AMC GENERAL MEETING AGENDA  
Thursday, May 7, 2015  
12:00 p.m. - 2:00 p.m.  
Kimmel Center, Rosenthal Pavilion

Preliminary Matters  
1. Call to Order & Approval of Minutes

Reports of Officers  
2. Chair – David Vintinner  
   ○ Presentation by Diane Yu, Deputy President NYU

Committee Reports  
3. Professional Development Committee – Michael McCaw  
   ○ Presentation by Kathryn Zukof, Dr Dir, Talent, Learning and Organizational Development
4. Nominations & Elections – Regina Drew  
   ○ Presentation of candidates for University Senate
5. Special Events Committee – Julie Kaplan  
   ○ Raffle results

Other Business  
6. Old Business
7. Announcements

Adjournment

Attachments:  
1. Nominations and Elections Year-end Report  
2. SCOQ Interim Report  
3. Professional Development Year-end Report  
4. Superblock Stewardship Advisory Committee Year-end Report  
5. Ad Hoc Committee on Sexual Misconduct Year-end Report  
6. Special Events Year-end Report  
7. Community Service Year-end Report
The Nominations and Elections Committee continued its traditional activities of tracking representatives and holding elections for Representatives, Officers, and Senators.

- In March, eleven schools and units elected new Representatives and Alternate Representatives for two-year terms from 2015-2017.

- This spring, the Institute of Fine Arts and Institute of the Study of the Ancient World decided to combine their representation into one joint unit, IFA-ISAW. This joint unit should improve their ability to be fully represented at AMC meetings.

- In the fall, NYU Abu Dhabi and NYU Shanghai were welcomed into the AMC as full constituent units. Special elections were held to elect their inaugural group of representatives and alternates. We welcome our colleagues from Abu Dhabi and Shanghai into the AMC.

- The last election of this year’s election cycle will be for AMC Senators. The Senate candidates are traditionally required to deliver statements at this meeting, and you will be hearing from them later. The election will kick off next week.
Introduction

In a proposal adopted by the University Senate at its April 17, 2014 meeting, the Senate Committee on Organization and Governance (SCO) stated that it would undergo a two-year review process in which the size and composition of the Senate would be reviewed in order to reduce the size of the Senate from 127 to between 110 and 120. As the committee reported in October 2014, to begin this two-year review process, it has been concerned during the 2014–15 academic year with gathering information about the current state of the Senate and with researching governance systems at other institutions.

The committee met a total of six times this academic year, on October 22nd, November 19th, December 3rd, February 9th, April 1st and April 20th.

Findings

Council Functioning: In responses to a questionnaire sent out in December 2014, the Senate Councils responded adamantly that their function would be negatively impacted if the size of their membership were to decrease. [See Appendix A]

Senate Attendance: SCO observed that while attendance at Senate meetings has been relatively low, it has not changed as a result of the recently increased Senate size. This is one non-definitive indicator that the increase has not diminished the efficiency of the Senate. The Committee believes that attendance in the Senate is largely dictated by the content of each meeting’s agenda. [See Appendix B]

Other Universities: The Committee’s research found a wide variety among the approaches other colleges and universities take to governance systems, generally, and to their Senate organization, specifically. Importantly, these comparisons impressed the Committee that NYU
is unique in its size and complexity. While the examples of other institutions’ approaches is instructive, none suggest themselves as readily adaptable to our circumstances.

**Senate Mission:** The Committee’s consensus is that beyond the functions defined in the University Bylaws, the mission and jurisdiction of the Senate has not been clearly articulated. Because the unanimous response of the councils is that any reduction in their size would adversely impact their ability to fulfill the Senate functions as currently defined, the Committee has concluded that any consideration of the right future size for the Senate can only be made once its mission has been clarified.

Based on these findings, SCOG believes it is premature to proceed with its original charge of merely recommending a numerical size reduction of the Senate until it has established a better understanding of the mission and purpose of the Senate, beyond what has been enunciated in the Bylaws.

**Plan**

On the basis of this year’s work, in the second year of the Committee’s review, we will convene a task force in the Fall of 2015 comprised of seven committee members, as follows.

I. The taskforce will include one SCOG member each from the following constituencies: Administration, Continuing Faculty, Dean, Graduate Student, Tenured Faculty, Undergraduate Student, University Leadership.

II. The taskforce will work collaboratively with each council of the Senate, the University Administration, the new University President-designate, representatives of NYU’s global sites, and other stakeholders or experts in the field of university governance.

III. The taskforce will regularly report to the full SCOG membership.

IV. The taskforce will first develop a recommendation to clarify the mission and purpose of the University Senate.

V. The taskforce will then consider the Senate’ procedures and how it can more effectively be organized to achieve its mission.

VI. The taskforce will consider how to limit the size of the Senate to a sustainably engaged and functional membership as NYU continues to grow in the future.
VII. The taskforce will be cognizant that a reduction in the size of the Senate does not necessarily mandate a reduction in the individual Councils.

VIII. The taskforce will report to and seek approval of the University Senate at any major turning points.
Appendix A: Council Input

Attached are the responses from each individual council to SCOG’s questionnaire sent in Fall of 2014.
Dear Michael,

Please find below the responses from the T-FSC to the questions that were sent to us.

Best wishes,

Raghu

1. Please consider your Council’s current size in relation to its functions.

We currently have 38 Senators (including the unfilled NYUSH seat), but two of these, that represent at-large seats, will be phased out over the next two years, leaving us with a net strength of 36. At our current size, the council is already stretched thin. Each Senator at present serves on more than one committee (typically on three, unless s/he is chairing a committee, in which case it is sometimes two); the total committee assignments number over one hundred. These committees include our council committees, Senate committees, and ad-hoc university committees.

It is already difficult to find volunteers for ad-hoc university committees as the need arises. Any reduction in size of the council would only make this more difficult.

2. Please elaborate on how members of your Council that represent the various constituencies encompassed by your Council are chosen.

The number of Senators allocated to each school of the university is done in proportion to the tenured/tenure-track faculty of that school (subject to each school having at least one representative). Every school follows its own procedures for the election of these Senators. The T-FSC is currently collecting all the individual schools’ election policies and will post them on its website.

The council has an elected executive committee consisting of a Chair, Vice-Chair, and Secretary. The Immediate Past Chair (and from 2015-16 onwards, the Immediate Past Vice-Chair and Immediate Past Secretary) also serve as non-voting members of the executive committee.

3. How do Alternate Senators function in your Council?

Alternates attend meetings when Senators are unable to. Alternates are also sometimes requested to play active roles on our council’s committees (one of our most busy committees this year, for example, has been co-chaired by an Alternate). Alternates may also request membership on committees of special interest to them. Committee allocations are determined by the executive committee of the T-FSC and are based on interests Senators (and, where relevant, Alternates) have expressed.
4. Please comment on possible mechanisms your Council could use to reduce its size in the event that the size of the Senate were reduced, e.g.:

This will create several sticky issues, including, especially, the one of which school(s) are to lose seats. Since we will have no at-large seats left in two years, that easy approach to reducing the council size is no longer available.

5. Please comment on any other issues your Council believes to be a goal of the self-evaluation process or regarding the process itself.

A key question is whether the Senate is, as constituted at present, “too large” to function effectively. We do not believe so. We believe the current structure is working quite well and recommend that we give the system another year or two before we evaluate it.

Please feel free to reach out with any questions or concerns

Best,

Michael Hengerer
Chair, Senate Committee on Organization and Governance

date: michael.hengerer@nyu.edu
phone: 212-998-4948
MEMORANDUM

To: The Senate Committee on Organization and Governance (SCOG)
From: The Student Senators Council (SSC)
Re: Council Input to Senate Self-Evaluation
Date: February 26th, 2015

Outlined below are the responses of the Student Senators Council to the Senate Self-Evaluation presented to us by the Senate Committee on Organization and Governance. This document is reflective of the SSC as a whole and was approved electronically by the council on February 28th, 2015.

1. Please consider your Council’s current size in relation to its functions.
   · How many Senators does your Council require to carry out its functions and effectively represent the different constituencies encompassed by your Council, both in your Council and in the Senate?
   · Council members sit on Council Standing and Ad Hoc Committees, Senate Standing Committees, and several University Standing Committees, Ad Hoc Committees and Task Forces, requiring a substantial number of Council members.
   Would a reduction in the size of your Council by one, two, or three Senators significantly hinder your Council’s ability to provide members to these various committees and task forces?

The SSC is comprised of 35 senators, 21 of which directly represent degree-granting schools (one senator per school), and 14 of which who are at-Large senators. Of the 14 senators at-Large, we have allocated two seats to schools that are not recognized by the Senate Bylaws (Nursing and Liberal Studies). The SSC clearly needs its 23 school senators to represent the constituencies clearly outlined by school distinction; however, the Senators at-Large play a vital role in our capability to represent and advocate for the overall student body. A student’s experience at NYU is not just based on academics in his/her school, but rather inclusive of where he/she lives; what clubs and teams he/she participates in; what cultural, spiritual, and sexual identities he/she affiliates with; what on or off-campus jobs he/she may hold; the background he/she comes from; and so forth. NYU is our life for two to five years, and thus our Senators at-Large play a crucial role in university governance.

Our Senators at-Large are selected to represent and connect with different constituencies or affinity groups within NYU and are able to address issues in those groups. For instance, a Senator-at Large representing the LGBT community has taken up transgender medical care issues as an agenda item. These are the types of issues that cannot be addressed by School Senators, and because there is no strong tie to a student government council, Senators at-Large on average serve on four to five committees. So in short, our
current number of School Senators plus some number of Senators at-Large is necessary for us to properly represent the ideologies and needs of NYU students. The SSC itself has 21 standing committees, each fully functional and successful in furthering student-led agendas. In addition, our Senators serve on Senate committees, alongside all other Senators, as well as smaller miscellaneous committees (such as the Undergraduate and Graduate Program Committee). What is unique to the SSC is that our Senators (excluding Senators at-Large) serve not only on the SSC, but also on their own school council, essentially doubling their workload.

In recent years, the SSC has grown as the overarching student government, which in such a large, complex, and global university is no small task. The executive committee spends on average 35-40 hours a week on SSC related business (on top of being students). Put simply, the SSC is already stretched very thin, and creative measures should be made to ensure that should the University Senate reduce, the individual councils are protected and remain efficient.

2. Please elaborate on how members of your Council that represent the various constituencies encompassed by your Council are chosen.
   · Does your Council have rules or procedures that ensure representation of the various constituencies your Council represents?

As mentioned in an earlier question, School Senators all serve on individual school councils. This allows them to remain close to their constituency, as they will meet once a week with their school government, and will be in frequent contact with the students in their represented school. Our Senators at-Large are selected to represent constituencies based on their NYU experience, and thus have natural connections and interactions with the voices they represent.

3. How do Alternate Senators function in your Council?
   · Do Alternate Senators have specified functions in your Council?
   · Do Alternate Senators have specified functions in the Senate, e.g., are they appointed to Senate Standing Committees and if so, what is the procedure to select those who are appointed?

This answer is two-fold. School Alternates are typically just alternates for their Senator; they do not have a very active role in the SSC. Many school councils will roll this position into another Executive Board position within their school. Alternate Senators at-Large on the other hand are treated almost equivalently to Senators in that they attend meetings (both SSC and University Senate) and can serve on and chair SSC committees.

4. Please comment on possible mechanisms your Council could use to reduce its size in the event that the size of the Senate were reduced, e.g.:
   · a sudden size reduction at a time specified for the Senate size to decrease,
· a slow size reduction by attrition as terms expire,
· a reapportionment of the number of Senators that represent specific constituencies currently represented by your Council,
· etc.

With regards to a change in size, as our senators serve a 1-year term, we can adapt to a change in structure at each academic year. As discussed in earlier questions, the size of the SSC currently reflects the number of schools within the university as well as external-school voices that encompass the student experience. Thus, the SSC feels that losing any of the current seats on the student senate would be detrimental to both the representation of the student body and the functioning of the SSC.

5. Please comment on any other issues your Council believes to be a goal of the self-evaluation process or regarding the process itself.

The SSC supports the mission of SCOG to create a sustainable infrastructure as the University continues to grow and expand. Our Senators dedicate a significant amount of their time and effort to fulfilling their roles, and at times, the workload can be overwhelming. Thus we feel that a simple cutting of seven seats is too arbitrary; however at the same time, we are concerned that should additional seats continue to be added to the University Senate the efficiency of and the knowledge base of the group as a whole would be more limited in that discussions about issues facing NYU and its future would only scratch the surface as opposed to delving deeply into discussion.

The SSC strives to represent to the best of its ability the voices of a very large student body and asks SCOG to strongly consider the importance and the impact of Student Senators at-Large in the Senate.
MEMORANDUM

TO: Michael Hengerer, Chair, NYU Senate Committee on Organization and Governance

FROM: Lynn Videka, Chair, Deans’ Council

DATE: March 2, 2015

RE: Deans’ Council Input to Senate Self-Evaluation

I am pleased to provide this report from the Deans’ Council. We discussed the Senate self-evaluation at our December, 2014 meeting.

Deans Council’s current size in relation to its functions

The Deans’ Council’s current size is sufficient to carry out the Council’s functions and to effectively represent our constituency, the deans of NYU.

A reduction of the size of the Council is not recommended given the statutory bodies (the Schools and Colleges of NYU) that the Deans’ Council represents and the number of committees that it populates. The Deans’ Council should continue to reflect the number of schools and colleges of NYU and, thus, may change accordingly over time.

How Deans’ Council members are chosen

Deans’ Council membership is defined in the University bylaws. Membership is defined as,

The Deans Council consists of the President and Chancellor, the Provost, the Executive Vice President for Health, and eighteen deans and portal campus vice chancellors as follows per the University Bylaws: the deans of the College of Arts and Science; Faculty of Arts and Science; School of Law; School of Medicine; College of Dentistry; Graduate School of Arts and Science; Steinhardt School of Culture, Education, and Human Development; Leonard N. Stern School of Business, Undergraduate College; Leonard N. Stern School of Business, Graduate Division; School of Professional Studies; Robert F. Wagner Graduate School of Public Service; Silver School of Social Work; Tisch School of the Arts; Gallatin School of Individualized Study; Polytechnic School of Engineering; and Division of the Libraries; and the vice chancellors of the Abu Dhabi and Shanghai portal campuses. (Retrieved from: http://www.nyu.edu/about/leadership-university-administration/university-senate/membership/councils.html)

How Alternate Senators function on the Council

Alternate senators represent Dean senators when they are not able to attend the Senate meetings. They do not generally represent the dean at the Council meetings. Alternate senators also participate in Senate committees as needed.
Mechanisms the Deans’ Council could use to reduce its size in the event that the size of the Senate were reduced

We do not see how the Deans’ Council could reduce its size without compromising representation of the schools and colleges on the University Senate. We do not recommend reduction of the size of the Deans Council.

Other issues regarding Senate self-evaluation

The Deans Council has been and remains neutral on the size of the Senate.
Date: February 17, 2015

Memo to: Michael Hengerer
Chair, University Senate Committee on Organization and Governance (SCOG)

From: Ann Marie Mauro
Chairperson, N/C-Faculty Senators Council
A/Y 2014-2015

Subject: N/C-Faculty Senators Council Response to SCOG Questionnaire

The N/C-Faculty Senators Council submits the attached response to the University Senate Committee on Organization and Governance regarding Council Input to Senate Self-Evaluation.

cc: Lynn Videka, Chair of the Deans Council
Raghu Sundaram, Chair of the T-Faculty Senators Council
Jules O'Connor, Chair of the Student Senators Council
David Vintinner, Chair of the Administrative Management Council
Warren Jelinek, Senate Committee on Organization and Governance

N/C-FSC Steering Committee Members:
Randy Mowry, N/C-FSC Vice Chairperson
Fred Carl
David Elcott
Mary Killilea
Susan Stehlik
Patrick Ying
RESPONSES TO SCOG QUESTIONNAIRE RE: COUNCIL AND SENATE STRUCTURE

In the process of adding the Full-Time Non-Tenure Track/Contract Faculty Senators Council to the University Senate, concern was raised that the Senate would be too large at 127 members as the maximum should be 120 members. Quite simply, this assumption is untested.

Question 1:

How many senators are needed to carry out your functions?

We have 27 elected Senators with one vacancy, and 36 elected Alternate Senators with nine open seats to be filled. We have placed representatives on all of the University Senate, university, and Tenured/Tenure Track Faculty Senators Council (T-FSC) committees that offered have our council representation. However, our true need is yet to be determined, as we have not yet fully developed our Full-Time Nontenure Track/Contract Faculty Senators Council (N/C-FSC) committee structure. We currently have a Steering Committee and five (5) ad hoc committees. The N/C-FSC has successfully filled 84 positions with Senators/Alternate Senators on the 28 aforementioned committees at the various levels. Given that additional N/C-FSC committees are likely to be needed with more slots to be filled, the need for our council's representation far exceeds the size of our elected members, including both Senators and Alternate Senators.

Would a reduction hinder your ability to carry out your functions?

Given our current size and the need for representation on numerous committees as stated above, in addition to an expected increase once our N/C-FSC committee structure is developed, a reduction would likely hinder our council’s ability to carry out its work effectively and efficiently.

Question 2:

How are your representatives chosen?

The seven (7) Steering Committee members, including a Chair and Vice-Chair, were elected following nominations and elections at our second N/C-FSC meeting following the initial formation of our new council. The Steering Committee solicits and makes nominations and appointments for the aforementioned committees, as needed. The full council is then informed of all appointments at the subsequent N/C-FSC meeting.

Question 3:

How do Alternates function in the Council?
Alternate Senators are welcome to attend and participate in discussions at all meetings of the full N/C-FSC. They participate in consensus votes, and cast formal votes only if an Alternate Senator is in attendance in place of a designated Senator. Alternate Senators having full voting privileges on committees upon which they have membership.

Do Alternate senators have specified roles?

Yes, Alternate Senators may serve on the various university, University Senate, T-FSC, and N/C-FSC committees.

Question 4: Possible mechanisms to reduce our Council?

As a new University Senate council in existence for only five months, it is premature for us to respond to this question until we have had an opportunity to fully develop our own governance structure.

5. Please comment

We strongly recommend that questions regarding the size and structure of the University Senate be addressed after we have had at least two years working with the existing new structure. Given the steady increases in faculty and students over the past decade or more, increased representation from these constituencies seems reasonable and necessary. The N/C-FSC has been working collaboratively with the T-FSC to find ways to streamline our common work and processes when it is feasible to do so.
Memorandum

From: NYU Administrative Management Council
To: The Senate Committee on Organization and Governance (SCOG)
Re: Council Input To Senate Self-Evaluation
Date: February 5, 2015

Last year as part of its recommendation for representation of the Full-time Contract Faculty, SCOG also recommended that over the course of two years the Senate undergo a major self-evaluation to examine its purpose and membership. At the same time, the Senate Executive Committee indicated that the Senate should be no larger 110 -120 members, smaller than the 127 member Senate SCOG proposed as a temporary measure to achieve representation for the Full-time Contract Faculty within the time limit set by the Board of Trustees and in the absence of an opportunity to conduct a more complete evaluation.

SCOG has now begun to gather information relevant to the proposed self-evaluation, with a particular focus on the size of the Senate and how its size relates to its function. One of SCOG’s goals is to minimize any disruptions of Council functions that could occur as a result of the eventual recommendations that may result from the self-evaluation process. Accordingly, SCOG asks the Senate Councils for their input as follows by March 1, 2015:

1. Please consider your Council’s current size in relation to its functions.
   • How many Senators does your Council require to carry out its functions and effectively represent the different constituencies encompassed by your Council, both in your Council and in the Senate?

   The AMC has six senators and 11 alternate senators (including the AMC Chair and Vice-Chair), for a total of 17 people who represent the AMC on Senate and ad-hoc Senate committees. Only full senators are permitted to vote and sit on the AMC Executive Committee. We utilize all of our senators and nine of our 11 alternates to sit on senate sub-committees. The breakdown is as follows: SCOG: 1 senator, 2 alternate senators; Public Affairs: 1 senator, 1 alternate senator; Academic Affairs: 1 senator, 1 alternate senator; Financial Affairs: 1 senator, 2 alternate senators; Judicial Board: 1 senator, 3 alternate senators; Executive Board: 1 senator. There are six senate sub-committees and only six AMC senators. We just gained one additional senate seat in 2014-15, emphasizing the fact that we require one full senator on each of the sub-committees.

   The AMC functions differently than the faculty, dean and student councils in that we are comprised of Representatives and Alternate Representatives who are elected by their administrative unit (such as a school, division, or institute) for two-year terms. The number of Representatives and Alternate Representatives per unit is proportionate to the number of administrative personnel in each unit. We have 25
units with 131 representatives and 136 alternate representatives, for a total of 267 people. It is not necessary to be a Representative or Alternate Representative in order to be elected Senator; those are separate and distinct elections. However, there are eligibility requirements for election as Senator.

The primary functions of Representatives and Alternate Representatives are: (A) attending monthly Council meetings; (B) voting at Council meetings; and (C) sharing information with and getting feedback from constituents.

- Council members sit on Council Standing and Ad Hoc Committees, Senate Standing Committees, and several University Standing Committees, Ad Hoc Committees and Task Forces, requiring a substantial number of Council members.

Would a reduction in the size of your Council by one, two, or three Senators significantly hinder your Council’s ability to provide members to these various committees and task forces?

Yes, a reduction in size of our council by any number of senators would significantly hinder the AMC’s ability to provide members to these various committees and task forces. We really do not see losing Senate seats, as currently we utilize all of our senators and nine of our 11 alternates to sit on senate sub-committees. As mentioned above, the breakdown is as follows: SCOG: 1 senator, 2 alternate senators; Public Affairs: 1 senator, 1 alternate senator; Academic Affairs: 1 senator, 1 alternate senator; Financial Affairs: 1 senator, 2 alternate senators; Judicial Board: 1 senator, 3 alternate senators; Executive Board: 1 senator. There are six senate sub-committees and only six AMC senators. We just gained one additional senate seat in 2014-15.

2. Please elaborate on how members of your Council that represent the various constituencies encompassed by your Council are chosen.

- Does your Council have rules or procedures that ensure representation of the various constituencies your Council represents?

The AMC is represented on the University Senate by six Senators. The constituency of the AMC elects five of the six University Senators, as well as two Alternate Senators for each Senator except the chair. These positions are “at-large.” Two or three Senators are elected in May of alternate years to serve for the following two years. The Chairperson of the AMC holds one of the Senate seats for the duration of his/her term in office. The Vice-Chairperson holds the alternate position for the Chair.

3. How do Alternate Senators function in your Council?

- Do Alternate Senators have specified functions in your Council?
Yes, alternate senators attend Senate meetings (without vote unless they are substituting for a Senator) and sit on senate committees (with a vote in their own right).

- Do Alternate Senators have specified functions in the Senate, e.g., are they appointed to Senate Standing Committees and if so, what is the procedure to select those who are appointed?

Alternate Senators can attend Senate meetings and are assigned to Senate sub-committees. There is an attempt to match the Alternate Senators with the committee most appropriate to their interest and knowledge.

4. Please comment on possible mechanisms your Council could use to reduce its size in the event that the size of the Senate were reduced, e.g.:
   - a sudden size reduction at a time specified for the Senate size to decrease,
   - a slow size reduction by attrition as terms expire,
   - a reapportionment of the number of Senators that represent specific constituencies currently represented by your Council,
   - etc.

If forced to reduce, the AMC would consider reducing the number of alternate Senate seats by one. Since the AMC only recently gained a single seat to match the number of Senate committees, reduction in the number of Senators would be difficult.

5. Please comment on any other issues your Council believes to be a goal of the self-evaluation process or regarding the process itself.

The AMC feels that the current size of the Senate is acceptable we are functioning well and the size should remain. The AMC Senators have experienced no issues with the current, larger size. Some ideas to maintain this size would be to gain access to a bigger room for monthly meetings, allow for more remote attendance/dial-in access, and formalize the role of alternates on the Senate. As described above, the AMC utilizes both Alternate Senators and Alternate Representatives. Perhaps the other councils could establish this model to help reduce the number of full Senators.

Please feel free to reach out with any questions or concerns

Best,

Michael Hengerer
Chair, Senate Committee on Organization and Governance

e-mail: michael.hengerer@nyu.edu
phone: 212-998-4948
## Appendix B: Senate Attendance

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To: NYU AMC Colleagues

From: Michael McCaw
Faculty Affairs Administrator, NYU Steinhardt
Chair, AMC Ad Hoc Professional Development Committee

Date: April 28, 2015

Re: AY 2014-2015 Year End Report

The Ad Hoc Professional Development Committee (PDC) was established during the November 2014 AMC general meeting in response to the following suggestions offered on OpenAMC:

1) “The AMC should form an ad-hoc Committee on Professional Development.” - David Vintinner, NYU AMC

2) “The AMC should establish a voluntary peer mentoring group to assimilate newly hired administrators, to promote cross school collaboration, and to provide developmental opportunities to enhance the skill sets of all levels of administrators.” - Michael McCaw, Steinhardt

3) “We should partner with HR to provide new employees with an introduction to their AMC Reps/Alternates and to direct them to the AMC website to increase participation.” - Shakera Jones, Registrar

The PDC formally established charges to 1) help assimilate newly hired administrators, to 2) foster cross school collaborations, and to 3) provide professional development opportunities for all administrators through a voluntary peer mentoring network and other professional development programming in collaboration with existing University resources. I developed an 18 month project timeline to meet these charges.
AMC PDC 2014-2015 Year End Report Table of Contents

Months 1 - 2: Committee Formation
Month 2: Focus Group Participation
Month 3: AMC Winter Social and Spring Agenda Formation
Month 4: Project Team Formation
Month 5: AMC Professional Development Committee Survey
Month 6: Professional Development Survey Analysis
Month 7: Presentation of Findings
Months 7 - 9: Development of Pilot Mentoring Program (TBD)
Months 10 - 18

OpenAMC Past Resolutions Deferred to PDC

Appendices

AMC Welcome Letter/On-Boarding Notification
Developed by AMC PDC and AMC Senior Unit Representatives
AMC Professional Development Questionnaire
AMC Professional Development Questionnaire Results
Months 1 - 2: Committee Formation
I assembled a diverse working group that includes administrators across multiple departments. Committee membership was determined through voluntary nominations and in-person meetings, with participation occurring on a rolling basis and as needed.

- Christopher Barrows, University Relations
- Katherine Gregory, Bobst Library
- Faith Greulich, Faculty of Arts and Science
- Shakera Jones, Registrar
- Diana Karafin, Provost
- Pamela Kavalam, Wagner
- Mary Lou Atkinson, Nursing
- Ainslie MacLeod, Nursing
- Michael McCaw, Steinhardt (chair)
- Sophie Oberstein, Talent, Learning, and Organizational Development/HR
- Cara Ryan, Student Health Center
- Tatum Soo Kim, School of Professional Studies
- Dan Thilman, Faculty of Arts and Science
- Marni Vassallo, Steinhardt
- David Vintinner, Faculty of Arts and Science (ex-officio)

Month 2: Focus Group Participation
NYU Human Resources’ Talent, Learning, and Organizational Development (TLOD) department conducted a University-wide needs assessment on professional development during the Fall 2014 semester. TLOD expressed interest in meeting with an AMC focus group to participate in the progress. Specific items that were discussed in the December 2014 focus group included:

- Overall administrator needs - Gaps in skills you're noticing in your work units
- The current Building Leadership Excellence Program (aimed at middle-level managers) and how it can be modified or improved
- Reactions to new initiatives that the Learning & Organizational Development team is considering

Feedback from the University community centered on the need for information about TLOD programming to “reach the right audiences.” Employees noted their desire to have more practical trainings that can be applied to their day-to-day roles. Employees also expressed interest in more networking opportunities to connect with other professionals in similar roles and functions. In response to these needs, TLOD will market programming directly to targeted audiences, modify existing criteria for some of their leadership development programs (Building Leadership Excellence specifically), enhance and develop more on-campus and online offerings, and partner with the PDC on the mentoring initiative.
Month 3: AMC Winter Social and Spring Agenda Formation
The PDC partnered with the AMC Special Events Committee for a networking activity during the AMC Winter Social in January 2015. The PDC asked attendees to select colored name tags that were associated with NYU job families. This encouraged conversations with other administrators both in similar job families and different roles. General feedback from the community indicated this was a fun and informative exercise to open up conversations across units and departments. The PDC’s spring agenda was also discussed during the monthly committee meeting and centered on forming project teams.

Month 4: Project Team Formation
I formed two project teams within the PDC to tackle specific tasks related to our agenda - the Survey Design project team and the Mentoring Protocols project team. Both project teams met in early February 2015 to begin framing and executing their projects.

- The Survey Design project team developed a brief survey to gauge the NYU administrator community’s interest in professional development programming, to identify current gaps in training opportunities, and to determine potential interest in a mentoring program. The survey was disseminated to the administrator community through Qualtrics in March 2015.

- The Mentoring Protocols project team will develop a foundational framework to support formal and informal mentoring opportunities for interested administrators. These efforts will be informed by the results of the administrator survey, and a potential pilot launch date will be determined.

Month 5: AMC Professional Development Committee Survey
The Qualtrics questionnaire was disseminated to the NYU administrator community (4,024 administrators in total) on March 25, 2015. Additional reminders were sent on April 1 and April 7, 2015. A copy of the email introducing the survey can be found below:

Hello,

We hope this message finds you well. In an effort to inform and enhance professional development opportunities for NYU administrators, the newly established AMC Professional Development Committee seeks your participation in a brief survey. Please note that this survey is not being administered by NYU Human Resources and will not be reviewed for any performance review purposes. Any information shared or gathered will be kept confidential. All respondents by April 1st will be automatically entered in a raffle for a $50 American Express gift card.

Follow this link to the Survey: AMC Professional Development Committee Questionnaire
Thank you for your participation in this important project. Your responses will help inform potential initiatives. Please do not hesitate to contact us if you have any questions or concerns.
Month 6: Professional Development Survey Analysis
The survey was completed by 991 administrators (approximately 25%). Dan Thilman from the Survey Design project team provided the following analysis:

- **Professional development activities - past participation and potential interest**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Past Participation (percentage of respondents)</th>
<th>Potential Interest (percentage of respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured Professional Development Events (e.g. formal workshops, presentations, academic or certificate courses, conferences)</td>
<td>77%</td>
<td>97%</td>
</tr>
<tr>
<td>Informal Professional Development Events (e.g. social events, brown-bag luncheons, book discussions)</td>
<td>64%</td>
<td>92%</td>
</tr>
<tr>
<td>Structured Mentoring or Coaching</td>
<td>20%</td>
<td>83%</td>
</tr>
<tr>
<td>Informal Mentoring or Coaching</td>
<td>47%</td>
<td>86%</td>
</tr>
</tbody>
</table>

**Conclusion:** Respondents have participated frequently in structured events and remain interested in participating. Few respondents have previously participated in mentoring activities, but there is considerable interest in this type of programming. The PDC will prioritize the development of mentoring activities. Additional focus will be given to advertising or creating structured and informal events.
• **Time commitment to future professional development activities**

<table>
<thead>
<tr>
<th>Time Commitment to Professional Development Activities for the next year (hours per month)</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 4 hours</td>
<td>38%</td>
</tr>
<tr>
<td>5 - 8 hours</td>
<td>35%</td>
</tr>
<tr>
<td>9 - 12 hours</td>
<td>11%</td>
</tr>
<tr>
<td>12+ hours</td>
<td>14%</td>
</tr>
<tr>
<td>None at this time</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Conclusion:** 73% of respondents are willing to commit no more than eight hours per month to professional development activities. New and enhanced programming should be developed with this time commitment in mind.

• **Administrators’ self-report on valued behavior development**

<table>
<thead>
<tr>
<th>NYU Valued Behavior</th>
<th>Highly Developed</th>
<th>Developed</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability</td>
<td>52.98%</td>
<td>42.89%</td>
<td>4.14%</td>
</tr>
<tr>
<td>Collaboration</td>
<td>49.85%</td>
<td>43.90%</td>
<td>6.26%</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>52.07%</td>
<td>42.28%</td>
<td>5.65%</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td><strong>19.98%</strong></td>
<td><strong>47.43%</strong></td>
<td><strong>32.59%</strong></td>
</tr>
<tr>
<td>Networking</td>
<td>13.02%</td>
<td>38.45%</td>
<td>48.54%</td>
</tr>
<tr>
<td>Planning, Organization, and Execution</td>
<td>41.88%</td>
<td>41.78%</td>
<td>16.35%</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>53.68%</td>
<td>42.18%</td>
<td>4.14%</td>
</tr>
</tbody>
</table>

**Conclusion:** Respondents feel that they need more attention devoted to enhancing their Leadership and Networking capabilities. The PDC will focus on advertising existing resources that focus on these NYU valued behaviors and potentially develop programming focused on increasing administrators’ abilities and confidence in these areas.
• Administrators’ potential interest in a mentoring initiative

<table>
<thead>
<tr>
<th>Mentoring Initiative Role</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor</td>
<td>5%</td>
</tr>
<tr>
<td>Mentee</td>
<td>27%</td>
</tr>
<tr>
<td>Both Mentor and Mentee</td>
<td>32%</td>
</tr>
<tr>
<td>Yes, but Unsure of which role</td>
<td>18%</td>
</tr>
<tr>
<td>Not interested</td>
<td>18%</td>
</tr>
</tbody>
</table>

**Conclusion:** 82% of respondents are interested in participating in a mentoring program. The PDC will need to define the different roles and expectations of each role to determine appropriate interest. Based on this strong interest, a pilot program will be explored in the coming months for formal (i.e. paired mentor/mentee dynamics) and informal (i.e. “speed-mentoring” and other targeted social events or activities), keeping in mind the level of time commitment that respondents are willing to commit.

• Suggestions or comments for additional professional development advocacy
  o Marni Vassallo and Katherine Gregory conducted a qualitative analysis of the responses for the final, open-ended question. There were 185 comments under our open-ended question of what professional development opportunities people would like to see the AMC PDC advocate for or provide. We are currently analyzing these answers, but they can be broken down into several broad categories:
    ▪ **Training:** 98 of the 185 responses suggested a specific type of training they would like to see or participate in related to professional development
    ▪ **Benefits:** 40 responses were related to benefits (tuition remission, conference reimbursement, funding, etc.)
    ▪ **Networking:** 28 responses were interested in networking opportunities across and beyond the university
    ▪ **Job Growth:** 27 responses discussed specific activities that would help them grow either in their current jobs or help them toward their future career goals
    ▪ **Events:** 23 responses were suggestions about specific events/activities to develop or which are currently ongoing and should be broadly publicized
    ▪ **Leadership:** 15 responses were related to leadership trainings or leadership circles/activities (many of these were specific to women’s leadership initiatives)
    ▪ **Accessibility:** 13 people wrote about access to activities being an issue for them, either due to location (global or Brooklyn) as well as supervisors being encouraged to allow additional participation
- **Collaboration**: 11 responses were suggestions about how the AMC can collaborate with initiatives and activities already going on at NYU
- **Mentoring**: 9 people reiterated their support for the mentoring program through the open-ended question
  - We are still reviewing this data in order to give more concrete suggestions but this should serve as a brief summary of where the data is pointing from our initial broad review.

**Month 7: Presentation of Findings**
I presented the survey findings at the May 2015 AMC year-end meeting.

**Months 7 - 9: Development of Pilot Mentoring Program (TBD)**
- Conduct an ongoing review of best practices for in-person and virtual mentoring
- Define the roles and expectations for the mentoring program
- Reach out to interested individuals and develop appropriate trainings
- Determine the mechanism for mentor pairings
- Identify strategies for less formal/“one-off” mentoring dynamics
- Develop an assessment tool to evaluate mentor pairings and measure related outcomes

**Months 10 - 18**
- Launch of pilot mentoring program and other professional development programming
- Monitor and assess pilot mentoring program
- Present findings to AMC community
- Generate recommendations for Central Human Resources
OpenAMC Past Resolutions Deferred to PDC

Three OpenAMC resolutions were referred to the PDC for action and follow up.

1. "We should partner with HR to provide new employees with an introduction to their AMC Reps/Alternates and to direct them to the AMC website to increase participation." - Shakera J., Registrar
   - This resolution is currently being investigated in collaboration with the AMC Senior Unit Representatives group. We are collaborating on a “welcome letter” that will be included with new employee on-boarding documentation. Additionally, an On-boarding Protocols project team will be formed in the PDC to investigate potential programming or activities to engage new employees with the AMC and with the greater administrator community.

2. “The AMC should establish a voluntary peer mentoring group to assimilate newly hired administrators, to promote cross school collaboration, and to provide developmental opportunities to enhance the skill sets of all levels of administrators.” - Michael McCaw, Steinhardt
   - This resolution will be explored after the results of the administrator survey are carefully reviewed. Based on the survey findings, the PDC will offer a mentoring network that is in line with the administrator community’s interest.

3. “The AMC should urge NYU to allow tuition funding to be paid from professional development budget sources for employees who want to take courses and are accepted as special students by the individual school maximums." (This request changes neither those responsible for allocating professional development funds nor those responsible for managing the enrollment of special students.)" - Melissa B., Steinhardt
   - This resolution will need to be explored after consultation with the Senior Unit Reps and NYU Human Resources.
Appendices

- AMC Welcome Letter/On-Boarding Notification
  Developed by AMC PDC and AMC Senior Unit Representatives

To: NEW ADMINISTRATOR

From: SENIOR UNIT REPRESENTATIVE

Date: Month/Day/Year

Re: Administrative Management Council Welcome Notification

-----------------------------------------------

Congratulations on becoming an administrator at NYU! We would like to personally welcome you and provide you with an introduction to the Administrative Management Council (AMC). The AMC is the organization through which management and professional staff (i.e., Code 100’s) at NYU actively participate in University governance.

The AMC has a rich history of service to the University and our community, and we hope you will join us as we discuss and respond to concerns and issues that affect all of us, participate in professional growth and development initiatives, and engage in community service and exciting events. Each school or division within NYU elects Representatives to the AMC who serve for a two-year term. Should you have any questions, my fellow Representatives and I would love to hear from you. A listing of all Representatives and Alternates is available on the AMC Representatives website.

The AMC meets monthly - except September - during the Fall and Spring semesters. At meetings, standing and ad hoc committees update the community on their activities and attendees bring up topics for discussion. While only elected Representatives have voting privileges, all management and professional personnel are welcome and encouraged to attend all AMC meetings. We encourage you to visit the AMC website where you will find a wealth of information. Please consider attending an event, joining a committee, and participating at an upcoming AMC meeting.

Once again, congratulations on your new role! We look forward to meeting you at an upcoming AMC meeting.
Appendices

- AMC Professional Development Questionnaire

### Professional Development Committee Survey

1) Over the last year, what professional development programs and/or activities have you participated in?

<table>
<thead>
<tr>
<th>Within NYU</th>
<th>Outside of NYU</th>
<th>Both within NYU and outside of NYU</th>
<th>Have not participated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured professional development events (e.g., formal workshops, presentations, academic or certificate courses, and/or conferences)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structured mentoring or coaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal professional development events (e.g., social events, brown-bag lunches, or book discussions)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal mentoring or coaching</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) How much time are you willing to invest in your professional development in the coming year?

Please consider events, online learning, in-person meetings, telephone and/or email, etc., during and outside of work hours.

- 1 - 4 hours per month
- 5 - 8 hours per month
- 9 - 12 hours per month
- 12+ hours per month
- None at this time

3) What is your current interest level in the following professional development activities?

<table>
<thead>
<tr>
<th>Very Interested</th>
<th>Interested</th>
<th>Somewhat Interested</th>
<th>Not Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured professional development events (e.g., formal workshops, presentations, academic or certificate courses, and/or conferences)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structured mentoring or coaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal professional development events (e.g., social events, brown-bag lunches, or book discussions)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal mentoring or coaching</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4) What would you consider your level of development in the following valued behaviors?

<table>
<thead>
<tr>
<th>Service Excellence</th>
<th>Interpersonal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Developed</td>
<td>Developed</td>
</tr>
</tbody>
</table>
AMC Professional Development Questionnaire (continued)

| Adaptability | | | |
| Collaboration | | | |
| Planning, Organization, and Execution | | | |
| Leadership | | | |
| Networking | | | |

5) If the Professional Development Committee established a NYU administrator mentoring program, would you be interested in participating?

- Yes, as a mentor (person who will provide expertise and experience)
- Yes, as a mentee (person who will actively apply the learning to their own situation)
- Both as a mentor and as a mentee
- Yes, but unsure of which role
- Not interested

6) (OPTIONAL) Are there professional development opportunities you would like the AMC Professional Development Committee to advocate for or provide?

Please check the box below if you wish to OPT OUT of the raffle for a $50 American Express gift card.

- Opt out of raffle
Appendices

- AMC Professional Development Questionnaire Results

**Initial Report**

Last Modified: 04/06/2015

1. Over the last year, what professional development programs and/or activities have you participated in?

![Graph showing participation within and outside NYU](image)

<table>
<thead>
<tr>
<th>Question</th>
<th>Within NYU</th>
<th>Outside of NYU</th>
<th>Both within NYU and outside of NYU</th>
<th>Have not participated</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured professional development events (e.g. formal workshops, presentations, academic or certificate courses, and/or conferences)</td>
<td>360</td>
<td>143</td>
<td>281</td>
<td>227</td>
<td>991</td>
</tr>
<tr>
<td>Structured mentoring or coaching</td>
<td>101</td>
<td>70</td>
<td>34</td>
<td>781</td>
<td>991</td>
</tr>
<tr>
<td>Informal professional development events (e.g. social events, brownbag lunches, or book discussions)</td>
<td>339</td>
<td>112</td>
<td>186</td>
<td>381</td>
<td>991</td>
</tr>
<tr>
<td>Informal mentoring or coaching</td>
<td>217</td>
<td>111</td>
<td>146</td>
<td>923</td>
<td>991</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Structured professional development events (e.g. formal workshops, presentations, academic or certificate courses, and/or conferences)</th>
<th>Structured mentoring or coaching</th>
<th>Informal professional development events (e.g. social events, brownbag lunches, or book discussions)</th>
<th>Informal mentoring or coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mean</td>
<td>2.38</td>
<td>3.53</td>
<td>2.58</td>
<td>2.58</td>
</tr>
<tr>
<td>Variance</td>
<td>1.42</td>
<td>0.99</td>
<td>1.66</td>
<td>1.52</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.19</td>
<td>1.00</td>
<td>1.25</td>
<td>1.23</td>
</tr>
<tr>
<td>Total Responses</td>
<td>991</td>
<td>991</td>
<td>991</td>
<td>991</td>
</tr>
</tbody>
</table>
2. How much time are you willing to invest in your professional development in the coming year? Please consider events, online learning, in-person meetings, telephone and/or email, etc. during and outside of work hours.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1–4 hours per month</td>
<td></td>
<td>373</td>
<td>58%</td>
</tr>
<tr>
<td>2</td>
<td>5–8 hours per month</td>
<td></td>
<td>342</td>
<td>35%</td>
</tr>
<tr>
<td>3</td>
<td>9–12 hours per month</td>
<td></td>
<td>115</td>
<td>11%</td>
</tr>
<tr>
<td>4</td>
<td>12+ hours per month</td>
<td></td>
<td>143</td>
<td>14%</td>
</tr>
<tr>
<td>5</td>
<td>None at this time</td>
<td></td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>991</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>2.08</td>
</tr>
<tr>
<td>Variance</td>
<td>1.23</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.11</td>
</tr>
<tr>
<td>Total Responses</td>
<td>991</td>
</tr>
</tbody>
</table>
AMC Professional Development Results (continued)

3. What is your current interest level in the following professional development activities?

<table>
<thead>
<tr>
<th># Question</th>
<th>Very Interested</th>
<th>Interested</th>
<th>Somewhat Interested</th>
<th>Not Interested</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Structured professional development events (e.g., formal workshops, presentations, academic or certificate courses, and/or conferences)</td>
<td>557</td>
<td>501</td>
<td>166</td>
<td>4</td>
<td>991</td>
<td>1.45</td>
</tr>
<tr>
<td>2. Structured mentoring or coaching</td>
<td>332</td>
<td>289</td>
<td>251</td>
<td>168</td>
<td>991</td>
<td>2.24</td>
</tr>
<tr>
<td>3. Informal professional development events (e.g., social events, brown-bag luncheons, or book discussions)</td>
<td>329</td>
<td>328</td>
<td>225</td>
<td>78</td>
<td>991</td>
<td>2.15</td>
</tr>
<tr>
<td>4. Informal mentoring or coaching</td>
<td>323</td>
<td>323</td>
<td>261</td>
<td>134</td>
<td>991</td>
<td>2.28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Structured professional development events (e.g., formal workshops, presentations, academic or certificate courses, and/or conferences)</th>
<th>Structured mentoring or coaching</th>
<th>Informal professional development events (e.g., social events, brown-bag luncheons, or book discussions)</th>
<th>Informal mentoring or coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mean</td>
<td>1.46</td>
<td>2.34</td>
<td>2.05</td>
<td>2.26</td>
</tr>
<tr>
<td>Variance</td>
<td>0.61</td>
<td>1.19</td>
<td>0.88</td>
<td>1.91</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.78</td>
<td>1.09</td>
<td>0.94</td>
<td>1.31</td>
</tr>
<tr>
<td>Total Responses</td>
<td>991</td>
<td>991</td>
<td>991</td>
<td>991</td>
</tr>
</tbody>
</table>
AMC Professional Development Results (continued)

4. What would you consider your level of development in the following valued behaviors?

<table>
<thead>
<tr>
<th>Question</th>
<th>Highly Developed</th>
<th>Developed</th>
<th>Needs Development</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Service Excellence</td>
<td>532</td>
<td>418</td>
<td>41</td>
<td>561</td>
<td>1.30</td>
</tr>
<tr>
<td>2) Interpersonal Skills</td>
<td>216</td>
<td>419</td>
<td>29</td>
<td>501</td>
<td>1.54</td>
</tr>
<tr>
<td>3) Adaptability</td>
<td>323</td>
<td>423</td>
<td>41</td>
<td>561</td>
<td>1.31</td>
</tr>
<tr>
<td>4) Collaboration</td>
<td>484</td>
<td>435</td>
<td>62</td>
<td>561</td>
<td>1.30</td>
</tr>
<tr>
<td>5) Planning, Organization, and Execution</td>
<td>415</td>
<td>414</td>
<td>162</td>
<td>561</td>
<td>1.74</td>
</tr>
<tr>
<td>6) Leadership</td>
<td>148</td>
<td>419</td>
<td>225</td>
<td>561</td>
<td>2.13</td>
</tr>
<tr>
<td>7) Networking</td>
<td>129</td>
<td>281</td>
<td>41</td>
<td>561</td>
<td>2.30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Service Excellence</th>
<th>Interpersonal Skills</th>
<th>Adaptability</th>
<th>Collaboration</th>
<th>Planning, Organization, and Execution</th>
<th>Leadership</th>
<th>Networking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Mean</td>
<td>1.50</td>
<td>1.54</td>
<td>1.51</td>
<td>1.58</td>
<td>1.74</td>
<td>2.13</td>
<td>2.58</td>
</tr>
<tr>
<td>Variance</td>
<td>0.33</td>
<td>0.39</td>
<td>0.33</td>
<td>0.37</td>
<td>0.32</td>
<td>0.21</td>
<td>0.49</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.58</td>
<td>0.69</td>
<td>0.59</td>
<td>0.61</td>
<td>0.72</td>
<td>0.71</td>
<td>0.79</td>
</tr>
<tr>
<td>Total Responses</td>
<td>561</td>
<td>961</td>
<td>961</td>
<td>961</td>
<td>961</td>
<td>961</td>
<td>961</td>
</tr>
</tbody>
</table>
AMC Professional Development Results (continued)

5. Would the Professional Development Committee establish a NYU administrator mentoring program, would you be interested in participating?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes, as a mentor (person who will provide expertise and experience)</td>
<td></td>
<td>48</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>Yes, as a mentee (person who will actively apply the learning in their own situation)</td>
<td></td>
<td>271</td>
<td>27%</td>
</tr>
<tr>
<td>3</td>
<td>Both as a mentor and as a mentee</td>
<td></td>
<td>310</td>
<td>32%</td>
</tr>
<tr>
<td>4</td>
<td>Yes, but unsure of which role</td>
<td></td>
<td>177</td>
<td>18%</td>
</tr>
<tr>
<td>5</td>
<td>Not interested</td>
<td></td>
<td>162</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>931</td>
<td></td>
</tr>
</tbody>
</table>

Statistic | Value
--- | ---
Min Value | 1
Max Value | 5
Mean | 3.18
Variance | 1.33
Standard Deviation | 1.16
Total Responses | 931
SUPERBLOCK STEWARDSHIP ADVISORY COMMITTEE
Year-end report, 5/7/15

As a recommendation of the 2031 Plan Working Group’s Final Report, the Superblock Stewardship Advisory Committee (SSAC) was formed almost a year ago to provide guidance on quality of life issues on the superblocks, before, during and after construction.

Having just held its 20th meeting, during that time, the SSAC has been instrumental in assisting with the selection of a project architect for the Coles site, interviewed and engaged an industrial hygienist to review and comment upon the provisions set forth in the City Planning’s Restrictive Declarations as they pertain to the construction and its implementation, as well as working closely with NYU to enhance the use, landscaping and aesthetics of the superblock open spaces.

As a representative of the SSAC, the AMC also has a voice and a presence on the Coles Advisory Committee. This group meets to discuss and recommend how NYU plans to maintain a high quality fitness experience and a robust athletics program near the NYU core during the time that the Coles Athletic Center is decommissioned and while the site is redeveloped for the new facility for our constituents.

Comprehensive information about all SSAC activities, as well as a copy of the Semi-annual Report, which was issued in March, can be reviewed on the Superblock Stewardship Advisory Committee website.

http://www.nyu.edu/about/university-initiatives/space-planning-and-stewardship/space-stewardship.html
The Ad Hoc Committee on Sexual Misconduct began the year with a rolling agenda that included a review of policy changes, assessment of community risk and possible sanction outcomes. Additionally, the committee focused on training for students, staff and faculty as it relates to sexual misconduct. The committee will reconvene in the fall and continue their work and reflecting on the aforementioned as it pertains to the Global Network and how to best bring awareness to this important issue.
Special Events Committee Report May 7, 2015
Chair Julie Kaplan
Vice-Chair Stephanie Pryor

The 2015 AMC Administrator’s Art Show will run from **May 9 through June 14** in Kimmel Center’s Stovall Gallery on the 8th Floor. The exhibit’s creator and curator is, as always, the inimitable Scott Lewis. Open to all! Support your colleagues. The art is great, and so is the view!

The next meeting of the AMC Book Club will be on **Monday, June 1** at 12:30 in Bobst Library. The group is currently reading *Tibetan Peach Pie: A True Account of an Imaginative Life* by Tom Robbins. Details can be found on the AMC website. Anyone who is interested in the book club should contact either Michael Hanrahan at michael.hanrahan@nyu.edu, or Eric Stedfeld at eric@nyu.edu. Pick up an AMC bookmark on your way out today, while supplies last!

Please note that we encourage you to support our Book-and-a-Buck campaign by contributing at today’s Luncheon. You will be rewarded with an extra raffle ticket if you contribute!

**The Year in Review:**

We initiated the new AMC reps at a **Welcome Breakfast** on September 18, at The Torch Club, to kick off their participation in the AMC.

On January 15, we held the **AMC Winter Social** in the lovely Greenberg Lounge, with creative participation from the new Professional Development Committee and surprisingly cooperative winter weather.

The first ever **AMC Family Day at Coles**, on January 25th, was a fun day and a fond farewell to Coles, as such. We look forward to gathering in new facilities, as NYU Athletics finds its transitional and ultimate homes.

The **27th Annual Retirees Luncheon** on April 30 was a success -- the festive group filling Rosenthal Pavilion with hugs and conversation. The guests enjoyed the sounds of a jazz trio while chatting with old friends and dining on a delicious lunch. The group enjoyed the new venue for this event, many having left NYU before Kimmel was built.

**Thanks:**

A special thank you to the raffle prize donors World Yacht, the NYU Bookstore and NYU Athletics for their continuing support.

Thanks for another great year to the members and friends of the Events Committee: Alicia Brindisi, Regina Drew, Andrea Fanelli, Sonya Forrester, Pamela Kavalam, Gail Kashishian, Melissa Lucas Ludwig, Michael Marino, Michael McCaw, Anne Stubing, David Vogelsang, and especially Stephanie Pryor.

**As always**
If you are interested in joining the Special Events Committee, or in pitching in during specific events, please contact me at julie.kaplan@nyu.edu.
May 7th 2015
AMC Community Service Committee Report

Year 2014-2015 the NYU Community Service Committee continues to serve the NYU Community and surrounding tri state area as it has done for the past years to help benefit those in need.

With the help of the AMC constituents, the Community Service Committee this year has raised money, collected toys, books, food, sneakers, cell phones, eye glasses, greetings cards, blankets, towels and sheets.

The 2014-2015 drives we collected for and donated to, are listed here:

- Making Strides Against Breast Cancer
- Thanksgiving Food Drive for St. Xavier Mission Food Pantry
- Holiday Toy Drive

A HUGE THANKS the following committee members who continually step up to the plate and volunteer to do this work:
Barbara Albrecht
Christine Battaglia
Bonnie Brown
Toni Depena
Christine Drayer
Amy Fair
Faith Greulich
Ruth Griffey
Carol Hollingsworth
Nichole Huff
Gail Kashishian
Beth Markowitz
Carrie Meconis
Stevin Azo Michels
Deborah Morris
Nicole Pandolfo
Stephanie Pryor
Leo Schmidt
Kristi Schwindt Ramos
Amelia Schroeder
Eric Stedfeld
Beth Strumpen-Darrie
David Vogelsang

Respectfully submitted,
Ida Longarino
Chair