Mor Armony
Vice Dean for Faculty and Research
Harvey Golub Professor of Business Leadership
Professor of Technology, Operations, and Statistics

NYU Stern
New Faculty Orientation
September 2, 2021
Total Faculty Population: 417
Total Full-Time Faculty Population: 195
Total Tenure-Line Faculty Members: 145

- Professor, 84, 58%
- Assistant Professor, 32, 22%
- Associate Professor, 29, 20%
New Faculty Orientation

September 2, 2021
New York University’s Global Network

**DEGREE-GRANTING CAMPUSES**
- New York, US
- Abu Dhabi, UAE
- Shanghai, China

**ACADEMIC CENTERS**
- Accra, Ghana
- Berlin, Germany
- Buenos Aires, Argentina
- Florence, Italy
- London, England
- Madrid, Spain
- Paris, France
- Prague, Czech Republic
- Sydney, Australia
- Tel Aviv, Israel
- Washington, DC, US
This is Stern…

28 Programs
- EMBA New York City
- TRIUM Global MBA
- Advanced Professional Education Certificates
- Executive Education Certificates
- BS in Business
- BS in Business & Political Economy
- BS/BFA in Film & TV
- BS/MS in Accounting
- Full-time MBA
- Part-time MBA
- Programs in Key Academic Disciplines
- MS in Accounting
- MS in Data Analytics & Business Computing
- MS in Quantitative Finance
- MS in Risk Management
- MS in Business Analytics
- MS in Global Finance
- Fashion & Luxury MBA
- Tech MBA
- Online Certificates
- Online MS in Quantitative Management
- BS Business, Technology and Entrepreneurship
- MS in Marketing and Retail Science
- Online MS in Quantitative Management

10 Departments
- Accounting
- Business and Society Program
- Economics
- Finance
- Marketing
- Management and Organizations
- Management Communication Program Area
- Technology, Media and Technology
- Technology, Media and Statistics
- Technology, Media and Society

15 Centers
- W.W. Beekley Innovation Labs
- Center for Business and Human Rights
- Center for Global Business and Business Economics
- Center for the Future of Management
- Center for Sustainable Business
- Leadership Accelerator
- Urbanization Project
- NYU Pollack Center for Law and Business
- Salomon Center for Research in Financial Institutions
- Schapiro Institute for Research in Economic Stability
- Creative Destruction Lab – New York City
- Public Policy for Technology, Business and Innovation

417 Faculty

110,000 Alumni

BS in Business
BS in Business & Political Economy
BS/BFA in Film & TV
BS/MS in Accounting
Full-time MBA
Part-time MBA
Programs in Key Academic Disciplines
MS in Accounting
MS in Data Analytics & Business Computing
MS in Quantitative Finance
MS in Risk Management
MS in Business Analytics
MS in Global Finance
Fashion & Luxury MBA
Tech MBA
Online Certificates
Online MS in Quantitative Management
BS Business, Technology and Entrepreneurship
MS in Marketing and Retail Science
Online MS in Quantitative Management
BRAND in ACTION

CONTENT

CHANNELS
- WEBSITE
- PRINT
- MEDIA
- EVENTS
- EMAIL
- SOCIAL MEDIA
- ENVIRONMENT
- MOBILE

AUDIENCE
- PROSPECTIVE STUDENTS
- CURRENT STUDENTS
- ALUMNI & DONORS
- BUSINESS COMMUNITY
- ACADEMIC COMMUNITY
- STERN & NYU COMMUNITIES
- MEDIA

VISIBILITY FRAMEWORK
NYU Stern In the News

Financial Times
April 11, 2016
In an op-ed, Professor Rosa Abrantes-Metz argues for the reform of financial market benchmarks.

Financial Times
April 10, 2016
Professor Jason Greenberg’s research finds alumni connections and potential for growth are key factors in attracting MBA talent.

The Guardian
April 10, 2016
In a co-authored op-ed, Professor Jonathan Haidt argues that expanded definitions of bullying, trauma and prejudice contribute to a culture of censorship.

Bloomberg
April 8, 2016
Professor Nouriel Roubini discusses the impact of Federal Reserve policies on the Japanese yen.
Research Scholar Sarah Labowitz discusses the Stern Center for Business and Human Rights' research on worker safety in Bangladesh

Excerpt from The New York Times: "A statefule over who will pay for safety upgrades and oversight to those factories has left many workers still in danger, according to Sarah Labowitz, lead researcher of the report, Beyond the Tip of the Iceberg: Bangladesh’s Forgotten Apparel Workers. ‘...Bangladesh should enforce its own labor laws and protect its own citizens and workers but I think they lack the political will and capacity to do that.’ The question for everybody, including brands, is what do you do in the absence of local government enforcement and regulation,’ she said."

Read more

Research Scholar Robert Frank's new book, “Success and Luck: Good Fortune and the Myth of Meritocracy,” is reviewed

Excerpt from the Financial Times: “Frank’s argument in Success and Luck is easily summarised: the idea of meritocracy and the assumption that successful people get where they are solely by dint of their own efforts disguise the extent to which ‘success and failure often hinge decisively on events completely beyond any individual’s control’.”

Read more
## OUR PROCESS

### Pre-Agency

**Internal Discussion**
- Values articulation

### Brand Advisory Group

<table>
<thead>
<tr>
<th>Brand Discovery</th>
<th>Brand Narrative</th>
<th>Creative Development</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate the elements of the brand</td>
<td>Creative platform and narrative recommendation</td>
<td>Execution of the approved creative platform</td>
<td></td>
</tr>
</tbody>
</table>

**Brand Discovery**
- 60 interviews
In a world of constant change, what do we - with OUR values and OUR attitude - want to offer to the world?
CHANGE.  ____________ IT.
CHANGE. *EMBRACE IT.*
CHANGE.  CREATE IT.
CHANGE.  INSPIRE IT.
CHANGE. OWN IT.
CHANGE.  *DREAM IT.*
CHANGE. **DARE IT.**
CHANGE. **DRIVE IT.**
CHANGE.  **LEAD IT.**
CHANGE.  *DREAM IT. DARE IT. DRIVE IT.*
CREATING AN INCLUSIVE CLASSROOM

GARY FRASER, ASSOCIATE DEAN FOR DIVERSITY & INCLUSION
SEPTEMBER 2, 2021
INCLUSION, DIVERSITY, BELONGING, & EQUITY
INCLUSION, DIVERSITY, BELONGING, & EQUITY

the action or state of accepting or of being accepted within a group or community.
The composition of differing elements, especially a combination of people who possess different social identities.

Note: there is no such thing as a “diverse individual” – you need a group for it to be considered diverse.
INCLUSION, DIVERSITY, **BELONGING**, & EQUITY

*a feeling of being connected to a community*
INCLUSION, DIVERSITY, BELONGING, & EQUITY

the quality of being fair and impartial; freedom from bias or favoritism
INCLUSION, DIVERSITY, BELONGING, & EQUITY
INCLUSION, DIVERSITY, BELONGING, & EQUITY

Walking past a jeering crowd, student Elizabeth Eckford, age 15, one of the “Little Rock Nine,” enters Little Rock Central High School in Arkansas on Sept. 22, 1957.

Dorothy Counts, the first black student to attend Harding High School, in Charlotte, North Carolina. September 5, 1957. Photograph from AP Wide World
INCLUSION, DIVERSITY, **BELONGING**, & EQUITY

*a feeling of being connected to a community*
INCLUSION, DIVERSITY, BELONGING, & EQUITY

the quality of being fair and impartial; freedom from bias or favoritism
INCLUSION, DIVERSITY…, BELONGING, & EQUITY

Walking past a jeering crowd, student Elizabeth Eckford, age 15, one of the "Little Rock Nine," enters Little Rock Central High School in Arkansas on Sept. 23, 1957.

…ALSO NEEDS BELONGING & EQUITY
a multifaceted concept that includes a person’s conception and expression of who they are and how society describes and affects them

Source: The University of Michigan – National Institute for Intergroup Relations
EXAMPLES OF SOCIAL IDENTITIES...

- (Dis)Ability Status
- RACE
- Age
- Nationality
- Sexual Orientation
- Body Size
- Gender
- Ethnicity
- Religious Beliefs
- Socio-Economic Status
“…(are) not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities. They should be indispensable elements of an NYU education on all of our campuses. A diverse population encounters and appreciates all perspectives of an issue with a wealth of different approaches to confront it. The result is a higher quality of debate, and a more excellent and advanced academic enterprise.”

Andy Hamilton
President, New York University
10 WAYS TO MAKE YOUR CLASSROOM ENVIRONMENT INCLUSIVE
REFLECT

Ask: Is there anything in my class syllabus or course materials that impact me differently based on any of my social identities? What if I had a different set of identities?
It's okay to acknowledge you are not an expert on some aspect of social identity but if something comes up in classroom discussion, recognize it and try to find a few minutes for any discussion before moving on in your class.
DON’T ASSUME

A visual look does not equal a social identity! Don’t assume a student has knowledge based on how you see them (e.g. “Tell us about the economics in your country” or “How is this said in your country?”)
ACCOMODATE

Moses Center
NYU Student Health Center
http://www.nyu.edu/students/health-and-wellness/student-health-center.html
Dr. Yam
INVITE

Students to share conflicts based on social identities (e.g. religious observances) but give them a deadline to communicate this to you in advance.
REVIEW YOUR COURSE CONTENT

Is it diverse? Does it mostly focus on one social identity (like male gender, white racially, or USA based) versus a variety?
LEARN NAMES

It’s okay to ask a student how to pronounce their name. Try Google Translate or ask students to use the feature in Albert. Don’t create a substitute that easy for you but may offend or isn’t the same for everyone else.
MANAGE ANY MICROAGGRESSIONS IF ANY OCCUR

Try to create an inclusive classroom environment where microaggressions are addressed if they occur and they are policed by everyone.
Before you choose a student to answer a question as some students may be more reflective before they raise their hand. Invite those who have not contributed to answer a question.
SOCIAL IDENTITIES
ALWAYS = DIALOGUE

If topics come up around social identities, it’s important not to debate or even have a
discussion but seek to have shared learning through dialogue (listening).
Resources
• The NYU Office of Global Inclusion, Diversity and Strategic Innovation. University wide resources for the entire NYU community with topics and issues related to inclusion, diversity, belonging, and equity.

• The NYU Bias Response Line. Open to all students to share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

• The NYU Wellness Exchange. A The Wellness Exchange is your greatest mental health resource at NYU. Call the 24-hour hotline at (212) 443-9999, chat via the Wellness Exchange app anytime, make a virtual appointment, or "stop by" during our virtual drop-in hours to speak with a certified counselor about any day-to-day challenges or health concerns, including medical issues, stress, depression, sexual assault, anxiety, alcohol or drug dependence, and eating disorders.

• The NYU LGBTQ+ Center. Creates a welcoming environment for students, faculty, staff, and alumni to develop their understanding of and engage with LGBTQ+ communities through programs, events, learning and development, support, consultation, and resource sharing.

• The NYU Moses Center for Student Accessibility. Helps determine appropriate and reasonable accommodations that support equal access to a world-class education.

• The NYU Center for Multicultural Education and Programming (CMEP). Offers a vast array of educational and social events, programs, and resources that aim to engage, support, empower, and celebrate students of color and those of marginalized and underrepresented backgrounds—throughout NYU's global network and around the world.

• The NYU Office of Global Spiritual Life. Offers trainings, tools and experiences that cultivate belonging in order to reclaim the value of love in education and action.

• The NYU International Student Center. Serves as a hub for events and programs that foster meaningful connections among all global thinkers and help students from around the world make the most of their NYU experience.

• The NYU Title IX Office. It protects individuals from sexual or gender-based bullying, discrimination, harassment, and violence. This includes protection from being retaliated against for filing a complaint of discrimination or harassment.
Gary Fraser

Associate Dean for Diversity and Inclusion

gfraser@stern.nyu.edu
New Faculty Orientation

Robert Whitelaw
Dean, Undergraduate College
Sept. 2, 2021
The UC Leadership Team

- Tiffany Boselli
  Senior Assistant Dean of Advising and Student Conduct

- Erin Potter
  Senior Assistant Dean of Student Experience and Dean’s Special Projects

- James Kingham
  Executive Director of Professional Development and Career Education

- Diann Witt
  Senior Assistant Dean of Academic Assessment and Affairs
“Old” Programs

◊ B.S. in Business
  ■ Flagship program, founded in 1900
  ■ ~520 of 620 entering class
  ■ 12 concentrations, e.g., Accounting, Finance, Marketing, Computing & Data Science, Sustainable Business
  ■ Two dual degree programs
    ◦ BS in Business/MS in Accounting
    ◦ BS in Business/BFA in Film & Television (Tisch)

◊ B.S. in Business & Political Economy (BPE)
  ■ Started a decade ago
  ■ ~50 of 620 entering class
  ■ Requires 2 semesters study abroad in sophomore year (fall at NYU London, spring at NYU Shanghai)
“New” Programs

B.S. in Business, Technology & Entrepreneurship (BTE)
- First entering class Fall 2021
- ~50 students
- Technology skills plus an entrepreneurial mindset—a degree for our times

B.S. in Business—First-Year London Option (FYLO)
- First entering class Fall 2021
- ~30 students
- First year completed at NYU London (similar curriculum)
- Geographic diversification
Students—Class of 2025

- Preliminary data!
- Very selective (equivalent to lower half of the Ivy League)
  - 15,000+ applications
  - 7% admit rate
  - 1540 median SAT

- Very diverse
  - ~19% international
  - ~43% female
  - ~28% under-represented minorities
Undergraduate Research

- **Stern Program for Undergraduate Research (SPUR)**
  - Started in 2012
  - 500+ unique students
  - Faculty post research projects, students apply
  - 0-2 credits

- **Stern Honors Program**
  - Started in 2001
  - ~25 students per year (senior year)
  - Honors seminar and honors thesis
  - Director Mary Billings
Global

~50% of B.S. in Business students study abroad
- NYU global network
- IBEX

Many non-Stern students show up in our classes
- NYU Shanghai and NYU Abu Dhabi students
- IBEX
- Other schools at NYU (not global!)—the two most popular cross-school minors at NYU are Business of Entertainment, Media & Technology (BEMT) and Business Studies
Key Policies 1

Grading guidelines (NOT the “Stern Curve”)
- Core — ~35% A’s in classes of 25 or more
- Electives — departmental policies (Finance, Marketing, ...)

Syllabi
- Recommended language (grading, code of conduct, student accessibility, student wellness...)
- Point students to the (NEW!) Stern Well-Being Resource Hub https://www.stern.nyu.edu/wellbeing
- Please post your syllabus

Registration
- Don’t say you will allow students into your class
- Send all students with questions to UC advising
Key Policies 2

Please keep tabs on your students
- Raise a flag in Albert
- Don’t be reluctant to contact NYU Wellness

Final exams
- You have a scheduled final exam time slot
- Do NOT give exams in the last week of class

FERPA

Questions
- Your department chair or deputy chair should be your first stop
- But please report all code of conduct issues to Tiffany Boselli in UC Advising
Conclusion

- Welcome!
- Questions?
Faculty Council’s mission and purpose

• FC is part of the governance structure at Stern

• FC is the voice of the faculty with respect to academic and governance issues; a sounding board for school-wide issues

• FC comprised of seven (7) tenured faculty, elected by full faculty

• FC represents concerns of the Faculty and manages the Standing Committees of the Faculty
## Standing Committees

<table>
<thead>
<tr>
<th>Stern Faculty Committees</th>
<th>University Faculty Senate and Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Programs and Teaching Resources</td>
<td>NYU University Senate</td>
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<tr>
<td>Faculty Grievance and Student Judiciary</td>
<td>NYU Curricular Development Challenge Fund</td>
</tr>
<tr>
<td>Financial Affairs</td>
<td>NYU Global Network Steering Committee (3)</td>
</tr>
<tr>
<td>Research Resources</td>
<td>NYU Graduate Program Committee (1)</td>
</tr>
<tr>
<td>Faculty Council</td>
<td>NYU Technology-Enhanced Education Committee (3)</td>
</tr>
<tr>
<td>Promotion and Tenure (1)</td>
<td>University's Undergraduate Academic Affairs Committee (1)</td>
</tr>
<tr>
<td>Senior Faculty Peer Review (2)</td>
<td>NYU Undergraduate Program Committee (1)</td>
</tr>
<tr>
<td></td>
<td>NYU Distinguished Teaching Award Committee (1)</td>
</tr>
</tbody>
</table>

Membership elected by faculty vote except as noted

(1) All members appointed by the Dean
(2) Some members appointed by the Dean
(3) Member appointed by Faculty Council
Important Activities in AY 2020-21

• Doctoral Program task force
  Promoted formation of committee to examine performance of Stern’s PhD program

• COVID-19 Impact Survey
  To assess the impact of the COVID-19 pandemic on faculty at NYU Stern

  To elicit and explore remedies that might aid affected faculty
Stern Teaching Effectiveness Program (STEP)

WHAT IS IT?

Dialogue about teaching to promote student learning

Conversation W Consultant
Class Observation
Debrief

Every 3 years
Mandatory

Confidential
“What Is it That I Do That has a substantial, sustained, and positive Impact on the way my STUDENTS Think, Act, and Feel?”
Upcoming Discussions:
The Heart of Teaching #1 “Me? Distracted?”
September 2nd at 5:00pm
Zoom
The Heart of Teaching #2 (Exclusive Report)

“What Students Say about Good Teaching”

Friday, September 3rd at 12 noon

Zoom

OFFICE HOURS: 2nd and 4th MONDAY 4:00-5:30.

https://nyu.zoom.us/j/91694279022
CLIMATE ACTION PLAN

- 30% goal met in 2012 - equivalent to planting enough trees to cover Manhattan and Brooklyn combined!
- 50% reduction in building-related GHG emissions by 2025
- Carbon neutrality by 2040
BETTER BUILDINGS

- 2.3 million sf of LEED-certified space.
- Green buildings can double cognitive function.*

COOL FOOD PLEDGE

NYU will reduce food-related greenhouse gas emissions 25% by 2030.
MODEL SUSTAINABLE BEHAVIOR

- **Save energy** - Guidelines for efficiency and turning things off when not in use.
- **Go paperless** - Whenever possible.
- **Reduce waste** - Reusables, not disposables.
- **Get moving** - Stroll through one of NYU’s green spaces, explore the city by bike, and consider taking the stairs if you can to alleviate elevator congestion.
Reduce work-related travel by prioritizing cost-effective and low-carbon alternatives like video conferencing, carpooling, and taking the train. To decide whether or not to travel, consult the air travel flowchart.

**TRAVEL FLOWCHART**

1. Can you meet your goals by teleconferencing?
   - **NO**
   - **YES**

   1. Is your destination less than 5 hours away by train or bus?
      - **NO**
      - **YES**

   1. **Attend via teleconference**
      - Maybe a local subset of attendees can teleconference together.

   1. **Take train or bus**
      - Flying is not always faster when including security lines, boarding, and travel to/from the airport.
      - Trains and buses often offer more comfort and amenities for productivity.

   - Consider if you can avoid future trips by consolidating travel or meetings into one trip.
FACULTY ENGAGEMENT

Climate Change Initiative
A provostial priority to foster research, teaching, partnerships, and academic and professional opportunities for students to face the climate crises head-on.

Environmental Justice Incubator
Periodic convenings of faculty to discuss the intersection of social, environmental, and racial justice.

Green Grants
Apply for up to $20,000 to advance a sustainability project at NYU.
STAY CONNECTED

Subscribe to our mailing list
bit.do/Sustainabilitynews

Follow NYUGreen on social media
Facebook | Twitter | Instagram

Faculty Sustainability Guide
For more information and resources on taking action at NYU.

cecil@nyu.edu | sustainability@nyu.edu | nyu.edu/sustainability
NYU Stern’s Code of Conduct and Teaching Guidelines

J.P. Eggers
Professor, Management & Organizations
Vice Dean, MBA & Graduate Programs

New Faculty Orientation
Fall 2021
NYU Stern Code of Conduct

- Respect all members of the Stern community
  - No intimidation, no sexual or other harassment
- Respect the property and rights of others
- Respect and preserve the University’s facilities and resources
“Exercise integrity in all aspects of our academic work including... the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.”

– Act with honesty and integrity in course work

– Issue: Copy and Paste plagiarism

– Issue: Cheating on exams
Violations of the Code of Conduct: How to Handle

• Handled by course instructor, in consultation with the designated oversight person for the academic program level
  – Undergraduate: Tiffany Boselli, Graduate: Conor Grennan

• If student disagrees with punishment, referred to the Judiciary Committee through the designated oversight person
  – The Committee body that oversees the Code and adjudicates alleged infractions
  – Composition: Stern students and faculty

http://www.stern.nyu.edu/portal-partners/current-students/undergraduate/resources-policies/academic-policies
https://nyustern.campusgroups.com/ose/code-of-conduct/
The final version posted just before your course starts or distributed at the first session is your contract with the students. It is difficult and dangerous to change it.

Syllabus should include:
• List of deliverables and other graded items, percentage weights for determining overall final course grade
• Dates of exams, due dates for assignments
• Rules for assignments: Collaboration, late submission
• Your policies toward classroom behavior
• Reminder about Stern Code of Conduct
• Accommodations for disabilities

Undergraduate courses have required language for grading
Diversity & Inclusion

Starting Spring 2020, Course Evaluations (CEs) include a question about diversity & inclusion:

“The instructor promoted a classroom environment that speaks to, and welcomes participation from, students from all backgrounds and perspectives.”

We share the responsibility to help all students feel accepted and welcome in class, and to think carefully about how we construct and evaluate class in a way that includes all students.

Resources:
• Assoc Dean Gary Fraser
• https://www.nyu.edu/about/university-initiatives/diversity-and-inclusion-advisory-task-force.html
Grading Guidelines

Undergraduate core course with more than 25 students: About 35% of students will receive A or A- grades.

MBA core course: No more than 35% of students will receive A or A- grades.

There are no School guidelines for grades for elective courses, but we generally expect broadly similar grading to core courses. In addition, some departments have guidelines for their electives.

The average GPA at the undergrad level is about 3.5.

The average GPA at the MBA level is about 3.4.
Classroom Policies

Each instructor can set any reasonable set of policies for his or her classroom. Communicate clearly to the students.

The school has a default set of policies about:

• Attendance (allowance for illness, religious observance, family emergency, civic obligation)
• Arriving late, leaving early, leaving and returning
• Laptops, cell phones, smartphones, other electronic devices

These are very strict (you are free to adopt your own).

Langone part-time MBA students have full-time jobs, you may be willing to be flexible; some will miss classes (and some may miss exams), for example, because of required work travel.

Any class session of more than 90 minutes should have a 10 minute break in the middle.
Sessions Outside of Standard Class Times

An instructor should not cancel a class session unless it is an emergency. Even in an emergency, it will be good to find a substitute to conduct the class session, if possible.

Rescheduling a class session is very difficult.
• Date and time acceptable to nearly all students
• Classroom
Record the session and distribute the link; any student who cannot attend must be able to catch up without penalty.

Extra class session also very difficult, probably cannot require. Again, record and distribute the link, if possible.
Use of Zoom (etc.) in Classes

Students have expectations based on stated class format and information in the syllabus – one key goal is to reduce surprises, uncertainty.

There are excellent reasons to use Zoom for class sessions:
• Moving a class session to Zoom if you are unable to attend can be a viable way to maintain course momentum (just keep deputy chair & vice dean informed)
• Using Zoom to bring in a superstar guest speaker can be a big win; ideally list it on the syllabus as soon as you know
• Some interactions – especially in the near term – may work best over zoom (e.g., group project meetings) – again, tell students

We seek to avoid blended classrooms – some students in person and some online:
• Students have been told (repeatedly) that we won’t be providing zoom access for in person courses (prefer they watch the video)
• We continue to experiment with technology to see if blended classes can be viable, but until then we are focusing on either/or formats
Registration & Prerequisites

GETTING INTO A COURSE:
• Where a student should go with questions about getting into a course:
  **Stern MBAs**: Send Stern MBAs to the Stern Office of Registration or the MBA Academic Affairs group (both on the 6th floor KMC).
  **Undergrad students (all types)**: Send Stern undergrads to the Stern UC Office of Advising (Tisch 6th floor).
  **Non-Stern NYU Grad Students**: Send non-Stern students to their own advisors (in their home schools), who are the only ones with whom we will work to get them into a class.

NO SITTING IN WITHOUT REGISTERING:
• Graduate - Students may only audit your course if they register as auditors (which means paying tuition). Send them to the MBA Academic Affairs group.
• Undergraduate – No auditing allowed.
• Alumni audit program -- part of lifelong learning benefits (limited courses)

PREREQUISITES:
• Can only be waived by Department
Family Educational Rights and Privacy Act of 1974 (FERPA)

We may not reveal anything about the educational records of a student to someone other than the student himself or herself, unless we have the express written approval of the student to do so.

Exception: To an NYU employee (e.g., program administrator), who has a clear “need to know”.

Exception: “Directory info” about the student.

Generally NOT exceptions:
- Parents (If a parent insists, pass the request to the program Vice Dean)
- Potential Employers (grade non-disclosure)

Resources for Students & Policy URLs

Resources for Students:
Academic Advising

Faculty Advisers for majors, tracks, specializations

Career services center/office (undergrad Wasserman, MBA OCD and CCWP)

Student engagement office

Wellness Exchange (24/7 hotline - 212-443-9999) + in-Stern wellness advisor

Moses Center for Students with Disabilities

Office of Global Services (international students)

And others

Policy URLs:
Undergraduate Policies can be found at http://www.stern.nyu.edu/portal-partners/current-students/undergraduate/academics/academic-policies

MBA Policies can be found at
http://www.stern.nyu.edu/AcademicAffairs/Policies/GeneralPolicies/DefaultPoliciesforSternCourses/
NYU Stern’s MBA & Graduate Programs

J.P. Eggers
Professor, Management & Organizations
Vice Dean, MBA & Graduate Programs

New Faculty Orientation
Fall 2021
## Stern’s MBA & Graduate Programs

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<th></th>
<th>Full Time, 2Year Fall 2021 Start</th>
<th>Part Time Langone</th>
<th>Full Time, Tech &amp; Entr</th>
<th>Full Time, Fash &amp; Lux</th>
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</thead>
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<tr>
<td>Work Exper</td>
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<td>5.7 yrs</td>
<td>6.1 yrs</td>
<td>5.3 yrs</td>
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<tr>
<td>% Women</td>
<td>41%</td>
<td>51%</td>
<td>48%</td>
<td>80%</td>
</tr>
<tr>
<td>% Internat.*</td>
<td>24%</td>
<td></td>
<td>26%</td>
<td>10%</td>
</tr>
<tr>
<td>% URM</td>
<td>12%</td>
<td>11%</td>
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<td>Entry</td>
<td>Fall</td>
<td>Sept, Jan</td>
<td>May</td>
<td>May</td>
</tr>
<tr>
<td>Program Length</td>
<td>2 year</td>
<td>3 (2-6) years</td>
<td>12 month</td>
<td>12 month</td>
</tr>
<tr>
<td>Class Size</td>
<td>361</td>
<td>500+/year</td>
<td>~50</td>
<td>~20</td>
</tr>
<tr>
<td>Block Size</td>
<td>~60</td>
<td>60</td>
<td>~50</td>
<td>~20</td>
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<tr>
<td>Notes</td>
<td>• Careers focused on Consulting, Inv Banking, Tech PM (plus VC, media, fashion, real estate) • Sizable military vet population</td>
<td>• Evenings (local students) + Weekend (mixed) options • Matches regional employment – finance, media, health • Some seeking jobs</td>
<td>• New (May 2018) • Many have strong technology background</td>
<td>• New (May 2018) • Fashion, luxury, retail, beauty</td>
</tr>
</tbody>
</table>
Stern’s MBA & Graduate Programs

- MS Accounting (90+ students, many pre-experience, Sept-May program)

- NYU Shanghai MS (in NYC in summer)
  - Data Analytics + Quant. Finance, launched May 2019, now 45+ in each
  - Marketing + Management, launching May 2022

- EMBA (2 x Fall NYC, 1 x Fall DC, 1 x Jan NYC, cohorts of ~50 per intake)

- TRIUM EMBA (joint with HEC Paris, LSE, modular format)

- Global Exec MS (Business Analytics, Risk Management, Global Finance; all modular delivery, 40-70 in each cohort)

- MS Quant Management (online program, launched August 2019, <2 years, can transfer into Langone MBA program, ~95 in 2021 cohort)

- Executive education...
### Stern’s FT 2Y MBA Program

<table>
<thead>
<tr>
<th>Industry</th>
<th>Summer Internships(^1)</th>
<th>Full Time Employment(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting</td>
<td>21.6%</td>
<td>31.2%</td>
</tr>
<tr>
<td>Consumer Products &amp; Retail</td>
<td>7.9%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Entertainment &amp; Media</td>
<td>7.9%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Financial: Investment Banking</td>
<td>21.2%</td>
<td>28.1%</td>
</tr>
<tr>
<td>Financial: Other</td>
<td>11.2%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Health/Pharma/Biotech</td>
<td>4.7%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Technology &amp; Telecom</td>
<td>20.1%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Other</td>
<td>5.4%</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

1: Class of 2022 data  
2: Class of 2021 data
Stern’s Full-time & Langone MBA Programs

Each program is 60 credits (51 for Focused MBAs), the equivalent of 20 full-semester courses. Each program has some required (core) courses and some elective courses. The required courses vary somewhat between the programs.

Each student graduates with an MBA in General Management.

Each student can declare up to three formal specializations, by completing designated elective courses. Many elective courses count toward more than one specialization.
Stern’s Full-time & Langone MBA Programs

For the full-time programs, core courses are offered during the day. For the Langone program, core courses are offered in the evening or on weekends (including intensives), with some mix of fully online courses.

Elective courses offered during the Fall and Spring semesters (day and evening) are available to both full-time and part-time students. Elective courses offered during the winter intensive period and the summer are available to Langone students, with (again) some online courses.

For both Fall and Spring semesters, the starting dates for day courses are different from the starting dates for evening and weekend courses (sorry).

Day courses have a separate final exam schedule. Evening and weekend courses do not have a separate final exam schedule.
Mor Armony
Vice Dean for Faculty and Research

NYU Stern
New Faculty Orientation

Review Processes
Tenure-line and Clinical Faculty

• Annual Merit Review
Annual Merit Review

- January: Complete Faculty Activity Report
  - Describe research, teaching, and service

- Weights:
  - Assistant Professor: R 60%, T 30%, S 10%
  - Clinical Professor (all ranks): T 65%, S 35%

- Includes students’ course evaluations
  - 1-5 Scale
    - Q1: Instructor
    - Q2: Course
    - Q7: Rigor
Annual Merit Review
(continued)

• March-April: Department Chair meets with Vice Deans to review each professor

• May-June: Department Chair provides feedback to professors
Tenure-track Faculty Reviews

• Annual Merit Review
• Third Year
• Sixth Year
• Tenure
• Promotion to Full Professor
Clinical Faculty Reviews

• Annual Merit Review
• Reappointment
• Promotion