MINUTES OF THE T-FACULTY SENATORS COUNCIL MEETING OF APRIL 12, 2018

The New York University Tenured/Tenure Track Faculty Senators Council (T-FSC) met at noon on Thursday, April 12, 2018 in the Global Center for Academic & Spiritual Life at 238 Thompson Street, 5th Floor Colloquium Room.

In attendance were Senators Cappell, Duncombe, Economides, Fenton, Figlewski, Frankl, Garabedian, Hoffman, Irving, Lapiner, Ling, Livingston, Logan, Longuenesse, Maniatakos, Merritt, Mincer, Shapley, Smoke, Uleman, Van Devanter, Watson, Weinberg, Weslake, Zagzag, and Zamir; Active Alternates Nonken and Schlick; Alternate Senators Alter, Dasanayake (for Kamer), Geppert (for Weslake), Ompad (for Parekh), Reiss, Tannenbaum, and Tenenbein (for Economides). Former Member Moskowitz attended as a guest.

APPROVAL OF THE MINUTES OF THE MEETING HELD MARCH 22, 2018

Upon a motion duly made and seconded, the minutes of the March 22, 2018 meeting were approved unanimously.

REPORT FROM THE CHAIRPERSON: WEN LING

EC Election Results

Chairperson Ling congratulated the newly elected 2018-2019 Executive Committee members. Nick Economides will serve a second term as Vice Chair and Amanda Watson will serve as Secretary. She thanked outgoing Secretary Robert Lapiner and Immediate Past Chair Allen Mincer for their contributions and service to the Council.

TIAA Mailing

Ling reported on the TIAA mailing sent to all faculty and employees regarding the move to the one record keeper of TIAA for employee’s retirement funds. With this change, the management fees for a number of funds will be lowered and there will be easier access to TIAA and Vanguard accounts from NYU Home. She noted there will be period during the transition when access to the website will be down, so employees should make any changes to their accounts prior to May 7.

Resolution regarding Faculty Representation on Board of Trustees (BOT)

Ling thanked the Governance Committee and others involved for their work on the resolution regarding faculty representation on the Board of Trustees. She noted the three resolutions regarding C-FSC, T-FSC, and student involvement on the Board of Trustees were passed by the University Senate. She reported that before the University Senate meeting, the Council Chairs received a letter from BOT Chair Mr. William Berkley, expressing his desire to further communication with the faculty. He gave examples regarding improved communication between the Board and the Council since he became the chair of the Board. He also made a commitment to continue to create opportunities for the faculty to communicate with the Board. Ling stated she replied to the letter, following the vote at the Senate meeting, and thanked him for reaching out to the Council and suggested a meeting between the Executive Committee and representatives of the Board sometime in the fall.
Following the University Senate meeting, Ling received an email from President Hamilton informing her he forwarded to Mr. Berkley the resolutions that the Senate passed and Mr. Berkley assured President Hamilton that the resolutions would be fully discussed and considered by the Board and their response would be sent in writing.

**Students Senators Council Resolution**

Chairperson Ling read the following proposed SSC resolution:

Americans of Middle Eastern origin experience at Israel’s border and checkpoints, and reciprocity is the most basic condition of the Visa Waiver Program.

Whereas Israel maintains its discriminatory treatment as it has not yet been included in the visa waiver program.

Whereas the Department of State’s website warns that some U.S. citizens of Arab Muslim heritage including Palestinian Americans have experienced significant difficulties on equal and hostile treatment of Israel’s borders and checkpoints, U.S. citizens who have traveled to Muslim countries who are of Middle Eastern or Muslim origin may face additional questioning by immigration or border authorities.

Whereas the Department of State’s website wants upon arrival at any of the ports of entry Palestinians including Palestinian Americans may wish to confirm with Israeli immigration authorities from what location they will be required to depart. Some have been allowed to enter Israel or visit Jerusalem but told they cannot depart Israel via Ben Gurion Airport without special permission, which is rarely granted. Some families have been separated as a result, and other travelers have forfeited airline tickets.

Whereas NYU’s nondiscriminatory policy prohibits any bias based on race, gender, and or gender identity or expression, color, religion, age, national origin, ethnicity, disability, veteran, or military status, sexual orientation, marital status, or citizenship status.

Therefore, be it resolved NYU must upgrade its commitment to ensure equal access to NYU sites and appeal to decision of entry within the global network.

She noted this may be on the agenda for the next University Senate meeting.

Senators expressed disagreement over the appropriateness of singling out one site.

With regard to the general issue of freedom of movement for faculty, students, and staff across the GNU, former Chair Mincer stated the Council had passed a resolution with respect to the need for information about mobility within the global networks. He noted this resulted in the Administration’s making the relevant data available in what is now the Annual Mobility Report.

**T-FSC COMMITTEE REPORTS**

**Governance: Co-Chairs Duncombe & Shapley**

*Report on Shared Governance Survey*

Chairperson Duncombe noted Committee member Uleman organized the qualitative data from the survey in a report.

Uleman stated he organized the qualitative data by school and published the respondents’ comments, with only minor spelling and syntax changes, in the report.
He noted the intent is to distribute these results back to the faculty, to inform faculty on the responses and to take whatever action they deem appropriate.

A Senator noted concerns regarding anonymity. He stated by reporting responses verbatim, especially from smaller units, anonymity may not be preserved. He commented there is a potential for negative repercussions to those respondents.

Committee Chair Duncombe noted the Committee removed any identifying information. In addition, if there were under 10 respondents, the responses were not reported.

He affirmed that the goals of the survey were to 1) alert faculty to the principles of shared governance, 2) collect their responses, and 3) offer faculty a voice and way of communication.

It was noted the beginning of report is intended to make clear how the survey was conducted and how the report was compiled.

There were no further comments of concerns on the report.

**Educational Policies & Faculty/Student Relations: Co-Chairs Lapiner & Weinberg**

**Concerns regarding the Spring Admits Program**

See attached Document B.

Co-Chair Weinberg reported the Committee met with the C-FSC Educational Policies Committee regarding the Spring Admits program, begun this semester in Liberal Studies, and scheduled to be implemented at Steinhardt and Tandon next year. The Committee documented concerns communicated by faculty about the lack of information provided to the faculty of the affected schools, and the lack of consultation with faculty in the planning, implementation, and ongoing development of the program. The Committee compiled a list of specific concerns to bring to the attention of the Administration. T-FSC Ed Pol co-chairs Weinberg and Lapiner and C-FSC Ed Pol chair Illingworth will meet with MJ Knoll-Finn, Senior Vice President for Enrollment Management, to address these issues. It was noted faculty expressed particular concerns regarding the staffing of summer programs, use of adjuncts, and the general lack of involvement by full-time faculty in the planning process, and also the potential movement to a trimester.

**SPECIAL PRESENTATION**

Clay Shirky, Vice Provost for Educational Technologies

See attached Document C.

Chairperson Ling introduced Clay Shirky. As Vice Provost for Educational Technologies he designs, develops, and enhances all academic aspects of technology-based teaching and learning, across the global network, including consulting with and providing support to schools for their online degree programs and online courses.

Shirky noted that in 2014 the Committee on the Future of Technology Enhanced Education (FTEE), decided the control over online classes and online degrees remains within the schools. He noted, as a result, there is relatively high variability across the schools.

Schools make the decision whether to launch an online class or program based on faculty interest, student interest, and interest by students in the online versus classroom experience.
NYU’s online options are centered on master’s degree programs. About 4% of the undergraduate population has taken an online class in the last academic year, whereas about 16% of the graduate population has taken an online class.

Among the information he shared:

- He pointed out the strong growth in academic year 2018.
- One of the university priorities in online education is affordability. Online study provides an opportunity for students to attend NYU even if they are unable to relocate to New York City or need to take classes part-time. Students thus avoid the costs of having to be in residence.
- With regard to the demographics of our online students, the data show there are more female students, underrepresented minorities, and more domestic students than in the demographics of in-person students. Moreover, the graduate student cohorts are considerably older cohort, which often means they are studying while mid-career.
- At present, there is more design work going into part-time options in order to improve retention.

The development of courses varies among schools. Some schools such as Tandon, Law, and College of Global Public Health build their own online offerings, while other schools, such as Steinhardt, use online program managers. NYU currently has contracts with 2U, HotChalk, and Noodle. He noted now every school has instructional designers to assist in co-designing courses with faculty.

The categories of faculty who teach online courses vary by school. For instance, the School of Professional Studies has many adjuncts teaching these courses, while Stern is launching an online degree that is 100% taught by tenured faculty.

A Senator asked if the University collects data on attrition and time to degree completion. Shirky noted this is included in the work being done on student success under MJ Knoll-Finn. They are in the beginning stages of collecting this data.

A Senator inquired on the types of support being offered to faculty to assist in producing effective and engaging online courses. Shirky noted one focus of the structural designers is coordinating between schools to examine the best and most effective strategies that might be replicated.

A Senator inquired about academic oversight and asked if the process is the same for online courses as it is for the development of in-class courses. Shirky responded that the process is the same, and pointed out that for purposes of accreditation, it is important that online programs be subject to the same academic review process as in-person classes.

A Senator asked about mixed or hybrid courses with a combination of in-person and online content. Shirky responded these are offered and mentioned the use of low-residency programs, which many schools have expressed interest in.

A Senator asked about the value of the online degree and how it affects job placement, particularly regarding employers’ impressions of an online versus in-person degree. Shirky stated these are degrees from NYU, and the degree does not indicate online versus in-person status. He noted there is not yet sufficient data on job placement across a wide range of programs for meaningful analysis.

The Senator asked about the Occupational Therapy program and questioned how these types of programs could be online. Shirky noted these types of programs set students up with clinical placements in their location.

A Senator asked about ownership and the division between commissioned work and scholarly production. Shirky noted the FTEE committee is working on this complicated issue and they plan to put forth a recommendation in the fall.
A Senator asked about legal issues and unintended consequences related to student trainings online. She noted the School of Social Work is concerned about liabilities in future outcomes in clinical therapy. Shirky noted they do work with a staff of lawyers to examine all issues. He commented the main special liability for online has been around violating state regulations rather than student outcomes. Further, he pointed out that there is no expectation to require conversion to online degree programs; the schools are autonomous in determining what's appropriate and what's not. He noted that University Administration has not set specific goals, targets, or objectives related to online, but instead is working with schools to address and support their individual needs.

A Senator asked about integrating the global network university. Shirky confirmed there is a strong interest in this area and they are working through different ideas and models.

The Chairperson summarized this is an ongoing conversation and the Council is interested in continuing the conversation and seeing further information on accreditation and licensing issues, attrition, graduation rates, job placement, and licensure exams.

Shirky noted he is working with the Office of General Counsel on intellectual property and licensing issues and will forward an interim report.

**ADJOURNMENT**

The meeting adjourned at 2:00 PM.
The parallel committees of the T-FSC and C-FSC met on March 22, 2018 to discuss shared areas of interest. We focused on the introduction of Spring Admits to NYU schools and programs, and we developed the following set of questions in relation to this development and the values of joint/shared governance. A core interest is in understanding how faculty will be involved in the ongoing development and planning for the implementation of this initiative.

Planning Process and Governance Concerns:
- What process was used to reach the decision to begin a Spring Admits program?
- What faculty (Deans, Chairs, Tenure, Contract) were included in that process?
- How will shared governance be engaged moving forward in decisions to expand/alter the Spring Admit program?

Program Size:
- How many Spring Admits are expected to enroll for 2019, broken down by school?

Spring Course Scheduling:
- 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?
- 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?
- How have faculty who are currently responsible for teaching those courses been included in planning for these new enrollments?

Summer Course Scheduling:
- With respect to the summer, what plans have been made to meet the anticipated increase in summer course demand for the Spring Admits?
- In what courses within schools will Spring Admits be required to take that typically are not offered in the Summer semester?
- To what extent is the University planning to create new courses and/or increase enrollments in existing courses?
- How has the University included relevant faculty in such planning?
- Does the University expect Spring Admits to catch up to the prior year’s Fall Admits after completing their summer coursework?

Fall Course Scheduling:
- 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?
Faculty Responsibilities for Teaching, Administration, and Service:

- 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?
- 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?

Budget and Affordability:

- 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?
- 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?

Meeting Course 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?
- 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?

Support Services:

- 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.)
- What is the planning to support Spring Admits academically to ensure that they do not face retention issues the way transfer students often do?
- How is the University planning to incorporate Spring Admits into University residential life so as support their community-building without increasing their isolation?
- Will Spring Admits have an opportunity to join the Explorations Program from the outset of their NYU careers?

Fall Semester Prior to NYU Spring Matriculation:

- What is the University’s expectation, if any, of how these students will spend the Fall semester prior to their Spring matriculation at NYU?
- Will Spring Admits be permitted to enroll in classes at NYU on a part-time basis in the Fall semester prior to their NYU spring matriculation?
ADDENDUM

This addendum contains additional points raised at the C-FSC meeting on April 5, 2018 where the document, Concerns regarding the Spring Admits Program, was a major point of discussion.

- The C-FSC is broadly supportive of the document and strongly believes that this is a vital issue to address.

- The C-FSC fully supports the idea that the Councils, jointly, should proceed with scheduling a meeting with MJ Knoll-Finn.

- A C-FSC colleague on the Academic Priorities Committee reported that at their meeting with the Provost, MJ made a presentation regarding Spring Admits and reported nothing but ‘positive feedback’, which reinforces the need to meet with her and express these concerns.

- There is real concern among the FAS faculty given the number of "service" courses that the school offers to the rest of the university. Particularly in areas like languages etc. Is there an "adjunctification" of these courses?

- There has been trouble in getting answers in FAS from its Dean and others.

- The C-FSC believes we need a dedicated conversation with the Provost on these issues.

- The Liberal Studies faculty received no information/consultation in advance of the roll-out of the Spring Admits Program.

- Within Liberal Studies, there is an issue with continuity of classes, which requires those who teach during the summer to teach the next course in the sequence during the winter. This means that such faculty could quickly end up in a 12 month cycle not of their own choosing.

- There is concern that compensation is not consistent for summer courses. In some schools it is in proportion to a faculty member’s salary. In others, it is a fixed amount far below that percentage.

- There is concern about the lack of opportunity to negotiate teaching summer courses in the schools that are actually being asked to teach these courses.

- There is concern about ‘soft coercion’ into teaching summer courses to more vulnerable faculty.

- The C-FSC desires a faculty staffing plan for Spring Admits. It is in favor of 'student success' and applauds the student focus of this initiative, but strongly believes that it is important for there to be a faculty staffing plan for this program.
# NYU Online Degrees

## Cross School Programs

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<th>School</th>
<th>Plan</th>
<th>Degree Level</th>
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<td>MS in Cyber Risk and Strategy</td>
<td>Master's</td>
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<td></td>
<td>Tandon Bridge Programs</td>
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Program Growth

Online Master's Programs
Registered Students

Enrollment counts are current as of the night before the dashboard is run.
Registrations for future terms are incomplete.
See Same Time Last Year tab for comparative data.
Undergraduates: 1350 students took any online class last year. (4%)

Graduate students: 4093 Graduates (4.6%)/4093 Grads 16% (1332) 5%

28799/24706
Full- and Part-Time Enrollment
Most Recent Fall Semester

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<th>Online Headcount</th>
<th>In-person Headcount</th>
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<td>35%</td>
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<td>Load</td>
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<td>65%</td>
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Age Distribution
Percent of Registered Students in Each Age Category

- Online
- In-person
Who Does Design Work?
CGPH: In-house
FAS: In-house*
Law: In-house
Steinhardt: 2U, Hotchalk, Noodle
Stern: Bisk
Tandon: In-house
Wagner: Noodle

Moving to:
➢ School Instructional Designers work closely with faculty
➢ NYU IT provides complex services
➢ Outside vendors provide for specialist and rapid needs