

**C-FSC**  
**Educational Policies and Faculty/Student Relations Committee**

Date: October 12, 2018

Members: Scott Illingworth (Chair), Spiros Frangos, John Gershman, Fidelindo Lim, Noelle Mole Liston

The committee met on September 27th and October 11th. John Gershman, Scott Illingworth, and Noelle Molé Liston were present on both occasions.

**REPORT**

At the end of last academic year members of the committee met with MJ Knoll Finn and members of the parallel committee in the T-FSC to discuss her responses to our shared questions about the Spring Admit pilot program. The written responses she provided are included.

At our first two meetings this semester the committee discussed gathering data about any existing ramifications from that program and the relationship to larger questions about compensation and expectations for work outside a contracted period. We are requesting the help of C-FSC colleagues to assess both the rules and expectations from school to school, particularly regarding:

- Summer and J-term teaching
- How questions of compensation are handled (stipend, course reduction, buyout, etc.)
- Local conversations about the Spring Admit program

The committee prepared a set of items for the C-FSC Steering Committee as possible points of discussion with Provost Fleming regarding both Spring Admits and other potential changes in education policy she expects.

MJ Knoll Finn has requested semi-regular meetings with members of our committee to share upcoming plans and seek direct faculty input about ideas and plans under consideration by her department.

The committee is also reaching out the the Student Senators Council as we did last year to hear areas of focus or concern that we might collaborate with them on.

Respectfully submitted,

Scott Illingworth

MU  
response

## SPRING ADMISSION - GENERAL QUESTIONS & ANSWERS

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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
<b>Total</b>	<b>260</b>

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 fulltime 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 fulltime 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 fulltime 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.