MINUTES OF THE C-FACULTY SENATORS COUNCIL MEETING OF MARCH 12, 2020

The New York University Continuing Contract Faculty Senators Council (C-FSC) met at 9:00 AM on Thursday, March 12.

In attendance were Senators Davis, De Bartolo, Gershman, Illingworth, Jahangiri, Killilea, Liston, McCarty, Patterson, Renzi, Saravansos, Slater, Tourin, Unnikrishnan, Watkins, White, and Youngerman; Alternate Senators Bridges, Cohen, Hartsfield, Iams (for Wang), Kleinert, Owens, Ritter, Spivakovsky, and Stevens (for Maynor); and Observer Grendell.

APPROVAL OF THE AGENDA

Upon a motion duly made and seconded, the meeting agenda was approved unanimously.

APPROVAL OF THE MINUTES

Upon a motion duly made and seconded, the minutes of the December 3, 2019 and January 30, 2020 were approved unanimously.

REPORT FROM THE CHAIRPERSON: LARRY SLATER

See attached Document A.

Discussion/Questions on Chair’s Report

Steering Committee (SC) with Provost

Chairperson Slater reported the SC met with the Provost Office on February 6. The Provost was unable to attend the meeting so Cybele Raver, Deputy Provost, attended in her absence. They discussed coronavirus issues related to NYU Shanghai.

SC Meeting with the Vice President of Human Resources

Slater reported the SC met with Sabrina Ellis, Vice President of Human Resources, and Vice Provost Kris Day on March 5 to discuss a faculty liaison position (previously referred to as the “Banana”) to be created for the benefit of C-Faculty at NYU. The discussions centered on the role of the Faculty Liaison, including what they would be charged to do and what would fall outside of their purview. The Vice Provost stated that the Faculty Liaison could not undermine processes in place at individual academic units. The SC stressed the importance of C-Faculty having a person outside of their academic unit to raise sensitive questions, issues, and concerns to help them navigate complex, and perhaps differing, information. The Vice President of Human Resources and the Vice Provost will develop a proposed job description for the faculty liaison position and provide it to the C-FSC for review and feedback.

A SC member highlighted this is an opportunity to have one position handling the many requests, instead of bringing up issues on an individual basis to the Provost.
A Senator inquired whether the position would be an outside candidate hired by the administration, or someone from the faculty. Slater noted they are now focused on developing a job description and the specifics on how this person would be hired, who they would report to, etc. This will be discussed after a job description is finalized.

The Chair’s Report was accepted into the minutes.

**SPECIAL PRESENTATION**

**NYU Retirement Program Investment Fund Menu Change**

*See attached Document B.*

The Council welcomed Trish Halley, Assistant Vice President, Global Benefits, Mark Petti, Associate Director of Retirement Plans and Global Benefits, and Jan Rezler of the Cammack Retirement Group.

Following the May 1, 2018 transition to TIAA as the sole record keeper of the NYU retirement program, the NYU/NYU Langone Retirement Plan Investment Committee and Cammack Retirement Group, NYU’s co-fiduciary investment advisor, began a review of the current investment fund lineup with the goal of: minimizing redundancy of investment options within each asset class (i.e., highly correlated funds), maintaining a fund menu with reasonable management expense ratios, and continuing variable annuity and mutual funds options at the lowest cost share class available. From the streamlined investment menu, participants will have a full complement of investment options from which they can construct a diversified portfolio, have a choice of passively managed index funds, and actively managed funds in several of the asset categories.

Halley noted the Retirement Plan Investment Committee is a sub-committee of the Board of Trustees and Cammack Retirement Group serves as co-fiduciary. Beginning in 2019, the C-FSC, T-FSC, and AMC each selected a member of their Council to attend the Retirement Plan Investment Committee meetings. The C-FSC representative is Vince Renzi.

In June 2020, changes will be made to the NYU retirement program investment menu. The new menu is comprised of 28 carefully selected fund options inclusive of all major asset classes commonly offered through an employer-sponsored retirement program. 23 of the 28 funds in the new menu are currently offered, including the TIAA Traditional Annuity. While the core investment menu will be made up of mostly TIAA and Vanguard funds, funds from other fund families will also be introduced. In addition, a Self-Directed Brokerage Account (SDBA) service will be made available. Vanguard’s target date series will continue to serve as the program’s Qualified Default Investment Alternative (QDIA). Plan assets in mutual funds that will no longer be offered will be automatically transferred to funds in the new menu. Participants will have the opportunity to make investment changes before and after the automatic transfer. Plan assets in annuities that will no longer be offered will remain invested in those annuities and only future contributions will be mapped to funds in the new menu. The new streamlined menu will be monitored and reviewed on a quarterly basis by the Retirement Plan Investment Committee. Petti noted many institutions have already reduced the number of investment options in their retirement programs, including Princeton, Dartmouth, Yale, Stanford, and Brown.

For plan participants who wish to invest in an even broader array of mutual funds not offered in the core investment menu, a Self-Directed Brokerage Account (SDBA) service will be made available. There is no annual account fee assessed by TIAA for those participants who choose to use the SDBA, but there may be transactional fees or sales charges within the SDBA. Ongoing payroll contributions can be used for SDBA investments. Only mutual funds are available through the SDBA. Participants will be responsible for selecting and monitoring all investments in an SDBA. The Retirement Plan Investment Committee does not select and will
not monitor the investments in an SDBA, and TIAA does not provide investment advice for assets held in SDBA’s.

A transition guide with details on the new investment lineup, fund mapping, and a transition schedule will be provided to all plan participants at least 30 days prior to the change.

A senator inquired on the decision to reduce the investment options. She asked if this is to avoid duplication and also inquired on the status of mutual funds.

Rezler noted the premise is too many fund offerings causes inaction, including not enrolling in plans and overburdening participants in the management of their accounts. The trend has therefore been to stream line that investment array.

Regarding mutual funds, there are still some mutual funds of the TIAA and CREF annuities that will be offered. If there is a large cap value fund that is going to be removed from the program, those balances are mapped or transferred to the replacement or ongoing large cap value fund offered through the program.

Senator Renzi, the representative on the Retirement Committee, noted this is a way to simplify the investments and solves the issue of offering too many choices. NYU’s peer and target schools have also been reducing the number of choices. He noted a reduction in portfolio choices and the addition of the brokerage window will be a welcomed improvement to the retirement investment fund.

A Senator inquired on viewing the long-term performance history of Vanguard funds after the switch was made to the sole record keeper of TIAA. These changes make it hard to understand the performance of the portfolio over time.

Petti confirmed the Vanguard history is not able to be transferred from Vanguard to TIAA, instead the ability to recognize the performance of Vanguard funds prior to May of 2018 is through at Vanguard. One option is to use Quicken or Microsoft Money to be able to download historical data, which one can access through Vanguard.

Renzi commented the one change that might concern participants is the removal of the TIAA real estate variable annuity account. However, NYU will continue to offer the Vanguard Real Estate Equity Index Fund.

A Senator inquired on how many people are investing in these funds that are no longer available.

Halley noted NYU has around 27,000 retirement program participants in the NYU programs. She noted this also includes former employees, retired employees, etc. Petti responded about 20% of the investment population are going to see a change in their asset allocation.

Renzi noted if Council members have further questions may contact him or today’s presenters.

[Update 3/23/20: The Retirement Plan Investment Committee and Retirement Plan Administration Committee made the decision to put the investment fund menu change of the NYU retirement program on hold.]

PRESENTATION, DISCUSSION, AND VOTE

C-FSC Recommendations for the Fiscal 2021 Budget

See attached Document C.

Committee Chair Patterson reported on the Committee’s recommendation for the fiscal 2021 budget. She stated they recommend the minimum salary for continuing contract faculty be raised to $70,000 from $60,000. In addition, continuing contract faculty who have been employed by the university for more than five years be paid...
at $5,000 above the minimum salary and that the continuing contract faculty that have been employed for more than 10 years be paid at least $10,000 dollars above the minimum and that minimum salary levels must be reviewed at least every 3 years. They noted that a starting salary for a New York City public school teacher with a bachelor’s degree and no teaching experience is $57,845 dollars.

A Committee member noted there are about 81 faculty under five years of service that are under $70,000, 67 faculty between five and ten years are under $70,000, and 43 faculty with over ten years of experience are under $70,000.

The Committee also recommends an annual merit increase (AMI) of 3%, with the 0.5% being a discretionary amount.

The recommendations were approved by vote of the Council.

Proposed Resolution on Draft Proposal for Future Senate Representation

See attached Document D.

Committee member Killilea presented the proposed resolution. The Senate Committee on Organization and Governance (SCOG) was charged with analyzing the composition of the University Senate. This stems from the addition of the Long Island School of Medicine (LISOM) and the need to determine their representation, and other future new schools, in the Senate. In addition, when the C-FSC was formed in 2014, SCOG was charged with reviewing the composition of the Senate after two years.

Chairperson Slater noted the LISOM currently has an observer on the Council, James Grendell.

In the 2014 SCOG report, it was suggested to reduce the size of the Senate in the future to less than 120 voting members, while still representing all constituencies, not diluting the AMC or SSC, and not allowing the faculty representation to go over 50 percent. It was noted currently the University Senate has 138 members and the fire code for the meeting room is 140 people.

Under this proposal, the size of the voting membership of the University Senate would be decreased to between 111 and 115 voting members while allowing the individual councils to grow.

The C-FSC, T-FSC and SSC will be composed of two types of Senators. Council Senators that are elected by their schools or at-large to represent them in the C-FSC, T-FSC and SSC. University Senators are Council Senators that vote at the University Senate. For schools with only one Council Senator elected by the school, that Council Senator and their two Alternate Council Senators are also the University Senator and Alternate University Senators and there will be no change. For schools with more than one Council Senator they will need to choose one University Senator and two Alternate University Senators (from the Council Senators). If the chosen University Senator is unable to attend the Senate one of their Alternate University Senators can replace them.

Each of the schools, portal campuses, and other represented units listed in Appendix A will have one University Senator each on the Dean’s Council, C-FSC, SSC, and T-FSC. If the Council does not have any constituents in a particular school or unit (i.e. there are no tenured or tenure-track faculty in Liberal Studies) then that seat in the University Senate will become an at-large seat.

Additionally, the C-FSC, SSC and T-FSC will each have 5 at-large seats that can be given to Council Senators chosen by the individual councils each year. Two of the at-large seats must be available for the chair and vice-chair of the councils in the case that they are not already University Senators. Each at-large University Senator will have two at-large University Senate Alternates which are also chosen by the council at the beginning of each year.

If new schools are added to NYU in the future, the T-FSC, C-FSC, SSC and Deans Council will increase by 1 seat each.
At this time the AMC will remain the same size, but if the University Senate grows in the future then the AMC’s proportion should not decrease.

Killilea note the other Councils have viewed this proposal and the plan was for SCOG to meet this afternoon to discuss, however that meeting is no longer taking place.

A Senator suggested first discussing with the T-FSC before passing this resolution. It was noted this will be presented for discussion at a future University Senate meeting. It was noted this is not a C-FSC proposal, but a SCOG proposal.

A Senator expressed concern that not all Council Senators would serve as University Senators.

A Senator noted one of the major advantages of the proposal is the equalization of representation of the C-FSC and the T-FSC. It also offers flexibility for future new schools.

A Senator noted the equal number should be the percentage of representation of total number faculty constituents. This might mean more seats for c-faculty if there are more c-faculty at NYU. She also noted the size of the physical room should not be an issue when technology such as Zoom can be utilized.

It was noted a procedure would be established on how the Council selects the at-large seats.

SCOG representatives will take the proposal back to SCOG.

**Proposed Resolution to Adopt a Green Open Access Policy**

*See attached Document E.*

April Klein, Director of Scholarly Communications and Information Policies in the Division of Libraries and Former Senator Vicky Steeves attended to answer any questions regarding the proposed resolution. The topic was first presented at the January 30 C-FSC meeting.

The resolution was approved by vote of the Council.

**Proposed Resolution to Express Concern with Enrollment and Scheduling Practices**

*See attached Document F.*

Committee Chair Illingworth presented the proposed resolution.

Since the original submission for the draft resolution regarding class scheduling for smaller language departments there have been various developments. The Committee is seeking guidance from the Council on whether it remains relevant, if friendly amendments are necessary based on future needs, or if broadening the scope beyond this particular challenge to other kinds of departments would be a more valuable effort.

It was suggested to include an introduction regarding the timeline of the resolution, which was first proposed in November, and the steps taken in the intervening months to ensure that smaller programs are protected.

The resolution, with an introductory statement to be drafted by the Committee, was approved by vote of the Council.
COMMITTEE REPORTS

See attached Document G.

No Discussion/Questions on the following submitted reports:

Educational Policies & Faculty/Student Relations  
Finance & Policy Planning  
Global Network University  
Community Standards  
Public Affairs  
Graduate Program Committee  
Undergraduate Academic Affairs Committee  
Undergraduate Program Committee

Reports at Meeting:

There were no additional reports at the meeting.

The reports were accepted into the minutes.

NEW BUSINESS

NYU Shanghai Faculty Council Affordability Subcommittee Report

See attached Document H.

Committee Chair Ritter reported the Committee has agreed in principle to support the recommendations of the report, and has consulted with the C-FSC Finance Committee about the process for addressing its findings. The committee has invited NYU-SH Dean Maria Montoya to join the next meeting to discuss the report.

Alternate Senator Iams of NYU Shanghai reported on behalf of the Global Network University (GNU) Committee. The report studied affordability issues at NYU Shanghai, particularly regarding housing, tuition benefits for faculty with children, etc.

He reported there is no minimum salary for continuing contract faculty in Shanghai. The starting salary range for international faculty with master's degrees and Ph.D.'s is around $45,000 to $50,000 but for Chinese language lecturers, the starting salary is around $20,000 to $25,000. In terms of the housing benefit, Chinese language lecturers currently receive about $400 dollars a month for the housing whereas the international continuing contract faculty at Shanghai receive approximately $1,300 to $2,000 dollars, depending on family size.

This report will be on the agenda for the April C-FSC meeting.

Student Resolution: Addressing Trans+ Health Disparities at the Student Health Center

See attached Document I.

The resolution will be discussed at the April C-FSC meeting.

ADJOURNMENT

The meeting adjourned at 11:00 AM.
1. Steering Committee Meeting with the Provost, February 6, 2020

The Steering Committee held its first meeting of the semester with the Provost on Thursday, February 6. The Provost was unable to attend the meeting so Cybele Raver, Deputy Provost, attended in her absence. There were three main agenda items, as follows with discussion:

- NYU Shanghai – The SC asked the Provost’s Office some follow up questions related to the coronavirus outbreak, as well as what contract faculty can do to assist. (Note this was prior to the University Senate Meeting on February 13, 2020, where a comprehensive update was provided). The Provost’s Office reiterated that faculty can assist students transitioning into their classrooms, including starting classes a few weeks late. As well, they can work with IT teams to ensure access for students that may be self-quarantining. The Provost’s Office also stated that the deans will be sending out further communications to faculty.

- Update on Outstanding Policies – The SC mentioned that we are currently reviewing policies for the School of Professional Studies and Courant (see #5 below). Kris Day, Vice Provost, stated that Steinhardt’s policy is currently with the school-level council, with no faculty vote having taken place as of yet. Global Public Health is also working on their policy, but she does not expect anything prior to the end of the semester. The Division of Libraries and Silver School of Social Work are also currently working on their policies, with no timeline yet for expected submission. The Provost’s Office will follow up on the Center for Data Science and the Long Island School of Medicine, which are newer entities.

- C-FSC Top Priorities – The SC provided the Provost’s Office of an update on where we are with our top two priorities:

  1. Contract Faculty Resource/Liaison – The SC is continuing to work with Sabrina Ellis, Vice President of Human Resources, on determining a position description/role. The next meeting between her and the SC will take place on March 5 (see #4 below).
  2. Faculty Work Space – Joseph Juliano, Vice Provost, Strategic Planning, was in attendance to discuss faculty work space. The SC shared basic results from our initial faculty work space survey, which pointed to two specific areas of need: (1) faculty commuting to the square from other locations; and (2) faculty with shared work space who need a space that is more private when their shared office is in use by other faculty for meetings, etc. The SC presented faculty work space options, including: (1) the Center for Faculty Advancement; (2) the Torch Club; (3) designating a new small space within NYU’s footprint; and (4) renting space from an entity such as Regus which is conveniently located at 411 Lafayette. We also provided some basic information about what our work and space needs entail (e.g., computers, work stations, internet access, printing capabilities, etc.). The SC will be following up with the Vice Provost.

2. Senate Executive Committee Meeting, March 3, 2020

The Senate Executive Committee met to review the agenda for the upcoming University Senate meeting on March 26, 2020. Additionally, the Committee reviewed a resolution from the Student Senator’s Council on having Election Day in November be a University Holiday. The Committee approved sending the resolution to the Senate Academic Affairs Committee to review and make
recommendations. Finally, the President provided an updated on the latest in regard to the coronavirus. The two major updates were:

- Students at all global sites (not counting NYUSH, NYUAD, NYU Florence) have been offered the opportunity to return home and complete the semester remotely. However, there is no concern with safety at any of the sites and all classes and operations are continuing as normal.
- All NYU-related, non-essential international travel has been temporarily suspended for NYU. This includes faculty, students, and administrators. This means that any university planned spring break trips have also been canceled. Note that while NYU discourages constituents from international personal travel, this has not been imposed as a restriction.

President Hamilton stated that the University continues to monitor and follow CDC guidelines, as well as New York State and New York City Department of Health officials. Updates will be ongoing as those entities make updates to their recommendations.

3. Steering Committee Meeting, March 3, 2020

The Steering Committee met on March 3 to discuss the upcoming Council meeting on March 12, 2020. The Chair reviewed the proposed agenda for the meeting. After review, the committee had discussions on several topics as described below.

- NYU Shanghai Equity Survey – The C-FSC Global Network University Committee forwarded an equity survey to the Steering Committee and asked for further guidance. The Steering Committee determined the best path forward includes: (1) having the GNU Committee initiate conversations with Maria Montoya, Dean of Arts and Sciences at NYUSH; and (2) forward the survey to the C-FSC Finance and Policy Planning Committee for review and to bring to the Senate Financial Affairs Committee.
- Faculty Work Space – The Steering Committee discussed the next steps in working with Joseph Juliano, Vice Provost, Strategic Planning, in regard to securing shared faculty work space at the Square. The Vice Provost asked to review the data from our initial survey, which was intended to gather general information and determine next steps. The Steering Committee will initiate a follow up survey to NYU C-Faculty to get more specific information per the Vice Provost’s request.
- Meeting with VP of Human Resources – The Steering Committee discussed its agenda and platform for meeting with the Vice President of Human Resources on a new faculty liaison position. The meeting is discussed further in #4 below.
- COVID-19 – The Chair went through some updates with the Steering Committee on the coronavirus concerns. These points are provided under #2 above.
- NYU Faculty Salary Study – Anthony Jiga, Vice Provost for Resource Planning, is currently on the agenda to speak at the Senate Financial Affairs Committee to provide an update on the study.
- Communication – Finally, the Steering Committee had a discussion about appropriate channels of communication for when faculty are requesting a C-FSC presence at meetings across the university.
4. Steering Committee Meeting with the Vice President of Human Resources, March 5, 2020

The Steering Committee met with Sabrina Ellis, Vice President of Human Resources, and Vice Provost Kris Day on March 5 to discuss a faculty liaison position (previously referred to as the “Banana”) to be created for the benefit of C-Faculty at NYU. Our discussions centered on the role of the Faculty Liaison, including what they would be charged to do and what would fall outside of their purview. The Vice Provost stated that the Faculty Liaison could not undermine processes in place at individual academic units. The Steering Committee stressed the importance of C-Faculty having a person outside of their academic unit to raise sensitive questions, issues, and concerns to help them navigate complex, and perhaps differing, information. The Vice President of Human Resources and the Vice Provost will come up with a proposed job description for the faculty liaison position and provide it to the C-FSC for review and feedback.

5. Personnel Policies

In addition to the two policies that our Personnel Policies and Contract Issues Committee is currently reviewing (School of Professional Studies; Courant), we have also received new policies from NYU Abu Dhabi based on changes to the previously approved document. We are charged with reviewing updates to the faculty governance and grievance procedures policies in the new document. The committee still needs volunteers to assist with the volume of work. If you are interested, please contact Heidi White, Chair.

6. Upcoming Meetings for the Academic Year

If you have any issues you would like to have discussed at any of the meetings, please forward your requests/comments to the Steering Committee at:

c-fsc-steering-committee-group@nyu.edu

a. C-FSC
   i. C-FSC Council Meetings
      1. April 21, 2020, 12:00 pm – 2:00 pm
      2. May 5, 2020, 12:00 pm – 2:00 pm

b. C-FSC Steering Committee
   i. C-FSC Steering Committee Meetings
      1. Additional TBD
   ii. Meetings with the President
      1. March 26, 2020, 1:00 pm – 2:00 pm
      2. April 16, 2020, 1:00 pm – 2:00 pm
   iii. Meetings with the Provost
      1. April 30, 2020, 1:00 pm – 2:00 pm

c. University Senate
   i. Senate Meetings
      1. March 26, 2020, 9:00 am – 11:00 am
      2. April 23, 2020, 9:00 am – 11:00 am
   ii. Senate Executive Committee Meetings (Chair only)
      1. April 13, 2020, 3:00 pm – 4:00 pm
Following the May 1, 2018 transition to TIAA as the sole record keeper of the NYU retirement program, the NYU/NYU Langone Retirement Plan Investment Committee and Cammack Retirement Group, NYU’s co-fiduciary investment advisor, began a review of the current investment fund lineup of approximately 80 investment fund options, with the goal of:

- minimizing redundancy of investment options within each asset class (i.e., highly correlated funds)
- maintaining a fund menu with reasonable management expense ratios
- continuing variable annuity and mutual funds options at the lowest cost share class available

From the streamlined investment menu, participants will:

- have a full complement of investment options from which they can construct a diversified portfolio
- have a choice of passively managed index funds and actively managed funds in several of the asset categories
In June 2020, changes will be made to the NYU retirement program investment fund menu

• The new menu is comprised of 28 carefully selected fund options inclusive of all major asset classes commonly offered through an employer-sponsored retirement program.

• 23 of the 28 funds in the new menu are currently offered, including the TIAA Traditional Annuity

• While the core investment menu will be made up of mostly TIAA and Vanguard funds, funds from other fund families will also be introduced

• A Self-Directed Brokerage Account (SDBA) service will be made available
• Vanguard’s target date series, will continue to serve as the program’s Qualified Default Investment Alternative (QDIA).

• Plan assets in mutual funds that will no longer be offered will be automatically transferred to funds in the new menu.

• Participants will have the opportunity to make investment changes before and after the automatic transfer.

• Plan assets in annuities that will no longer be offered will remain invested in those annuities and only future contributions will be mapped to funds in the new menu.

• The new streamlined menu will be monitored and reviewed on a quarterly basis by the Retirement Plan Investment Committee.

• Many of NYU’s Ivy Plus peer institutions have already reduced the number of investment options in their retirement programs: Princeton-24, Dartmouth-32, Yale-11, Stanford-20, Brown-33.
## Approved Investment Menu

### Tier 1 - Target Date, Risk Allocation, Managed Accounts

<table>
<thead>
<tr>
<th>Vanguard Institutional Target Retirement (A)</th>
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### Tier 2 - Core Investments

#### Capital Preservation

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<tr>
<th>Fixed/Stable</th>
<th>Money Market</th>
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<tbody>
<tr>
<td>TIAA Traditional Annuity (A)</td>
<td>Vanguard Federal Money Market (A)</td>
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<tr>
<td>Vanguard Money Market (A)</td>
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#### Core and Diversifying Fixed Income

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<tr>
<th>Intermediate</th>
<th>World Bond/EM Debt</th>
<th>High Yield</th>
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<td>CREF Bond Market (A)</td>
<td>Templeton Global Bond (A)</td>
<td>Vanguard High Yield Corporate (A)</td>
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<td>Vanguard Total Bond Market Index (P)</td>
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#### Domestic Equity

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<th>Large Value</th>
<th>Large Blend</th>
<th>Large Growth</th>
<th>Hybrid</th>
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<tbody>
<tr>
<td>Vanguard Equity Income (A)</td>
<td>Vanguard Institutional Index (P)</td>
<td>Vanguard PRIMECAP (A)</td>
<td>CREF Social Choice (A)</td>
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<tr>
<td>Vanguard Value Index (P)</td>
<td>Vanguard Growth Index (P)</td>
<td>Vanguard Growth Index (P)</td>
<td>Vanguard Wellesley Income (A)</td>
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<table>
<thead>
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<th>Mid Growth</th>
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<tbody>
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<td>Vanguard Mid Cap Value Index (P)</td>
<td>Vanguard Extended Market Index (P)</td>
<td>Vanguard Mid Cap Growth Index (P)</td>
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#### Small Value

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<td>Vanguard Explorer (A)</td>
<td>Vanguard Small Cap Growth Index (P)</td>
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#### International/Global Equity

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<th>World Large Stock</th>
<th>Emerging Markets Stock</th>
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<td>Vanguard Developed Markets Index (P)</td>
<td>CREF Stock (A)</td>
<td>Vanguard Emerging Markets Stock Index (P)</td>
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<td>American Century Emerging Markets (A)</td>
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#### Inflation Hedge

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<thead>
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<th>Inflation Protected Bond</th>
<th>Real Estate/REIT</th>
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<tbody>
<tr>
<td>Vanguard Inflation-Protected Securities (A)</td>
<td>Vanguard Real Estate Index (P)</td>
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</tbody>
</table>

**Note:** (P) = Passively Managed
(A) = Actively Managed
For plan participants who wish to invest in an even broader array of mutual funds not offered in the core investment menu, a **Self-Directed Brokerage Account (SDBA)** service will be made available.

- There is no annual account fee assessed by TIAA for those participants who choose to use the SDBA, but there may be transactional fees or sales charges within the SDBA.

- Ongoing payroll contributions can be used for SDBA investments.

- Only mutual funds are available through the SDBA. Participants will be responsible for selecting and monitoring all investments in an SDBA.

- The Retirement Plan Investment Committee does not select and will not monitor the investments in an SDBA, and TIAA does not provide investment advice for assets held in SDBA’s.
A transition guide with details on the new investment lineup, fund mapping, the Self Directed Brokerage Account, and a transition schedule will be provided to all plan participants at the end of April.

There will be additional TIAA financial counseling sessions made available in May and June.
Questions?
C-FSC Finance & Policy Planning Committee
Report of Meeting Held March 6, 2020
Submitted March 9, 2020

The undersigned chair submits this report of the C-FSC Finance & Policy Planning Committee (FPP) meeting held by telephone on March 6, 2020, at 3:30 pm. Members attending: Leila Jahangiri, Noelle Molé Liston, and Larry Slater.

FPP members had previously reviewed materials provided by Jon Ritter, chair of the Global Network University Committee, regarding the NYU-SH Affordability Report and a possible resolution to support raising salaries and housing benefits for Chinese Language Lecturers in Shanghai. Mr. Ritter joined the meeting to explain the need for such a resolution, and the FPP supports further work on this topic and efforts to increase those salaries and benefits.

The FPP spent most of the meeting discussing the Preliminary C-FSC Recommendations for the Fiscal 2021 Budget. The Committee agreed to present that recommendation in the general form of the attached draft letter to the University Senate Financial Affairs Committee at or before the SFAC meeting on Tuesday, March 10.

The FPP also discussed inconsistencies and variations among schools and within schools regarding allowable uses of professional development funds. The FPP agreed to ask the Steering Committee to continue discussing this topic with the Provost.

Maria Patterson, Chair
Draft/Subject To Revision/Do Not Distribute Further

This letter communicates the Preliminary C-FSC Recommendations for the Fiscal 2021 Budget.

Preliminary Recommendation Regarding Salary Increases

The C-FSC recommends that (i) the minimum salary for continuing contract faculty be raised to $70,000 from $60,000; (ii) continuing contract faculty who have been employed by the University for more than five years be paid at least $5,000 above the minimum salary; (iii) continuing contract faculty who have been employed by the University for more than ten years be paid at least $10,000 above the minimum salary, and (iv) minimum salary levels be reviewed at least every three years.

The C-FSC does not make this recommendation lightly. With regard to the increase in minimum salary to $70,000, the C-FSC notes that starting salaries for NYC public school teachers for 2019-20 are $57,845 for someone with a bachelor’s degree and no teaching experience and $65,026 for a master’s degree and no teaching experience. Surely, a professor at a major university should be making more than a few thousand dollars in excess of an inexperienced public school teacher.

This embarrassing discrepancy is exacerbated when one realizes that of the approximately 186 faculty members who currently are earning below $70,000, approximately 67 have served for between five and ten years, and approximately 43 have served over ten years. Merely bringing those experienced faculty members up to the $70,000 minimum is an insufficient recognition of their service. Thus, and to address the problem of salary compression, the C-FSC recommends modest amounts by which an experienced professor’s salary should exceed the bare minimum.\(^1\) Modest they are; the starting salary for a NYC public school teacher with a master’s degree, eight years experience, and some additional course work is $87,510. One wonders how to explain to parents paying NYU tuition that their child’s professor might be earning less than a public school teacher with comparable or even less teaching experience.

Moreover, [data re other university salaries].

Preliminary Recommendation Regarding AMI

The C-FSC recommends that AMI be 3%. In the past, deans of many if not most of the schools have used 0.5% of the reported AMI at their discretion. The C-FSC does not take issue with this practice but recommends that the AMI should be 2.5%, not just reported as such, and the additional 0.5% can continue to be a discretionary amount.

\(^1\) At present, there are (i) approximately 47 faculty members who have served between five and ten years and who earn less than $75,000; and (ii) approximately 22 who have served over ten years and are earning less than $80,000.
Draft Proposal for Future Senate Representation

Background:
At the end of AY 2013/2014 the University Senate consisted of eighty-four (84) voting members. Since then we have added 51 seats, to increase faculty participation in shared governance, maintain proportional representation and welcome new schools (Table 1). The Senate Committee on Organization and Governance ("SCOG") was charged with analyzing the size and functions of the Senate in AY 2014-2015, AY 2016-2017 and now in AY 2019-2020.

SCOG's findings from its investigations have informed the recommendations and proposal that is set forth below. The new structure embraces principles of shared governance and equity. It further provides us with a clear framework for future growth if new schools are added to NYU. At SCOG’s meeting on February 7, 2020 the committee provided support for the following proposal for future University Senate representation.

Proposal:

Under SCOG’s proposal, the size of the voting membership of the University Senate would be decreased to between 111 and 115 voting members while allowing the individual councils to grow (Table 2).

The C-FSC, T-FSC and SSC will be composed of two types of Senators. Council Senators that are elected by their schools or at-large to represent them in the C-FSC, T-FSC and SSC. University Senators are Council Senators that vote at the University Senate. For schools with only one Council Senator elected by the school, that Council Senator and their two Alternate Council Senators are also the University Senator and Alternate University Senators and there will be no change. For schools with more than one Council Senator they will need to choose one University Senator and two Alternate University Senators (from the Council Senators). If the chosen University Senator is unable to attend the Senate one of their Alternate University Senators can replace them.

Each of the schools, portal campuses, and other represented units listed in Appendix A will have one University Senator each on the Dean’s Council, C-FSC, SSC, and T-FSC. If the Council does not have any constituents in a particular school or unit (i.e. there are no tenured or tenure-track faculty in Liberal Studies) then that seat in the University Senate will become an at-large seat.

Additionally, the C-FSC, SSC and T-FSC will each have 5 at-large seats that can be given to Council Senators chosen by the individual councils each year. Two of the at-large seats must
be available for the chair and vice-chair of the councils in the case that they are not already University Senators. Each at-large University Senator will have two at-large University Senate Alternates which are also chosen by the council at the beginning of each year.

If new schools are added to NYU in the future, the T-FSC, C-FSC, SSC and Deans Council will increase by 1 seat each.

At this time the AMC will remain the same size, but if the University Senate grows in the future then the AMC’s proportion should not decrease.

Table 1. Current composition of NYU’s University Senate

<table>
<thead>
<tr>
<th>Council</th>
<th>Senators</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMC</td>
<td>7</td>
<td>5.1</td>
</tr>
<tr>
<td>C-FSC</td>
<td>29</td>
<td>21.0</td>
</tr>
<tr>
<td>Deans Council</td>
<td>21</td>
<td>15.2</td>
</tr>
<tr>
<td>SSC</td>
<td>38</td>
<td>27.5</td>
</tr>
<tr>
<td>T-FSC</td>
<td>38</td>
<td>27.5</td>
</tr>
<tr>
<td>University Officers</td>
<td>5</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>138</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 2. Proposed composition of the University Senate and the Senate Councils

<table>
<thead>
<tr>
<th>Council</th>
<th>University Senators</th>
<th>Percentage of Voting Members</th>
<th>Council Senators or Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMC</td>
<td>7</td>
<td>6.1</td>
<td>144</td>
</tr>
<tr>
<td>C-FSC</td>
<td>26</td>
<td>22.6</td>
<td>39</td>
</tr>
<tr>
<td>Dean's Council</td>
<td>21</td>
<td>18.3</td>
<td>28</td>
</tr>
<tr>
<td>SSC</td>
<td>26</td>
<td>22.6</td>
<td>39</td>
</tr>
<tr>
<td>T-FSC</td>
<td>26</td>
<td>22.6</td>
<td>39</td>
</tr>
<tr>
<td>University Officers</td>
<td>5</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>Chairs of Committees</td>
<td>4</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>115</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>
SCOG’s proposal is based on the following principles which are discussed below:

- The proportion of the SSC and AMC should not be diluted relative to the entire Senate. It is important to maintain the voice of students and administrators in the University Senate.
  - The absolute number of voting AMC seats remains at 7 so the proportion increases from 5.1 to 6.1 percent.
  - The number of SSC University Senators decreases by 12, and the proportion decreases from 27.5% to 22.6% (the same as the T-FSC). However, the total size of the SSC will increase to 39 to allow for the inclusion of Long Island School of Medicine. Additionally, if students chair committees their voting percentage would increase.

- The C-FSC and T-FSC as a combined faculty body should not hold more than 50% of the University Senate seats. This provides a balanced voice of the faculty in the University Senate.
  - The proportion of the University Senate represented by faculty as a whole will decrease from 48.5% to 45.2%. If a faculty member chairs a committee their voting percentage would increase.

- The T-FSC and C-FSC should be equal in size. Both faculty councils support the same committees with equal representation.
  - In this proposal both councils have the same number of University Senate seats and represent the same proportion of the University Senate.
  - Additionally, both the T-FSC and C-FSC membership will increase to 39 to allow for the inclusion of Long Island School of Medicine and create parity between the two councils.

- The Dean’s Council representation in the University Senate includes the Dean of each school. It is important to include the Leadership of each school in the Senate.
  - The proposal reflects that there is now only one dean at Stern and includes the new dean from Long Island School of Medicine.

- Size of the Senate. If the size of the University Senate is increased we are not only reaching the capacity of the room but we may also be decreasing deliberations at meetings and accountability for attendance.
The proposal will decrease the size of the University Senate but increase
efficiency and productivity.

Appendix A: List of schools, portal campuses, and other units that would be represented in
shared governance:

1. College of Arts and Science;
2. Faculty of Arts and Science;
3. School of Law;
4. Liberal Studies;
5. Robert I. Grossman School of Medicine;
6. College of Dentistry;
7. School of Global Public Health;
8. Rory Meyers College of Nursing;
9. Graduate School of Arts and Science;
10. Steinhardt School of Culture, Education, and Human Development;
11. Leonard N. Stern School of Business;
12. School of Professional Studies;
13. Robert F. Wagner Graduate School of Public Service;
14. Silver School of Social Work;
15. Tisch School of the Arts;
16. Gallatin School of Individualized Study;
17. Tandon School of Engineering;
18. Division of Libraries;
19. NYU Abu Dhabi
20. NYU Shanghai
21. Long Island School of Medicine
SENATE COMMITTEE ON ORGANIZATION AND GOVERNANCE

PROPOSAL ON REPRESENTATION OF FULL-TIME NON-TENURE TRACK/ CONTRACT FACULTY IN THE UNIVERSITY SENATE

Effective September 1, 2014:

(a) a new Council, the Full-Time Non-Tenure Track/Contract Faculty (FTNTT/CF) Senators Council, composed of 27 members elected in the Schools by and from among the FTNTT/CF shall be added to the University Senate;

(i) the Full-Time Non-Tenure Track/Contract Faculty Senators Council shall function as the Faculty Personnel Committee of the Senate with respect to the Full-Time Non-Tenure Track/Contract Faculty;

(ii) those faculty eligible for election and to vote in elections shall include full-time faculty who do not have tenure and are not eligible for tenure, have renewable appointments, have non-'visitor' titles;

(iii) the twenty-seven elected representatives shall be selected as follows: one from the Division of the Libraries of the University; and twenty-six apportioned among the colleges, schools, and the Abu Dhabi and Shanghai portal campuses by the method of equal proportions, with the proviso that each college and school and each of the two portal campuses will be entitled to at least one elected Senator and none will have more than six elected Senators. Each year, the University Secretary and General Counsel will provide to the Full-Time Non-Tenure Track/Contract Faculty Senators Council and the Dean of each college and school and the vice chancellors of each of the two portal campuses the number of faculty members assigned to each for the purpose of Senate elections and will at the same time state the number of Full-Time Non-Tenure Track/ Contract Faculty Senators to which each is entitled.

The inaugural group of elected Senators shall determine the means by which to stagger future elections to ensure that an equal number of seats will be vacated each year

(iv) given the timing in confirming the members of the FTNTT/CF and the need for schools to create a mechanism for elections for this new constituency, the deadline for submitting names of elected FTNTT/CF Senators shall be extended to September 2, 2014 in the first year;

(b) the Faculty Senators Council shall be composed of 36 members, with one from the Division of the Libraries of the University, six from the School of Medicine, and twenty-nine apportioned among the colleges, schools, and the Abu Dhabi and Shanghai portal campuses by the method of equal proportions with the proviso that each college and school and each of the two portal campuses will be entitled to at least one elected Senator. The current 3 Senator-at-Large seats will be eliminated by attrition so that there will be 38 members in the 2014-15 academic year and 37 members in the 2015-16 academic year.

(c) the Faculty Senators Council shall be renamed the “Tenured/Tenure Track Faculty Senators Council”;
(d) the current Bylaws provision that states that “The Faculty Senators Council will function as the Faculty Personnel Committee of the Senate” shall be changed to provide that the Tenured/Tenure Track Faculty Senators Council shall function as the Faculty Personnel Committee of the Senate with respect to the Tenured/Tenure Track Faculty;

(e) the Student Senators Council shall be composed of 35 members, which shall include 21 allocated members elected in Schools and 14 at-large members;

(f) the Administrative Management Council shall be composed of 6 members, which shall be achieved by the addition of one member to the extant Administrative Management Council;

(g) the Deans Council shall be composed of 18 members, which shall be achieved by the addition of two members, one each from NYU Abu Dhabi and NYU Shanghai, to the extant Deans Council;

(h) the number of seats designated for senior members of the administration shall remain unchanged at 5;

(i) in 2 years the Senate shall undertake a major reevaluation of the Senate purpose and membership. Each Council shall be charged with developing plans for reapporportioning its membership to achieve a reduction in the total membership of the Senate. Information gathering and research to support the rightsizing effort shall begin during AY 2014-15 so as to enable the process to begin promptly at the start of the AY 2015-16. Accordingly, the 127-member Senate recommended in this proposal shall be temporary between the time of approval by the Board of Trustees and the time of completion of the Senate reapportionment process. The ultimate size of the Senate shall be no larger than 110-120 members, but could be smaller.
C-FSC Proposed Resolution to Adopt a Green Open Access Policy

WHEREAS the Faculty of New York University is committed to disseminating the fruits of its research and scholarship as widely as possible, and

WHEREAS, in addition to the public benefit of such dissemination, this commitment is intended to serve faculty interests by promoting greater reach and impact for articles, simplifying authors' retention of distribution rights, and aiding preservation, and

WHEREAS NYU lags significantly in terms of its peer institutions, whose faculties have adopted such policies as early as 2005,

THEREFORE, BE IT RESOLVED that, in keeping with these commitments, the Faculty adopt the proposed policy on Open Access for Research.
NYU Policy on Open Access for Research (Draft)\(^1\)

The Faculty of New York University is committed to disseminating the fruits of its research and scholarship as widely as possible. In addition to the public benefit of such dissemination, this commitment is intended to serve faculty interests by promoting greater reach and impact for articles, simplifying authors’ retention of distribution rights, and aiding preservation. In keeping with these commitments, the Faculty adopt the following policy on Open Access for Research.

Under this policy, each Faculty member will grant to New York University permission to make available their scholarly articles and to reproduce and distribute those articles for the purpose of open dissemination. In legal terms, each Faculty member will grant to New York University a non-exclusive, irrevocable, royalty-free, worldwide license to exercise any and all rights under copyright relating to each of their scholarly articles, in any medium, and to authorize others to do so, provided that the articles are not sold. The NYU faculty author will remain the copyright owner unless that author chooses to transfer the copyright to a publisher.

The policy will apply to all scholarly articles authored or co-authored while the person is a member of the Faculty, except for any articles completed before the adoption of this policy and any articles for which the Faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy.

A policy designate may waive application of the license for a particular article or delay access for a specified period of time upon written request by a Faculty member. To assist the University in

\(^1\) This draft policy draws heavily on the recommendations of the Berkman Klein Center for Internet & Society at Harvard University’s [Good practices for university open-access policies](https://guides.library.harvard.edu/openaccess), which has been endorsed by numerous projects and organizations, including:

- Association of Research Libraries (ARL)
- Australasian Open Access Support Group (AOASG)
- Coalition of Open Access Policy Institutions (COAPI)
- Confederation of Open Access Repositories (COAR)
- Electronic Information for Libraries (EIFL)
- Enabling Open Scholarship (EOS)
- Harvard Open Access Project (HOAP)
- Library and Information Association of South Africa (LIASA)
- Mediterranean Open Access Network (MedOANet)
- Oberlin Group
- Open Access Directory (OAD)
- Open Access Policy Alignment Strategies for European Union Research (PASTEUR4OA)
- Open Access Scholarly Information Sourcebook (OASIS)
- Right to Research Coalition (R2RC)
- Scholarly Publishing and Academic Resources Coalition (SPARC)
- SPARC Europe
- UK Open Access Implementation Group (OAIG).
distributing the scholarly articles, each faculty member will make available, as of the date of publication or upon request, an electronic copy of the final author's version of the article at no charge to a designated representative of the Libraries in an appropriate format (such as PDF) specified by the University Libraries. The University Libraries will make the article available to the public in NYU's open-access repository. In cases where the NYU license has been waived or an embargo period has been mutually agreed, the article may be archived in a NYU repository without open access, either limited to NYU-only access or no access at all, for the period of the embargo or permanently, depending on the waiver.

The Office of the Provost, in consultation with the Executive Committee of the Faculty Senate, will be responsible for interpreting this policy, resolving disputes concerning its interpretation and application, and recommending changes to the Faculty from time to time.

The policy and service model will be reviewed on a regular, periodic basis and a report presented to the Faculty via the Senate.

For more information on the implementation of this policy, contact the Director of Scholarly Communications at NYU Libraries.
Continuing Contract Faculty Senators Council (C-FSC) Proposed Resolution to Express Concern with Enrollment and Scheduling Practices

WHEREAS New York University values language instruction and a diverse curriculum is a core element of being a global networked university;

WHEREAS sequential language study has unique requirements for scheduling and consistency of practice to ensure student success;

WHEREAS certain scheduling practices risk decreasing enrollment for certain sections and strains departments, with important implications for faculty;

WHEREAS Contract Faculty (C-Faculty) hired on an as needed basis are particularly vulnerable to arbitrary and/or sudden changes in enrollment and scheduling practice;

WHEREAS scheduling C-Faculty members inconsistently and/or to teach only early morning and late afternoon classes compromises work-life balance and the recruitment and retention of high caliber colleagues for our students;

WHEREAS providing students with predictable and advantageous course time options is essential for their academic success, the valuable experience of small classes, the proper sequencing in language courses, and timely degree completion;

WHEREAS having only early morning and then late afternoon classes may create scheduling conflicts with extra-curricular activities and internship opportunities that shape the undergraduate student experience;

WHEREAS Ghania Chaudhry, Senator at Large for Students Studying Away with Minority and Marginalized Identities, expressed similar and additional concerns in a letter to the administration on behalf of constituents in Middle Eastern and Islamic Studies, East Asian Studies, and Hebrew and Judaic Studies;

THEREFORE, BE IT RESOLVED that the University ensure that smaller language departments are prioritized in scheduling practices;

FURTHER BE IT RESOLVED that the University provide these smaller Language Departments and Courses the resources to ensure student success and C-Faculty equity including but not limited to room assignments for the scheduling periods originally set in place for the courses;
FURTHER BE IT RESOLVED that the University inform students and faculty of changes to scheduling for smaller language courses at least one semester before enrollment of the current semester;

FURTHER BE IT RESOLVED that the University consult smaller language departments to ensure their pedagogical needs are being met and ensure appropriate classroom facilities;

FURTHER BE IT RESOLVED that the University commit to consultation with other smaller departments and units that might be adversely impacted by changes in scheduling practices.
C-FSC Educational Policies and Faculty/Student Relations Committee

Date: March 6, 2020

Members: Scott Illingworth (Chair), Alison Aldrich, John Gershman, Noelle Molé Liston, Iskender Sahin

REPORT
Since the original submission for our draft resolution regarding class scheduling for smaller language departments there have been various developments. As we consider the resolution at our March meeting we are seeking guidance from colleagues about whether it remains relevant, if friendly amendments are necessary based on future needs, or if broadening the scope beyond this particular challenge to other kinds of departments would be a more valuable effort. We look forward to the discussion.

Scott Illingworth and Larry Slater (C-FSC Chair) attended a meeting with MJ Knoll Finn’s team last month. There was discussion about the University’s desire to pilot a program to centralize and standardize efforts related to accommodations for religious observance. Members of our committee are interested in gathering a variety of questions/concerns to offer as this planning continues, particularly as it relates to non-traditional classes or learning environments.

We also discussed early planning to roll out NYUConnect to graduate departments. They are interested in ideas and feedback about how this tool might serve graduate programs differently or any tools that would be particularly beneficial. There is no current intent to require the use of this system by graduate programs.

We continue to engage with university level committees as they explore options and changes related to teaching evaluations.

We have been in conversation with the SSC about a potential joint meeting of our councils. While that seems unlikely this academic year, we will begin to look for options in the fall.

Respectfully submitted,

Scott Illingworth
Senate Community Standards Committee
Report

Date: March 6, 2020

From: Scott Illingworth, Committee Chair

REPORT
Members of the committee met on February 13, 2020 along with Craig Jolley and other staff members from the Office of Student Conduct.

We had a presentation on Greek Life at NYU, incidents of hazing in recent years, and the university’s current policy on hazing. Community Standards is investigating possible changes needed to the existing policy. A subcommittee is examining these options.

Another subcommittee is reviewing the policies regarding protest and dissent, which are several decades old.

We are also performing the required annual review of the Student Conduct Policy, draft updates to the policies regarding Protest, and work to refine the policy on Hazing.

Once again, if you have particular thoughts or concerns about the policies around protest or hazing, please reach out.

Respectfully submitted,

Scott Illingworth
SENATE PUBLIC AFFAIRS COMMITTEE
MEETING MINUTES
WEDNESDAY, FEBRUARY 19, 2020
665 BROADWAY, 10TH FLOOR

ATTENDING:
- Mark Alter
- Sally Cohen
- Francisco DeLeon
- Regina Drew
- Michael Ferguson
- Teodora Hristovska
- Samuel Ison
- Arlene Peralta
- Carol Reiss
- Katie Santo
- Guest: Fountain Walker, Vice President for Global Campus Safety
- Guest: Steve Heuer, Assistant Vice President for Government Relations

HANDOUTS/ATTACHMENTS:
- Government Affairs and Community Engagement Report
- Presidents Visa/Immigration Letter to NY Congressional delegation

Department of Public Safety Leadership Transition (Fountain Walker)
- With the departure of Senior Vice President Marlon Lynch, the Department of Public Safety is now led by Fountain Walker (Vice President for Global Campus Safety) and Jack Briggs (Vice President for Global Resiliency and Security).
- Jack’s portfolio: “the veins;” policies, procedures, and structure; continuity planning and emergency preparation
- Fountain’s portfolio: “the blood;” uniformed officers, executive protection, public safety events; handling demonstrations
- Goals: continually improving professional standards of officers; achieving accreditation from Commission on Accreditation for Law Enforcement Agencies (CALEA) in March
- Students might notice enhanced professional training for security officers as a result of accreditation
- Fountain would like to increase number of community response officers; has a phased plan to increase them
- Would like to mirror Manhattan’s staffing structure at Brooklyn
- DPS has a collaborative relationship with local law enforcement agencies. Trickier relationship with federal agencies and understanding boundaries.
Government Affairs Update (Steve Heuer)

- See written report from Steve Heuer and Arlene Peralta for full update
- December’s final FY2020 spending agreement included funding increases for virtually every research and student aid account.
- The federal repeal of the so-called commuter/parking tax will save NYU approximately $1.5M annually.
- New rules Title IX related to how colleges handle allegations of sexual assault on campus will be released any day now and are expected to be challenged in court. Unclear how it will play out.
- Steve shared a letter from presidents 60 of New York colleges universities (led by NYU) to the New York congressional delegation about visa and immigration delays affecting international students.
- Francisco raised the problem with the E-Verify system, which results in international students and scholars (in particular, post-docs) having difficulties being employed while enrolled at Tandon.
- Governor Cuomo and the legislature are considering proposals in Albany intended to help the state effort to be carbon-neutral by 2040.
- Government Affairs has prepared and circulated guidelines about hosting elected officials and candidates on campus.
- Albany Day (student advocacy day) took place on February 11. 60 students participated from NYU.
- DC Day will take place on April 2.
- Voting initiative: NYU has been working to increase the percentage of students voting in elections. NYU participation improved for the most recent mid-term elections. It is effective for deans and school leadership to reinforce the message of the importance of voting.
  - SSC recently passed resolution recommending creation of NYU holiday for election day.
- Census initiative: NYU is supporting efforts to increase participation in the census. Bobst Library will allow external community to access library in order to complete census. Wasserman is also being supportive.

Community Engagement Report (Arlene Peralta)

- Focus of the office is on positive impact of NYU in the community
- This fall will be the 30th anniversary of the Children’s Halloween Parade sponsored by NYU and Community Board 2.
- Mark inquired about the status of the potential school at the corner of LaGuardia Place and Bleecker St. He thinks NYU should have some input into the type of school which is created. Arlene recommended working through existing DOE groups (such as the Community Education Councils) to offer input.
- The NYC School Construction Authority has until the end of 2021 to decide whether to move forward with a school on that site. Shovels must be in the ground by the end of 2023.
GOVERNMENT AFFAIRS REPORT

Summary of Federal Advocacy Priorities

Overall Federal Priorities Fiscal Year (FY) 2021

- **Budget Items**
  - Core Student Aid Accounts: Funding for Pell, FWS and SEOG
  - Federal Research Agencies: Funding for NIH, NSF, DOE, DOD, NEH, IES

- **Policy Items**
  - Encourage policies that support student mobility, including support for a permanent fix to the status of students enrolled in the Deferred Action for Childhood Arrivals (DACA) program.
  - During Congressional consideration of the Reauthorization of the Higher Education Act, ensure that Congress does not, through formula changes or in an effort to streamline or simplify, reduce overall funding levels to the core student aid programs that provide grants to low and middle-income students.
  - Protect key university tax priorities related to charitable giving, endowments and student/institutional deductions.

Final FY2020 Federal Appropriations Agreement – Research and Student Aid

Last December’s final FY2020 appropriations agreement represented a huge win for students and research universities as the package includes significant increases for student aid programs and the federal research agencies. For every student aid and research program, Congress agreed to provide an absolute increase – and much more than President Trump had proposed in his formal budget request to Congress. Most prominently, the National Institutes of Health (NIH) is slated to receive a 6.6 percent, or $2.6 billion, increase for a total of $41.68 billion in FY2020.

In addition, the massive spending deal includes a “tax extenders” package that contains a few items important to students and institutions. It repeals the “commuter/parking” tax, which taxed employer provided parking and transportation benefits as unrelated business income.

Here is a quick summary of the student aid and research related provisions.
• **Pell Grants**: The maximum federal Pell Grant will increase by $150 from $6195 to $6345 in FY2020.

• **Federal Work Study (FWS)**: FWS will receive an increase of $50 million for a total of 1.18 billion in FY2020.

• **Supplemental Educational Opportunity Grants (SEOG)**: The SEOG program will receive a $25 million increase for a total of $865 million in FY2020.

• **The National Institutes of Health (NIH)**: The NIH will receive a $2.6 billion increase for a total of $41.68 billion in FY2020. This includes $25 million for gun violence research ($12.5 million from the NIH and $12.5 million from the CDC).

• **The National Science Foundation (NSF)**: The NSF will receive a $203 million increase for a total of $8.28 billion in FY2020.

• **Department of Energy Office of Science**: The DOE Office of Science will receive a $415 million increase for a total of $7 billion in FY2020. This includes a 16 percent increase to $425 million for the ARPA-E program.

• **Department of Defense Basic Research (6.1)**: DOD basic research will receive a $75.5 million increase for a total of $2.6 billion in FY2020.

• **Department of Education Institute for Education Sciences (IES)**: IES will receive an $8 million increase for a total of $623 million in FY2020.

• **National Endowment for the Humanities (NEH)**: The NEH will receive a $7 million increase for a total of $162 million in FY2020.

• **Title VII Health Professions and Title VIII Nursing Workforce Development Programs**: Title VII Health Professions Education will receive a $32.3 million increase to $424.5 million. And, Title VIII Nursing Workforce Development will receive a $10.5 million increase to $260 million.

• **Title VI Fulbright Hays International Education Programs at the Dept of Education**: Title VI Fulbright Hayes programs will receive a $4 million increase to $76 million in FY2020. This represents the first increase for these programs since the reduction in funding in 2011.

**Trump Administration’s Proposed FY 2021 Budget Proposal**

On Monday, February 10th, the Trump Administration released its Fiscal Year 2021 Budget Proposal. Like previous budget proposals, the administration is again calling for steep cuts to non-defense discretionary spending programs, including research and student aid, in an effort to achieve a balanced budget by 2035. However, Members of Congress from both parties have shown little interest in enacting cuts to most domestic spending programs, and, in fact, have actually increased funding for most student aid and research programs in recent years. Given that 2020 is a presidential election year, it is even more unlikely that steep cuts to domestic programs will occur in FY2021. NYU and the higher education/research community will actively engage Congress in support for increases for research and student aid in the coming fiscal year.

**Pending Trump Administration Title IX Sexual Assault Regulations**

The Trump Administration last year proposed new rules related to how campuses handle allegations of sexual assault on college campuses. NYU and the higher education associations issued detailed comments on the proposal, generally opposing the policy based on the belief that
the new regulations will discourage the reporting of allegations of sexual assault on college campuses. And, many New York institutions expressed concerns that the proposal would interfere with policies and procedures that were implemented a few years ago through the state’s Enough is Enough law.

Most colleges and universities opposed the Trump Administration proposal that schools allow in-person cross-examination of students who report assault and harassment, as well as accused students. Many activists, as well as school administrators, say cross-examination is traumatic for a survivor of sexual violence. The new rules are expected to be released at any point in the coming weeks. It is expected that many survivor groups will immediately challenge the new rules in the federal courts.

**Reauthorization of the Higher Education Act (HEA)**

Last fall, the House of Representatives Education & The Workforce Committee passed legislation to reauthorize the Higher Education Act, H.R. 4674, the College Affordability Act (CAA). The higher education associations generally believe that many provisions in the bill could make strides in terms of college access and affordability. However, the House bill has a number of provisions that, taken together, would impose an undue and costly burden on colleges and universities without providing any added benefit for students and their families.

The higher education community supports the following provisions in the CAA:

- **Pell Grants**: The CAA increases the maximum Pell Grant award; indexing the program to inflation; expanding eligibility to 14 semesters, up from the current 12 semesters; allowing Pell-eligible students who graduate on time to use any remaining eligibility towards their first graduate degree; and restoring the rights of incarcerated individuals to participate in the Pell Grant program.
- **Federal Student Loans**: The CAA reinstates the interest subsidy on direct loans to graduate and professional students, eliminating loan origination fees, and reauthorizing and restoring the campus-based Perkins Loan program.
- **Deferred Action for Childhood Arrival (DACA) and Dreamer Eligibility**: The CAA expands eligibility for federal Title IV financial aid to DACA recipients and Dreamer students.
- **Public Service Loan Forgiveness**: The CAA strengthens the Public Service Loan Forgiveness (PSLF) program for our graduates who choose lower-paying careers in public service and the non-profit sector.

However, there are several provisions that NYU and the higher education community oppose in the CAA:

- **Campus-Based Aid Programs**: The CAA would change the formulas for distribution of the Supplemental Education Opportunity Grant (“SEOG”) and the Federal Work Study (“FWS”) programs. These formula changes would reduce New York’s – and NYU’s share -- of funding for these programs and decrease the amount of federal aid available to our students.
• **Accreditation**: The CAA would shift power away from the accreditors and give the Secretary of Education more authority to set standards for student achievement and outcomes.

• **Regulatory Burden**: The CAA has approximately 150 new reporting requirements and federal mandates that will increase our regulatory compliance requirements by mandating that we make a series of new website notifications, add new staff, and create at least one new office on campus.

For the reasons mentioned, NYU and many higher education institutions are actively opposing the US House proposal. The US Senate has not yet introduced their version of legislation to reauthorize the HEA, however, there are ongoing discussions which could lead to a proposed bill being introduced in the coming weeks.

**Federal and State Advocacy Days**
- NYU’s annual student advocacy days will continue this year with a focus on student financial aid programs in Albany and DC. These trips allow students to visit their representatives and share their experiences with state and federal financial aid programs.
- On February 11, 60+ students traveled to Albany to advocate for state financial aid programs including the Tuition Assistance Program (TAP) and Opportunity Programs (HEOP, CSTEP, STEP, and LLP).
- DC Day is scheduled for April 2 and will provide an opportunity for 30 students to travel to DC to meet with Members of Congress on the importance of student aid programs.

**Summary of New York State Advocacy Priorities**

**Overall NYS Priorities Fiscal Year (FY) 2021**
- **Budget Items**
  - State Financial Aid programs: Tuition Assistance Program (TAP), Opportunity Programs (HEOP, CSTEP, STEP and LLP), Bundy Aid
- **Policy Items**
  - New York recently passed legislation that will require the state to be carbon neutral by 2040 and therefore the Legislature and Governor are reviewing many proposals that will help ensure renewable energy resources are available. Given NYU’s own sustainability goals, these renewable energy resources are critical for the University and we will be supporting the state’s efforts.

**New York State Fiscal Year (FY) 2020 Budget Process**
- In January the Governor released his Executive Budget proposal for the upcoming fiscal year and the annual budget process is well underway in Albany. The Governor’s central higher education proposal was expanding the income threshold for the Excelsior Scholarship program to $150,000. The Excelsior Scholarship program provides free tuition for eligible students at SUNY/CUNY institutions. NYU, along with our private
sector colleagues, will encourage additional resources to be put towards the Tuition Assistance Program (TAP) in order to provide support for students who need it the most.

- The Governor’s budget proposed level funding for the Opportunity Programs, a welcomed change from recent years as he usually reduces funding for these programs. NYU will continue to push for additional resources to support the Opportunity Programs as demand far exceeds availability of funds.
- The Governor also proposed the elimination of the Higher Education Capital Grants Matching Program (HeCap) which provides capital funding for private institutions in New York in order to assist with critical infrastructure projects on their campuses. NYU has benefited in recent years from this program for renovations in Roger’s Hall.
- Finally, the Governor proposed the merger of the Center of Excellence (COE) program into the Center of Advanced Technology (CAT) program and reduced overall funding for these programs by about 20%. The CAT and COE programs fund research centers at Universities across the state to support research development and the transfer of innovations to the marketplace. NYU is home to both a CAT (at Tandon) and COE (at Tisch) and will advocate that the funding for these programs be restored and that they remain as separate programs.
- NYU Government Affairs will work with colleagues from across the state to advocate for the additional resources to support TAP and OP funding, for the HeCap program to be restored and for the CAT and COE programs to be continued during the next few weeks.

COMMUNITY ENGAGEMENT REPORT

The Community Engagement team fosters connection between neighbors, nonprofits, businesses, students, faculty, and staff. Local neighbors and nonprofits connect with the office to find out about the University’s resources (i.e. free and public events, space requests, etc.), nonprofit grants through the University’s employee giving program, outreach projects, and information about NYU’s construction projects.

Community Engagement’s primary activities involve:

**Community Affairs**

As the University’s primary liaison to the community, the office addresses issues of interest, responds to community inquiries, and provides the University with timely information on neighborhood issues. Community Engagement also supports a variety of community groups throughout the year through event sponsorship, on-campus space reservations, fostering connections to University resources, and collaboration on various events. Some organizational partners include Village Alliance, Greenwich Village Chelsea Chamber of Commerce, Washington Square Music Festival, Union Square Partnership, NoHo Bowery Stakeholders, NoHo BID, Washington Square Association, Washington Square Park and Washington Square Park Conservancy, Remember the Triangle Fire Coalition, Brooklyn Historical Society, and various community boards and block associations, etc. This past academic year, the team joined peer institutions at the annual Coalition of Urban and Metropolitan University’s (CUMU) conference, and led a workshop on best practices in creating a culture of transparency and accountability during institutional expansion.
Free & Public Events

Community Engagement continues to offer quality free and open to the public programming throughout the year that highlights the University’s intellectual and creative capital that helps build strong relationships with local partners. Examples of such events include partnering with local nonprofits to host children’s events and small business development programming, participating in Open House New York, co-hosting the Annual Children’s Halloween Parade with Community Board 2, partnering with the community to host the semiannual Edgar Allan Poe event, collaborating with the AMC and the 9th Police Precinct on their annual toy drive, and many more.

Office Communications

Community Engagement communicates about construction, events, and news, through the office and construction website pages, monthly newsletters, email blasts, the Free and Public events blog, and via community meetings. The goal is to communicate the breadth and scope of NYU's community engagement efforts. To learn more or sign up for the Community Engagement newsletter visit www.nyu.edu/community.

In addition to its ongoing communications functions, and through extensive collaboration with the Community Connections Committee (CCC), Community Engagement helped steer the process of gathering content, designing, and distributing NYU's first-ever Community Impact Report. Released in November 2018, the report features NYU's extensive and varied array of service initiatives, outreach programs, volunteer efforts, and community-based partnerships.

This inaugural Community Impact Report is the result of the hard work of the Community Connections Committee, comprised of representatives from across the University selected by deans and members of senior leadership.

Our colleagues in Public Affairs have highlighted the Community Impact Report in a press release, in the November 2018 Our NYU, in the NYU Weekly, and on NYU’s main social media accounts, including Twitter, Facebook, and LinkedIn. In addition, more than 4,000 reports have been distributed to students, staff, faculty, University leadership, elected officials, not-for-profits, and civic and community groups we work with.

We are still welcoming requests for copies. Please email community.impact@nyu.edu if you would like to request a print version of either the full report or an infographic. An online version of the report can be found here.

In the fall of 2019, the Community Connections Committee launched This Semester in Outreach, a by-the-numbers, semester segment sharing how NYU students, staff, and faculty serve communities in NYC and beyond. This Semester in Outreach gives our internal and external audiences a snapshot of service and outreach at NYU as a follow-up to the Community Impact Report. View the fall 2019 installment of This Semester in Outreach.
Communication & Outreach on Construction at 181 Mercer Street

Work on 181 Mercer Street, the new multi-use building, commenced in February of 2016 and is expected to be substantially complete in late 2021 and open in fall 2022. Core and Shell work, which includes the construction of the building structure and façade, began in February 2019. Enclosure of the building is scheduled to be complete in spring 2021. Internal fit-out, landscaping of the Greene Street Walk and construction of the Greene Street Playgarden is scheduled to follow the enclosure of the building.

NYU is committed to minimizing the effects of dust, noise, and traffic in the vicinity of the construction. The Restrictive Declaration, a memorialized agreement with the City, requires that an independent third-party monitor oversee the implementation and performance of NYU’s commitments and project components related to mitigation, monitoring, and the environment, on behalf of the NYC Department of City Planning (DCP). With the approval of the DCP, Henningson, Durham & Richardson Architecture and Engineering, P.C. (HDR) has been retained as the independent third-party monitor for the 181 Mercer Street project.

In addition, our office has a liaison dedicated to all matters related to 181 Mercer Street construction and communicates directly with elected officials, and neighbors in the area. Furthermore, the Manhattan Borough President’s office formed a Construction Committee on July 15, 2016 that exists independently from the University and in addition to the Department of City Planning’s independent monitor. The committee is a vehicle to address construction concerns and to provide a forum for the University to provide construction updates and answer questions. The Committee will stay in existence throughout the construction of 181 Mercer and has met quarterly since its formation. Lastly, at the request of Manhattan Community Board 2, Arts & Institutions Committee, NYU has presented at a number of meetings since construction at 181 Mercer Street commenced.

As part of NYU’s commitment to improve public open space, the University continues to fund the maintenance of the public open spaces designed and enhanced along Bleecker Street and LaGuardia Place in spring 2016.

To learn more about the project visit: www.nyu.edu/community/nyu-in-nyc/construction/current-projects/181-Mercer-Street

Special Events Permits

Community Engagement communicates with local city agencies in order to facilitate event coordination around the University. To that end, the following policies should be observed when requesting event related permits.

Parks Permit Policy
- This policy is only for NYC Parks spaces i.e. Washington Square Park.
- **When:** Groups should apply for a Parks permit for events or gatherings of 20 or more individuals. Furthermore, groups should apply for a parks permit if they are looking to reserve a specific location within the park.
• **Process:** Parks permit applications can be completed and submitted online.
• **Time:** Permit applications take 21 to 30 days to process. Applications submitted within 21 days of the event will not be accepted.
• **Cost:** Parks permit applications cost $25.00.
• **Additional Information:** If your event includes amplified sound (sound made from an external device or apparatus), you will also need to apply for a sound permit through your local NYPD Precinct (either the 6th Precinct or 9th Precinct). Sound permit applications should be sent to NYU Community Engagement for processing.
• **Contact:** If you are not sure whether your event requires a special events permit; you can reach out to the Manhattan borough office at 212-408-0226. Applicants in Brooklyn can call 718-965-8912. You can also reach out to NYU Community Engagement with questions.

**Sound Permit Policy**

• **When:** Groups should apply for a sound permit when holding an outdoor event with amplified noise. This includes spaces such as Gould Plaza, Washington Square Village, or any public street or sidewalk.
• **Process:** Completed sound permit requests should be submitted to NYU Community Engagement for processing. Applicants will be notified once their request is approved. Applicants will need to go to the local precinct to retrieve their signed permit and submit payment.
• **Time:** Applications take at least one week to process.
• **Cost:** Sound permit applications cost $45.00. Payments must be in the form of a certified check, bank teller’s check, or money order. Payment should be made out to the Police Department, City of New York.

**Street Activities Permit Office (SAPO)**

• The function of SAPO is to issue permits for street festivals, block parties, farmers markets, commercial or promotional events, and other events on the City's streets, sidewalks and pedestrian plazas while protecting the interests of the City, the community and the general public.
• At this time, SAPO is no longer accepting applications for new events. Only grandfathered events will be considered.

**Update on Outreach, Federal Service Programs, University Partners & the NYU Combined Campaign**

NYU continues to demonstrate its deep commitment to civic engagement through its vast array of annual service and outreach projects at the main campus in New York City, portal sites in Abu Dhabi and Shanghai, as well as throughout 11 global study away sites.

Through the clinical and outreach programs of NYU’s professional schools, and the volunteer support of thousands of students, faculty, and staff, NYU continues to play a critical role in addressing community needs and in joining with hundreds of partnering institutions to make a significant impact upon the quality of life of our community, city, and world.
On average each academic year, over 16,000 students engage in some form of community service, contributing over 1.7 million hours of assistance to local, national, and international communities.

Examples of NYU’s impact include:

- More than 850 NYU federal work study students participate in America Reads/America Counts each year, each providing 8-20 hours per week of tutoring in one of 72 public schools in Manhattan, Brooklyn, and the Bronx. Over the last 23 years, NYU’s America Reads/America Counts program has been the largest in the country, and student tutors have provided more than 2.6 million hours of literacy assistance to local NYC elementary and middle schools. Tutors receive direct-service professional development and skills training, as well as opportunities for career-building and networking.

- The Jumpstart at NYU program is celebrating its 13th year with a corps of 108 students working to help ensure academic success and social-emotional development among 235 Pre-K children. Jumpstart members serve in 14 classrooms in 7 program partners on the Lower East Side of Manhattan.

- NYU's Combined Campaign, founded in 1982 and supported solely by volunteer donations by NYU employees, distributed over $120,000 to 84 local nonprofits through the NYU Community Fund and nearly $40,000 to support the United Way of NYC in 2017-2018. To date, the NYU Combined Campaign has raised more than $4 million dollars for local charities in lower Manhattan and downtown Brooklyn.

- NYU College of Dentistry students continue to provide critical clinical care to over 50,000 low-income New Yorkers. The Smiling Faces, Going Places mobile dental care van performed over 10,000 screening visits and comprehensive preventive services to over 5,000 children.

- Over 250 students participate in over 20 Alternative Break (AB) trips, spending their winter and spring breaks in service to across the country and globe. Recent AB trips provided over 15,000 hours of service; cleaning parks, reading to children, building houses, and experiencing new cultures.

- In the College of Nursing, 1,500 students placed in community health settings to participate in experiential learning projects. Future nurse placements include settlement houses, hospitals, urgent care facilities, and hundreds of nonprofits whose clients benefit from this highly skilled “volunteer” support.

- Nearly 300 students within the Robert F. Wagner School of Public Service provide more than 30,000 hours of service, working in Capstone teams to address challenges with 90 nonprofits.

- NYU Law offers the most comprehensive public service infrastructure of any law school in the nation. Last year nearly 900 student placements provided over 185,000 hours of
service through institutional partnerships with local, state, federal, and international, nonprofit agencies, schools, and government offices.
October 10, 2019

The Honorable Members of the New York Congressional Delegation:

As presidents and chancellors of universities throughout New York, we are writing to raise serious and shared concerns about increased barriers we face in attracting and retaining international students, faculty, and scholars. While colleges and universities in our state vary in size, mission, and the makeup of our student profiles, we share common ground in our need to be able to attract the top students and faculty from within the United States and around the globe.

The academic research community is underpinned by the principle of openness, and, increasingly, this community is and must be global. Collaborative basic research and attracting the best and brightest to our universities—in New York and across the country—is essential to maintaining a strong economy and leading the world in science and technology innovation. Our shared concerns for security in the conduct of research is, in fact, not at odds with the openness and collaborative benefits derived from innovative research and scholarship. Working collaboratively with federal agencies to advance best practices will enhance institutional security measures while preserving the free flow of fundamental scientific information and scientific talent. Access to global talent is equally critical to our national security and economic competitiveness.

Historically, the U.S. has generously opened its higher education system to people of talent from around the world, and they have flocked here. Those who came and stayed have contributed to practically every sector of American society, bringing us discoveries, innovation, artistic creativity, and economic vibrancy. By way of example, in 2016, all three winners of the Nobel in Physics were faculty members at U.S. universities—and all three were born outside the US. New York institutions can tell similar stories—of the five New York mathematicians who have won the Abel Prize, four were born elsewhere but pursued their very successful scientific careers here.

Moreover, in addition to immeasurable intellectual contributions made by these students, according to NAFSA: Association of International Educators, international students throughout New York contribute $5 billion to the state economy and support over 58,000 jobs—a very substantial economic contribution.

Notwithstanding these many benefits to our state, in recent years, there has been a dramatic increase in the number and length of immigration processing delays, placing significant obstacles in the path of our international students, scholars, and administrators. The increasing backlog in the U.S. immigration system has resulted in some of our schools experiencing considerable declines in foreign student enrollment, and of course, has raised concerns about the future for all of us.

The bottom line is that current policies have made it harder for foreign students to study and work in the U.S., resulting in many international students choosing to study in other countries, which not only weakens America’s higher education system, but our overall global competitiveness.
Examples of barriers for international students and workers, drawn from our direct experience include:

- **Administrative Processing Delays:** In recent years, there has been a dramatic increase in visa “administrative processing” delays at the State Department, forcing students to miss or defer entire academic semesters. Administrative processing is the time period after the visa interview during which some visa applications that appear to meet basic eligibility requirements undergo additional security review outside of the normal processing times. The State Department is now advising visa applicants whose cases have been remanded to administrative processing to wait at least 180 days from their date of their interview before inquiring about their status when it previously was around 45 days. Applicants and educational institutions are not given any explanations for the delay, nor are they given an estimate of how long the additional review may last. This situation creates untenable uncertainty for the visa applicant, the employer, and the university, especially for students whose educational commitments in the U.S. align with an established academic calendar.

- **Processing Delays for Optional Practical Training (OPT):** OPT is a federal program that allows foreign students studying in the U.S. to apply to receive “practical training” with a U.S. employer in a job directly related to their course of study. This allows students and recent graduates to supplement their education with valuable experiential learning and on-the-job-training as they begin their careers. Delays in processing OPT applications have dramatically increased from a previous maximum of 90 days in 2016 to 3.5–5.5 months in 2019. These delays are causing numerous burdens to students, as they are either unable to start their job or program on time, or lose their employment altogether. In addition to harming students and institutions, these delays are harming employers who are losing out on hiring highly qualified, U.S. trained workers.

- **Increased Requests for Evidence:** Employers seeking to hire foreign-born employees have seen a dramatic increase over the past year in “Requests for Evidence” (RFEs) from the United States Citizenship and Immigration Services (USCIS). We have seen specific increases in RFEs connected to H1-B visa applications, which allow U.S. employers to hire highly-skilled foreign workers in specialty high need occupations. Of course, USCIS has a responsibility to ensure that it has all the necessary information about eligibility and we understand that many of these requests have merit. However, RFEs for H-1B visa petitions have more than doubled between the third and fourth quarters of fiscal year 2017. These RFEs delay the issuance of visas for employers by months and increase legal costs for universities and businesses.

Combined with the more dramatic actions such as the administration’s 2017 travel ban and the elimination of the Deferred Action on Childhood Arrivals (DACA) program, these impacts are real and affect the quality of the students and scholars we host. These issues have not gone unnoticed, with the New York Times article in June titled, “Visa Delays and Backlogged Immigration Service Strand International Students,” documenting how these delays and backlogs
are negatively impacting students, businesses, and universities.

Recent reports by the American Immigration Lawyers Association (AILA), the Institute of International Education (IIE), and the Council of Graduate Schools (CGS) document how these delays are impacting student mobility. The AILA analysis of USCIS data found that the total time it takes the federal government to process foreign visas has increased by 46 percent over the past two fiscal years. In addition, IIE’s 2018 Open Doors report found that new foreign student undergraduate enrollment has decreased by 8.9 percent since the 2015-16 academic year. Lastly, the CGS 2018 Applications and Enrollment study found that new enrollments of international students at U.S. graduate schools have fallen for two years in a row.

American universities have historically been the envy of the world, enabling them to recruit and retain the most talented students from around the globe. This, in turn, has been a leading driver of American innovation, economic strength, and robust job creation. For the U.S. to retain this position of preeminence, we must have the policies and practices in place that support its success.

As Congress continues to consider ways to maintain a growing economy, we respectfully ask that you closely monitor the policies and administrative actions that are disrupting the mobility of students and scholars that are essential to U.S. universities and to maintaining steady economic growth. We appreciate your past support related to international education and we look forward to working with you in the future.

Sincerely,

Andrew Hamilton
President
New York University

Sarah C. Mangelsdorf
President
University of Rochester

Martha E. Pollack
President
Cornell University

Kristina M. Johnson, Ph.D.
Chancellor
The State University of New York
Joseph M. McShane, S.J.
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Leon Botstein
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Joyce P. Jacobsen
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Philip A. Glotzbach
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Skidmore College

David R. Harris
President
Union College
Stuart Rabinowitz  
President  
Hofstra University

William L. Fox  
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St. Lawrence University

James N. Baldwin  
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Excelsior College

Joel Martin  
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Richard P. Lifton, M.D., Ph.D.  
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Donald R. Boomgaarden  
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Margaret E. Madden, Ph.D.  
Interim President  
Siena College

Christopher Ames  
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The Sage Colleges

Rev. James J. Maher, C.M.  
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Niagara University

Drew Bogner, Ph.D.  
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Molloy College
Brennan O'Donnell, Ph.D.
President
Manhattan College

Sharon B. DeVivo, Ed.D.
President
Vaughn College

Dennis R. DePerro, Ed.D.
President
St. Bonaventure University

Mary Beth Labate
President
Commission on Independent Colleges and Universities (CICU)
NYU GRADUATE PROGRAM COMMITTEE

NYU GPC met February 12, 2020.

The following three memos of intent were presented for future approval:

Degree Proposal: Executive Master of Science (M.S.) in FinTech
School/Portal Campus: Stern

Degree Proposal: Master of Science (M.S.) in Financial Planning
School/Portal Campus: School of Professional Studies

1 Modular at locations (NYC, Hyderabad, Shanghai) and online.
2 In-person and distance education formats.

Respectfully submitted.

Iskender Sahin
The Undergraduate Academic Affairs Committee met on Feb. 12th. In addition to discussion surrounding the academic effects of the coronavirus, we looked at the new Student pronouns and name pronunciation addition to Albert.

The issue of encouraging students to make use of Office Hours continues to be a focal point. It felt, to all concerned, that this support from faculty remains part of the “hidden curriculum” which some students need help learning. Concerns -- about faculty time and space -- are always present, of course.

Efforts to support academic integrity also continued to percolate. We began to look at the various honor/integrity codes that individual NYU schools have, with an eye toward potentially consolidating them.

Respectfully submitted by Ethan Youngerman

**

The Ad Hoc Committee on Course Evaluations (which, while not technically a sub-committee of the UAAC, is nonetheless spearheaded by the same Provostial leadership and has some overlap in terms of membership) met on February 18. There is broad consensus that the current system is of limited use to students, faculty, and administrators in terms of assessing and improving teaching. The committee is addressing concerns about student evaluations of teaching in three ways, with three sub-committees: redesigning the student survey itself; examining strategies for increasing student response rates and faculty usage rates; and exploring other ways of assessing and supporting teaching. Concerns about potential bias in student response patterns, and about the undue influence of survey data on NTT faculty reappointment and promotion, are very much at the forefront of the continuing conversations.

Respectfully submitted by Ethan Youngerman
Undergraduate Program Committee
Report for the March 12 C-FSC Meeting

Representative: Larry Slater

The Undergraduate Program Committee (UPC) has had one meetings so far for the academic year. The meeting in February was cancelled as there were no new submissions to discuss. However, the UPC did circulate a Memo of Intent for members to provide comment. The MOI, was for a joint major in Data Science and Mathematics from CAS, Courant, and the Center for Data Science.

March 3, 2020

The UPC reviewed the final proposal on the joint major in Data Science and Mathematics. Due to class conflicts, I was unable to attend the meeting so cannot provide much detail on the discussion until the minutes are released. However, the proposal was recommended with no conditions. However, the UPC has recommended the proposal include clarification for students (a) the potential pathways to graduate programs (in particular, explaining what the expectations of Mathematics programs would be), and (b) potential career opportunities.

The UPC also reviewed several MOIs, including:

1. A new minor in Robotics (Tandon)
2. A new minor in Feminism and Science, Technology, Engineering, and Mathematics (Tandon)
3. A new minor in Environmental Engineering (Tandon)
4. A new minor in Structural Engineering (Tandon)

The UPC is working to clear up confusion among schools that minors also must go through the review process (including presentation to UPC) before being offered to students. #2-#5 above were offered to students before coming to the committee. The UPC will discuss this, and other matters concerning things such as cross-school minors, at its next meeting.
At our February meeting, the committee discussed the closure of the NYU Shanghai campus; the NYU Shanghai Faculty Committee’s Affordability Subcommittee Report; the Global Research Initiative (GRI); and the guidelines for hiring and promotion at NYU Abu Dhabi.

The Provost’s office has incorporated our suggestions for changes to make the GRI emails and handbook language more inclusive for contract faculty. The NYU-AD hiring and promotion guidelines remain with the provost for review, and NYU AD faculty report satisfaction with the proposed policies and with the process of consultation.

Most of our meeting was devoted to discussion of the NYU Shanghai Faculty Committee’s Affordability Subcommittee Report (see attached). We have submitted this to the March C-FSC meeting as new business for discussion. Our committee has agreed in principle to support the recommendations of the report, and we have consulted with the C-FSC Finance Committee about the process for addressing its findings. Our committee has invited NYU-SH Dean Maria Montoya to join our next meeting to discuss the report.

NYU Shanghai Faculty Council  
Affordability Subcommittee Report  
October 2019  
Executive Summary

NYU Shanghai opened in 2013 as partnership between a world-renowned U.S. university and one of China’s elite Class A universities. Six years later, aspects of Shanghai’s cost of living threaten our university’s stated mission to develop and support “a faculty of renowned scholars, innovators, and educators...recruited from the world’s best research universities” — a mission that requires a solid foundation of both teaching and research-oriented faculty. Furthermore, significant variations in NYU Shanghai’s salary and benefits structure for certain faculty groups raise questions about how we define the values of our globally-minded community.

This subcommittee conducted a survey of NYU Shanghai faculty this spring and collected 114 detailed responses representing over 60 percent of the faculty body (50% FTCC, 22% tenure-track, 10% visiting, 8% tenured, 8% postdoc). The results, along with additional reporting by this subcommittee, reveal emerging challenges in the area of local–international pay disparities.

We submit this report to present the lived economic realities confronting NYU Shanghai faculty, to share the results of our findings to date, and to open a productive and collegial conversation about the future of our university. We seek long-term solutions that will help us maintain a solid foundation for our growing community and pursue our common goal of making NYU Shanghai a world-class university and a model for international higher education.

Immediately below, we present a summary of our main findings regarding the Chinese Language Lecturer position and Housing Affordability and recommendations; the following report provides more detail about these issues. We would like to thank the administration for already beginning to work with us on some of our recommendations.
Challenges to Faculty Hiring

- The Chinese Language Program has seen its pool of applicants drop 68% in three years, from 95 applicants in 2016 to just 29 in 2019 for the same number of postings. The CLP has recently lost several top candidates to other universities.
- Chinese Language Lecturers’ salaries and housing benefits are significantly below their colleagues’ at other Sino-U.S./U.K. institutions in cities that have even lower costs of living.

Concerns Over Local–International Compensation Disparities

- Chinese Language Lecturers currently receive salaries at roughly 40% of their NYU Shanghai international colleagues with similar ranks and teaching hours.
- Chinese Language Lecturer housing benefits are pegged to their salaries (amounting to around RMB¥3,000/US$425 per month), while international faculty housing benefits are fixed at a rate and adjusted for number of dependents, making their subsidies three to six times higher.

Summary of Recommendations

<table>
<thead>
<tr>
<th>Category</th>
<th>Subcommittee Recommendations</th>
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</table>
| **Housing** | - Provide housing subsidy to all faculty at the same standard, as a flat rate based on family size, adjustable to current market rates.  
- Explore government-subsidized housing for Sino-US university faculty, plus other resources to meet different faculty needs and price limitations.  
- Find corporate housing options with convenient access to the new NYUSH campus and schools, affordable rent, and options for families of all sizes.  
- Form a more active and managed platform for faculty to access information on reliable agents, housing options, and general policies and guidelines. |
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 Appendix F: Sample NYU Shanghai Faculty Budgets ................................................................. 19
Introduction
This NYU Shanghai Faculty Council Subcommittee’s aim is to gather information about affordability issues that we believe affect NYU Shanghai’s ability to recruit and retain excellent faculty. Our committee was started to explore faculty’s lived realities of housing prices and differences in salary for faculty of the same or similar rank and seniority.

We see this report as a first step toward collaborating with other Faculty Council committees, our colleagues, and university leadership to build sustainable initiatives which contribute to the long-term health of the university. We outline the results of the Subcommittee’s information-gathering and initiative-building activities below.

Key Subcommittee Activities
- Undertaking an affordability survey for faculty, with an aim to surface structural issues which may negatively impact recruitment and retention
- Collecting faculty narratives on affordability challenges related to housing and tuition
- Proposing recommendations regarding benefits and affordability issues

Members
Amy Becker, Writing and English for Academic Purposes programs
Jing Chai, Chinese Language Program
Rodolfo Cossovich, Interactive Media Arts
Anna Greenspan, Interactive Media Arts
David Hunsaker, Business
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Qian Liu, Chinese Language Program
David Perry, Writing Program
Meng Zhou, Chinese Language Program
Jiani Lian, Chinese Language Program
Jinghong Bi, Chinese Language Program
Xiaobo Shui, Chinese Language Program
Part 1: Affordable Housing

Background
In our survey, 68% of respondents rank housing affordability among their top three affordability concerns, and across ranks, nationalities, and disciplines, respondents report spending from 14.41% to 35.88% of monthly take-home income, in addition to what the housing benefit covers (see Appendix A-1). Among respondents, 25% rent within an NYUSH corporate housing complex, while 57% of the respondents rent their own apartments independently, 13% own their own property, and another 3% are co-renting due to affordability issues (See Appendix A-2).

Affordability Issues
The housing issues surfaced in the Affordability Survey focus on the following four aspects: 1) NYUSH Housing Subsidy Type & Rate; 2) NYUSH Corporate Housing; and 3) Additional Housing Issues.

1. NYUSH Housing Subsidy Type & Rate

1.1. NYUSH provides most faculty with a fixed flat housing subsidy ranging from ¥10,333–¥15,500+ per month, depending on their number of dependents. However, Chinese Language Lecturers receive a much lower housing subsidy ranging from only ¥2,800–¥3,950, pegged to their monthly salaries, with no adjustment for dependents and subject to a significant government tax. Their subsidies are calculated as follows, using Writing/EAP Lecturer subsidies as a comparison:

<table>
<thead>
<tr>
<th></th>
<th>Writing/EAP Lecturer Housing Subsidy (fixed)</th>
<th>Chinese Language Lecturer Housing Subsidy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>approx ¥30,000</td>
<td>¥10,000–¥13,750</td>
</tr>
<tr>
<td>Initial Housing Subsidy (40% of salary)</td>
<td>N/A</td>
<td>¥4,000–¥5,500</td>
</tr>
<tr>
<td>National Provident Fund Withholding (12% of salary)</td>
<td>N/A</td>
<td>(¥1,200–¥1,650)</td>
</tr>
<tr>
<td>Actual Housing Subsidy</td>
<td>Single: ¥10,333</td>
<td>¥2,600–¥3,300</td>
</tr>
<tr>
<td></td>
<td>+1 dependent: ¥12,917</td>
<td></td>
</tr>
<tr>
<td></td>
<td>+2 or more: ¥15,500</td>
<td></td>
</tr>
</tbody>
</table>

The different types of housing subsidies available for faculty of different national origins and ranks is a clear case of unequal access to housing benefit support from the university to these certain group(s) of faculty, although all faculty face the same challenging housing market in
Shanghai. We are concerned these disparities undermine NYU Shanghai’s cosmopolitan values at a time when our community is working to address rising nationalism both on campus and around the world.

The current rates for Chinese Language Lecturers are also not competitive with the current market. Other joint-venture institutions offer better housing subsidies, in cities where the cost of living is lower than Shanghai’s. NYUSH’s salary and working hours do not make up the difference, either (see table below).

<table>
<thead>
<tr>
<th>Chinese Language Lecturer Benefits</th>
<th>Xi’an Jiaotong Liverpool</th>
<th>Duke Kunshan</th>
<th>NYU Shanghai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly housing subsidy</td>
<td>¥ 4,000 (take-home)</td>
<td>¥ 6,000+ (reimbursement)</td>
<td>¥ 2,600 – 3,300 (take-home)</td>
</tr>
<tr>
<td>Sample monthly rent (one-room apartment)</td>
<td>¥ 2,000</td>
<td>¥ 3,000</td>
<td>¥ 5,000</td>
</tr>
<tr>
<td>Monthly salary - Newly hired CLL (take home)</td>
<td>¥ 16,000</td>
<td>US rate est. ¥ 26,250</td>
<td>¥ 8,000</td>
</tr>
<tr>
<td>Monthly salary – Senior CLL (take-home)</td>
<td>¥ 30,000</td>
<td>US rate est. ¥ 28,875</td>
<td>¥ 11,000</td>
</tr>
<tr>
<td>Weekly teaching hours</td>
<td>15 hours</td>
<td>12 hours</td>
<td>10 hours</td>
</tr>
</tbody>
</table>

1.2. Since NYU Shanghai’s founding in 2013, faculty housing subsidies have not kept pace with the city’s significant rise in residential rents. The Nikkei Asian Review notes in a 2019 report that “Shanghai's property rent index jumped 60% over a 10-year period” ending in 2017. Though rents have stabilized in the last two years, they “do not seem headed down from their current nosebleed levels.” Finally, it is common in the Shanghai market for landlords to raise the rent with the signing of each rental contract renewal. Of the 76 faculty surveyed who receive a flat
rate as housing subsidy, 70 of them (92%) report not having their rates adjusted to keep up with rising market prices (See Appendix A-3 and Appendix A-6).

1.3. There are other issues raised in the survey pertaining to the housing benefit and market prices, including additional fees required to obtain a fapiao, and various issues pertaining to families and married faculty (who often have children), who receive almost half the housing benefit they would receive if they were two single individuals and who require space adequate for a family. (See Appendix A-7)

2. NYUSH Corporate Housing

2.1. Distance between NYUSH corporate housing and affordable schools for children of faculty is a major concern for some faculty given that the options for affordable schools are extremely limited, requiring faculty to have to choose to either greatly compromise with regard to the commute time for children to get to school by choosing NYUSH corporate housing or to compromise living standards (choosing to rent on their own) near affordable schools. (See Appendix A-8)

2.2. Options for families with more than one child are limited, and in some cases they need to win a lottery to get to corporate housing. Corporate housing options often do not provide (and will not exchange) the correct furniture set up for families with children. (See Appendix A-9)

2.3. The lack of adequate kitchen facilities in some of the corporate housing units makes it difficult to cook regularly and to therefore eat out more than would be preferred and more easily budgetable, but this kind of apartment is the only option within the housing subsidy affordable range for those faculty. (See Appendix A-12)

3. Additional Housing Issues (see Appendix A-8 through A-17)

In the survey, faculty also reported the following issues:

- Language barriers with rental agents
- Rental agents manipulating market information or access to properties
- Lack of contextual information for housing decisions that must be made rapidly and/or from long distance
- Delays in rental reimbursement
A-4: Survey responses on the challenges of a housing subsidy based on a percentage of salary rather than a flat rate

1. Too little housing support from the university and the differences in the form of housing support are my major problems now. The 40% of the salary makes no sense when the salary is only 10,000 RMB a month, and as Chinese citizen also need to hold 12% to the national Provident Fund, that makes the housing support for Chinese language faculty only around 3,000 RMB per month, but we're facing the same housing market like everyone living in Shanghai. I'd like a flat rate that is comparable to the market price and to faculty from other departments here at NYUSH.

2. Our housing allowance is based on our salary but not a specific amount of money. As the basic salary of a language lecturer is not much, the housing allowance can only cover nearly half of the renting fee, which means I also need to spare a lot of money on accommodation. In addition, compared to the workload and payment of language lecturers in other international schools, such as Duke Kunshan University, the financial support from NYU Shanghai needs improving.

3. The housing allowance difference, nearly 45%, generated by different nationalities, especially for Chinese passport holders after tax and housing allowance deduction affected by 住房公积金 even though it's not in use.

4. For me, the main problem is housing in Shanghai. There are two possible solutions: 1) Receiving a flat rate housing benefit which can help me afford a decent place to live 2) the university can provide apartments for faculty with reasonable rent around our new campus.

Appendix B: Affordability Narratives and Case Studies for CLL Housing in Shanghai

These narratives are from Chinese faculty who live in rented apartments in Shanghai.

Person 1 Title: Chinese Lecturer

Living conditions

1. What is your current living condition? (such as apartment location, rent, facility, age of building, apartment size, other cost )
I currently live at the community nearby Weifang Road and Laoshan Road. The building in that complex was built in 1992. It takes me 15-20 minutes walk to school. The size of the apartment is 38 ㎡, one bedroom, a small kitchen and a small bathroom with necessary furniture and facility. The rents is ¥5000/month. I need to pay utilities, Internet fee by myself, which is around 250 rmb, 300 rmb in winter.

2. How do you think of your current living condition?
My current apt is better than my previous 2 apartments in commute time and in house condition. Even so, it still has many problems happened unexpectedly. I only live there for 10 month.
   a) During the 10 month, it had 2 times water leaking problem in the kitchen.
   b) One time that the pipe blocked at my bathroom so that I can not use the bathroom at all for 3 days. I called the professional to fix it and they told me that the problem might happen again in the future because the pipe was not installed properly at first.
   c) Multiple times that the upstairs resident’s air conditioner leaked the water and dropped heavily on my balcony roof. It kept me from sleeping for almost one month. The problem didn’t solve at all, but just because the weather is getting warmer, the upstairs resident stopped using heater. The house agency couldn’t solve the problem for me. They said, “we cannot require other resident not doing anything”, which made
me frustrated a lot.

d) My furniture LOOKS okay, but it already had some crackles and broken pieces, even though I am really cared about using them.

Overall, I appreciated that I could find this apartment considered its location, but it still keeps having troubles for me that I would never think of, which makes me feel upset all the time. I don’t know what problems will happen and who I can turn for help.

3. What is your ideal living condition?
   a) At least I don’t need to keep worried about what part of the house will go wrong and who I need to ask to help me fix it.
   
   b) The location is nearby campus with 15-30 minutes walk. My previous apartment is only 10 minutes driving, but in rush hour it took me 1 hour and 30 minutes to take the public transportation to school. Therefore I moved to the current apartment.
   
   c) 3) The rent is affordable. My current rents costs almost half of my monthly pay. Considered the fact that living in Shanghai is expensive, it would get more difficult for me to live in Shanghai.

Housing searching process

1. What are the available resources you have?
   House agency such as Lianjia
2. **What are the barriers that you would like to share during your search of a housing option?**
   The rent. The rent of the house nearby the campus is really high. Most of them are beyond my affordability. So I have to limit my search among the old complex. I also have to accept the fact that most of the house’s condition is far less satisfying.

**Decision making**

1. **What made you decide to rent the current apartment?**
   The location helped me make the decision. Compared to spend 90 minutes one way to school everyday, it only takes me 20 minutes now. But the cost is that I have to pay a high rent and the house condition is not very satisfying too.

2. **What are your concerns?**
   a) Bad house condition and poor maintenance
   b) The high rent that keeps going every year
   c) With my affordability in rents, I don’t have much choices if I would like to rent a house nearby school.

**Document involved**

1. **What are the document involved in your experience of renting apartments in Shanghai?**
   I have a Shanghai hukou, so regarding this part, I don’t have much trouble.

**Potential influence**

2. **What are the potential risk of keeping living in the current apartment?**
   The house maintenance man doesn’t work after 6:00pm or at weekends, which means I have to deal with all the house condition issues in my working hour. I definitely don’t want to cause any influence to my work, but sometimes I just don’t know how to solve the problem.

**Person 2 Title: Chinese Lecturer**

**Living condition**

1. **What is your current living condition? (such as apartment location, rent, facility, age of building, apartment size, other cost)**
   My current apartment, located in a 6-floor residential complex, was built in 1982 and is about 25-minute walk from campus. It is a 2-bedroom apartment, with one shared bathroom, one shared kitchen and most necessary furniture. The total monthly rent for the whole apartment (around 45㎡) is 5500 RMB and I pay 3000 RMB in rent for my own room, which is around 12㎡. In addition to that, the utility fee per month per person is about 250 RMB. So in total, the apartment costs me 3250 RMB per month.

2. **How do you think of your current living condition?**
   It’s livable but definitely not a satisfactory living condition. I have been living in this apartment for 2 years and before this one, I lived in two similar apartments near Century Avenue and for all the time, I have to co-rent with strangers since it will take up almost half of my salary to rent a decent apartment on my own. I spend most of my time in the university and my home is just a place where I can take shower and get some sleep. It’s not meant to have a life in my apartment, considering the congested common space and little privacy. I have never invited my family or friends to come over. Also, since the building is very old and
lacks maintenance, the sewer pipes are often clogged and the wall of the apartment is too thin to be effectively soundproof. The air conditioner in my bedroom is not functioning and I couldn’t use it for the past winter. What’s even worse, my landlord seldom responds to our requests and we basically did or asked professionals to do repairs at our own expenses.

3. **What is your ideal living condition?**

Ideally, I want to live by myself, in a safe, clean, livable apartment where I can comfortably have a normal adult life.

**Housing searching process**

1. **What are the available resources you have?**

   Real estate agencies, and several Chinese websites.

2. **What are the barriers that you would like to share during your search of a housing option?**

   The biggest barrier is my limited budget and the high rent.

**Decision making**

1. **What made you decide to rent the current apartment?**

   It’s close to the campus and the rent is affordable.

2. **What are your concerns?**

**Document involved**

1. **What are the document involved in your experience of renting apartments in Shanghai?**

   - **网签租房合同**: Online House Lease contract
   - **租赁备案**: House Lease Record

2. **How difficult to get those document?**

   It’s not very difficult to get the Online House Lease contract as long as you have set a deal with the landlord. The problem is with the House Lease Record because many landlords refuse to provide the House Lease Record. They are afraid that once the renting process is documented by the government, they might be charged with tax in the future.

**Potential influence**

1. **What are the potential risk of keeping living in the current apartment?**
   a. **Roommate.** Because I cannot afford the apartment on my own, I have spent a lot of time and efforts to find a roommate. However these days people move frequently, and over the past four years, I’ve had five roommates and you just never know what kind of people you will be living with next.
   b. **Landlord.** Honestly speaking, I don’t like most of the landlords. They are very difficult to speak to and barely show respect to tenants. In China, tenants usually are at an inferior position and the landlord can raise the rent whenever he/she feels to. Actually my landlord just raised the rent by 100 RMB per month for the next year and there is no room for me to negotiate.
   c. **Hukou.** I am not a native Shanghainese but I settled my Hukou in Shanghai after I came back from the United States. Since my Hukou, which is called ‘public household registration in the community 社区公共户’, belongs to the community where I am living now, if I move to other communities, I will need to make a transfer, which can be a very time consuming process. So basically I am stuck to my current
living area. However on the other hand, my landlord can terminate the lease contract whenever he wants to.

**Person 3 Title: Chinese lecturer**

**Living condition**

1. What is your current living condition? (such as apartment location, rent, facility, age of building, apartment size, other cost)
   
   My current apartment is in an old residential complex which is about three blocks from the university. The building was built in 1989. It’s a 2 bedroom apartment which is 59 m². The rent per month is 5800 RMB. I have a roommate to share the apartment and the rent. So I pay 2900 RMB for the rent every month. The utility fee per month per person is about 200 RMB. In total, the apartment costs me 3000 RMB per month. The apartment comes with most necessary furnitures but no electrical equipment, so I bought those devices when I moved in.

2. How do you think of your current living condition?
   
   One thing bothers me is the age of the building. It is very old and lack of maintenance. I live on the 6th floor which is the top of the building. The ceiling leaks when there is heavy rain (which is very often in Shanghai). The wall of old building is pretty thin so it is very cold inside in winter. Another concern is that I have to live with a roommate because I can’t afford a decent one-bedroom apartment. It usually takes me a lot of efforts to find a roommate. People tend to move a lot so it is my third roommate right now. I don’t have enough private space because I need to share the small living room, bathroom and kitchen with my roommate.

3. What is your ideal living condition?
   
   I would like to have a one-bedroom apartment near campus. I don’t expect it very big or luxury. I want my apartment clean, safe, have enough space and in good condition. I would like to walk about 10-20 minutes to school from my apartment.
Housing searching process

1. What are the available resources you have?
   a) Real estate agency
   b) Two or three websites which provide apartment renting information

2. What are the barriers that you would like to share during your search of a housing option?
   a) There are a lot of fake information and advertisement online and even from the real estate agencies. It took me time and efforts to find useful and real information. At the same time, resources that I can trust are very limited.
   b) It’s difficult for me to find an apartment in acceptable condition and with acceptable price. Actually there are not plenty options considering the rent. The rent of most one-bedroom apartment near campus is around 4000-6000 RMB/month, which is half of my monthly salary.
   c) Although I have Shanghai Hukou, I still need to provide many document to rent an apartment legally in Shanghai. It’s difficult to find landlords who are willing to help with those document and paperwork.
   d) The commission of real estate agency is 50% of the rent now.
   e) As the tenant, I need to pay all the extra cost in the renting process.
   f) The government policies regarding apartment renting keep changing. I don’t have access to get to know the policies.

Decision making

1. What made you decide to rent the current apartment?
   Mainly the price made my decision.

Financial Support

1. What kind of financial support you are getting from the university? (a certain percentage of the salary, Housing Provident Fund, Supplementary Housing Provident Fund, a flat rate, etc.)
   I received 2941 RMB, a 28% of my basic salary from the university as my housing subsidies, which can’t afford a decent place to live. While other faculty who are not from Chinese Language Program receive a flat rate which is around 10,000 RMB each month. The university counts the other 12% of the employer contribution to the Housing Provident Fund and Supplementary Fund into the housing subsidies. However, this part of money can only be taken out from my account when I am going to purchase an apartment.

2. What kind of expenses do you have when renting an apartment?
   The rent, utility fee, apartment maintenance fee

Document involved

1. What are the document involved in your experience of renting apartments in Shanghai?
   网签租房合同：Online House Lease contract
   租赁备案：House Lease Record

2. How difficult to get those document?
   To get the Online House Lease contract, first I need to get approval from the landlord. That is the prerequisite for everything. Then I have to be at the government office with the landlord and his/her Property Ownership Certificate and ID card. It usually takes half a day to get the
process done and wait for another week to get the contract. After having the contract, I need to get “Certificate for permanent residence” which usually takes one week to get. Then I need to go to another government office to get House Lease Record. With all the document, I will have my “Hukou Card” to prove I live in Shanghai legally. The whole process is very time consuming and frustrating.

Potential influence

1. What are the potential risk of keeping living in the current apartment?
   a) I am not Shanghainese and I haven’t bought any house property in Shanghai. Therefore, the Hukou I possess is: “pubic household registration in the community (社区公共户)”. In this case, I need a “Hukou card” to get my health insurance card, renew my passport, get visa for traveling, basically everything in my life. However, the “Hukou card” need to be updated every three year. To update my “Hukou card”, I need to provide a House Lease Record (租赁备案) and “Online House Lease Contract (网签合同)” which I cannot get without cooperation with landlords. Many landlords refused to help with these document because they may be charged more tax in the future. Landlords who agree with the document usually increase the rent. For me, the potential risk is either continuously being charged more money or being kicked out of the apartment because the landlord doesn’t want to help with the document anymore.
   b) Since I can’t afford a one-bedroom apartment, I need to keep looking for roommates to share a two-bedroom apartment, which takes me great efforts and a lot of time. I also feel my life does not have privacy because I have to live with someone else. It is not safe neither.

Person 4 Title: Chinese Language Lecturer

Living condition

1. What is your current living condition? (such as apartment location, rent, facility, age of building, apartment size, other cost)
   My current living apartment is located at Weifang 2 cun which is near NYU SH campus. Weifang community was built around the year of 1979 which called 老公 (old public room or the old governmental housing. My apartment is 32.25 sq.m, one bedroom, one bathroom and an open kitchen. The original facilities contain one old bed, one old refrigerator, one air conditioner, and one closet. The rent is ¥3500 monthly. The other utilities fee including water, electricity, gas supplies and internet are additional payment paid by myself. The other cost contains one month deposit and agency fee(35% of the monthly rent).

2. How do you think of your current living condition?
   The community is near our campus and the surrounding reaches the basic livelihood needs. Since it is an old community, yet it is not quiet and not very safe. The percentage of the rent is around 36.8% of the my monthly total income( including the 40% housing subsidy from school). So the rent pressure for me is high.

3. What is your ideal living condition?
   My ideal living condition would be near our campus, safe and quiet, leave more space for personal privacy.
The rent could not influence my basic necessities of life so much.

**Housing searching process**

1. **What are the available resources you have?**
   a) Online Websites such as Lianjia wang, Taipingyang, Anjuke;
   b) Housing agency around the living communities.

2. **What are the barriers that you would like to share during your search of a housing option?**
   a. The online websites mostly shared fake information which wasted me a lot of time to figure out what’s true;
   b. My budget is not enough to pay the rent which are valued at the average housing prices (¥4000-6000/month), so I have to choose an apartment with poor conditions but lower rent
   c. I didn’t receive any governmental documents about housing so I could not have any information about Public Rental Housing (公租房) or Low-rent Housing (廉租房) which should provided by my employer (NYU SH);

**Decision making**

1. **What made you decide to rent the current apartment?**
   My budget limitation, location (near campus).

2. **What are your concerns?**
   The rent is my first consideration because the housing pay is the largest percentage of my income.

**Document involved**

1. **What are the document involved in your experience of renting apartments in Shanghai?**
   网签租房合同：Online House Lease contract
   租赁备案：House Lease Record

2. **How difficult to get those document?**
   The landlord didn’t want to help because s/he wanted to avoid any troublesome and the extra costs arising in the process. My landlord accepted to go through the documents with me but, as a condition, I had to cover all the expense and tax fee involved even in the future.

**Potential influence**

1. **What are the potential risk of keeping living in the current apartment?**
   a) The old house repair cost;
   b) 网签租房合同 (Online House Lease contract) and 租赁备案 (House Lease Record) only cover one year, so I need to renew them every year which give the landlord an excuse to raise my monthly rent.
   c) The housing rent documents are related to my Hukou (户口, registered permanent residence) and I have to renew my Hukou every three years. The current housing situation could not guarantee to keep my Hukou.

**Person 5 Title: Chinese Language Lecturer**

**Living condition**
1. **What is your current living condition? (such as apartment location, rent, facility, age of building, apartment size, other cost)**

   My current apartment is in an old residential complex which is about 20-minute walk from the university. The building was built in 1999. It’s a 5-floor building with 4 apartments in one floor. I live in a 2-bedroom apartment, with one small cooking space (can’t even call it a kitchen), and one shared bathroom. I have one roommate to share the apartment and the rent, so I pay 3360 RMB for the rent every month, and the space of my own room is 11.5 ㎡. The utility fee per month per person is about 200 RMB. In total, the apartment costs me 3500 RMB per month. The apartment comes with most necessary furnitures.

2. **How do you think of your current living condition?**

   One thing bothers me the most is the privacy and low life quality because I have to live with a roommate and share the bathroom and kitchen, otherwise I can’t afford the rent for one-bedroom apartment. The house-renting agency finds my roommate, so I don’t have to find the roommate by myself, but the problem is the agency won’t take gender or other factors into consideration; whoever can pay the rent, who can rent it. Therefore, my first roommate was a male, and I didn’t have any choice and right for choosing my roommate. People tend to move a lot so now I have my third roommate, and I don’t know what kind of person will live with me next time. Moreover, I have to rent an apartment from the agency because only agency will give me Fapiao for reimbursement. So I have to stick to finding the apartment through the agency. Secondly, it’s a very old building, so I can hear baby crying from downstairs, people doing laundry next door; it really influence my sleeping quality. Also, I live on the 5th floor which is the top of the building, so it’s super hot during summer. The only good thing is the apartment is near our campus.

3. **What is your ideal living condition?**

   I would like to have a one-bedroom apartment near campus. As long as it’s clean, safe, have enough space and in good condition.

**Housing searching process**

1. **What are the available resources you have?**

   Only Real estate agency because I need Fapiao

2. **What are the barriers that you would like to share during your search of a housing option?**

   The benefit that the school provides is not enough to rent a one-bedroom near campus.

**Decision making**

1. **What made you decide to rent the current apartment?**

   The PRICE! Had no choice.

2. **What are your concerns?**

   I cannot choose my roommate.

**Document involved**

1. **What are the document involved in your experience of renting apartments in Shanghai?**

   台胞证，和 I have to bring my contract to 居委会 & 派出所 to register because I am not from China.

2. **How difficult to get those document?**
Getting the documents are not difficult. The difficulty was doing the registration. I had to go 居委会 & 派出所 to get everything done because it’s either they needed something that I didn’t get informed I needed to provide or the time constraints.

Potential influence

1. What are the potential risk of keeping living in the current apartment?
   Low life quality because sharing a room with a stranger. I prefer to stay on campus until very late or come to school on weekends because I don’t get much privacy in my apartment. In other words, I can’t really take a rest in my apartment.

Person 6 Title: Chinese Lecturer

I used to rent an apartment because my own apartment can’t fit my needs: my kid does not have her own bedroom. So I rent out my own apartment so that I can afford the rent of a bigger apartment. But now I have moved back to my own apartment. Because the apartment I rented is too old and not safe for kid. It is also far away from NYU SH and my kid’s kindergarten. Now I am still worried about not having enough space at home. This is already a big problem in our family.

Person 7 Title: Chinese Lecturer

Living condition

1. What is your current living condition? (such as apartment location, rent, facility, age of building, apartment size, other cost)
   I am renting a one-bedroom apartment near the campus on Weifang Road. I choose to rent this house as the rent fee is comparatively reasonable and safer.
   This apartment was built up around 1980s. I spend 5500 RMB per month for this forty-square meter house. The heating system did not work when I just moved in and I tried hard to get my landlord to pay the repairing fee, which was very time-consuming and required a lot energy.
   As the house was decorated six years ago, all the furniture and domestic appliances are old so that they are comparatively power-consuming. I need to almost 200 RMB per month for the water and electricity fee. My friends have told me that their rented house are of similar housing appliances but it only takes them about 100 RMB per month, as most of the appliances are energy efficient. However, my landlord refused to change anything in my house now.

2. How do you think of your current living condition?
   I am trying to get a better living condition as the current apartment is not big enough for me now. I just got married this March. My husband and I now are paying down the house with our salary. Additionally, it takes time to decorate.
Appendix F: Sample NYU Shanghai Faculty Budgets

These are estimated budgets that members of the committee submitted just for reference. The data come from both lived experience and outside cost-of-living calculators, specifically numbeo.com and transferwise.com. For international faculty budgets, we calculated with the assumption that non-NYU travelling partners would not be working, which we thought was a fair assumption, considering their visa status. For equivalence, the Chinese faculty budget also does not include a partner’s salary.

Note: Although not recorded here, Many Chinese families face schooling costs and issues as well.
### Estimated Spending for International Family of Four

<table>
<thead>
<tr>
<th>(Monthly)</th>
<th>Amount (RMB)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>¥54,000.00</td>
<td>Numbo.com, Transformer.com (food, transportation, utilities, entertainment, clothing, etc.)</td>
</tr>
<tr>
<td>Cost of Living</td>
<td>¥15,000.00</td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td>¥0.00</td>
<td>Our rent is below our housing stipend; FYI: NYU sponsored housing options for 2 bedrooms are ¥13-17,500</td>
</tr>
<tr>
<td>Insurance</td>
<td>¥3,700.00</td>
<td>Asthma price for 1 single employee and 1 employee + children (MSH is free, but might have some additional travel insurance, or medical expenses)</td>
</tr>
<tr>
<td>Taxes</td>
<td>¥16,400.00</td>
<td>Estimate. Our tax burden may actually be higher than this.</td>
</tr>
<tr>
<td>School</td>
<td>¥10,840.00</td>
<td>Monthly (¥31,000/year)</td>
</tr>
<tr>
<td>Help</td>
<td>¥9,300.00</td>
<td>Full-time ayi for baby, very part-time cooking ayi; includes the cost of the 13th month bonus, given to both</td>
</tr>
<tr>
<td>Retirement</td>
<td>¥3,200.00</td>
<td>Two full contributions for the full match.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leftover</th>
<th></th>
<th>Lower Cost of Living (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remaining</td>
<td>¥5,560.00</td>
<td>75% of ¥15,000 65% of ¥15,000 50% of ¥15,000</td>
</tr>
<tr>
<td>(USD)</td>
<td>$878.40</td>
<td>$1,443.40 $1,853.40 $1,968.40</td>
</tr>
</tbody>
</table>
## Estimated Spending for a Chinese Family of Four

<table>
<thead>
<tr>
<th>Cost of Living</th>
<th>Amount (RMB)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>¥11,958.00</td>
<td>Typical salary for faculty who worked for 3-8 years at NYU Shanghai</td>
</tr>
<tr>
<td>Housing stipend</td>
<td>¥3,200.00</td>
<td>Housing stipend = 40% of salary - 12% statutory provident &amp; supplementary provident = 28% of the salary (Mandatory for Chinese citizen)</td>
</tr>
<tr>
<td>Cost of Living</td>
<td>¥41,800.00</td>
<td>Estimated</td>
</tr>
</tbody>
</table>

### Additional Costs for NYU Faculty

<table>
<thead>
<tr>
<th>Cost</th>
<th>Amount (RMB)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>House monthly Loan Payments</td>
<td>¥2,500.00</td>
<td>2500= 8500(monthly loan payment) - provident &amp; supplementary provident fund from my husband and me, so 2500 is the money I pay from my salary</td>
</tr>
<tr>
<td>Housing Provident &amp; Supplementary Provident</td>
<td>¥1,500.00 (Mandatory for Chinese citizen)</td>
<td></td>
</tr>
<tr>
<td>Statutory Social Security</td>
<td>¥1,680.00</td>
<td>Statutory social security (Mandatory for Chinese citizen)</td>
</tr>
<tr>
<td>Taxes</td>
<td>¥457.00</td>
<td></td>
</tr>
</tbody>
</table>

### Leftover

<table>
<thead>
<tr>
<th>Remaining (USD)</th>
<th>Amount (RMB)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>¥2,779.00</td>
<td>ö308.00</td>
<td></td>
</tr>
</tbody>
</table>
Addressing Trans+ Health Disparities at the Student Health Center Resolution

Preamble

We are aware that white supremacy creates artificial divisions in social structures that minimize, erase, and isolate transness, people of color, neurodivergence, ability status, and all those who fall outside the purview of white cis-heteronormativity as described by pioneers of social justice with an emphasis on intersectionality: Kimberlé Williams Crenshaw, Paulo Freire, bell hooks, Audre Lorde, and Iris Young; and

That these are foundational academic texts in the field of Social Work and social justice, but beyond academic jargon, activists such as Rachel Cargle, Ericka Hart, and Indya Moore use their digital platforms to speak on intersectionality under a more accessible and decolonized lens; and

That in order to even begin conceptualizing the stress inflicted upon intersecting identities, first we must understand Minority Stress Theory and how it differs from other types of stress. Ilan Meyer’s 2003 article *Prejudice, Social Stress, and Mental Health in Lesbian, Gay, and Bisexual Populations: Conceptual Issues and Research Evidence* describes the concept of minority stress as, “excess stress to which individuals from stigmatized social categories are exposed to as a result of their social, often a minority, position” (p. 4). That being said, minority stress differs from other types of stress because not only is it unique to a minority group, it is also excess stress and chronic stress, meaning that it does not refer to stress in reaction to a specific event, rather it comes from an institutionalized source, versus a personal source; and

That minority stress is related to compounded and increased adverse environments at home, work, and school, which may result in increased mental health issues such as post-traumatic stress disorder (PTSD), anxiety, depression, and internalized homophobia (Meyer, 2003); and

That Complex Post-Traumatic Stress Disorder expands upon the DSM-5 definition of PTSD in order “to capture the protean sequelae of prolonged, repeated trauma” (p. 377). Moreover, complex trauma that occurs in both public and private spheres, may increase the psychological oppression of individuals or groups (Herman, 1992); and

That in the article *Barriers to Health Care for Transgender Individuals* by Safer, Coleman, Feldman, Garofalo, Hembree, Radix, and Sevelius (2019) outlines the multi-dimentional opression transgender, nonbinary, and gender noncomforming communities disportionatly face: socioeconomic discrimination, sociocultural stigma, and harassment within the health care system; and

That the intersectional isolation and exclusion of queer transgender people of color (QTPOC) is caused by stigma and microaggressions inside and outside the healthcare field as documented in *Measuring Multiple Minority Stress: The LGBT People of Color Microaggressions Scale* (Balsam, Molina, Beadnell, Simoni,
& Walter, 2011) and High Stakes for the Health of Sexual and Gender Minority Patients of Color (Tan, Baig, & Chin, 2017); and

That persistent experiences are connected with feelings of victimization, suicidal ideation, higher rates of substance use and abuse, depression, and other mental/physical health conditions for members of the trans+ community as referred in That’s So Gay! Microaggressions and the Lesbian, Gay, Bisexual, and Transgender Community (Nadal, 2013); and

That barriers to health care include misgendering, noncompetent providers, over-medicalization, gender essentialist language, transphobia, and fear/anxiety as illustrated by Stroumsa, Shires, Richardson, Jaffee, Woodford in Transphobia Rather than Education Predicts Provider Knowledge of Transgender Health Care (2019), Vincent in Breaking Down Barriers and Binaries in Trans Healthcare: The Validation of Non-binary People (2019), and supported by the trans+ New York University (NYU) student narratives collected by the Silver Trans + Queer Student Collective (STQSC) (see Appendix II); and

That consistently using name and pronoun(s) indicated by client during care, centering the clients knowledge, needs, and wishes, acknowledging of mistakes by providers, and ongoing practitioner research and training for trans+ health excellence on an interpersonal level links to a positive relationship in increasing trans+ retention to care and physical and mental health outcomes (Pryor & Vickroy, 2019); and

That clinicians have an ethical obligation to be transparent with their clients with regards to the use of their government name on insurance forms but with the understanding that a client may use a name and pronouns that do not align with their government-issued identification due to financial and legal barriers (WPATH, 2012); and

That under the Hippocratic Oath and World Professional Association for Transgender Health (WPATH) guidelines, NYU clinicians at the Student Health Center (SHC) are mandated to go above and beyond to affirm the dignity and worth of all persons as defined by the National Association of Social Workers (NASW) Code of Ethics; and

Furthermore, that systematic changes of establishing a comprehensive trans-affirming health center, mandatory training, broadening transition-related coverage, eliminating male/female designations in medical billing, standardizing training and expectation in trans health for all staff and providers, and including inclusive, accessible, and all-gender bathrooms within facilities creates a cultural dedication to supporting and uplifting the trans+ community (Pryor & Vickroy, 2019).

WHEREAS, in Summary of Trans+ Discrimination at NYU, the Silver Trans + Queer Student Collective captured continual and pervasive transphobia and harassment1 (See Appendix II); and

---

1 The narratives and responses used to formulate the Summary of Trans+ Discrimination at NYU was developed as an advocacy tool to fill the information gaps available detailing the trans+ experience on campus. Between September to December 2019, members of the STQSC e-mailed Silver professors of Practice and Diversity, Racism, Oppression, and Privilege (DROP) classes and T-Party at NYU’s LGBTQ+ Center in order to present the project and ask members of the trans+ community to share their experiences at the Student Health Center. The qualitative
WHEREAS, 37% of trans+ students at NYU reported that they had “experienced exclusionary, intimidating, offensive, and/or hostile conduct,” campus wide, according to the Being@NYU Assessment (2018); and

WHEREAS, the substantial progress New York University Student Health Center has made progress towards a more diverse, equitable, and inclusive community, especially in terms of mental health care, insurance coverage, and medical transitioning, we need to increase our services for trans+ students and deconstruct gender essentialism that clouds universal care and treatment; and

WHEREAS, this discrimination is a part of a larger institutional oppression of trans+ student in higher education as suggested by the survey published by the Williams Institute, Transgender in Higher Education (2018). Out of over 27,000 trans respondents, 24% reported being verbally, physically, or sexually harassed at that time of university enrollment—with 16% of those who experienced harassment having left college because of the harassment.

NOW, THEREFORE BE IT RESOLVED that New York University Student Health Center undertake the following measure in accordance with American College Health Association Guidelines:

FURTHER RESOLVED that the Student Health Center undergo a program evaluation in relation to service delivery for trans+ students with members of the trans+ community with a background of Social Work, Public Health, and/or Law, with a vested interest in anti-oppressive social justice practices; and

FURTHER RESOLVED that all Student Health Center staff and providers attend mandated training around respective trans+ identities and individual service needs, as developed by The Transgender Training Institute; and

FURTHER RESOLVED that the Student Health Center appoint one or more patient advocates and have a visible procedure for trans+ students to report concerns and instances of suboptimal care and treatment; and

FURTHER RESOLVED that gender binary language around services, e.g. Women’s Health, and Well Women’s Exams, be changed to more inclusive and all-encompassing of the wide variety of gender variation on campus; and

That being said, oppression intersects with multiple areas of student’s lives, therefore changes at the Student Health Center cannot be siloed. In order to address systematic oppression we must address all systems that affect students.

methodology aimed to deconstruct the idea of a single trans+ narrative and medical care needs, pinpoint problem areas, and organize the trans+ community. For gender identity, participants could select as many pertinent categories to describe themselves. Many collective university data is not clear on their methodology of defining gender/sex, and nonbinary or gender expansive students are only included in the “total” scores. The survey design seeks to minimize this inherent oppression and implement decolonized language to affirm the experiences of students that live and operate beyond the binary and cishehternormativity. While this survey was not systematic research, it solidifies a need for more anti-oppressive research to uncover service delivery gaps for all trans+ students in all campus branches and global sites. A copy of the survey is included in Appendix III.
NOW, THEREFORE BE IT RESOLVED that the following measures target long-term university wide initiatives as secondary measures once the specific Student Health Center items are addressed; and

FURTHER RESOLVED that the New York University at-large, including portal campuses and global sites, designate support and resources to provide assessment, oversight, and anti-transphobia education in all health care services, schools, and departments that goes beyond trans+ competency to humility that recognizes the power of language, gender fluidity, and shifting cultural norms; and

FURTHER RESOLVED that New York University institute yearly evaluations of anti-transphobic practices across all schools, faculty, students, staff, and administrators, as modeled in the narrative collection based on the original survey distributed by the Silver Trans + Queer Student Collective. This ongoing feedback will ensure accountability of aforementioned parties by determining deficits from the perspective of those affected; and

FURTHER RESOLVED that New York University through a working group comprised of members outlined below, produce a 5-year strategic plan that focuses on the trans+ student, faculty, and staff experience, baring in mind the intersections of racism, homophobia, and ableism, in order to evaluate and monitor best practices and effective mechanisms for implementation of trans-centered and anti-oppressive health care. The lifespan of the working group will be two years for each appointed member. After that time-lapse of progress, Program Evaluators, patient advocates, and Student Health Center Leadership will evaluate the necessity of the group. At the summation of the tasks set forth by the working group, due to the ever-present shifting cultural norms, the working group may be reinstated at any time.

FURTHER RESOLVED that the working group will be comprised of:
- Student Health Center Leadership
- Patient advocates
- Program evaluation coordinators
- Members from the NYU LGBTQ+ Center
- Relevant student government bodies
- Select members from various LGBTQ groups on campus
- Triple Aim committee liaison

FURTHER RESOLVED that the tasks of the working group may include but are not limited to:
- Oversee of the hiring and management of patient advocates
- Implement of IT changings to Student Health Portal
- Evaluate service name changes that meet the needs of the student body and are assessable
- Supervise of the program evaluation and collection of student narratives
- Conduct student focus groups with all departments around the trans+ experience
- Coordinate with Deans of all NYU schools to assess individual department needs
- Create and administer yearly evaluations
- Devise a 5-year strategic plan with NYU leadership and Board of Trustees
Appendix I: Resolution Endorsements

This resolution is endorsed by:

Silver Trans + Queer Student Collective

Asian Pacific Islander/American (API/A) Social Work Students for Change

Black Women’s Social Work Coalition

White Students Challenging Racism

Silver Peer Support Network

Silver Graduate Student Associate Council (GSA)

NYU T-Party @ LGBTQ+ Center (members below):

For transgender, non-binary, and gender non-conforming students & their allies.

Cameron Sopala
Joshua Arrayales
Kyu Wild
Jordan Kolocotronis
Lachlan Campbell
Consi Faling
Noah DeFranceschi
Suz Fyodorov

144 NYU Students who signed a petition of support

Calla C. Jo, LP, LCSW, Adjunct Lecturer
Libby O’Connor, LCSW, Adjunct Lecturer
Diane Mirabito, Clinical Professor, Chair of Practice Curriculum
Andrée Pilaro, LCSW, Adjunct Associate Professor
Robin Donath, LCSW, Co-director of NIP C&A Program, Associate Editor for the Journal of Family Social Work
Joan Greenberg, LCSW-R, Adjunct Associate Professor
Dina Franchi, LCSW, Adjunct Lecturer
James I. Martin, PhD, Associate Dean for Academic Affairs, SSSW
Courtney O’Mealley, Associate Dean for Student Affairs, Silver School of Social Work
Appendix II: Summary of Trans+ Discrimination at NYU

In order to further understand the barriers to health care that trans+ students face, the Silver Trans + Queer Student Collective conducted a survey open to all current NYU students of trans experience. We found continual and pervasive transphobia and harassment occurring at the Student Health Center.

Of the 15 respondents, 60% were undergraduates and 40% were graduate students from Silver, Stern, Gallatin, GSAS, CAS, and Tisch. Students’ gender identity was varied across the spectrum, including agender, genderqueer, nonbinary, gender nonconforming, man, transgender, trans feminine, trans masculine, trans man, trans woman, woman, and gender expansive.

46.6% of students rated their comfort-level with staff and service providers at SHC as neutral, 26.7% uncomfortable, and 26.7% as comfortable.

46.7% of respondents endorsed that they had denied or postponed annual exams because of binary gendered language, but an overwhelming majority of students asseverated that changes to the language would reduce unnecessary barriers. 86.7% of students affirmed that changing the “Women’s Health Center” and online appointment options of “Women’s Health Visit” and “Well Woman Visit” to more inclusive language would help reduce barriers to health care.

Barriers to health care include, but are not limited to misgendering, deadname usage, identity/care needs being reduced to genitals or a partner’s genitals, providers connecting all chronic illness or mental health conditions with a person’s trans identity (pathologizing transness), difficulties navigating the SHC center, lack of knowledge around trans competent providers, absence of peer advocates, and delaying/denying care because of noncompetent providers.

One respondent outlined,

As a gender nonbinary student, I have been misgendered so many times by staff, nurses, and doctors/nurse practitioners. Really the only time I am not misgendered is when I am with the counseling department. Bear in mind, all the counseling services I seek are specifically for TGNC students. Language in appointments has been exclusively binary/essentialist. Having a sexual partner with a penis has automatically equaled a male partner or having penetrative sex has always been associated with a penis. My gender identity has been reduced to my uterus, and the enormous assumption that all people with uteruses are woman/female. The structure of health services has placed the duty of retrieving gender expansive care on the gender expansive student. It is not easy to call the student health center, face invalidating and insensitive staff, have to out myself as non-binary, and request vital annual services. This is not the same as the female-born experience of logging-on and clicking an appointment. While I realize NYU has many gender-affirming programs and ability to access health care, language and staff training needs to mirror these policies. My basic identity shouldn’t be eased. Using the correct pronouns, realizing that gender and sex are social constructions, and allowing ease of access to services are simple ways of implementing anti-oppressive health care.
Another student reported, “I have put off medical [appointments] and waited months for trans competent providers. Even then, I have been misgendered at LGBTQA clinics.”

In addition, a respondent “[refuses] to go to the OBGYN because [they are] uncomfortable even going there.”

One student details,

I get birth control, HRT, and psychiatric medications from the SHC. I’m very often deadnamed and misgendered and made uncomfortable because I am trans and transitioning. The receptionists and some of the pharmacists tend to be the worst offenders, and some of the nurses make me uncomfortable as a trans person.

Another student explains,

[I access] primary care and “women’s” health. I listed my pronouns online when I made my appointments, but I was misgendered by everyone I interacted with. Staff seemed knowledgeable about queer/sexual orientations but [lacked understanding] in relation to gender. [Everyone] assumed I was a ciswoman…[and I did not feel comfortable] to clarify.

A respondent elucidates,

I have seen other providers at the SHC and my experience was usually followed by discomfort and sometimes anger by how I was treated due to ignorance related to how hormones impact my body (ex: menses, blood tests, and frequency) and assumptions about my sexuality and level of risk for STDs. In addition, [I am upset] with the medical model; most providers I saw felt like the “expert” of care and wouldn’t listen to me and would negate my previous medical treatment. For example, to get hormones, I have to have regular blood work done, to monitor my health. Once you are stable, providers will lessen the frequency of tests and give more backup refills. Obtaining a prescription in the medical system depends on this process, and it is at the discretion of the provider. While normally I have tests done every 6 months to a year, I had to get tests done every 3 months or less…which resulted in more money and anger.

Other students have mixed experiences; “It’s neither neutral nor negative, but most often the issues I have are with misgendering and deadnaming, despite my chosen name being in the NYU system.”

Furthermore,

It angers me that NYU provides these services but doesn’t assist in accessing them. I’m established in receiving affirming medical care for 7 years and know how to advocate and navigate the healthcare system. With that in mind, I found my experiences to be frustrating at best.

Another student explains the difference between staff and service providers, “staff treats me nicely, but often deadnames me. Providers are very pleasant and never deadname me (except for the neurologist).”
One respondent accesses therapy, nutrition, and sometimes dental/primary care. They report,

The therapy staff and nutrition staff [are] very nice and well-versed in trans issues. The dental staff and primary care staff are not. I had to explain what genitals I have to the gynecology staff, and they were unable to help me because they don’t know how to deal with patients on testosterone.

While this data is not comprehensive, it does call attention to systemic barriers to health care and invalidation of transness. Trans-centered health care is of the utmost urgency because of the oppression outlined above in combination with the lack of visibility, research, program evaluations, and trans+ competent staff/providers at NYU. These themes of invalidation hold profound physical and mental health impacts.
Appendix III: Trans/Nonbinary/Gender Noncomforming/Genderfluid Student Health Care Survey

Trans/Nonbinary/Gender Noncomforming/Genderfluid Student Health Care Survey

We are a group of trans, gender expansive, nonbinary MSW students, collecting trans/nonbinary/gender noncomforming, genderfluid student narratives of their experiences with the Student Health Center (SHC), especially if their needs are not being met in a comfortable, validating, and active way.

These narratives will be used to identify major issues and barriers for trans and gender nonbinary students in regard to health care and eventually shared with administration to enact change. Narratives will be shared only with permission of individuals and de-identified.

* Required

1. How do you identify? (Check all that pertain to your experience) *

   Check all that apply.
   - Agender
   - Genderfluid
   - Genderqueer
   - Gender nonbinary
   - Gender nonconforming
   - Man
   - Transgender
   - Trans feminine
   - Trans masculine
   - Trans man
   - Trans woman
   - Two-spirit
   - Woman
   - Option not listed

2. If option not listed, please write here.

   __________________________________________
3. What are your pronouns? *

__________________________________________________________________________

4. What school/department are you enrolled in?

__________________________________________________________________________

5. Are you an undergraduate or graduate student? *

Mark only one oval.

☐ Undergraduate

☐ Graduate

6. Do you access medical services through the NYU Student Health Center? *

Mark only one oval.

☐ Yes

☐ No

7. Please rate your comfort-level with staff and service providers at SHC.

Mark only one oval.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Uncomfortable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. If you do not access services at the SHC, please rate your comfort-level with staff and service providers outside NYU.

*Mark only one oval.*

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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Very Uncomfortable</td>
<td></td>
<td></td>
<td></td>
<td>Very Comfortable</td>
</tr>
</tbody>
</table>

9. What are your personal experiences with medical care at NYU? (What services do you access, how does staff treat you, satisfaction level, etc.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

10. If you do not access services at the SHC, please describe your personal experiences with your medical providers outside NYU.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

11. Due to binary gendered language (like "Women's Health/OBGYN/Men's Health), have you ever denied or postponed annual exams? *

*Mark only one oval.*

- [ ] Yes
- [ ] No
12. If yes, why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

13. Due to ease of access to services, have you ever denied or postponed annual exams? *

*Mark only one oval.

☐ Yes

☐ No

14. If yes, why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

15. In what ways has the Student Health Center validated or invalidated your trans+ experience? *

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
16. Would changing the "Women's Health Center" and online appointment options of "Women's Health Visit" and "Well Woman Visit" to more inclusive language help reduce barriers to health care? *

Mark only one oval.

☐ Yes
☐ No
☐ Other: __________________________________________

17. Do you have any proposals for these changes?

__________________________________

18. Can I share your responses with administration? *

Mark only one oval.

☐ Yes
☐ No