MINUTES OF THE T-FACULTY SENATORS COUNCIL MEETING OF OCTOBER 11, 2018

The New York University Tenured/Tenure Track Faculty Senators Council (T-FSC) met at noon on Thursday, October 11, 2018 in the Global Center for Academic & Spiritual Life at 238 Thompson Street, 5th Floor Colloquium Room.

In attendance were Senators Cappell, Doucet, Economides, Fenton, Figlewski, Frankl, Garabedian, Hoffman, Jassen, Irving, Lapiner, Ling, Longuenesse, Maniatakos, Merritt, Mincer, Parekh, Quinn, Rajagopal, Romig, Shapley, Taylor, Tranchina, Uleman, Waltzman, Watson, and Zamir; Active Alternate Nonken; and Alternate Senators Alter, Coslovsky (for Smoke), Dasanayake (for Kamer), Reiss, and Tannenbaum.

APPROVAL OF THE MINUTES OF THE MEETING HELD SEPTEMBER 13, 2018

Upon a motion duly made and seconded, the minutes of the September 13, 2018 meeting were approved unanimously.

CALL FOR NOMINATIONS: CANDIDATES FOR T-FSC CHAIRPERSON, 2019-2020

Senator Cappell, Chair of the Nominating Committee, called for nominations, including self-nominations for the position of Chairperson, 2019-2020.

Chairperson Ling noted the incoming Chair will join the Executive Committee (EC) in spring 2019, which allows him/her a semester to transition into the role.

It was noted that members in any year of their term are eligible for election to the position. If the Chair-elect is in final year of his/her Senatorial term, then his/her term will be extended by one year and the school election normally scheduled for that Senator’s seat will be postponed for one year. It was noted the school is not obligated to the follow this rule.

REPORT FROM THE CHAIRPERSON: WEN LING

Nobel Prize

Chairperson Ling congratulated Professor Paul Romer of Stern who won the Nobel Prize in Economic Sciences.

Special Guests

Ling announced the following special guests will attend T-FSC meetings this year: Marty Dorph on November 15, Provost Fleming on December 6, and President Hamilton on February 28. She asked Council members to send any suggestions for discussion points.

Retirement Plan Committee

On October 23, Trish Halley, co-chair of the Retirement Plan Committee, will host a joint meeting of the T-FSC, Continuing Contract Faculty Senators Council (C-FSC), and Administrative Management Council
(AMC) Benefits Committees to present an overview of the quarterly investment fund analysis from the September 13 Retirement Plan Committee meeting. They will also discuss how the Council representatives will participate in future meetings. The next meeting of the Retirement Plan Committee is scheduled for December 5. Senator Economides will serve as the T-FSC representative and written materials on the meeting will be sent two weeks prior. These will not include the confidential portion of the meeting.

**Retirement Funds Lawsuit**

Ling provided an update on the lawsuit on NYU's management of employees' retirement funds. The Plaintiffs lost the lawsuit and have now filed an appeal. In the appeal they asked that the two individuals representing the medical center be removed from the University's Retirement Plan Committee. The rationale is those individuals do not have the expertise to make decisions on behalf of the employees who are covered by the plan.

**EC Meeting with the Provost**

The EC met with the Provost's office on October 9 and discussed a number of issues. One is a new initiative to examine NYU's academic institutional identity. Provost Fleming asked Dean Harper to lead a group of faculty in discussing this issue. A second initiative is revisiting the University's slogan: "a private university in the public service". A third initiative is developing a centralized event calendar for members of the NYU community and the general public. A fourth issue the Provost raised is establishing better uniformity in the summer session program start dates. She has asked Clay Shirky to examine this issue.

There was also a discussion on concerns regarding the status of international students who need F-1 and J-1 visas to enter the United States and to study in New York City. They also addressed the issue of low graduation and retention rates of international students. Fleming has asked MJ Knoll-Finn, Senior Vice President for Enrollment Management, to work with a group of graduate advisors and faculty to examine mechanisms to improve these retention and graduation rates.

**PRESENTATION, DISCUSSION, AND VOTE**

*See attached Document A.*

**Governance: Darcey Merritt & Robert Shapley**

*Response to Mr. William Berkley on Faculty representation on the Board of Trustees*

Co-Chair Shapley presented the Committee's proposed response, which was a reflection of the discussion at the last Council meeting.

Chairperson Ling has heard from the Senate Executive Committee that they do not plan to issue a response to Mr. Berkley's letter.

A Senator suggested including the action items of inviting Mr. Berkley or a board member to attend a T-FSC meeting and also suggested a Council member attend, as an observer, a Board of Trustees (BOT) meeting or a BOT committee meeting.

A Senator suggested adding an ending sentence of "we look forward to having further discussions on this matter."

A Senator suggested stating that currently the Board has no academic representation.

Senators suggested providing invitations to Board members to casual interactions, such as dinners or other social events.
Senators asked about the responses of the other Councils. The Committee stated they do not believe the C-FSC Committee has convened yet on this issue and the SSC is moving forward on a separate resolution regarding transparency and requests for information.

Ling summarized the discussion, stating it was suggested the Governance Committee add in 3-4 action items, mention of further discussions on this matter, and suggest a meeting with members of the Board and Council on the issue of faculty representation.

The response, with amendments to be made by the Governance Committee, was passed by vote of the Council.

A Senator asked what talking points the T-FSC would raise with the Board. He mentioned, for instance, quality of life issues. Ling and EC members stated discussions on quality of life issues and salaries come up often in meetings with the Provost.

**T-FSC COMMITTEE REPORTS**

**EP & Faculty/Student Relations: David Irving & Robert Lapiner**

See attached Documents B and C for Report and Q & A on Spring Admits.

**Finance & Policy Planning: Nicholas Economides & Maurizio Porfiri**

See attached Document D.

Co-Chair Economides reported the Committee is discussing the strategy for the upcoming year.

One crucial issue is the continuing “inversion” of faculty compensation. Full professors who have been at NYU more than 20 years are typically paid 20-30% less than entering assistant professors in their field, and this has been observed University-wide.

The Committee underlined this point in the proposal on compensation in 2017-18 and asked for the relevant data. The request for data was ignored by the administration and its response to the inversion issue was “we do not agree that longevity should be a criterion used when determining annual merit increases.”

The Committee brought up this issue at the Senate Financial Affairs Committee (SFAC) meeting and they will discuss it in full detail in the next SFAC meeting.

The second issue discussed by the Committee is the failure of SFAC last academic year to discuss the T-FSC’s proposal. Instead the Council received an email from the Provost in July. This is an issue of significant concern and the Committee raised it at the first SFAC meeting and will follow up in the next SFAC meeting.

The third issue discussed is the current regulations regarding the ability of NYU faculty to undertake research projects from extramural sources that come with some requirements. For example, it is now challenging for faculty to accept funding from federal, state, or private sources that require the sponsor to approve the content of a publication before it is sent out for review to a journal or a conference. The Committee would like a discussion with the administration on potential changes that could enhance the faculty’s ability to perform sponsored research.

A Senator suggested a request for faculty salary information could be brought to the Office for Institutional Research. It was noted the Committee developed a template to ask individual schools for financial data by school, and some schools were open to sharing information while others were not.
A Senator asked if the Committee considered developing a survey to be sent to faculty regarding salary. A Senator noted some faculty are under confidentiality clauses regarding disclosing salary.

Senators discussed the challenges of inversion issues, noting the damage to NYU’s reputation if the University is viewed as strong on recruitment but not on retention. A Senator noted an earlier proposal for a one-time cost of living increase to recognize extended faculty service.

Senators discussed the idea of post-tenure review. Senators noted potential threats to tenure versus positive outcomes of rewarding faculty. It was noted Stern does post-tenure reviews but these reviews do not result in higher salaries.

**Faculty Benefits & Housing: Magued Iskander & Angela Kamer**

Ling reported retirement fund statements can be accessed directly through NYU Home. She noted feedback on this site can be communicated to the Benefits Committee, which will then be passed along to TIAA.

**ADJOURNMENT**

The meeting adjourned at 2:00 PM.
Report of the Governance Committee

The Governance Committee was charged with drafting a response to the July 24 letter from Mr. Berkley and President Hamilton to TFSC Chair Wen Ling. The committee submits the attached draft to the TFSC for its consideration.
New York University

Tenured/tenure track Faculty Senators Council

To: William R. Berkley, Chairman of the Board of Trustees
   Andrew D. Hamilton, President

From: T-FSC

Re: Response to your letter of July 24, 2018 about Representation of Faculty on the NYU Board of Trustees

Please find this correspondence as a response to your letter of July 24. The TFSC thanks the Board for taking several positive steps, specified in your letter, to increase the scope of meaningful interactions between Board members and all faculty. Faculty members are very appreciative of the Board’s willingness for increased collaborative engagement.

The TFSC offers two clarifications. First, the resolution in which the TFSC proposed the addition of faculty to the Board of Trustees was presented to the New York University Senate at the Senate’s March 29, 2018 meeting. Following extensive debate, the full University Senate voted in favor of the TFSC resolution. Thus the resolution to the Board of Trustees came from the University Senate (inclusive of tenure, continuing, student, and administrative councils).

A second point of clarification. In your letter of July 24 you wrote as if the TFSC resolution requested the addition of only tenured/tenure track faculty to the Board of Trustees but this was not in the text of the resolution proposed by the TFSC that was passed by the University Senate. In the spirit of inclusion, TFSC members wanted to avoid limiting the request to tenured/tenure track faculty. The resolution passed by the TFSC intentionally requested representation of all faculty on the Board. It is possible that you were sent a previous incorrect text of the resolution. When it was re-drafted for presentation to the Senate, the TFSC resolution’s text was revised incorrectly, changing "faculty" to "tenured/tenure track faculty", but that error was corrected by an amendment presented at the March 2018 Senate meeting, as recorded in the minutes of that meeting (online). Perhaps the Board received the uncorrected, unamended text that conveyed the misimpression that TFSC proposed only tenured/tenure-track faculty representation, but that was not the TFSC’s intention.

Finally, with all due respect to the NYU Board of Trustees, the TFSC does not agree with the characterization of the faculty of the University merely as “stakeholders.” As was stated in the TFSC resolution voted on by the University Senate in March 2018, “faculty members have a distinctive perspective on the research and educational mission, and on the culture and administration of our University.” Faculty members are the people who carry out the research and educational mission of the University. The undisputed stellar reputation and elevated level of accomplishment of New York University are a direct result of the work of the faculty (both tenured and continuing). Many faculty, not only those serving on the TFSC, believe that
representation of faculty on the Board of Trustees would provide a more holistic perspective of the University to the Board than at present.
Report from the Educational Policy and Faculty/Student Relations Committee

The Educational Policy and Faculty/Student Relations Committee met on September 27, 2018 to discuss the committee’s charge and agenda items for the year.

A senator provided an update on a carry-over issue from last year, namely the Spring Admission initiatives introduced Spring ‘18 in Liberal Studies, and scheduled to launch in Tandon and Steinhardt this year.

The co-chairs also reported on a meeting held earlier this semester with representatives from the Provost’s office, focused on the university’s legal obligation to meet new reporting requirements with respect to Title IV compliance, and the urgent need to engage faculty in the process. That meeting also involved a brief discussion of the roll-out of NYU Connect, a new back-end student affairs support service enhancement that faculty access through Albert. (All faculty are invited—encouraged-- to provide feedback to the Assistant Vice President for Student Success, about their experience in using the tool.)

Two issues came up that we believe should be brought to the attention of the T-FSC Council as a whole. The first involves a technological impediment in facilitating easy and organic communications between NYU Medical School faculty and other NYU faculty—namely that Med School faculty are issued NYULangone.org e-mails, and not the nyu.edu e-mails used by all other faculty in the global network.

While we all communicate with individual colleagues through the e-mail addresses we have for each other, general open-ended announcements that come from schools or departments that invite collaboration or intend to share important information among all university faculty apparently do not get systematically sent across the two platforms. As a result, at a time when the university wishes to foster all sorts of connections from joint research opportunities to providing interdisciplinary experiences for students, Langone faculty find themselves out of the loop. If this is a simple technological glitch, we would like to encourage the Administration to find a simple technological remedy asap for all our faculty members.
Lastly, one senator reminded us of that part of our charge that relates to Student-Faculty relations. We reasoned that the committee has met with our counterparts in the C-FSC, but SSC doesn’t have an exact analog with which to interface. And this led to a recommendation of a more informal nature to consider: just as the T-FSC has at least one social event with the C-FSC during the academic year, should we entertain having at least one annual gathering with the Student Senators as well?

Respectfully Submitted by,

Robert Lapiner
David K Irving
SPRING ADMISSION-GENERAL QUESTIONS & ANSWERS

What process was used to reach the decision to begin a Spring Admits program?
- After a review of the size of the incoming freshman classes and housing availability (due to more current students choosing to study away in spring) we decided to pilot a program that would move students from the fall to the spring to reduce the size of the fall first year class. The numbers are small because this is a pilot and we want to see how this will work. We also wanted to add flexibility to our academic calendar to mitigate the risk of only one point of entry (fall).

What faculty (Deans, Chairs, Tenure, Contract) were included in that process?
- All deans were informed of this when reviewing the data. Many were interested but three were willing to join the pilot - Liberal Studies, Steinhardt, and Tandon. Liberal Studies had approximately 80 students in Year One. We are now in Year Two. The pilot is scheduled for five years. Targets for this year are below.

How will shared governance be engaged moving forward in decisions to expand/alter the Spring Admit program?
- Once we complete the pilot phase it would be good to discuss next steps. Schools are working closely with their own faculty since this is not a University-wide endeavor.

How many spring admits are expected to enroll for 2019, broken down by school?
- Liberal Studies 120
- Tandon 65
- Steinhardt 75
- Total 260

How is the University planning to incorporate Spring Admits into University residential life so as support their community-building without increasing their isolation?
- NYU will offer over 200 events during the spring semester to welcome first-year and transfer students. Spring Welcome takes place during the first three weeks of spring semester and includes a series of events, information sessions, and meet-ups for all students to kick start the new semester.

Will Spring Admits have an opportunity to join the Explorations Program from the outset of their NYU careers?
- "The Faculty Affiliates and Explorations program are part of an ongoing University effort to create intimate "learning communities" for our students through the integration of their academic experiences and their residential lives."

What is the University’s expectation, if any, of how these students will spend the Fall semester prior to their Spring matriculation at NYU?
1. All NYU admitted freshmen starting in the spring semester have the opportunity to take advantage of the NYU School of Professional Studies GAP Semester Program in Fall 2018, a program specifically designed to allow students to sharpen their skills and gain real-world exposure to different industries before beginning their undergraduate studies. All NYU students will receive a $1,500 scholarship that may be applied to GAP Semester tuition.

2. If you want to start gaining hands-on experience, or saving up some money to help fund your university expenses, you could choose to work or intern with a local organization.
3. You could choose to take a gap semester and spend a few months volunteering or traveling.

4. You could spend some time honing your craft - whether that’s arts or athletics - by fully immersing yourself in your practice.

5. You could consider taking classes as a visiting student at a local college or university (just be sure to not enroll at another institution as a degree-seeking student).

6. If you choose to take classes, touch base with your academic advisor prior to enrolling to ensure that any course you take will qualify for credit once you arrive at NYU and the Office of Financial Aid to confirm that it will not impact your financial aid eligibility.

Steinhardt

With respect to the spring semester, in what courses within schools will Spring Admits be required to take that typically are not offered in the spring semester?

- We have adjusted the first semester experience so that spring admits are taking courses that are typically offered in the spring semester. The only exception is that we haven’t typically offered freshman-only, program-specific 0-credit New Student Seminars (exclusive to Steinhardt) and we will be adding those seminars to each program for the spring admits.

Aside from courses that may require fall semester prerequisites, will Spring Admits be "mainstreamed" into regularly-scheduled spring semester courses, or are special classes planned for them as a cohort of brand-new freshmen to ensure they're getting the attention they need in learning environments shared with students who have been in college for the fall semester?

- Fall freshmen are mainstreamed into all courses in the fall, and spring freshmen will be, too. As noted above, we will have a New Student Seminar in each of our three majors that will be for freshmen so that they are oriented throughout the spring term, just as the fall freshmen would be throughout the fall term.

How have faculty who are currently responsible for teaching those courses been included in planning for these new enrollments?

- These are regularly scheduled spring courses appropriate for freshmen. There is nothing to discuss with them. The New Student Seminar is taught by advisers in the fall, and will be taught by them in the spring -- the same curriculum, so they are fully prepared.

With respect to the summer, what plans have been made to meet the anticipated increase in summer course demand for the Spring Admits?

- The programs are ready and know what to expect for any courses in the major that students will be taking over the summer. As for CAS courses, we've spoken with Richard Kalb and there are so many liberal arts Core and other electives
offered in the summer, that students will easily disperse themselves across a wide range of possible courses.

In what courses within schools will Spring Admits be required to take that typically are not offered in the Summer semester?

- The only course Steinhardt students will be required to take in the summer that is not typically offered in the summer is Advanced College Essay. We have had lengthy conversations with the CAS Writing team to offer this course in the 1st session of the summer for all three Steinhardt majors. All the remaining summer curricula have been worked out by the faculty themselves. The courses students will be taking in the summer are typically offered in the summer.

To what extent is the University planning to create new courses and/or increase enrollments in existing courses?

- I'm not sure what you mean. The University doesn't create courses; academic departments do. They all know what to expect and will be working with our School registrar, as needed to make sure there's enough room in summer 2019 courses.

How has the University included relevant faculty in such planning?

- Same answer as above re spring.

Does the University expect Spring Admits to catch up to the prior year's Fall Admits after completing their summer coursework?

- Yes

In addition to a potential increase in summer course offerings, does the University anticipate a potential increase in course offerings for the following Fall semester as well?

- Since nearly of these spring admits are not additive, then there should be no to minimal impact on fall course enrollments.

Has the University set forth a policy or set of principles with respect to balancing the number of adjunct versus full-time faculty who will be responsible for teaching these potentially additional course offerings / sections?

- Since Steinhardt students are taking regularly scheduled summer courses, faculty are expected to hold office hours and otherwise be available during the summer term in which they are teaching -- as usual. I will check with Vice Dean Ted Magder when he returns to the office in June to see if the directors for Steinhardt's three programs already receive summer compensation.

Has the University set forth a policy or set of principles with respect to an anticipated necessary extension for faculty planning and oversight during the summer?

- NA
How does the University expect the Spring Admits program to impact the University's budget and affordability due to the potential need to hire additional adjuncts and/or full-time faculty who will have increased responsibilities for teaching, advising, and mentoring, particularly during the summer?

- Will incur some additional expense for adjuncts in Summer 2019 only for the Advanced College Essay.

To what extent does the University believe that AP credits or college credits earned by spring admits during the Fall semester prior to NYU Spring matriculation may ameliorate some of these issues?

- It's possible that not all spring admit freshmen will take a full load of summer courses if they bring in AP or other credits. Hard to know in advance how those credits will count toward degree requirements.

What is the planning to ensure that required core academic courses and prerequisites in pursuing a major are available to Spring Admits each semester as needed?

- In working out the spring and summer curricula for Spring admits, we’ve already ensured that these students will be able to make the progress they need to in order to register as Sophomores in the fall term.

To what extent have discussions focused on the differential needs of Spring Admits who are pursuing sequential majors (e.g., in the STEM areas) versus non-sequential majors?

- This is only an issue for our Nutrition major, and the schedule we've worked out for spring admits ensures that we're meeting their needs.

What support services have been planned to help Spring Admits acculturate as new NYU students or even as new college students? (Unlike transfer students, Spring Admits may not be bringing prior full-time collegiate experience with them.)

- See note about Steinhardt's New Student Seminar.

What is the planning to support Spring Admits academically to ensure that they do not face retention issues the way transfer students often do?

- Students work directly and immediately with major -specific advisers, just as Fall freshmen do, and will participate in New Student Seminar in the spring. We are not anticipating higher attrition than we would see among fall freshmen.
Liberal Studies

With respect to the spring semester, in what courses within schools will Spring Admits be required to take that typically are not offered in the spring semester?
➢ Cultural Foundations I, Social Foundations I, and Writing I

Aside from courses that may require fall semester prerequisites, will Spring Admits be "mainstreamed" into regularly-scheduled spring semester courses, or are special classes planned for them as a cohort of brand-new freshmen to ensure they're getting the attention they need in learning environments shared with students who have been in college for the fall semester?
➢ In Liberal Studies, we now offer 3 courses in the spring (CF I, SF I, Writing I) that historically were only offered during the fall. In addition to these 3 core requirements, students register for an elective from the options normally offered across NYU for first-year students. In this regard then, 75% of the spring curriculum entails special courses for this population, and 25% "mainstream" electives.

How have faculty who are currently responsible for teaching those courses been included in planning for these new enrollments?
➢ The faculty were contacted last summer and fall semester to recruit them for the spring/summer teaching sequence in Cultural Foundations, Social Foundations, and Writing.

With respect to the summer, what plans have been made to meet the anticipated increase in summer course demand for the Spring Admits?
➢ The second components of the core sequence are scheduled in the summer, specifically Cultural Foundations II, Social Foundations II and Writing II. Students are advised to register for 3 courses only, however, so there is no anticipated increase in summer course demand beyond the core requirements mentioned.

In what courses within schools will Spring Admits be required to take that typically are not offered in the Summer semester?
➢ Cultural Foundations II, Social Foundations II, Writing II

To what extent is the University planning to create new courses and/or increase enrollments in existing courses?
➢ If spring admits register in 3 core requirements during summer, there will not be a need for new courses, only additional sections of the same core courses as this population increases over time.

How has the University included relevant faculty in such planning?
➢ The necessary planning is recruitment of faculty to teach courses in the spring/summer core sequence, which is already happening in Liberal Studies.
Does the University expect Spring Admits to catch up to the prior year's Fall Admits after completing their summer coursework?

- Yes

In addition to a potential increase in summer course offerings, does the University anticipate a potential increase in course offerings for the following Fall semester as well?

- No, there is no increase anticipated in Liberal Studies for fall semester courses. With the shift of enrollments from fall into spring, we instead anticipate some reduction in sections offered during the fall, and the standard number of sections during the spring.

Has the University set forth a policy or set of principles with respect to balancing the number of adjunct versus full-time faculty who will be responsible for teaching these potentially additional course offerings/sections?

- N/A, there must be a university-level discussion about the value of summer teaching with expansion of the spring admissions population, evaluating options for faculty incentives (higher compensation, including "on load," etc.).

Has the University set forth a policy or set of principles with respect to an anticipated necessary extension for faculty planning and oversight during the summer?

- N/A, the planning and oversight of the summer courses for spring admits is currently through administrative units within Liberal Studies, such as Academic Affairs and Academic Advising. These administrative units operate throughout the summer regardless. In Advising though, one additional academic advisor was hired to support the advisement and programming needs of this population.

How does the University expect the Spring Admits program to impact the University's budget and affordability due to the potential need to hire additional adjuncts and/or full-time faculty who will have increased responsibilities for teaching, advising, and mentoring, particularly during the summer?

- Uncertain. The savings from needing fewer instructors during the fall semester help offset summer teaching expenses, but only a limited extent. Whether we secure more full-time faculty or more adjunct faculty to teach summer as the program expands, budget and compensation will require further conversation.

To what extent does the University believe that AP credits or college credits earned by Spring Admits during the Fall semester prior to NYU Spring matriculation may ameliorate some of these issues?

- Based on the current structure for spring admissions, advanced standing credits (whether test or transfer) ameliorate some of the credit concerns for students. For this reason, students are allowed to register in up to 8 credits non-degree at other institutions during the gap semester.
What is the planning to ensure that required core academic courses and prerequisites in pursuing a major are available to Spring Admits each semester as needed?

- This represents a challenge, since all students in this cohort pursue a major outside of Liberal Studies. For instance, all students declaring a major in Media, Culture & Communication (MCC) need to complete one of three core courses for the major by the fall semester of sophomore year. Since spring admits typically register later in the queue though, enrollment in a core course for the MCC major has been difficult. For the current cohort, approximately 11 students (out of 82) intend to declare the MCC major, but 9 of those students were closed out of the required classes, and advised instead to join a waitlist for now and check again in July. We anticipate ongoing issues with spring admits accessing some of these “gateway” courses for various majors and are working through a way to manage their ability to get important courses toward their major choice.

To what extent have discussions focused on the differential needs of Spring Admits who are pursuing sequential majors (e.g., in the STEM areas) versus non-sequential majors?

- Again this represents a challenge, especially for students pursuing pre-health that might need to incorporate a laboratory science in the summer, or a student pursuing business that might need to manage all the prerequisites for internal transfer application. Since students are customarily advised against taking pre-health requirements in the summer, so for heavily sequenced curricula, taking one term out of those available to progress in the sequence can complicate matters. This was the reason for initially requesting admission for spring semester minimize acceptances for pre-health students.

What support services have been planned to help Spring Admits acculturate as new NYU students or even as new college students? (Unlike transfer students, Spring Admits may not be bringing prior full-time collegiate experience with them.)

- Some services and programs intended to support this population included a dedicated academic advisor for spring admits, 6 dedicated peer advisors, monthly newsletters from peers throughout the spring, clustered housing assignments in a first-year residence hall, monthly advising newsletters during the fall semester, new student orientation (with a dean's convocation, museum visits, common reading discussion, group service activity, etc.), virtual faculty seminars during the fall, a student life webinar to promote early awareness, assessment and satisfaction surveys, and modified policies and criteria to allow participation in various programs (e.g., alternative breaks, study abroad petitions, internal transfer deadlines, student government committees, dean's list honors, LS Dean's Circle scholars group, LS Probst Merit Scholarships, etc.).

What is the planning to support Spring Admits academically to ensure that they do not face retention issues the way transfer students often do?

- In addition to regular check-ins and outreach from the academic advisor and peer advisors, all the standard support resources and services are available to
this population. While retention has not appeared to be a concern, there may need to be some vigilance around summer leaves of absence. For various reasons, a couple students who committed to the program last May have experienced some changes in their availability for the upcoming summer, which has generated some requests for a leave of absence. These couple students will return in the fall semester, but essentially be behind nearly one full semester.
Tandon

With respect to the spring semester, in what courses within schools will Spring Admits be required to take that typically are not offered in the spring semester?

➢ All courses will be among those that are typically offered in the spring semester.

Aside from courses that may require fall semester prerequisites, will Spring Admits be "mainstreamed" into regularly-scheduled spring semester courses, or are special classes planned for them as a cohort of brand-new freshmen to ensure they're getting the attention they need in learning environments shared with students who have been in college for the fall semester?

➢ The answer to this will depend on the numbers of spring admit students. If the numbers are commensurate with a separate class; we will probably work to that. But, if not, I do not think there will be any problem "mainstreaming" them. They will be receiving special advising from the first year advising staff, including a new hire specifically for that purpose.

How have faculty who are currently responsible for teaching those courses been included in planning for these new enrollments?

➢ Department Chairs and advisors have been made aware of the spring admissions initiative, but the faculty who will teach the courses have not been involved as yet. This will be done as part of the detailed planning when we have a better idea of the actual numbers of students and their disciplines.

With respect to the summer, what plans have been made to meet the anticipated increase in summer course demand for the Spring Admits?

➢ I have begun working with department chairs and advisors to work out the detailed plans. So far, the CSE department has expressed some concerns. Mainly they are concerned that they have been inundated with students lately, and are very stressed. I have assured them that the spring admission program is not meant to increase overall enrollment, but rather to shift from Fall to Spring. They have also expressed a concern about the CS-UY 1134 course over the summer, as it is a very challenging course. On the other hand, it is often offered over the summer, so it is not a new situation. I am currently in discussion with them.

In what courses within schools will Spring Admits be required to take that typically are not offered in the Summer semester?

➢ All courses will be among those that are typically offered in summer.

To what extent is the University planning to create new courses and/or increase enrollments in existing courses?

➢ There is no plan to create new courses, but certainly there will be increased enrollments in existing courses to some degree in the spring and summer.
How has the University included relevant faculty in such planning?

- The teaching faculty has not yet been included in the planning. As with the Spring Semester, this will be done as part of the detailed planning when we have a better idea of the actual numbers of students and their disciplines.

Does the University expect Spring Admits to catch up to the prior year’s Fall Admits after completing their summer coursework?

- Yes

In addition to a potential increase in summer course offerings, does the University anticipate a potential increase in course offerings for the following Fall semester as well?

- We do anticipate a slight increase, but as the spring admits are simply shifted from the fall to the spring, we do not anticipate a large increase due to this initiative.

Has the University set forth a policy or set of principles with respect to balancing the number of adjunct versus full-time faculty who will be responsible for teaching these potentially additional course offerings/sections?

- No, there is no specific policy. But, the CSE department is in discussions with the administration about additional hiring and such balance in general with the increase in students they have seen. As this initiative grows, more long term planning will have to be done.

Has the University set forth a policy or set of principles with respect to an anticipated necessary extension for faculty planning and oversight during the summer?

- There is no specific policy regarding this. These issues are being worked out with departments affected. Again, as the program grows, more planning will be done.

How does the University expect the Spring Admits program to impact the University’s budget and affordability due to the potential need to hire additional adjuncts and/or full-time faculty who will have increased responsibilities for teaching, advising, and mentoring, particularly during the summer?

- In this first pilot program for spring admission, the numbers are not too large, and we do not expect a very large impact. It will probably involve either paying a few full time faculty additional pay over the summer, or hiring a few Adjuncts. Going forward this will be a more significant issue.

To what extent does the University believe that AP credits or college credits earned by Spring Admits during the Fall semester prior to NYU Spring matriculation may ameliorate some of these issues?

- We believe that these credits will ameliorate the issues somewhat, but will know better when we have the student profiles.
What is the planning to ensure that required core academic courses and prerequisites in pursuing a major are available to Spring Admits each semester-as needed?

- All required courses for the standard fall semester will be offered in the spring, and those are the prerequisite courses for the standard spring semester, which will now be offered in summer.

To what extent have discussions focused on the differential needs of Spring Admits who are pursuing sequential majors (e.g., in the STEM areas) versus non-sequential majors?

- All of our conversations have been informed by the rigorous nature and vertical structure of the STEM majors targeted for this initiative. More specifically, the advisement process and support services being secured directly reflect our interest in mitigating any challenges the students may encounter during the spring and summer terms.

What support services have been planned to help Spring Admits acculturate as new NYU students or even as new college students? (Unlike transfer students, Spring Admits may not be bringing prior full-time collegiate experience with them.)

- During the gap semester, students will have an opportunity to take an online study skills course, focused on equipping them with the academic skills they will need to make a smooth transition to Tandon. Like their fall counterparts, spring admits will be privy to orientation activities, during the week before their first day of classes, designed to introduce them to the campus community. Throughout the spring and summer terms, students will receive structured academic support in two high impact areas: math and computer science. Students will also be introduced to the centralized and department-specific tutoring services available in the broader Tandon and NYU community. Lastly, students will meet with their advisors, on a regular basis (i.e. weekly to biweekly contacts), throughout their spring semester, shifting to less frequent sessions during the summer.

What is the planning to support Spring Admits academically to ensure that they do not face retention issues the way transfer students often do?

- Any potential retention issues evident in this population will be a function of their progression through the curriculum in the spring and summer terms, their participation in student life, and their connection to their academic departments. With this in mind, the support services extended to the students will be designed to facilitate their full integration into the NYU community in general, and the Tandon student experience specifically. Allowing students to form a tangible connection to the academic resources and opportunities at Tandon, one that extends beyond the completion of their first year, should lead to a sense of connectedness that yields strong retention figures.
TSFC Finance Committee Report

10/11/2018

The Finance Committee of the TFSC and the SFAC (Senate Financial Affairs Committee) have had their respective first meetings this semester. At the TFSC Committee, we discussed our strategy for this academic year. We agreed that a crucial issue is the continuing “inversion” of faculty compensation. Full professors who have been at NYU more than 20 years are typically paid 20-30% less than entering assistant professors in their field, and this has been observed University-wide. We underlined this point in our proposal on compensation in 2017-18 and asked for the relevant data. Our request for data was ignored by the administration and its response to the inversion issue was “we do not agree that longevity should be a criterion used when determining annual merit increases.” We strongly believe that the administration should release relevant data on faculty compensation of long-serving faculty in comparison with new hires. We brought up this issue at the SFAC meeting and we will discuss it in full detail in the next SFAC meeting.

The second issue we discussed at the TFSC Finance Committee meeting was the failure of SFAC last academic year to discuss our proposal/submission. Although traditionally, proposals of all councils are discussed in the last meeting of SFAC (typically in early May), this did not happen this year. Instead we received an email from the Provost in July. This is an issue of very significant concern for us, and we have raised it at the first SFAC meeting and we will follow up in the next SFAC meeting.

The third issue we discussed at the TFSC Finance Committee is the current regulations regarding the ability of NYU faculty to undertake research projects from extramural sources that come with some requirements. For example, it is now challenging for faculty to accept funding from federal, state, or private sources that require the sponsor to approve the content of a publication before it is sent out for review to a journal or a conference. We would like a discussion with the administration on potential changes that could enhance our ability to perform sponsored research.