

**Mor Armony**

**Vice Dean for Faculty and Research**

**Harvey Golub Professor of Business Leadership**

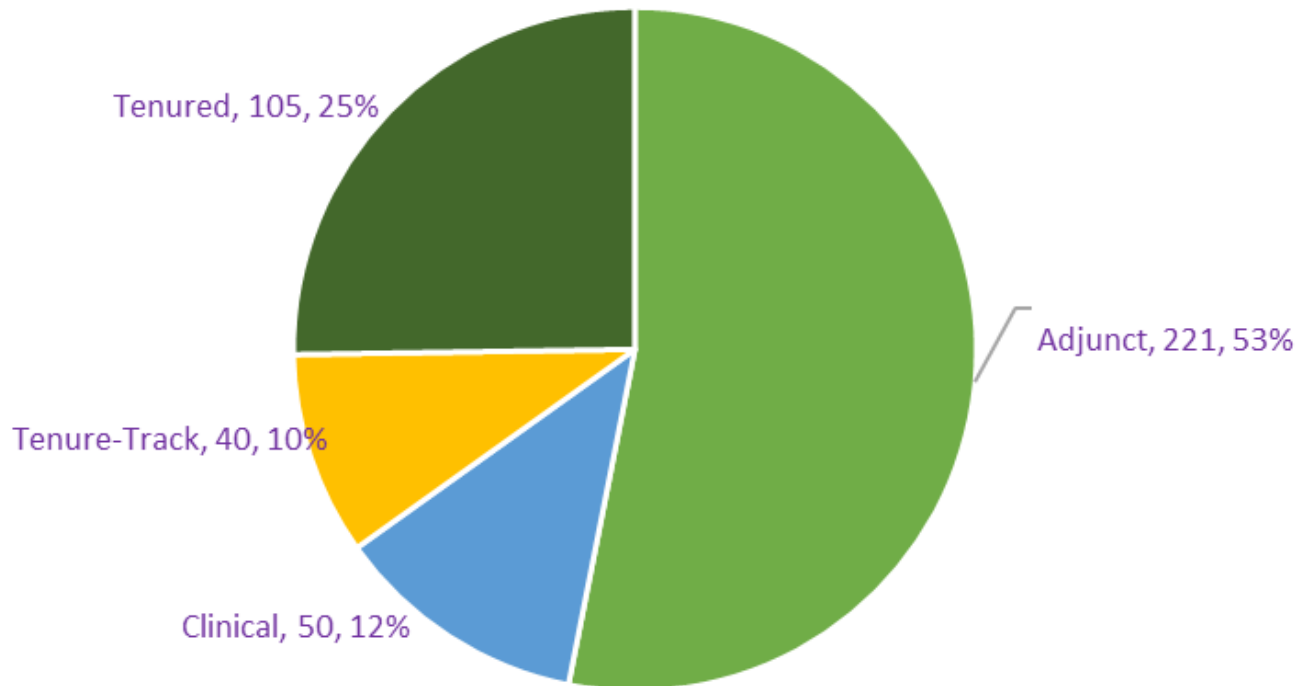
**Professor of Technology, Operations, and Statistics**

**NYU Stern**

**New Faculty Orientation**

**September 2, 2021**

## Stern 2021-22 Faculty

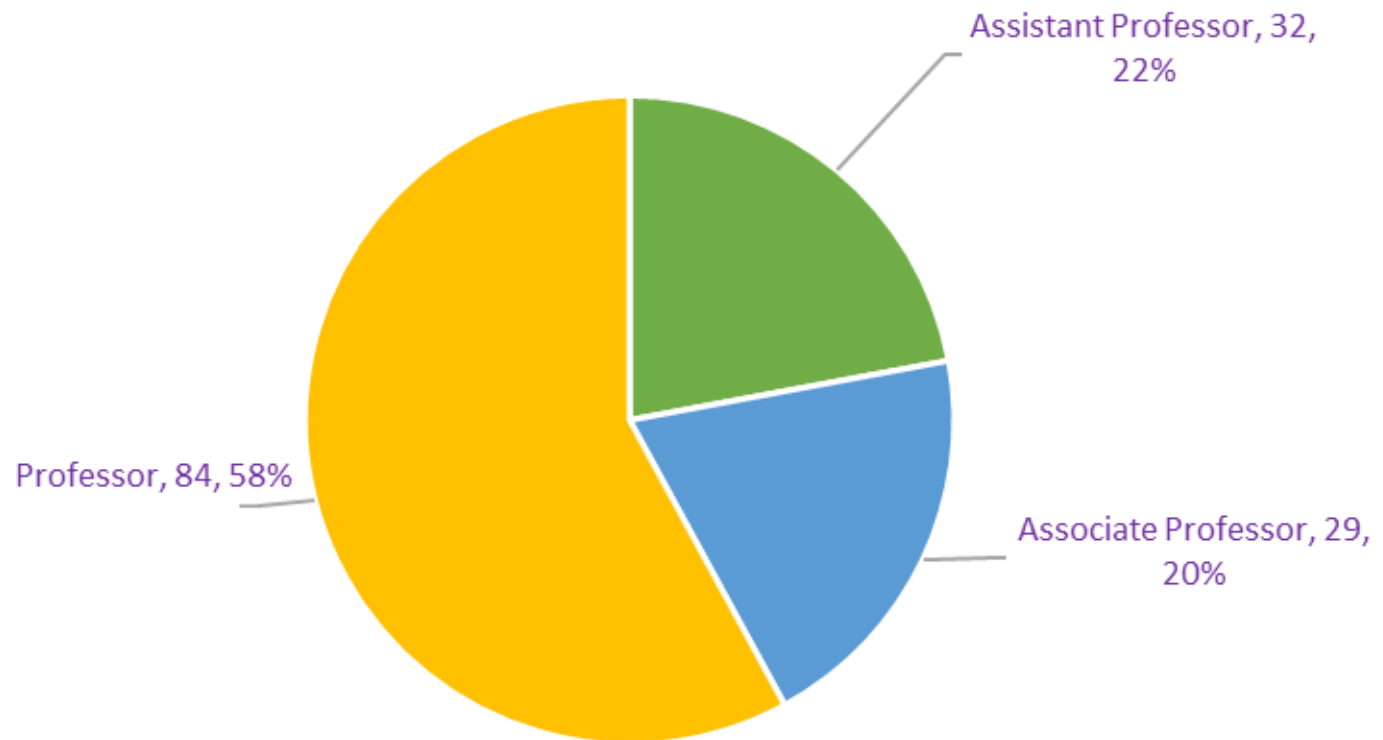


**Total Faculty Population: 417**

**Total Full-Time Faculty Population: 195**



## Tenure-Line Faculty



**Total Tenure-Line Faculty Members: 145**



# New Faculty Orientation

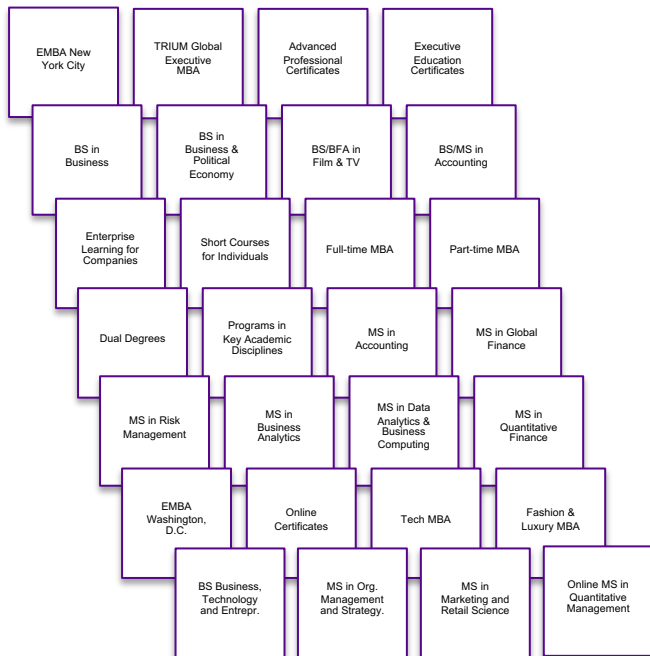
September 2, 2021





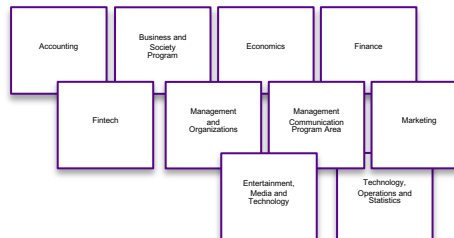
This is Stern...

## 28 Programs

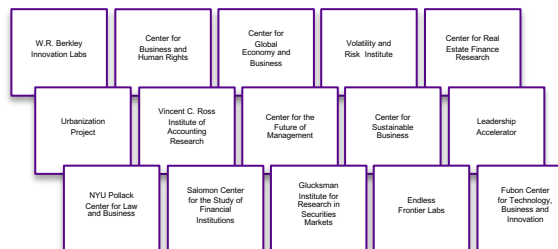


**417  
Faculty**

## 10 Departments



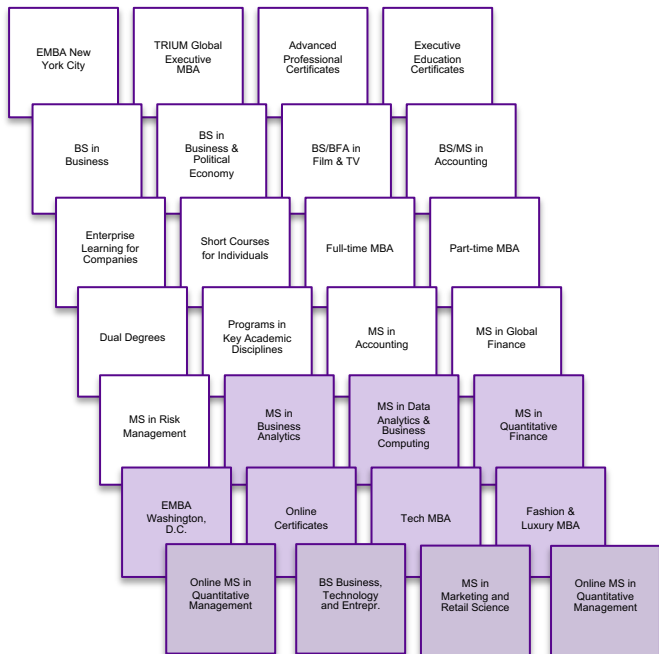
## 15 Centers



**?  
Alumni**

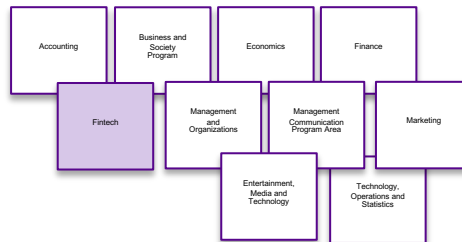
This is Stern...

## 28 Programs

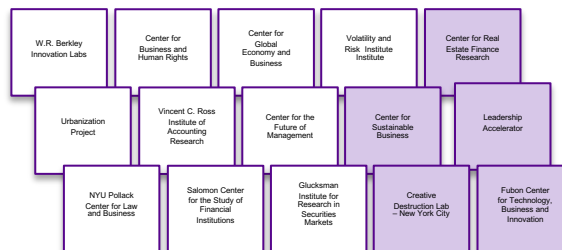


**417  
Faculty**

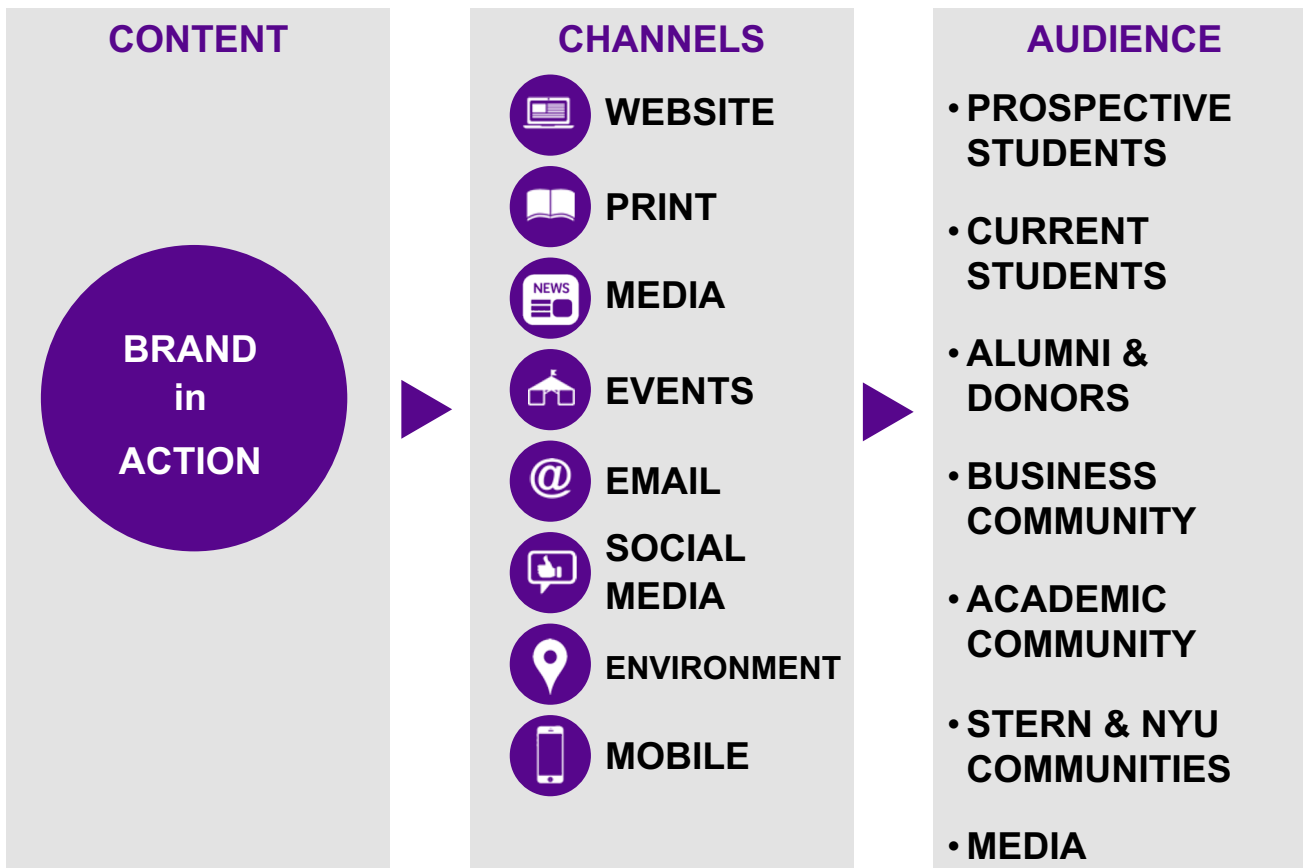
## 10 Departments



## 15 Centers



**110,000  
Alumni**



The New York Times

Bloomberg

The Washington Post



新华社  
XINHUA NEWS AGENCY



QUARTZ



FORTUNE


THE WALL STREET JOURNAL.

DAILY NEWS









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## Experience Faculty & Research

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Faculty Directory




**Among High-Potential Employees, Women Earn More than Men in Organizations with Diversity Goals**  
— Research Highlights




**Faculty Awards & Accolades – May 2016**  
— Research Highlights




**No Easy Way Out for Greece's Stakeholders**  
— Research Highlights




**Gary Friedland Testifies Before Congress on the Immigrant Investor EB-5 Program**  
— Research Highlights




**B-School Innovation Professor Discovers Pathway between Diabetes and Alzheimer's Disease**  
— Research Highlights




**Advice to Recruiters: Alumni Connections Trump Compensation in the War for Talent**  
— Research Highlights





**Professor Edward Altman Collaborates with Golub Capital on New Middle Market Index**  
— Research Highlights





**A New Way of How Monetary Policy Works**  
— Research Highlights











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## Experience News & Events

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Pages 1 2 3 4 5 6

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— Faculty News

### Research Scholar Sarah Labowitz discusses the Stern Center for Business and Human Rights' research on worker safety in Bangladesh

April 22, 2016




Excerpt from The New York Times -- "A stalemate 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

— Faculty News

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

April 22, 2016



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

**Archive**

Select year

Select month

View

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Or contact us directly:

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[jnville@stern.nyu.edu](mailto:jnville@stern.nyu.edu)

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**Ethisphere** @ethisphere · 20h  
EXPERT'S TAKE: @PeterBlairHenry Dean @NYUStern shares his thoughts on #corporate #ethics & "tragedy of the commons" bit.ly/1X10yoq

**NYU Stern** @NYUStern · 14h  
"...gaining corporate clients is an uphill battle for Lyft." Prof @digitalarun talks #Lyft vs #Uber via @technology

**Lyft Is Racing to Win More Corporate Clients**  
Only 4 percent of business travelers who hail rides choose Lyft  
bloomberg.com

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**NYU Stern Undergrad** @SternUC · Jun 2  
Time flies when you're studying abroad! Zichong (BS '18) reflects on highlights at @NYUPrague: bit.ly/1THZvUH

**NYU Stern** @NYUStern · Jun 1  
Prof Nicholas Economides' submission to the #FCC supporting its proposal on #cyberprivacy & consumer opt-out option: ow.ly/18XU300iFt

Twitter

**New York University - Leonard N. Stern School of Business**  
Prof. Michael Spence's latest op-ed on the performance of emerging economies via [Project Syndicate](#):

**Reigniting Emerging-Economy Growth**  
project-syndicate.org · In short, emerging economies have been challenged by externally generated macroeconomic shifts, unconventional monetary policies, widespread volatility, and slow growth in developed markets. Without much of a playbook to guide them, it is...

Like (6) · Comment · 2 days ago

Beth Reichler, MBA, Ritwik Ghose +4

Add a comment...

**New York University - Leonard N. Stern School of Business**  
Professor Richard Sylla reflects on the Dow Jones Industrial Average's 120th birthday via [The Atlantic](#):

**The Dow: An Index of Winners**  
theatlantic.com · The Dow Jones Industrial Average turns 120 years old today. While it's a popular measure of American enterprise, it doesn't reflect the nature of the U.S. economy. Please consider disabling it for our site, or supporting our work in one of...

Like (6) · Comment · 6 days ago

Andrea Reres, Arvind Iyer +4

Add a comment...

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**Faculty Insights**

**Professor Galloway's Winners & Losers in a Digital Age**  
by NYU Stern  
173 views · 1 week ago

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by Ideas Never Sleep  
951 views · 1 month ago

**A Fireside Chat with Lord Mervyn King, 3/23/16**  
by NYU Stern  
1,103 views · 2 months ago

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by NYU Stern  
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by NYU Stern  
104 views · 1 week ago

**Robert Frank on "Success and Luck": The 2016 Ashok C. Sani**  
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**To the Graduating Class of...**

**Class of 2016 Senior Video**  
by NYU Stern Undergraduate College  
139 views · 1 week ago

**A Video Featuring Graduates From the Class of 2016**  
by NYU Stern  
251 views · 1 week ago

**NYU Stern Graduate Convocation 2016: Dean Peter Henry**  
by NYU Stern  
26 views · 17 hours ago

YouTube



# OUR PROCESS

## Pre-Agency

---

### Internal Discussion

Values articulation

## Brand Advisory Group

---

### Brand Discovery

60 interviews

### Brand Narrative

Articulate the  
elements of the  
brand

### Creative Development

Creative platform and  
narrative  
recommendation

### Implementation

Execution of the  
approved creative  
platform

---

In a world of constant change, what do we -  
with **OUR** values and **OUR** attitude -  
want to offer to the world?





TAGLINE

**CHANGE.** \_\_\_\_\_ ***IT.***

TAGLINE

**CHANGE.** *EMBRACE IT.*



TAGLINE

**CHANGE.** *CREATE IT.*

TAGLINE

**CHANGE.** *INSPIRE IT.*

TAGLINE

**CHANGE. *OWN IT.***

TAGLINE

**CHANGE.** *DREAM IT.*

TAGLINE

**CHANGE. *DARE IT.***

TAGLINE

**CHANGE.** *DRIVE IT.*

TAGLINE

**CHANGE. *LEAD IT.***

TAGLINE

**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.*

## INCLUSION, **DIVERSITY**, BELONGING, & EQUITY

*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



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.



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***

## SOCIAL IDENTITY

*a multifaceted concept that includes a person's conception and expression of who they are and how society describes and affects them*



## EXAMPLES OF SOCIAL IDENTITIES...

(Dis)Ability  
Status  
RACE  
Age  
Nationality  
Sexual  
Orientation  
Body  
Size  
Gender  
Religious  
Beliefs  
Ethnicity  
Socio-  
Economic  
Status

## ***INCLUSION, DIVERSITY, BELONGING, & EQUITY***

*“...(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?



# ACKNOWLEDGE

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?")

# ACCOMMODATE

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.

# PAUSE

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](mailto: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?

# NYU Stern Faculty Council

---

New Faculty Orientation  
September 2, 2021

# 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

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

Membership elected by faculty vote except as noted

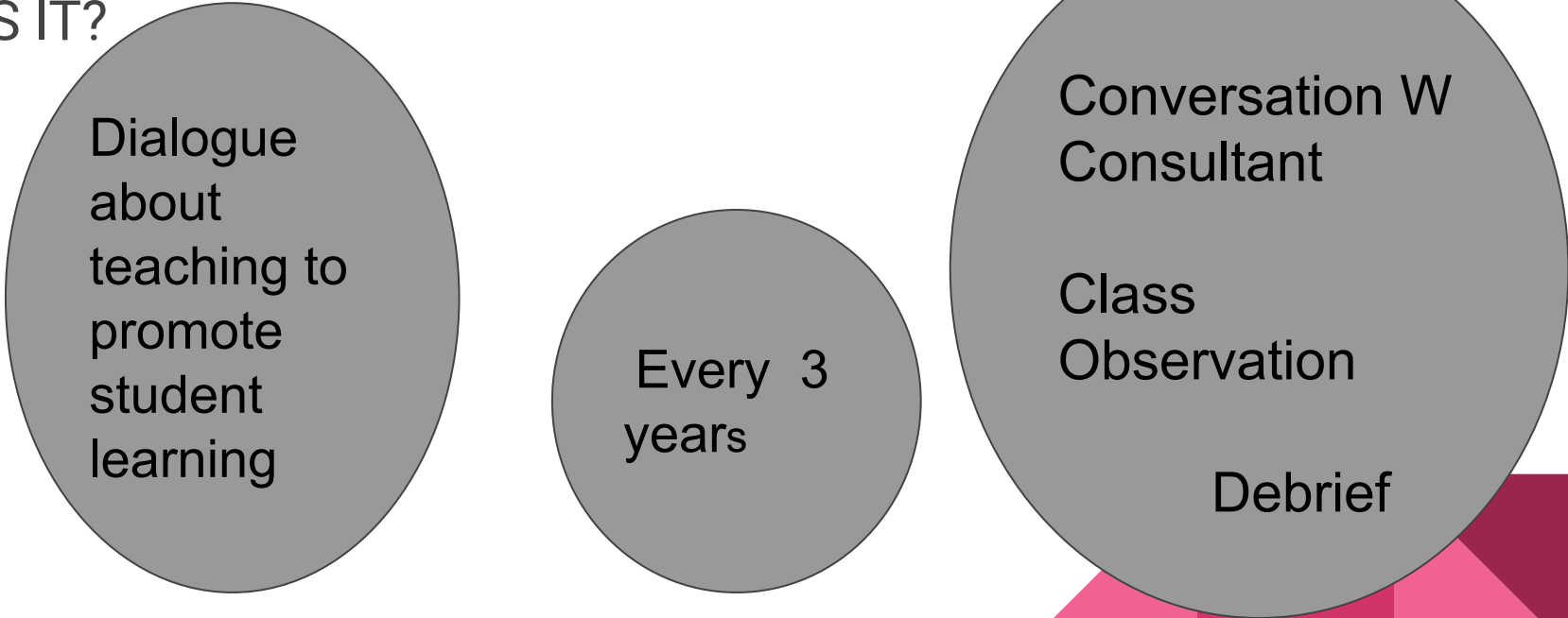
- (1) All members appointed by the Dean
- (2) Some members appointed by the Dean
- (3) Member appointed by Faculty Council

# 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?



The diagram consists of three gray circles of varying sizes arranged horizontally. The leftmost circle is medium-sized and contains the text 'Dialogue about teaching to promote student learning'. The middle circle is the smallest and contains the text 'Every 3 years'. The rightmost circle is the largest and contains the text 'Conversation W Consultant', 'Class Observation', and 'Debrief' stacked vertically. The circles are set against a white background with a decorative pink and purple geometric pattern at the bottom right.

Dialogue  
about  
teaching to  
promote  
student  
learning

Every 3  
years

Conversation W  
Consultant

Class  
Observation

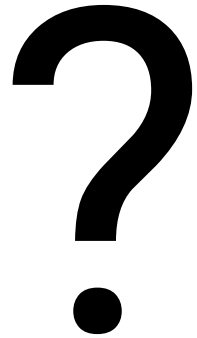
Debrief

Mandatory

Confidential

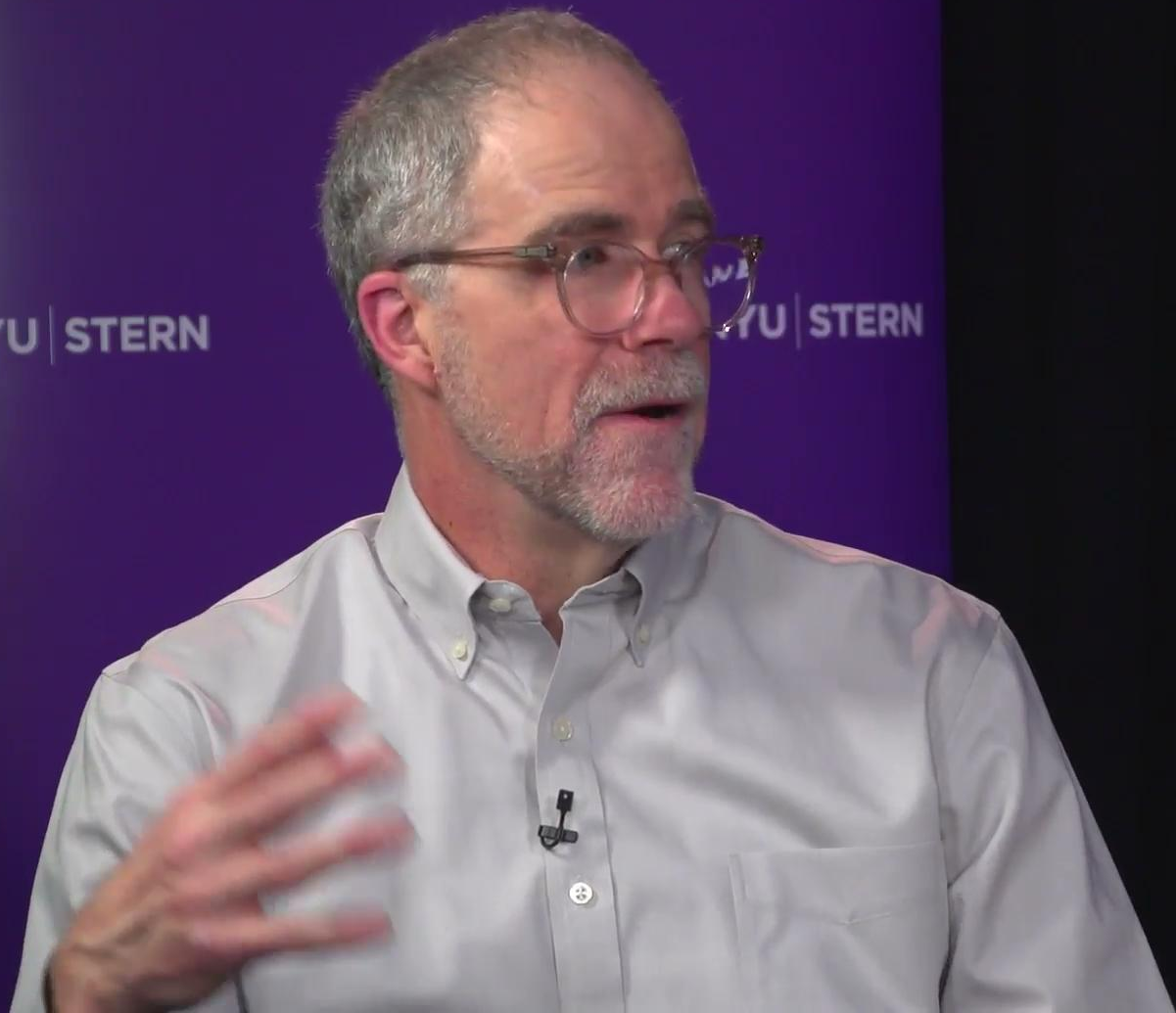


*“What Is it That I Do That has a  
substantial, sustained, and positive  
Impact on the way my **STUDENTS**  
Think, Act, and Feel?”*



NYU | STERN

NYU | STERN



## 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>







**NYU**

Sustainability

# SUSTAINABILITY AT NYU

**Stern Faculty Orientation**

**PRESENTED BY CECIL SCHEIB**

**09.02.2021**





# 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

## Climate Action Plan Update

2021

# BETTER BUILDINGS



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

\*According to research on the [Impact of Green Buildings on Cognitive Function](#) from Harvard's Center for Health and the Global Environment.





# COOL FOOD PLEDGE



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



**NYU**

| Sustainability



# MODEL SUSTAINABLE BEHAVIOR

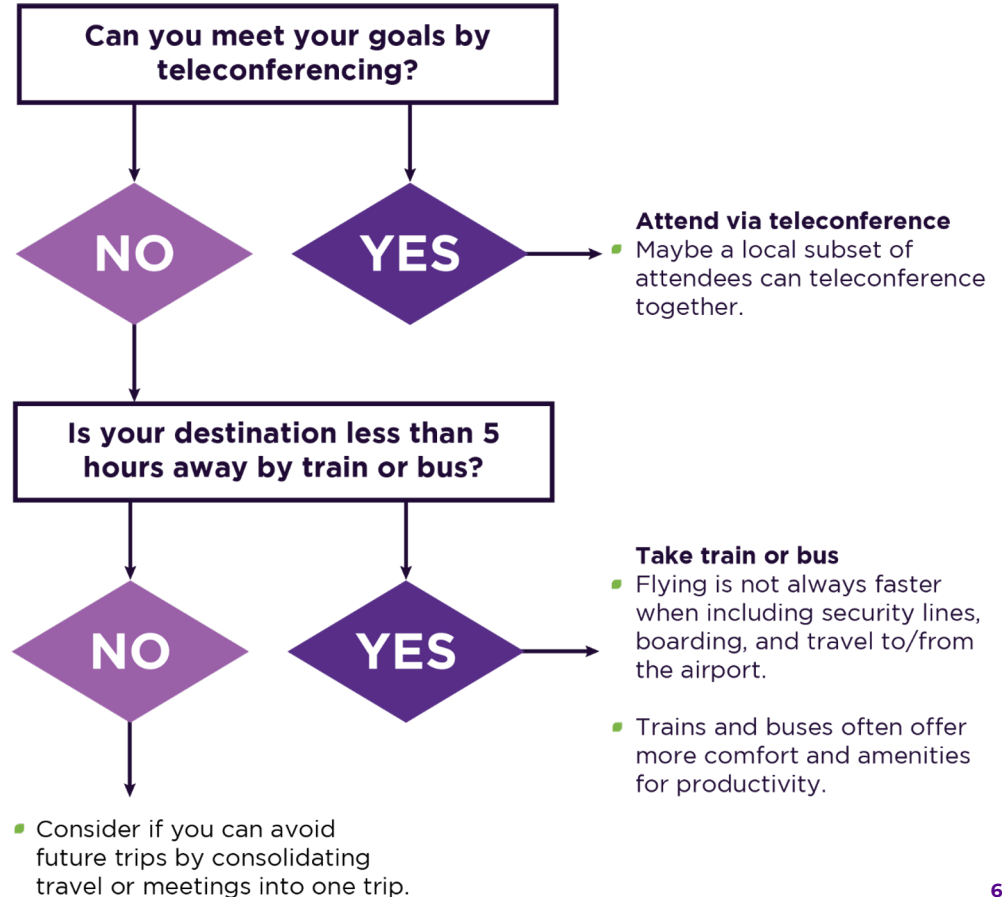


- **Save energy** - [Guidelines](#) for efficiency and turning things off when not in use.
- **Go paperless** - Whenever possible.
- **Reduce waste** - Reusables, not disposables.
- **Get moving** - Stroll through one of NYU's [green spaces](#), [explore the city by bike](#), and consider taking the stairs if you can to alleviate elevator congestion.

# TRAVEL FLOWCHART



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](#).



# 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.



NYU

Sustainability

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**Faculty Sustainability Guide**

For more information and resources  
on [taking action at NYU](#).

[cecil@nyu.edu](mailto:cecil@nyu.edu) | [sustainability@nyu.edu](mailto:sustainability@nyu.edu) | [nyu.edu/sustainability](https://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

# NYU Stern Code of Conduct

“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/>

# Syllabus

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>
- <https://www.nyu.edu/life/global-inclusion-and-diversity/learning-and-development/toolkits/faculty-digital-inclusion/inclusive-curriculum-design.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)

More info: <http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/FERPA.html>

# 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

	Full Time, 2Year Fall 2021 Start	Part Time Langone	Full Time, Tech & Entr	Full Time, Fash & Lux
Work Exper	5.2 yrs	5.7 yrs	6.1 yrs	5.3 yrs
% Women	41%	51%	48%	80%
% Internat.*	24%		26%	10%
% URM	12%	11%	8%	15%
Entry	Fall	Sept, Jan	May	May
Program Length	2 year	3 (2-6) years	12 month	12 month
Class Size	361	500+/year	~50	~20
Block Size	~60	60	~50	~20
Notes	<ul style="list-style-type: none"> <li>Careers focused on Consulting, Inv Banking, Tech PM (plus VC, media, fashion, real estate)</li> <li>Sizable military vet population</li> </ul>	<ul style="list-style-type: none"> <li>Evenings (local students) + Weekend (mixed) options</li> <li>Matches regional employment – finance, media, health</li> <li>Some seeking jobs</li> </ul>	<ul style="list-style-type: none"> <li>New (May 2018)</li> <li>Many have strong technology background</li> </ul>	<ul style="list-style-type: none"> <li>New (May 2018)</li> <li>Fashion, luxury, retail, beauty</li> </ul>

# 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

	Summer Internships <sup>1</sup>	Full Time Employment <sup>2</sup>
Consulting	21.6%	31.2%
Consumer Products & Retail	7.9%	5.0%
Entertainment & Media	7.9%	1.8%
Financial: Investment Banking	21.2%	28.1%
Financial: Other	11.2%	6.7%
Health/Pharma/Biotech	4.7%	0.7%
Technology & Telecom	20.1%	17.9%
Other	5.4%	8.8%

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