee met for first time, and all working groups are meeting. Middle States VP Liaison Christy Faison will be visiting campus on May 11 and meeting with several constituent groups – please attend if you can. We have a Middle States Webpage, including the kickoff Powerpoint presentation, Middle States timeline, and the organizational structure of the steering committee and working groups.
8. **FRED:** Over the academic year, many successful Faculty Research, Education, and Development (FRED) sessions on topics such as the New CBA and it's implementation, Building Leadership Skills, and Assessment and Accreditation featuring Stavros Valenti and Bret Bennington presenting an innovative method for collecting Gen Ed data, and "A view of Humanities from Inside the Beltway" by Craig Rustici, to name a few. Additionally, we've done customized sessions on survey design and implementation, multiple choice test development, and outcomes assessment that can be adapted at any department/program's request. These are all described on the FRED webpage. In the coming year we plan on doing even more in terms of Faculty Development.
9. **Curriculog Rollout:** Curriculog, a curriculum management solution which seamlessly integrates with Acalog (our bulletin software) and student information systems (like Banner), transforms our current paper-based curriculum approval process to a more efficient, streamlined, online workflow. We will be introducing University-wide Curriculog Training will in May. The intended audience of these trainings includes faculty, administrators, and other support staff that have or may have a role in your school's C&S process. Check your email for session dates and times.
Thanks to everyone in the Provost's Office, and across campus, who have helped forward these efforts.

I was struck as I entered the Mack Arena yesterday evening for the Gala how such a space can be transformed to suit the needs of our campus. As we started this academic year, the arena was tricked out as a stage for an historic Presidential Debate. For much of the fall and winter it was the venue for our basketball teams to compete. Last night, it was magically transformed into a dance hall, and in just over two weeks it will be the hall for our most important yearly ceremony – Commencement. Yet the bones of the Arena remain the same.

Something similar could be said about our academic community. After over 80 years, the bones of our community are still strong – a deep commitment to teaching and advising our students in order to help them create meaningful lives. Yet our campus has been outfitted over and over again to put new flesh on those bones. We added buildings, we added residence halls, we added new Schools and hundreds of new programs. The bones of Hofstra remain strong and substantial, but as our students and their needs change, we adapt to provide them with what they need. Our commitment to “being there” for our students has been constant, in the face of much change.

But there has also been a great deal of change going on outside Hofstra in those 80 years, and the pace of change has accelerated.

In the 1940s, when Hofstra was brand new, the job of faculty was teaching and advising. Hofstra was much smaller and the information students needed in order to learn was largely locked between the covers of hard-bound books and expensive print journals. Our work as teachers was, as always, to catalyze the intellectual transformation of our students, but we had a very difficult job doing so – we needed to unlock information that was difficult to find, and transmit it with fidelity – using “learning technology” such as chalkboards and chalk. Advising those students, who represented a much less diverse slice of society than our students now do, was simpler – there were many fewer choices, the road forward was easier for them to know.

We are now in an era in which many of the mechanics of teaching have changed radically – our students have been exposed to a glut of information (both real and fake) since childhood, and need help sifting, sorting, judging the quality rather than simply figuring out how to access it. We’ve increasingly brought technology to bear to help with the task – overhead projectors and slide carousels have given way to Blackboard, Skype, multimedia presentation software, databases – and yet we still have trouble keeping up with the pace at which our students, and the world around us, change. Likewise the nature of our advising tasks have morphed, as the path through an education has become more and more labyrinthine, and as our student body has become more diverse – the path through even a single course, as outlined on a traditional syllabus, may be a big challenge for a student who is first in their family to attend college, or a student from a country with a different educational system, or for a student with a disability who 80 years ago would never have been given the opportunity to attend college. Teaching and advising lie on a continuum, and one that we are called upon to customize for each student. That is at the heart of what Hofstra prides itself on – the personal, customized, holistic approach to student engagement and learning. We recognize that “being there” for our students in 2017 is vastly different in some ways from how it was in 1935 – and yet as an institution we are still deeply committed to “being there.”

In order to highlight that commitment, this spring I announced a change in the nature of a long Hofstra tradition, the Spring Distinguished Faculty Lecture series. The Fall series has long been an opportunity to highlight the scholarship of an individual faculty member, as chosen by their peers. But last year, beginning with the Spring event from the Digital Research Center, the Spring event has focused less on individual scholarship, and more on group effort; it has focused less on pure research and more on pedagogy. I'm therefore rechristening the Spring Distinguished Faculty Lecture to be the Provost's Award for Innovation in Teaching and Learning. If you missed this year's event, it featured faculty from Biology, Psychology, Law, Writing Studies, and Engineering who spoke about how the science of metacognition can be brought to bear in improving student learning. The panel discussion highlighted how professors from a wide variety of disciplines are changing the way they teach, in response to research on how people learn, in order to improve our students' learning. These faculty are doing the first and foremost job of Hofstra faculty – teaching. They are “being there” for our students in new and exciting ways, based on the values that have always underpinned a Hofstra degree.

Right now, the value of a Hofstra degree is under threat from many angles. From the prospect of defunding support for the arts, humanities, and STEM disciplines (currently held at bay by a continuing resolution whose protections may evaporate come September) to New York State's new Excelsior program, Hofstra needs to find ways to articulate its values in a way that can penetrate the cloud of rhetoric around “free tuition.” We need to demonstrate, now more than ever, that what we offer is of the highest quality, that the ways in which we are here for our students are truly transformative. And that means we have to not only say we are better – we need to do better. Because if we are not here for our students, they will not be here for us.

If we are going to compete on quality, then we have to do better. Consider that some of the flagship SUNY campuses have first year retention rates, and six-year graduation rates, much better than ours. To students and their parents worried about a huge investment in an uncertain future, those statistics, which we all know are flawed measures of quality, still speak volumes. We cannot simply defend the status quo of “good” – small classes, personal relationships – we need to demonstrate that we are better. Much better. Not simply relatively better, but absolutely better. We need a suite of overwhelming, compelling reasons for why a student should choose us, in the face of the temptation of a free ride. And we need to show that we are keeping up with the latest understanding of what it takes to make it possible for 21st century learners to succeed.

Sometimes, “better” may have to do with a big innovation – a program that hits the sweet spot of what students want, and we have some of those, ranging from programs in music business to biomedical engineering to geographical information systems. But often, “better” results not from doing something radically new or different, but from making sure that every small step along the path is executed flawlessly, and that you measure something about the outcome that matters. This is the message from a book I've recently read, *Better*, by surgeon Atul Gawande, and you'll note that all of the nine items noted as accomplishments in Academic Affairs that I listed at the beginning have, as their primary motivation, ways that Hofstra can improve academically, not so much through a big splash, but by paying close attention to quality at many small points along the way – whether that be information sharing, grant process improvement, faculty development, or what have you.

It is worth thinking about one of Gawande's examples – the impact of hand-washing on the rates of hospital-borne infections. In the face of an increasingly frightening phenomenon, the evolution of antibiotic-resistant microbes that can kill or disable patients who are admitted for unrelated issues, evidence shows that one of the most effective ways to reduce the threat lies, not in the development of new and more clever antibiotics, or in more effective measures to sterilize the hospital environment, nor in isolating patients more thoroughly from one another, but in one of the simplest of human activities – washing the hands. This ordinary act, if done without fail by all health providers both before and after each patient, can dramatically reduce the incidence of hospital infection.

Sometimes the simplest acts, ones that take only a few moments of time, can save a life. In this case, many lives can be saved.

Yet Gawande describes how difficult it has been for most hospitals to get their health care workers to follow through on such a simple act, even though they all know the importance of it. Health care workers are always in a hurry, and interrupting the flow of their work, even for a few seconds, is a hard behavior to change. Hospitals that have managed to improve have done so in a number of ways, but a key ingredient is to measure, and report on, the rate of infection – so that every health care worker, and every patient, knows how well they are doing. People need to know how well they are doing in order to improve.

There is a great deal of evidence that early feedback to students about their performance in class can significantly improve student outcomes. At University Senate on Wednesday we saw the results of a survey of Hofstra students that showed strong support for this simple act. We heard testimony from our student Senators about how meaningful such a simple piece of information would be – yet we argue and hesitate about putting into place a policy that asks for a simple act – selecting a choice from a pull-down menu once per semester. We are stuck in the same place as these doctors, nurses, technicians, and physician assistants – we resist even a very small change in our behavior, despite the likelihood that it can make a difference for those we care about most – our students.

So now comes the Excelsior program, and we must ask ourselves – if we are not here for our students, in both the big ways and the small ways, will our students be here for us? If we are not willing to get better, to live the quality we boast in our small everyday acts, will the value proposition of a Hofstra education fall on deaf ears in the face of “free tuition” at our state colleges and universities? Now is the time to think, hard, about how each and every one of us can, by making small changes and measuring their effects, have a cumulatively huge impact on our students – increasing their willingness to tell others that their Hofstra education was well worth the investment. Whether it is providing an early alert to students about their progress in our courses, or taking a moment to review our syllabus to be sure it is clear about expectations, or thinking about whether our pedagogical approach to our material is accessible to the broad range of diversity that is present among our students – we need, urgently, to get better. Not because we are not good – because we need to be better. If we are not here for our students, in every way possible, will our students be here for us?