



FACULTY NEWS FALL 2020

MESSAGE FROM THE DEAN



Dear SPS Faculty Members,

As we begin the 2020-21 academic year, there is a sense of excitement and cautious optimism, tempered by to-be-expected apprehension due to the unprecedented circumstances in which we find ourselves. I share these emotions, but I am confident in the unparalleled agility, flexibility, and creativity, which our community has demonstrated over the past few months and that we will emerge stronger than ever.

Since we went into lockdown last spring, NYU and SPS have worked tirelessly to lay the groundwork for a reopening plan that safeguards the health and wellbeing of all. It is my hope that this plan and its accompanying guidelines are familiar to you through both the [NYU Returns](#) and the [SPS Returns](#) websites. As the fall semester unfolds, the University will carefully monitor the situation and these sites will be updated as necessary to provide guidance informed by health experts and NY State.

While there is uncertainty ahead, I have tremendous confidence in your ability to move forward in a productive way. The fall in-person, hybrid, and online classes are all well underway and have been incredibly successful so far, due to your effort in incorporating best practices in online pedagogy and engagement. Our students are thrilled to be back, and we thank you for your important role in making this possible.

This issue of the Faculty Newsletter is packed full of interesting features—from the launch of the School’s new Mission Statement and the digital debut of “Dovetail,” the School’s arts and literary magazine, to news regarding the Faculty Council and the appointment of new faculty members, to updates from CAES and the Wasserman Center, to highlights of new faculty publications and appearances in the media. No matter what obstacles come our way, we persist and excel in all that we do. It is because of your deep commitment to our students, your resilience, and your ability to continue to work and produce under such difficult circumstances, that we have so much to share.

The coming year will not be easy, but your work in the classroom and online, will take on an even greater significance as you impart your knowledge and wisdom to help students address change head on, build inclusive communities, and pursue careers in evolving industries. I look forward to our continued conversations and meetings in the coming academic year and wish you all a healthy and successful semester ahead.

Sincerely,
Susan Greenbaum
Dean, NYU School of Professional Studies

For info. on NYU coronavirus updates visit: nyu.edu/coronavirus
For info. on SPS coronavirus updates visit: sps.nyu.edu/coronavirus

IN THIS ISSUE

- Message from the Dean 1
- Update From the Associate Dean
of Academic and Faculty Affairs 2
- NYU SPS Faculty Council 3
- NYU SPS Introduces a New Mission Statement . . . 9
- Formation of the Search Committee for the
Next Dean of NYU SPS 10
- Faculty Appointments 11
- Faculty and Administrators in the News 15
- Faculty Books 17
- NYU SPS Faculty Members Integrate Lessons
From COVID-19 Pandemic Into Their Teaching . . 18
- The NYU SPS Shift to Remote Learning 20
- Summer Publishing Institute 23
- CAES Updates 24
- Career Development and Alumni Updates 26
- Academic Programs Update 27
- Dovetail Debuts New Digital Format 28
- New NYU SPS Academy of Lifelong
Learning Launched 30
- Ongoing Work of the NYU SPS Inclusion,
Diversity, Belonging, Equity, and Accessibility
Standing Committee 31

UPDATE FROM THE ASSOCIATE DEAN OF ACADEMIC AND FACULTY AFFAIRS



Dear Colleagues,

This past year, my first at SPS, exceeded my expectations in all arenas. I had been looking forward to being your associate dean of academic and faculty affairs, having held similar roles both at NYU and other institutions. I was intrigued by a school as complex and ambitious as SPS. What I had not expected, but was delighted to see, were the high levels of engagement and enthusiasm our faculty members continuously bring to the table. I've seen more participation from all of you than I have in any other role at any other school. It is both inspiring and contagious. You have prompted me and the Office of Academic and Faculty Affairs to think more carefully about what success and excellence look like in our support of your teaching and academic ambitions. With your feedback, we will continue to refine and improve all that we do from program reviews to faculty affairs.

This past year brought many challenges, but also provided opportunities for us to move forward collaboratively on several key projects: our new Appointment, Reappointment, and Promotion document; our new direction for and executive director of the Center for Academic Excellence and Support (CAES); our new Faculty Jam and Faculty Forum sessions; our new Faculty Research Salon; new faculty orientations and a new inclusive teaching module; and, of course, our new modalities of teaching during COVID-19. From where I stand, the pandemic, somewhat ironically, has brought us closer and made us stronger as a faculty. We talk more often, plan more carefully, and I am certain we are watching out for each other in new and more meaningful ways. This academic year, I will continue to pursue SPS faculty advancement in all arenas. And together we will continue under COVID as one of the most dedicated faculty with which I have had the pleasure to work—day in and day out, month to month, semester to semester. With agility and innovation, the hallmarks of SPS, we shall persevere and succeed.

Karen C. Krahulik

Associate Dean, Academic and Faculty Affairs
NYU School of Professional Studies

OFFICE OF ACADEMIC AND FACULTY AFFAIRS

Good communication is a top priority for the NYU SPS Office of Academic and Faculty Affairs. We want to hear from you! To that end, our office can be reached by email at sps.facultyaffairs@nyu.edu or by phone at

(212) 992-9030.

Please feel free to contact us with questions or comments.

NYU SPS FACULTY COUNCIL

The NYU SPS Faculty Council provides guidance in shaping the academic policies, procedures, and the overall educational direction of the School. It also oversees faculty appointments and promotions, as well as relations with the University. Those marked with an asterisk (*) denote members beginning a new term.



Edward Kleinert – Chair, Clinical Associate Professor, Division of Programs in Business*



Pierre Lacour – Clinical Associate Professor, Division of Applied Undergraduate Studies*



Sylvia Maier – Vice-Chair, Clinical Associate Professor, Center for Global Affairs



Shant Melkonian – Clinical Assistant Professor, English Language Institute*



Sean Hennessey – Secretary, Clinical Assistant Professor, Jonathan M. Tisch Center of Hospitality



Joshua Moritz – Adjunct Instructor, Division of Programs in Business*



Stuart Brodsky – Clinical Assistant Professor, Schack Institute of Real Estate



Raúl Sanchez – Clinical Assistant Professor, English Language Institute



Elizabeth Haas – Adjunct Instructor, Preston Robert Tisch Institute for Global Sport*



Waheguru Pal Sidhu – Clinical Associate Professor, Center for Global Affairs



Clif Hubby – Clinical Associate Professor, Division of Applied Undergraduate Studies



Manish Srivastava – Clinical Associate Professor, Schack Institute of Real Estate



Lee Igel – Clinical Professor, Preston Robert Tisch Institute for Global Sport



Michael Ting – Adjunct Assistant Professor, Schack Institute of Real Estate - Adjunct Alternate*

Assessment Committee

The NYU SPS Assessment Committee addresses the multifocal ways in which the School evaluates courses and student success. Its ongoing mission is to increase teaching and learning effectiveness through course content and delivery.



Donatella Delfino – Clinical Professor, Division of Applied Undergraduate Studies*



Jens Rudbeck – Clinical Associate Professor, Center for Global Affairs*



Jukka Laitamaki – Clinical Professor, Jonathan M. Tisch Center of Hospitality



Carla De Ycaza – Adjunct Assistant Professor, Center for Global Affairs*



Jian Liu – Adjunct Instructor, Division of Applied Undergraduate Studies

Faculty Grievance Committee

The Full-Time Continuing Contract Faculty Grievance Advisory Committee hears grievances from continuing contract faculty and advises the dean. Those marked with an asterisk (*) denote members beginning a new term.



Brandon Brown – Clinical Associate Professor, Preston Robert Tisch Institute for Global Sport



Mechthild Schmidt Feist – Clinical Professor, Division of Applied Undergraduate Studies*



Suzanne Kaplan-Fonseca – Clinical Assistant Professor, English Language Institute*

Rank, Title, and Privilege Committee

The Rank, Title, and Privilege Committee reviews promotion recommendations, in addition to special academic leave and other requests from faculty members. It also reviews policy to ensure consistency and transparency.



David Abrams – Clinical Assistant Professor, Preston Robert Tisch Institute for Global Sport*



Abby Mack – Clinical Assistant Professor, English Language Institute



Christopher Ankersen – Clinical Associate Professor, Center for Global Affairs*



Tara Tarpey – Clinical Assistant Professor, English Language Institute



Christian Busch – Clinical Assistant Professor, Center for Global Affairs*



Michael Valentine – Clinical Assistant Professor, Division of Programs in Business*



Christopher Gaffney – Clinical Associate Professor, Jonathan M. Tisch Center of Hospitality

Full-Time Faculty Senators Councils

Full-Time Continuing Contract and Tenured/Tenure Track Faculty Senators Councils (C-FSC/T-FSC)

The C-FSC and T-FSC help to steer academic and faculty-related considerations within the University Senate that are of particular concern to the Full-Time Continuing Contract and Tenured/Tenure Track Faculty respectively.

C-FSC:



Sylvia Maier – Faculty Senator, Clinical Associate Professor, Center for Global Affairs



Chyng-Feng Sun – Alternate Senator, Clinical Professor, Division of Applied Undergraduate Studies



Edward Kleinert – Alternate Senator, Clinical Assistant Professor, Division of Programs in Business

T-FSC:



Robert Lapiner – Faculty Senator, Professor, Division of Applied Undergraduate Studies

The NYU SPS Faculty Council 2019-2020 Update

Edward Kleinert, Chair, Clinical Associate Professor,
Division of Programs in Business

The Faculty Council had an active and productive 2019-2020 year. Importantly, it has set the stage for the current academic year. A significant accomplishment in Fall 2019 was the successful completion of the School's first formal policy on Appointment, Reappointment, and Promotion (ARP.) This was presented to the full-time faculty who voted and approved it with an overwhelming majority. The ARP has been submitted to the Provost and the Faculty Senate for review and recommendations. The final version is expected early in this academic year.

An initiative was put forth early in the previous academic year to secure more meeting space for adjunct faculty members to meet with students and with one another. Prior to the transition to remote instruction and through collaboration with the Office of Academic and Faculty Affairs, space was secured and repurposed to support our adjunct faculty community.

The Faculty Council Curriculum Committee has made excellent progress in formalizing its role and undertaking a long-term initiative to engage faculty and add voice to the curriculum at the School.

An initiative was started in the spring of 2020 to update the Faculty Council Charter. The decision has been taken by the Faculty Council to evolve this update into developing NYU SPS Faculty By-laws. This project is intended to help formalize and raise faculty shared governance to a new level at the School and will be a significant undertaking for this academic year.

The COVID-19 Faculty Council Ad Hoc Committee was formed to help ensure faculty voice during the COVID-19 era. It sponsored a first-of-its-kind FC Faculty Survey that was distributed to all 1,400 faculty members at the School. Four hundred members of the faculty responded. The results of this survey have provided insight into the issues and concerns of the faculty. It has become an important source of data and information for the leadership at NYU SPS.

Lastly, in partnership with Associate Dean Karen Krahulik, the Faculty Council and the NYU SPS Office of Academic and Faculty Affairs launched the SPS Faculty Forum: the every-other-week online Faculty Led...Faculty Facilitated... Faculty Voice...of our community. (Faculty Forums will move to once per month for the fall). Thanks to the Faculty Council for your tireless work on behalf of the faculty at NYU SPS.

The Faculty Council welcomed new faculty representatives this fall including adjunct faculty members **Elizabeth Hass** (Preston Robert Tisch Institute for Global Sport), **Joshua Moritz** (Division of Programs in Business) and **Michael Ting** (Schack Institute of Real Estate, alternate); as well as full-time faculty members **Pierre Lacour** (Division of Applied Undergraduate Studies) and **Shant Melkonian** (English Language Institute).

Continuing-Contract Faculty Senators Council (C-FSC)

The Continuing-Contract Faculty Senators Council (C-FSC) has completed a very active academic year. Outlined below are three primary accomplishments, but I also encourage you to go to the Faculty Senators Council's website for further details on all of our activities at: sps.nyu.edu/facultysenatorsCouncil

First, we provided extensive feedback to the provost on the SPS policy pertaining to the appointment, reappointment, and promotion of contract faculty members. Tangentially, we extended the Council's principles pertaining to the appointment, reappointment, and promotion to 25. In addition, we developed a matrix, which compared (nearly) all of the NYU school policies to the aforementioned principles, illustrating which schools meet the Council's standards and expectations. Second, we managed to obtain some clarifications and improvements regarding the status of contract faculty members to serve as principal investigators for funded research. Third, we submitted a substantial resolution for revisions to the NYU Handbook's Grievance Policy for contract faculty, which we feel will improve the grievance process and alleviate some of the problems that are experienced by contract faculty under the current policy. The resolution is now in the hands of the provost and we hope to be able to share additional news on this topic soon.

I should highlight that the Council has provided (and continues to provide) service as the personnel committee of the Senate for contract faculty. The Council has, over this academic year, been contacted on numerous occasions by individual contract faculty members who seek advice, support or both. These requests have concerned contract length, grievances, promotions, and related matters, and sometimes required action.

Antonios Saravanos (Division of Applied Undergraduate Studies) has served three years as the SPS senator to the C-FSC. **Edward Kleinert** (Division of Programs in Business) and **Barry Hersh** (Schack Institute of Real Estate) have served as alternate senators. In September 2020, **Sylvia Maier** (Center for Global Affairs) began her term as the SPS senator for the C-FSC. **Chyng-Feng Sun** (Division of Applied Undergraduate Studies) will join **Edward Kleinert** as an alternate senator.

Graduate Programs Committee (GPC)

The NYU Graduate Program Committee (GPC) is a university-wide committee that is charged with reviewing, evaluating, and recommending to the provost the approval of proposals of new graduate programs granting master's and doctoral degrees, and seeks to ensure that these maintain comparable standards of work for the degrees.

Over the 2019-20 academic year, the GPC met six times. Two of the meetings were devoted to discussing graduate policy issues, including stipends and student housing. During the remaining four meetings, the GPC reviewed seven Memos of Intent (MOIs) and seven new graduate program proposals, including two from SPS. The GPC recommended approval of all seven proposals and they have moved forward for New York State review.

Sylvia Maier (Center for Global Affairs) currently serves as the NYU SPS representative to the GPC.

Senate Academic Affairs Committee (SAAC)

Robert Lapiner (Division of Applied Undergraduate Studies) currently serves as the co-chair of the Senate Academic Affairs Committee (SAAC). The SAAC oversees the preparation of the University's official three-year academic calendar, vets nominations for honorary degrees conferred at commencement, and identifies educational initiatives or policies emerging across NYU, and makes recommendations for their broader adoption where appropriate.

The Committee worked closely with the Registrar and her office in coming up with a viable triennial calendar for AY 2021-24, assuring extensive consultation with key stakeholders. Our approved proposal was forwarded to the Senate in March.

The calendar development process strives to balance regulatory exigencies, traditions, institutional and state,

city, and federal policies, concerns for student welfare, and local conditions at our global university's portal campuses and international study centers. In view of the increased complexity of competing demands, SAAC formally recommended to the Senate and university leadership to convene an institution-wide Task Force on the Academic Calendar. Because the COVID-19 disruption made discussion by the full Senate impossible, per the Senate's Rules of Procedure, all decisions devolved to the Senate's Executive Committee (SEC). It is understood that the adoption of the calendar proposal remains pending.

At the beginning of the academic year, SAAC chose to focus on a cross-cutting academic preoccupation that animated aspects of the deliberation of many working groups, committees, and school-based initiatives, namely the diversity of efforts to support/enhance/evaluate Teaching Effectiveness. Our mobilization to synthesize what we learned from numerous reports and presentations was slated to go into high gear in late March and April. Alas, the multiple impacts of the University's emergency restructuring made it untenable to fulfill that ambition this year.

Student-Generated Initiatives

There was an admirable Student Senators Council-generated resolution to make Election Day a university holiday. After consultation with the SAAC addressing likely material, financial, academic and administrative implications, a revised resolution was prepared, unanimously endorsed by SAAC, and presented to the Senate's Executive Committee for consideration. It was approved—and should go into effect in 2024. For elections before then, accommodations for students and staff will be introduced so that no one is penalized if the material challenges of voting in person result in absence from or lateness to class or work.

Another proposal was made by a student senator to remedy problems faced by students who experience challenges to the observance of their religious obligations. Despite NYU's long-standing guidelines on this issue, it is well-known that accommodations are not always assured. With the support of SAAC, the proposal was presented to the SEC; its objective and the contours of its methodology were very well-received. University leadership has since committed to making it administratively easier for students of all faiths to seek and obtain accommodations when the calendars of religious practice unavoidably conflict with meeting academic responsibilities.

Tenured/Tenure Track Faculty Senators Council (T-FSC)

Robert Lapiner (Division of Applied Undergraduate Studies) currently serves as the NYU SPS senator on the Tenured/Tenure Track Faculty Senators Council (T-FSC). The T-FSC concerns itself with educational and administrative policy matters that affect teaching and research across the University, and functions as the Faculty Personnel Committee of the Senate with respect to the T-Faculty.

In AY 2020, the T-FSC dealt with a broad range of issues affecting faculty welfare, several schools' proposed policy frameworks for appointment and promotion of both contract and tenured and tenure-track faculty, as well as university and schools' proposed modifications to tenure policies, faculty grievance procedures, modifications to the Faculty Handbook, and concerns related to diversity, equity, and inclusion.

In late Spring 2019, T-FSC submitted a resolution recommending the administration adopt concerted efforts against racism and exclusion at NYU, including the promulgation of educational programs for all university personnel. Events in late May 2020 spurred T-FSC to follow up with "An Urgent Call for a Codified Anti-Racism Approach."

Throughout the year, the Council welcomed members of university leadership and solicited presentations from important offices, including those of: President **Andrew Hamilton**, Provost **Katherine Fleming**, the Office of Equal Opportunity on Micro-aggressions and Race/Color Discrimination in the Workplace, and the Office of Global Benefits (Personnel). For the latter, it focused on changes in benefits—with particular attention to concerns about the need for augmented resources for mental health services and childcare (and elder-care), and frustration that NYU Langone's respected Child Health Center is anomalously out-of-network for United Healthcare policyholders.

The Council supported its Finance Committee's insistent request to the administration through representation on the Senate Financial Affairs Committee (SFAC) to undertake a thorough study of faculty salaries with a focus on issues of compression and inversion in compensation with respect to longstanding tenured and contract faculty and new hires. T-FSC also communicated with the Provost's Office about ways to improve newly promulgated policies governing principal investigators and

communicated the expectation to consult with the T-FSC Grievance Committee on matters involving the denial of tenure.

Standing committees confer regularly with their counterparts at the C-FSC, and always on matters governing personnel policies submitted to the two Councils by the Provost's Office for our respective review. Despite the disruption of the pandemic, collaborative discussions resulted in T-FSC and C-FSC, formulating recommendations—in very close alignment—regarding, among others, the Courant Institute and (most important!) the Policy for the Appointment, Reappointment, and Promotion of Full-Time Continuing Contract Faculty at SPS.

Undergraduate Academic Affairs Committee (UAAC)

The Undergraduate Academic Affairs Committee (UAAC) began its work this year by taking up where it had left off in Spring 2019 in regards to plagiarism and issues of academic integrity. The discussions ventured into the world of contract plagiarism, a form of cheating where students hire other people to do their work for them. Contract plagiarism has been on the rise across all disciplines and globally. Early in the school year, the Committee was in the process of considering whether to recommend that NYU adapt an honor pledge for all students to commit to uphold. The Committee gathered integrity codes from across the School for further consideration of whether or not to craft the aforementioned honor code. Other discussions during the Fall centered around issues of advanced standing, support for international students, and an update on NYUConnect.

The UAAC Spring meetings began in February with a discussion of Coronavirus academic policy, which, of course, has expanded and changed many times since then. Once we moved to remote meetings as a committee, our attention turned to checking in with each other and brainstorming ways of keeping our community safe and protected. As events and news of the virus spread, its pathway and impact was swiftly readjusted to integrate new information, and the Committee's work has either been implemented or revised according to the changes on both the local and state levels.

April Krassner (Division of Applied Undergraduate Studies) has served as the NYU SPS representative to the UAAC for the past three years.

Undergraduate Program Committee (UPC)

Kofi Afriyie (Division of Applied Undergraduate Studies) serves as the NYU SPS representative to the Undergraduate Program Committee. The UPC is a university-wide committee created with a mandate to bring together faculty and administrators across NYU schools and administrative divisions to review the development of new and existing academic programs and degrees at the undergraduate level. The Committee is currently chaired by NYU Vice Provost **Georgina Dopico**.

The Committee's two-step review process involves the submission of a memorandum of intent followed by a full-scale proposal. It also reviews updates of existing academic programs, program change requests, as well as applications to the New York State Education Department for new undergraduate curricula and degree programs.

The Committee has primarily focused on reviewing new degree proposals in schools across the University and making observations and recommendations on each program's relevance, fit, and viability in the undergraduate curriculum of the initiating school. In the two

academic years that I have been on the committee, I have participated in the review of academic programs submitted by schools from the three global campuses of NYU: New York, Abu Dhabi, and Shanghai.

The majority of the academic proposals submitted to the UPC in which I have participated involve the following: a) New and existing BA and BS degree programs and minors; and b) Cross-discipline and inter-school/college programs initiated by professional schools, predominantly from the Stern School of Business and the Tandon School of Engineering, as well as joint programs between these professional schools and the College of Arts and Sciences.

The current global pandemic crisis is leading many experts in higher education and beyond the academy to explore new models of pedagogy and curricula in a disrupted learning and teaching environment. NYU SPS has a great opportunity to design new degree programs and curricula, utilizing the review process of the UPC to adapt to the changing educational landscape.

SAVE THE DATE!

Fall 2020 NYU SPS Faculty Meeting

The Fall 2020 NYU SPS Faculty Meeting will be held on **Wednesday, October 21, 2020** at **5:00 p.m.** via Zoom. A formal invitation will be emailed to all faculty members with a link to

RSVP. For a full list of fall faculty events, visit the NYU SPS Office of Academic and

Faculty Affairs at: sps.nyu.edu/academicandfacultyaffairs

Please note: All Fall 2020 faculty events will be held virtually.



Prepare Our Students to Succeed at all Stages of Their Educational and Professional Journeys by Providing Transformative Learning Steeped in Real-World Applications, While Impacting Global Industries, Professions, and Communities.

NYU SPS INTRODUCES A NEW MISSION STATEMENT

This fall, in response to requests from members of the NYU SPS community, as well as members of the industries we serve, the School has introduced a new, unifying mission statement that clearly defines who we are, what we do, and what sets us apart. The statement serves to “crystallize” the NYU SPS identity, and provide an anchor for our unique brand of education and the ways in which we express and promote it.

The development process was thorough, thoughtful, and inclusive. It began with the Dean’s Office engaging a consultant to guide this critical and complex project. **Elizabeth Haas**, PhD, an NYU SPS adjunct instructor who teaches for the Preston Robert Tisch Institute for Global Sport, was selected to do the research and the compilation of the findings that led to the creation of the final mission statement. She has over 35 years of experience as a management consultant in both the public and private sectors, and was one of the first female partners at McKinsey & Company. She also founded New York Consulting Partners, now part of PricewaterhouseCoopers.

For more info. on the Mission Statement please visit:

sps.nyu.edu/mission

Over the course of several months, Haas conducted in-depth interviews with dozens of NYU SPS students, faculty and staff members, alumni, industry partners, and members of the School’s leadership team. After numerous strategic working sessions, thoughtful word-smithing, and the incorporation of multiple rounds of feedback, a mission statement was solidified that articulates our core values and that captures the essence of all that we do in one simple yet compelling narrative.

While it was hoped that the mission statement would be rolled out along with its underlying value proposition last spring, the COVID-19 crisis required the Dean’s Office to postpone sharing it with the entire School community. The start of the new academic year presents the perfect opportunity to introduce it and to demonstrate how it can be incorporated into our communications and other ways in which we represent NYU SPS internally and externally.

The enduring relevance of the new mission statement will depend upon each member of our community embracing and amplifying it. We look forward to your participation and support in the advancement of this important work. Visit the link at left to learn more.

FORMATION OF THE SEARCH COMMITTEE FOR THE NEXT DEAN OF NYU SPS

In Fall 2019, **Susan Greenbaum**, who had served as the interim dean of the NYU School of Professional Studies since June 2018, graciously agreed to take on the role of NYU SPS dean through the summer of 2021. This past May, the University and NYU SPS began the first phase of the process to identify the next dean of NYU SPS—the creation of a committee that will search widely and then recommend a small slate of candidates for consideration.

During the fall of 2020, the committee will engage with NYU SPS faculty members, students, staff members, alumni, and other members of the NYU community who regularly work with NYU SPS to collect their thoughts on the future of the School, to determine the attributes and experience the next dean should possess in order to develop a widely circulated position profile, and to solicit names of potential leaders.

The committee will work with Storbeck Search & Associates, an external search firm with deep experience in academic searches. The committee's goal is to conduct a thorough, fair, and inclusive search that will culminate with the announcement of a new dean for NYU SPS in the spring of 2021.

The search committee is being co-chaired by **Billie Gastic Rosado**, associate dean of liberal arts, languages, and post-traditional undergraduate studies at the NYU SPS Division of Applied Undergraduate Studies, and **Clay Shirky**, NYU vice provost for educational technologies and provostial liaison to NYU SPS.

DEANS SEARCH COMMITTEE MEMBERS

- **Vanja Bogicevic**, Clinical Assistant Professor, NYU SPS Jonathan M. Tisch Center of Hospitality
- **H. Austin Booth**, Dean, Division of Libraries
- **Brandon Brown**, Clinical Associate Professor, NYU SPS Preston Robert Tisch Institute for Global Sport
- **Sam Chandan**, Associate Dean and Larry & Klara Silverstein Chair in Real Estate Development & Investment, NYU SPS Schack Institute of Real Estate
- **Kris Day**, Vice Provost
- **Monica Estrada**, Senior Director of Events, NYU SPS
- **Teresa Gargiulo**, Assistant Dean, Advising and Student Services, NYU SPS
- **Elizabeth A. Haas**, Adjunct Instructor, NYU SPS Preston Robert Tisch Institute for Global Sport
- **David Hollander**, Assistant Dean, Real World, and Clinical Associate Professor, NYU SPS Preston Robert Tisch Institute for Global Sport
- **Carolyn Kissane**, Academic Director, Graduate Program, and Clinical Professor, NYU SPS Center for Global Affairs
- **Edward L. Kleinert**, Clinical Associate Professor, NYU SPS Division of Programs in Business
- **Maya Kwok**, Bachelor of Science Candidate for Hotel and Tourism Management, NYU SPS Class of 2022
- **Jenny McPhee**, Academic Director, Noncredit Programs, and Clinical Assistant Professor, NYU SPS Center for Applied Liberal Arts
- **Erin O'Brien**, Executive Director, Institute for Executive Education, NYU School of Law
- **Lavinel Savu**, Adjunct Assistant Professor, NYU SPS Center for Publishing
- **Ellen Schall**, Senior Presidential Fellow
- **Yuna Seong**, Clinical Assistant Professor, NYU SPS English Language Institute

The Committee welcomes nominations. Please forward to: spsdeansearch@nyu.edu

FACULTY APPOINTMENTS

Gina Antoniello



Gina Antoniello is a clinical assistant professor of sports management at the NYU SPS Preston Robert Tisch Institute for Global Sport. She is currently a PhD in sport management candidate at Troy University, focusing her doctoral research on athlete activism and social justice in sport and society. She earned an MS in Sports Management from Columbia University, and a BA in Communication from Wake Forest University in North Carolina.

Antoniello brings over a decade of sports-communications and social responsibility practitioner experience to the classroom. She last served as head of communications for the XFL's New York Guardians, where she was the primary architect of the communications strategy, leading both business and football communications programs.

Prior to joining the ranks of professional football, Antoniello held leadership roles in the NBA, with both the Brooklyn Nets and Golden State Warriors organizations. She led both venue and team strategic communications for two of Brooklyn Sports & Entertainment (BSE) properties: Nassau Veterans Memorial Coliseum and the Long Island Nets from 2017-19. In that role, she spearheaded communications for Nassau Coliseum's franchises, including concerts, boxing, college basketball, and family shows, while additionally supporting Barclays Center, the Brooklyn Nets, and the New York Islanders.

Before her role with the Brooklyn Nets organization, she spent three years with the Golden State Warriors as director of public and community relations. During that time with the Warriors, she assisted with media operations for two Playoff and NBA Finals runs, and led media operations and strategic communications for two NBA G League Showcases as the host team. She also has appeared on national and regional network television as a court-side reporter for G League basketball games, for which she earned the sideline spot on broadcasts for ESPN, NBA TV, YES Network, and MSG Network from 2015-2019.

For her work in social responsibility and community programming, Antoniello has been honored as a Congressional Capitol Flag recipient. She also led and developed programs during her time in the NBA, which were recognized as league-wide, top social responsibility programs.

She brings eight years of teaching experience to NYU SPS, after serving as an adjunct professor within Columbia University's MS in sport management program, of which she is an alumna.

Shoshana Bass



Shoshana Bass has been named academic director and clinical assistant professor of management and technology within the NYU School of Professional Studies (NYU SPS) Division of Programs in Business (DPB). She earned a PhD in organization management from Rutgers University; an MBA and an MPH in health care policy and management from the University of South Florida; and a BA from the University of Florida.

An operations, strategy, and business intelligence leader, educator, and consultant, Bass has more than 25 years of professional experience across multiple industries. Most recently, she served as vice president of sales operations at Pearson Education. Prior to that, she held leadership positions at Fortune 500 companies including American Express, Hewlett Packard, and Equifax. Additionally, she has substantial entrepreneurial experience, contributing to two successful startups in New York City.

Bass has taught organizational behavior and entrepreneurship at Rutgers Business School and New York Institute of Technology. Her research interests lie at the intersection of those disciplines.

Milos Bujisic



Milos Bujisic is a clinical associate professor of integrated marketing communications within the NYU School of Professional Studies (NYU SPS) Division of Programs in Business (DPB). He earned a PhD in hospitality management from the University of Central Florida in Orlando; an MS in tourism and hospitality from Singidunum University, Belgrade, Serbia; and a BS in economics, from the University of Belgrade, Belgrade, Serbia.

Bujisic's main research interest is in services marketing, specifically customer experience and pricing strategies in service sectors, including healthcare, hospitality, and retailing. He has conducted several studies that examine intrinsic and extrinsic drivers of customer experience in traditional and online service environments. His research record includes over 50 conference proceedings and 38 publications in peer-reviewed academic journals.

including the *Journal of Advertising*, the *Journal of Service Management*, the *Journal of Consumer Marketing*, *Annals of Tourism Research*, the *International Journal of Hospitality Management*, and the *International Journal of Contemporary Hospitality Management*.

Previously, Bujisic was a tenured associate professor and hospitality management program leader in the Department of Human Sciences at The Ohio State University, in Ohio. Prior to that, he had 10 years of top-level professional management and consulting experience, including owning and managing a company that provided financial consultancy services in the hospitality industry. He also served as the general manager of Highlander Restaurant, El Gouna, Egypt, and as sales manager of Kandis Company, Belgrade, Serbia.

Andres Fortino



Andres Fortino is a clinical associate professor of management and systems within the NYU School of Professional Studies (NYU SPS) Division of Programs in Business (DPB). He earned a PhD, an ME, and a BE in electrical engineering from the City College of New York, City University of New York.

Fortino is a thought leader with four decades of experience speaking, teaching, inventing, consulting, and publishing on the topic of education, remote learning, and many technical disciplines, including technology management, data analytics, data visualization, big data, and intellectual property management. He is the author of eight books and more than 40 articles on topics related to data analysis and visualization, innovation, invention, information technology, higher education, and entrepreneurship. A highly sought-after speaker who has delivered more than 80 presentations, Fortino has led numerous seminars, and organized conferences and events as a subject matter expert on innovation, technology management, sustainability, and intellectual property management.

Presently, he is the principal of Fortino Global Education, which provides education and training services in business data analysis, data visualization, big data, innovation and creativity, and entrepreneurship. He also is co-founder and chief education officer at Autonomous Professional Development. Previously, he served as a provost, dean, program director, and faculty member at multiple universities, including DeVry College, Polytechnic Institute of New York University, Marist College, and George Mason University.



Dustin Jones

Dustin Jones is the academic director of US graduate programs and a clinical assistant professor of real estate at the NYU SPS Schack Institute of Real Estate. He earned a JD from the University of Arizona College of Law; and a BA in political science and Latin American Studies from the University of Arizona.

Jones has served as a corporate and government affairs attorney, with an emphasis in land use regulation, zoning, and planning policy with extensive experience in developing and implementing land use visions for clients. He most recently was an attorney at the national law firm of Polsinelli, with a practice focused on real estate, zoning, land use, and government affairs.

Among his many honors, Jones was one of 15 individuals to be named a 2013 “Most Admired Leader” by *The Phoenix Business Journal* for his reputation as a corporate, government affairs, and real estate development attorney. In 2006, he was inducted into the publication’s elite “Forty Under 40” club, and in 2005 was named one of the “Valley’s 24 Movers and Shakers” by *The Arizona Republic*.

Prior to joining NYU SPS, Jones was the director of the Baker Program in Real Estate at the SC Johnson College of Business at Cornell University, where he was responsible for curricular development and program administration of the graduate real estate program. In addition to teaching, he led students on real estate programs in San Francisco, Dubai, Seoul, Shanghai, Singapore, and Vancouver.

Matthew Kwatinetz



Matthew Kwatinetz is the recently appointed director of the NYU School of Professional Studies NYU SPS Schack Institute of Real Estate Urban Lab and a clinical assistant professor of real estate at Schack. He earned an MBA in real estate from The Wharton School, University of Pennsylvania, where he was

a Martin Bucksbaum Fellow and a White House Fellow Regional Finalist. In addition, he holds a certificate in commercial real estate development from the University of Washington and a BA in philosophy (Honors) from Harvard University.

An experienced executive who has dedicated his career to building equitable and profitable double-bottom line investments, as well as public/private and public/public partnerships between businesses, nonprofits, governments and communities. He has organized against

gentrification and for social justice as well as working on investments and site selection for Fortune 50 companies and private equity investors.

Previous to his role at NYU, Kwatinetz was the executive vice president of asset management for the New York City Economic Development Corporation (NYCEDC). In that role, he was in charge of managing one of the largest real estate portfolios in the five boroughs (65M square feet) and encompassing such assets as the 42nd Street Development Project and Brooklyn Army Terminal. For NYCEDC, Kwatinetz also ran PortNYC (the third-largest port in the US) and managed the team behind the negotiations, construction, launch and operations of the NYC Ferry, which is the largest expansion of commuter ferry service in US history. Presently, Kwatinetz serves as managing partner at QBL Partners, an advisory firm integrating economic and strategic best practices with cultural, economic, social, and sustainability objectives. His clients have included the City of Augusta/Richmond County, Georgia; the City of Austin, Texas; Kinzer Real Estate Services; and Heartland.

Prior to his tenure at NYCEDC, Kwatinetz designed and then led the adaptive reuse of a 20,000 square-foot auto-warehouse into a business incubator and performing arts center—the Capitol Hill Arts Center in Seattle—where he produced multiple seasons of theater, music, and the spoken word. Kwatinetz also produced the off-Broadway hit, “Ernest Shackleton Loves Me,” which won Best New Off-Broadway Musical in 2017.

Recently named to the Burning Man Project board of directors, he also serves as the chair of the Technical Assistance Program for the Urban Land Institute’s NY Chapter, where he sits on the management committee. He also is a member of the ULI National Public/Private Product Council.

Jennifer Scott



Jennifer Scott is a clinical assistant professor of public relations and corporate communication within the NYU School of Professional Studies (NYU SPS) Division of Programs in Business (DPB). She earned a DPhil in political philosophy from New College, University of Oxford; and a BA (Hons) in

political science and psychology from the University of KwaZulu-Natal.

Scott has more than 20 years of experience in brand building, strategic communications, applied research, and operations management. She specializes in using data-driven insights to create and strengthen corporate, product, and employer brands, craft multichannel marketing and

communications campaigns, drive business innovations, and manage organizational reputation. Her honors include: selection for the US DoD Joint Civilian Orientation Conference 2013; Best of Silver Anvil Award winner 2013; and US Juror, Cannes Lions 2014. She also is a recipient of the Patrick and Margaret Flanagan Scholarship for international postgraduate study, administered by Rhodes University.

Until recently, Scott served as managing director for thought leadership at Ogilvy, where she provided counsel to organizations, corporations, and governments on how to engage audiences with authentic and relevant communications that are tuned to broader social, business, and cultural dynamics. Previously, she led the New York Office of Ogilvy Public Relations. Prior to joining Ogilvy, she was president of Edelman Intelligence.

Beverly Tarulli

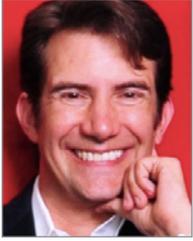


Beverly Tarulli, is clinical assistant professor of human capital management within the NYU School of Professional Studies (NYU SPS) Division of Programs in Business (DPB). She earned a PhD in industrial & organizational psychology and an MA in industrial & organizational psychology from The University of Akron; and a BA in psychology from Franklin & Marshall College in Lancaster, Pennsylvania.

Tarulli is a data-driven human resources professional who has 33 years of work experience across the human capital management domain—spanning industry, consulting, and academics. Her areas of expertise include partnering with C-Suite executives in succession planning, leadership development, human capital strategy, advanced human capital analytics, strategic workforce planning, talent management, and diversity and inclusion. She has published research in peer-reviewed journals and has presented at numerous conferences. Her recent articles, “Perspectives: Three Ways to Increase the Impact of People Analytics,” and “Evolving the Strategic Workforce Planning Strategy at PepsiCo,” were published in the *People + Strategy Journal*.

Previously, she taught at the Columbia School of Professional Studies. Before that, she served for nearly 14 years in executive roles at PepsiCo, most recently as the vice president for human capital strategy and advanced workforce analytics. She also spent 13 years at Accenture, with her last appointment as associate partner in the communications and high-tech human performance practice. She has been involved in advisory capacities externally, such as her role serving as one of three US representatives at the American Council on Education Global Alliance for Innovation in Tertiary Education.

Michael “Woody” Woodward



Michael Woodward, affectionately known as “Dr. Woody,” is a clinical assistant professor of human resource management and faculty lead for the MS in Executive Coaching and Organizational Consulting at the NYU SPS Division of Programs in Business. He earned a bachelor’s in psychology from the University

of Miami, a master’s in industrial and organizational psychology from Springfield College, and a PhD in industrial and organizational psychology from Florida International University. While at FIU, he published award-winning research on teamwork titled *Cooperation and Competition: The Effects of Team Entrainment and Reward Structure*, which earned him an appointment as a Society for Industrial and Organizational Psychology (SIOP) Scholar.

Woodward is an organizational psychologist and author of the Amazon top-selling book *The YOU Plan*, and is also a contributing writer for *Thrive Global* and *Psychology Today*. He is a CEC-certified executive coach

and also serves on the Institute for Management Studies faculty, training managers from a broad array of companies and organizations including BOSE, Verizon, and the NBA.

In practice, Woodward focuses on building leadership capacity and has worked with executives from Bacardi, SAP, and The Miami Herald, among many others. Early in his career, he served as an HR consultant for PricewaterhouseCoopers Consulting (PwC) and as a project manager for IBM Business Consulting Services. He was a founding member of the Florida International University (FIU) Center for Leadership, and served on its advisory board from 2008 to 2015. He also has been an adviser to the Ernst & Young (EY) Entrepreneur of the Year and Entrepreneurial Winning Women programs, as well as a thought leader in the IBM Smarter Workforce Futurist program.

A sought-after commentator, Woodward has appeared on *The TODAY Show*, *LIVE with Kelly*, and *Fox & Friends*, among others. He has been quoted as a work-life expert in *Forbes*, *The Wall Street Journal*, and *Entrepreneur*.

CONGRATULATIONS TO NYU SPS ADMINISTRATORS



Congratulations to **Billie Gastic Rosado**, associate dean of liberal arts, languages, and post-traditional undergraduate studies, who has won a fellowship to participate in the upcoming UPCEA Bethaida “Bea” Gonzalez Diversity in Leadership Scholars Program! The goal of the program is to equip diverse professionals at any stage of their career, with the skills and knowledge needed to move into leadership positions on campus. As part of the fellowship, Associate Dean Gastic Rosado will join an accomplished cohort of higher education professionals to engage in a series of online professional development programs that will address the challenges of the profession and the importance of representative and diverse leadership.



Congratulations to **Negar Farakish**, on her promotion to assistant dean of the Division of Programs in Business. This position will enable her to support Associate Dean Martin Ihrig’s growth plans for the School’s largest academic unit, which has over 2,000 students and over 460 full-time and adjunct faculty members. Negar joined NYU SPS as the academic director of DPB in 2016. With the rapid expansion and restructuring of DPB, Negar’s role evolved and she was appointed executive director of academic affairs in 2017. In recognition of her multiple contributions to the Division and the School, Negar received the SPS Outstanding Service Award in 2019.

FACULTY AND ADMINISTRATORS IN THE NEWS

NYU School of Professional Studies faculty members and associate deans are highly sought-after industry experts who are able to bring fresh and relevant viewpoints to media commentary. They are called upon to provide major media outlets and industry trade publications with their views on far-ranging topics—from the impact of the COVID-19 pandemic and the upcoming elections to cybersecurity and racial injustice.

The examples below are a small sampling of the types of media coverage they have garnered over the spring and summer, during an incredibly busy news cycle.



Tisch Institute for Global Sport Clinical Associate Professor **David Hollander** Recently was Featured in The NY Times, Discussing the Relevancy of his Course “How Basketball Can Change the World”

In *The NY Times*, David Hollander, clinical associate professor at the NYU SPS Preston Robert Tisch Institute for Global Sport and assistant dean of the NYU Real World program, discussed how his course “How Basketball Can Save the World” and the game itself are more relevant than ever during these uncertain times. Hollander noted that it’s no surprise the sport has become a major force in social impact and change. <https://nyti.ms/2HetZ6H>



Division of Programs in Business Academic Director of the Human Capital Management Program and Clinical Associate Professor **Anna Tavis** Interviewed by MarketWatch on the Future of the Office in a Post-COVID World

Anna Tavis, academic director of the Human Capital Management program and clinical associate professor at the NYU SPS Division of Programs in Business (DPB), discussed what the office and work could look like post-COVID-19 in a recent MarketWatch story. According to Tavis, this crisis will redefine our future work lives, including how we travel to and interact in offices. Read the full article at: <https://on.mktw.net/3lwH0lu>



Center for Global Affairs Clinical Associate Professor **Pano Yannakogeorgos** was Interviewed by Multiple Outlets on State-backed Hacking and its Implications

Pano Yannakogeorgos, a clinical associate professor at the NYU SPS Center for Global Affairs, and the lead faculty member for the MS in Global Security, Conflict, and Cybercrime, provided expert analysis on state-backed hacking, cyber deterrence, and the need for international norms in Help Net Security, a widely read cyber publication. You can read the full article at: <https://bit.ly/3fW97g4>

In addition, he discussed hacking as it related to COVID-19 research in a video interview with Cybersecurity magazine. Watch the full interview at: <https://bit.ly/310IsL7>



Photo credit: Billie Weiss, Boston Red Sox, Getty Images

The Tisch Institute for Global Sport, NYU Grossman School of Medicine, and the Schack Institute of Real Estate Pool Their Deep Industry Expertise to Write an Op-ed for [CNBC.com](https://www.cnbc.com)

In a CNBC opinion piece, [Lee Igel](#), clinical professor at the NYU SPS Preston Robert Tisch Institute for Global Sport; [Arthur L. Caplan](#), director of the Division of Medical Ethics at the NYU Grossman School of Medicine; and [Richard Florida](#), a distinguished fellow at the NYU SPS Schack Institute of Real Estate, shared their thoughts on how sports can return from the COVID-19 crisis and help America heal by bringing back energy and economic stimulus to a nation left reeling. Read the full article here: <https://cnb.cx/2QD11yL>

Center for Global Affairs Academic Director and Clinical Professor [Carolyn Kissane](#) Provided Her Thoughts on President Trump's Failure to Deliver on His Promise to America's Coal Industry and Workers

In an article on [TheHill.com](https://www.thehill.com), [Carolyn Kissane](#), academic director of the graduate programs and clinical professor at the NYU SPS Center for Global Affairs, discussed President Trump's 2016 pledge to revive the coal sector, and shared her viewpoint on the president's failure to deliver on his vision for and promise to America's coal industry and its workers. Read the full piece here: <https://bit.ly/2DGe8MF>



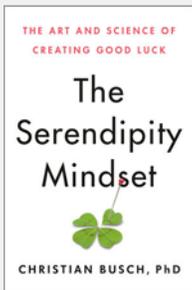
Photo credit: Greg Nash



Tisch Center of Hospitality Associate Dean [Nicolas Graf](#) Interviewed by Skift on Possible Merger Between IHG and Accor

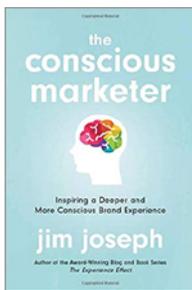
In a recent interview with Cameron Sperance on [Skift.com](https://www.skift.com), Tisch Center Associate Dean [Nicolas Graf](#) was asked about his thoughts regarding the highly speculative notion of hospitality industry giants IHG and Accor merging. He provided thoughtful comments focusing on the pros and cons of this type of business deal, demonstrating his deep knowledge of the industry and its current volatility. Read the full article at: <https://bit.ly/2YOOpsL>

FACULTY BOOKS



The Serendipity Mindset: The Art and Science of Creating Good Luck By Christian Busch Riverhead Books, June 2020

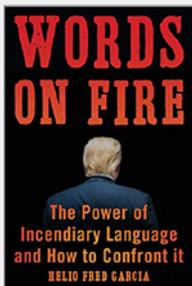
Christian Busch, director of the global economy concentration at the NYU SPS Center for Global Affairs, is an internationally known expert in the areas of innovation and entrepreneurship. In his new book, *The Serendipity Mindset*, he discusses how good luck isn't just chance; it can be learned and leveraged. He explains how you can use serendipity, the occurrence and development of events by chance in a happy or beneficial way, to make life better at work, at home, or anywhere else. Drawing from biology, chemistry, management, and information systems, and using examples of people from all walks of life, Busch illustrates how serendipity works and describes how we can train our own serendipity "muscle" to turn the unexpected into opportunity. Arianna Huffington, founder of The Huffington Post, and founder and CEO of Thrive Global, describes the book as "wise, exciting, and life-changing."



The Conscious Marketer: Inspiring a Deeper and More Conscious Brand Experience

By Jim Joseph Amplify Publishing, May 2020

James J. Joseph, an adjunct instructor of marketing and public relations within the NYU SPS Division of Programs in Business, where he teaches a graduate class on managing products and brands, recently published *The Conscious Marketer*, an expansive guide on the marketing industry. An award-winning marketing innovator and recently appointed president for North America at McCann Health, Joseph breaks down the ways the industry is changing to meet the needs of a more conscious, engaged consumer, and how those within the marketing industry can adapt to meet those expectations. The book provides readers with the tools to navigate the ever-changing landscape of effective marketing and branding, explaining how to market empathetically, actively, and with intent.



Words on Fire: The Power of Incendiary Language and How to Confront It

By Helio Fred Garcia Radius Book Group, June 2020

In his new book, **Helio Fred Garcia**, an adjunct associate professor of marketing and public relations within the NYU SPS Division of Programs in Business, writes about the power of communication to do great harm, and how civic leaders and engaged citizens can hold leaders accountable to prevent such harm. He focuses on the language President Trump uses that conditions an audience to accept, condone, and commit violence against a targeted group, rival, or critics. The book includes a history of such rhetoric, and identifies a playbook consisting of 12 forms of communication that typically precede genocides and other acts of mass violence. The Nazis used all 12, the Rwandan Hutu used 10, and President Trump uses all 12. Garcia is the founder and president of the crisis management firm, Logos Consulting Group. Its clients include some of the largest and best-known companies and organizations in the world.

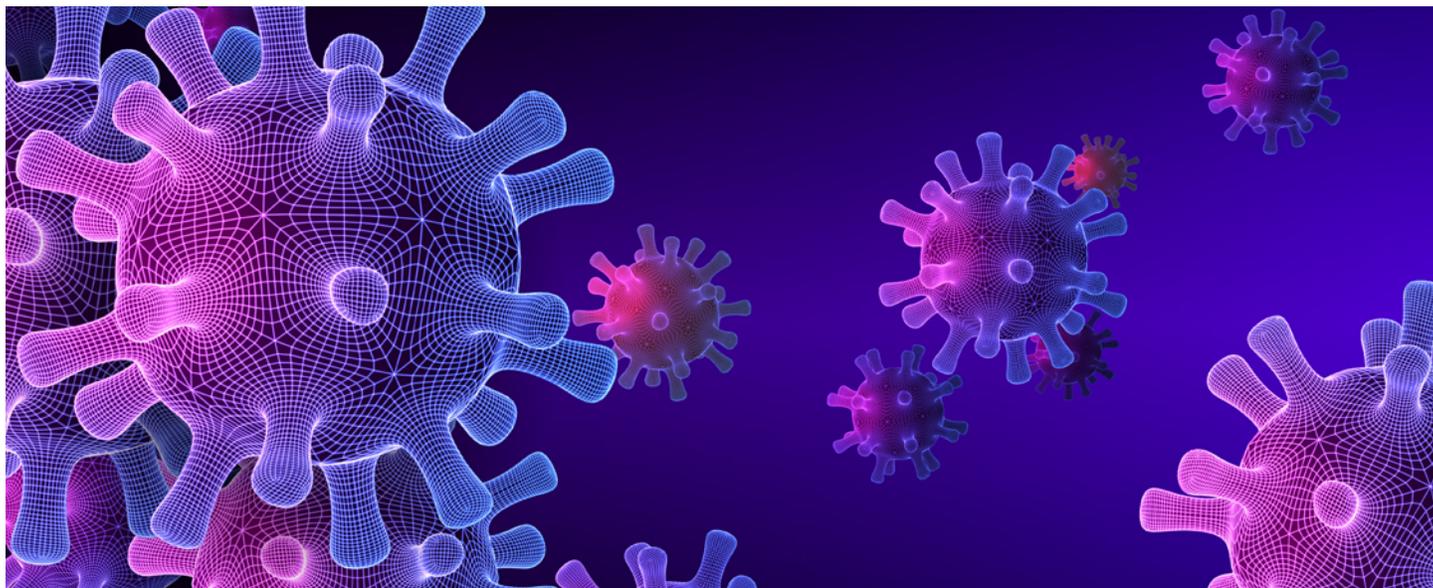


Our Future in Public Relations

By Ken Kerrigan Emerald Publishing, August 2020

Ken Kerrigan is an adjunct instructor of marketing and public relations within the NYU SPS Division of Programs in Business and an award-winning corporate reputation strategist, team builder, and problem solver who previously led Weber Shandwick's corporate reputation and brand team in New York. His book, *Our Future in Public Relations*, aimed primarily at communications management professionals, explores whether the profession of public relations still matters today. Is PR just a new form of marketing or is it more alive and important than ever before, especially as a driver of purpose-driven organizations? Kerrigan asserts that, in an era of fake news and diminishing trust, it's time to ask exactly what the future of public relations will be. Kerrigan is founder of Crystal and Fire Public Relations.

NYU SPS FACULTY MEMBERS INTEGRATE LESSONS FROM THE COVID-19 PANDEMIC INTO THEIR TEACHING



The COVID-19 pandemic is disrupting many industries—some with devastating effect. Throughout the spring, many NYU SPS faculty members integrated the topic into their classroom teaching, enlightening students on the ways the global workforce and marketplace can be disturbed by unforeseen emergencies. This topic integration is sure to be implemented for fall and beyond.

In response to the restrictions imposed on sports and its celebrity athletes by the COVID-19 pandemic, **David Hollander**, clinical associate professor at the Preston Robert Tisch Institute for Global Sport, and assistant dean of the NYU Real World program, recently completed teaching a special class “**Sports Business Solutions in a COVID-19 World,**” which was open to undergraduate and graduate students. In this course, which focused on NBA All-Star Devin Booker as a sports property, students were charged with creating branding and marketing strategies and tactics that would help Booker pivot his brand and business, while continuing to engage fans during these difficult times. Students pitched their ideas directly to Booker and his agency, CAA, virtually during the course.

Analysis of the lessons of past pandemics are a standing feature in the **International Human Resource Management** class taught by **Anna Tavis**, clinical associate professor and academic director of the Human Capital Management Department within the Division of Programs in Business. In this course, students learn to identify the implications of linking the global marketplace with human capital strategies, while searching for world-class solutions. For example,

students conducted a case study on the impact of the SARS pandemic on the workplace, specifically how Singapore Airlines managed its workforce policies at a time when about 50% of its business was decimated by the reduction in flights and travel.



In her **Tourism Planning and Policy** class, **Lynn Minnaert**, academic director and clinical associate professor at the Jonathan M. Tisch Center of Hospitality, has discussed the coronavirus as a factor in the external environment, and its effects on tourism. The class focuses on a comprehensive review of the tourism planning process used to develop or modify a travel destination area. The



coronavirus epidemic has led to discussions about emergency planning and responding to crisis at the local, regional, and national levels.

In her **Hospitality & Tourism Sales & Marketing** class, **Vanja Bogicevic**, a clinical assistant professor at the Jonathan M. Tisch Center of Hospitality, has focused on the impact of the coronavirus on the global and US economy in the context of the marketing macroenvironment and PESTLE analysis. Specifically, her students discussed the plummeting stock market and low interest rates as a consequence of the coronavirus, and reflected on the decrease in tourist/guest arrivals and event cancellations.

Max Starkov, an adjunct instructor at the Jonathan M. Tisch Center of Hospitality, asked students in his **Emerging Issues in Hospitality & Tourism** class an open-ended question about how hotels in New York City should respond to decreased demand and cancellations during the coronavirus epidemic. The students came up with several responses including no-fee cancellations, communicating sanitation efforts via social media, bundling rooms and amenities and targeting those packages towards guests in nearby states, and staying away from rate discounting.

In his classes at the Jonathan M. Tisch Center of Hospitality, **Recep "Richie" Karaburun**, a clinical assistant professor of hospitality and tourism, covers the

importance of having a contingency plan, for both companies and destinations, that deals with unexpected incidents such as coronavirus; a crisis management plan that includes all stakeholders; and an organized communication plan with one official spokesperson. His students discussed how different countries—from China to Japan and Italy to the US—have handled coronavirus communication and preparation.

Jing Yang, a clinical assistant professor in the Jonathan M. Tisch Center of Hospitality, teaches the **Lodging Industry Structures & Strategies** course, in which students collaborate in a group project on company research. With the pandemic underway, she asked her students to start with environment scanning and to explore the disruption and impact of the virus on the supply and demand of the specific sector in which the selected company resides.

In the **Applied Research Methods** course that he teaches, **Christopher Gaffney**, a clinical associate professor in the Jonathan M. Tisch Center of Hospitality, assigned students to read *The Ghost Map*, which deals with the outbreak of cholera in London 1854. Every week, classroom discussions traced the similarities and differences between that outbreak and coronavirus: the fear that ripples through urban centers and how to counter that with a fact-based worldview, the importance of data collection and visualization, the need for solid epidemiological methodologies, quack cures being propagated in the press, the march of the virus across the globe as it approached NYC, and globalization and connectivity.



THE NYU SPS SHIFT TO REMOTE LEARNING

Teaching and Learning Success Stories and Tips

With the impact of COVID-19 on our academic community, several NYU SPS faculty members have shared their stories of success during the transition to remote learning. We hope they will inspire ideas and spark discussion for the fall semester and beyond, regarding student engagement, pedagogy for remote learning, and educational technology.

Christopher Ankersen

**Clinical Associate Professor
Center for Global Affairs**

When we transitioned to online teaching in March, my initial focus was on the course content. How would I ensure that the students received the requisite knowledge and skills? In order to prepare, I sought out as much guidance on how to be an effective online teacher as I could. One thing that struck me was the emphasis placed on the ‘social’ aspect of the virtual classroom.

In the Spring semester, we were fortunate in that the classes had seven weeks of in-person instruction to develop a certain camaraderie. This made class discussions work far better, even as WiFi dropped and Zoom screens froze. Students gave and took criticism far more productively and patiently when they saw the person as a classmate.

Looking back, the key to the success of the Spring semester was the development of empathy. Contrary to my normal approach, I shared more about my personal situation: feelings of isolation, boredom, and inability to focus—and the students did as well. I made time where we could also share other common lockdown experiences, such as stories about pets or family members. We learned that some of our classmates were struggling with exposure to illness or because they were part-time, front-line workers. Even if we were separated by virtue of geography we still felt connected.

As I head into the fall, and the uncertainty that it brings, I am convinced that the fostering of empathy will remain a part of how I teach. I have learned that it is as important as—if not more than—the content of the courses our students take.

Pierre Gervois

**Adjunct Instructor
Jonathan M. Tisch Center of Hospitality**

I have the pleasure to teach tourism advertising and public relations at the Jonathan M. Tisch Center of Hospitality. When COVID-19 started to disrupt the in-person classes in March 2020, I became very worried that abruptly transitioning to an all-remote learning environment could become difficult, as my teaching experience has been only in-person, and I’ve never taught remotely. Many questions crossed my mind as I was scrambling to adjust my class and interactive style of teaching to the new reality. How could I maintain a high level of engagement with my students? How would I reorganize the case studies? What about the guest speakers? What if one student has technical difficulties with her/his computer and cannot follow the class? What if Zoom does not work properly? I decided to stop thinking about these potential issues, just jump off the cliff, and build a parachute while in the air. For the first remote class, I was laser-focused on monitoring the engagement of students. What I wanted to avoid at all costs was to let one or several students drift off, and I made sure everyone was engaged by punctuating the class with questions for each student, on a rotating basis, like: “What’s your opinion?” or “Do you agree with this statement?” or “Would you have a different approach to this issue?” I was pleased to see that this method worked well, as all students knew they could—and would—be asked to actively participate at any time. In the end, the remote classes went very well, and I want to thank CAES for their very effective technical training on Zoom, which was invaluable for me.

David Hollander

**Assistant Dean of Real World
Clinical Associate Professor
Preston Robert Tisch Institute for Global Sport**

In April, with the pandemic raging and remote learning our new way of life, **Daniel Kelly II**, the Preston Robert Tisch Institute for Global Sport academic director for Graduate Programs approached **David Hollander**, clinical associate professor at the Tisch Institute, and assistant dean of the NYU Real World program, with a challenge: “Can you create a special and super-compelling course for graduate students that deals with the unique circumstances of COVID-19, engages a blue-chip, real-world entity, and makes the online experience come alive?” Hollander huddled with long-time collaborator and veteran Tisch Institute adjunct instructor David Cooper,

and created “Sports Business Solutions in a COVID-19 World,” aka “The Devin Booker Course.” So popular was the course, that it was opened to undergrads as well.

In the first hour of the course, students were presented a brief by Creative Artists Agency (CAA), charging them with creating strategies and tactics that would help NBA All-Star Devin Booker elevate his brand, revenue generation, and philanthropic efforts, during this unprecedented time. With no textbooks or answer keys, students dug into the real world and spent the summer session building solutions, working directly with Booker and his agency, CAA, guided in a flipped classroom model twice a week by Hollander. Students eventually pitched their ideas directly to Booker and CAA virtually, culminating in direct feedback and exchanges with Booker in a 90-minute online session. Overwhelmed by the level of innovation and creativity in the presentations, Booker and CAA are currently evaluating which proposals they plan to implement now and in the near future.

Lynn Minnaert

**Academic Director, Clinical Associate Professor
Jonathan M. Tisch Center of Hospitality**

In the spring, I was teaching an undergraduate Tourism Planning and Policy course. Most students in this course are juniors and seniors, and at 10 students, it was a fairly small section. In class, I tend to alternate lecture clocks with discussions and in-class activities, which works well—however, I wasn’t so sure Zoom was a great platform for traditional lecture content. I decided to select the key theoretical concepts in each class session, and offer those online in pre-recorded videos, together with written descriptions, in ‘Lessons’ in NYU Classes. Students were asked to review this content before each session. Under each video, I listed several questions and told students that on Zoom I would call on them randomly to answer the questions and explain the concepts.

I think the reason this system worked well is that it offered a clear incentive for students to review the videos before the class. As they didn’t know when they would be called upon to answer questions, they had to prepare answers for each. Although not required, I encouraged students to have their webcams on from the first remote session, so we could replicate in-class discussions as much as possible. I was lucky in that almost all of the students were happy to comply. Because there were no instances in the class sessions where it was just me talking for an extended time, the students didn’t relax into a listening mode. We reviewed all the concepts through questions and answers and students were asked to find their own examples or applications for certain

topics, which we would review together. I think keeping the sessions fast-paced and interactive throughout contributed greatly to their success.

Josh Moritz

**Adjunct Instructor
Division of Programs in Business**

Teaching a live, online course is simple: don’t have anyone cook hamburgers in your apartment while teaching synchronously online. It will set off the smoke alarm. My goal is to generate as much class participation as possible (outside of suggestions on how to turn off the smoke detector alarm) in applying the concepts of the week to projects. To help that along:

Create “study buddy” teams for students living in the same time zone so they can help each other out with assignments, projects, and homework. Peer-to-peer learning is one of the best ways for students to learn and retain information according to research. Observationally this seems to bear out as well.

When teams present project presentations, assign another team to ask questions of the presenters. This keeps the non-participant audience engaged. I rotate who asks questions. I do this on a cold call basis at the end of a presentation as a way to maintain overall class engagement.

Utilize Zoom break-out rooms frequently. In a 15-minute break out room session, drop in at least three times to see how the groups are doing; immediately at the beginning to see if the group understands the question, and then two more times to be sure groups are on track. Particularly at the beginning of the break-out room sessions, students have many questions and it is necessary to address these concerns to keep their efforts on track.

Incorporate a variety of assignments to be sure that students are prepared prior to class. This could be a reading check quiz, a mini project to present about that week’s lesson, or posting an article or book chapter outline prior to class. Make each submission a low-stakes grade that in the aggregate applies to the final grade. The incentive seems to ensure that students come prepared to class.

**VISIT THE CAES WEBSITE FOR HELPFUL
GUIDELINES AND TIPS ON REMOTE AND
BLENDED TEACHING**
sps.nyu.edu/caes

John O'Malley

Adjunct Instructor

Division of Applied Undergraduate Studies

Prior to the Covid-19 shutdown, I was a seasoned distance learning teacher, having facilitated 20 plus SPS undergraduate and graduate classes over the past 10 years. I was familiar with the Zoom platform, having learned the features and overcoming my mistakes prior to the Spring 2020 semester. I had created over 65 proprietary course videos that I had previously recorded at the Bobst Library Digital Studio, all ready for uploading from my NYU Stream account. All the material was current, with updated charts and data, and all aligned with my marketing course topics. In other words, I was able to transition very quickly from in-person to remote with minimal disruption.

One success story was that I was able to assist my fellow faculty members in their transition and adjustment to the immediate change-over. I did several FaceTime and "let-me-sit-next-to-you" calls, assisting other faculty members to resolve technical issues of converting their material to the new medium. It was an honor to be thought of as a resource to my peers.

My students were open and adjusted rather well to the methodology switch. I held weekly class time during which course and assignment material were presented and discussed. Several students had to adjust to different time zones as they went back to China, Japan, and India. I was impressed by their dedication and commitment to making the best of the situation. My classroom success needs to be shared with the students who were willing to accept the new reality. Of course, there were Zoom flubs, WiFi issues, and shared space inconveniences, but overall, the success was possible because we wanted to make it work together.

Margaret O'Keefe

Adjunct Assistant Professor

Division of Applied Undergraduate Studies

As a business media communications specialist, I teach marketing, international management, and business communications classes at SPS, including undergraduate asynchronous and graduate synchronous classes. Lessons learned by teaching in the online space pre-pandemic were helpful when NYU SPS made the mid-semester switch to online in March 2020. It was a substantial adjustment for some students.

Unrealistic student expectations and disruptive behaviors in my early online classes surprised me. A misconception existed that online was the 'light' version of the class. Industry marketing of online education contributed to expectations for personal flexibility and convenience regarding attendance and participation. Some students

signed in but engaged in personal activities, including some who signed in (in EST time zones) and fell asleep. Some were late—by 20 minutes—from scheduled breather breaks, or took 20 minutes to join a breakout group. Side conversations unrelated to the class appeared in the chat room. One student would leave their location at the break and try participating from public transportation, with poor results.

Colleagues suggested framing the class as a geographically distributed work team, and it worked. The online format prepares them for likely work scenarios, and making a good impression online is as essential to clients and management as it is in person. Students came to realize online education was not like online shopping. Clearly stated behavior norms are in the syllabus and reinforced in class discussions.

When we moved online in March, we did a reset for the first couple of classes. The focus was on the changes the format change would impose—with content and participation. It was also discussion-based—taking time for students to share the changes and adjustments they were experiencing. As a result, our transition to online was, in many ways, a pleasant surprise for my students and myself.

Thomas Sciacca

Adjunct Assistant Professor

Division of Programs in Business

Teaching online this summer in the NYU SPS High School Academy posed an array of challenges for me as an instructor and for students, all of whom had just endured the switch of their high school classes from live to remote learning for the balance of their school year. As an instructor, I wondered not only how I could teach in this new medium, but also whether it was possible to reach students in the way I always had. I questioned whether I was even willing to teach these courses at all if it meant teaching them remotely. Frankly, I was terrified that I would be teaching to a bunch of switched-off cameras and students who had no interest in participating in the course. This was not the case. Thanks to a combination of a positive mindset, the training sessions that the program department made available to me, and a little bit of online research, my experience teaching two remote courses this summer was engaging for the students and professionally satisfying for me as their instructor. I am grateful to my program department for preparing me to teach remotely. While I don't pretend that I prefer teaching remotely to live classroom instruction, remote instruction has helped to develop me professionally and has prepared me to continue teaching in this way during the fall. What I have learned is that it is entirely possible to thrive in the online environment and to enjoy teaching online.

SUMMER PUBLISHING INSTITUTE (SPI)

Transitioning to Online Learning and Networking for the Future Leaders of Publishing



The NYU SPS Center for Publishing held its first-ever virtual Summer Publishing Institute (SPI) this year. Traditionally conducted as a six-week, in-person program for young people interested in book publishing and digital/magazine media, NYU SPI 2020 took place as a three-week intensive on Zoom with 49 students from around the country.

Our goal was to make the program as interactive and engaging as possible, noted **Andrea Chambers**, executive director of the NYU SPS Center for Publishing. We invited 125 industry leaders to serve as guest speakers and scheduled a wide range of workshops, panel discussions, small group meetings in breakout rooms, and virtual visits to meet with executives at digital/magazine media brands and book publishing imprints. While networking is always an important part of SPI, it was wonderful to see students take advantage of this virtual format with guest speakers by posing thoughtful questions and making meaningful connections.

To foster student connections in our virtual classroom, we encouraged them to communicate before and during the program through group chats and to make time for team building activities like virtual scavenger hunts and Kahoot! trivia quizzes. Students provided immediate feedback in daily surveys, which allowed us to constantly tweak and enhance the program. In-class learning was supplemented with materials on NYU Classes and daily sharing of industry news and resources.

At the conclusion of the program, we sent a résumé Look Book to major media companies to showcase our students and help them enter the workforce as positions open up. All in all, it was a successful experiment in building excitement, interest, and engagement in a virtual setting for multiple weeks, while maintaining the core values of the program. The publishing and media industries are lucky to have the NYU SPI 2020 graduates joining their ranks after such a successful summer.

CAES UPDATES



Meet CAES Executive Director Hui Soo Chae

I am honored to be joining the NYU School of Professional Studies (SPS) during this time of unprecedented uncertainty and opportunity in higher education. In one way or another, the past nine months have forced many of us to reflect on personal and collective responsibility, and our beliefs about schooling, democracy, and society. For me, the COVID-19 pandemic and the Black Lives Matter movement have further reinforced my personal and professional commitment to social justice, and my belief in the power of learning.

As I think about the future of the Center for Academic Excellence and Support (CAES), I am reminded of the questions that have guided my work as a practitioner and researcher:

- *What is the future of learning?*
- *How do we develop engaging learning experiences?*
- *How do we design curriculum that empowers students and fosters the development of self-directed learning skills?*
- *How do we create inclusive classrooms that facilitate discourse and generate meaningful opportunities for students to apply their learning outside of school?*

These are some of the questions that I believe CAES should explore in partnership with the NYU SPS faculty, students, and community.

The Evolving Learning Landscape

Information and communication technologies (ICTs), the democratization/decentralization of knowledge production and distribution, social networking platforms/communities, and advances in machine learning and other applications of artificial intelligence (AI) are fundamentally changing students' learning experiences and their relationship to formal educational institutions (Chae & Natriello, 2017). Moreover, interdisciplinary fields like the Learning Sciences and Learning Analytics are providing valuable insights into how students and educators are engaged across multiple "classroom" dimensions (e.g., peer-to-peer relationships, technology utilization, student-to-resource engagement, student outcomes) (Winne, 2017). In this rapidly evolving context, CAES must become an agile learning organization to effectively partner with NYU SPS stakeholders.

An Agile Learning Organization

In order for CAES to effectively advance faculty work across the nine academic units, the 37 degree programs, and the myriad non-degree programs, it needs to have a deep base of knowledge around the educational, social, economic, and technological developments that are disrupting learning and teaching. However, since these developments are constantly evolving and altering the learning landscape, it is critical for the CAES team itself to be dedicated to continuous learning and to adopt agile ways of working (see for e.g., Cappelli & Tavis, 2018). Additionally, the CAES team should model and practice a mode of work that is grounded in research, authentic cooperation, critical reflection, and a shared vision. I believe this will enable CAES to become a place for all SPS community members to learn from one another and to improve their educational practice.

Next Steps

"The world is moving at a tremendous rate. No one knows where. We must prepare our children not for the world of the past, not for our world, but for their world the world of the future"

John Dewey, American philosopher and educator

Beginning in March 2020, students, teachers, schools, and communities across the US became participants in the largest educational experiment of the 21st century. Rather, than continue to be subjects of this experiment, we should take a proactive stance and chart an ambitious agenda for our educational community. Most immediately for CAES, this means focusing all of our

efforts on supporting the SPS faculty in preparing for and succeeding during the Fall 2020 semester. In addition to offering what has become the standard set of teaching support services (e.g., Zoom Webinars, Google Docs), we need to begin imagining scalable and distributed models of faculty support and development for the post-COVID-19 higher education sector. This work should be informed by educational research, both “big” and “little” data, and insights from members of the SPS community. I believe this approach will enable us to collectively create new resources, tools, infrastructure, and practices that empower faculty, and provide them with the knowledge and skills to create transformative learning opportunities for students. I look forward to collaborating with the SPS Community to evolve the Center for Academic Excellence and Support.

CAES Testimonials

I just wanted to reach out and tell you how important your Zoom meetings have become to faculty. During this pandemic, I find myself at the center of an informal communication network of faculty, and a frequent question is, “when is the next Monica Zoom meeting?” Yes, you are training us on Zoom’s technology, but I notice that faculty, myself included, attend repeat Zoom topic sessions simply for the sense of connection they foster.

Adjunct Assistant Professor, Human Capital Management (4/9/2020)

Touching bases to share how appreciative I am of Dave Eng’s time, attention, and patience during this atypical period of transition. My colleague and I, tasked with moving a previously scheduled event from in-person to virtual, needed assistance in navigating Zoom’s ‘Breakouts’ functionality. Without hesitation, Dave scheduled a consultation, worked with us through various scenarios to accommodate registrants, and helped us devise a solution that best met our needs. For that, I am grateful...Please allow this message to serve as a kudos to Dave and a big ‘THANK YOU’ to you and the entire IT team for keeping us all operational.

Adjunct Instructor, Human Capital Management (3/14/2020)

Thank you Dave, Todd for all your support!! I used all your ideas and guidance on best practices and felt my first class... better than in-person class. It was a great success as I comfortably utilized Zoom capabilities (breakout rooms for workshops followed by postings on forum), chat, raising hands. I was able to crack the intricacies and the ideal way to use polling everywhere by creating a free instructor account. I used 15-20

References

- Cappelli, P., & Tavis, A. (2018). HR goes agile. *Harvard Business Review*, 96(2), 46-52.
- Chae, H., & Natriello, G. J. (Eds.). (2017). *Adaptive learning opportunities – A Special Issue of the Teachers College Record*, 119(3).
- Winne, P. H. (2017). Leveraging big data to help each learner and accelerate learning science. *Teachers College Record*, 119(3). (pp. 1-24).

polling Qs, and swapped between slides and polls easily. Their user support was very prompt in responding to my email, as was Zoom support. I was very nervous prior to my first class and want to thank you for your patience, and prompt and detailed guidance.

Adjunct Instructor, Management and Technology (7/10/2019)

Hi Monica, we are so grateful to you for that extraordinary presentation today and for all you do for us...Today, for me, clarified so many points and I know that it was truly elucidating for the faculty. They are very nervous about the fall, and today was not only deeply informative, but reassuring. I will let Karen [Krahulik] know how valuable the session was, and suggest that you present it to the leadership team, as many of these questions keep coming up!

Clinical Associate Professor (7/22/2020)

That was very informative! Some great ideas to ponder like breaking up the class into small chunks, then having the learners do something with the materials. I think I innately do that already, but it was helpful to see that all spelled out. Thank you.

Adjunct Instructor, Jonathan M. Tisch Center of Hospitality (3/18/2020)

Can’t express enough how helpful the sessions this week and last have been to me as I prepare to teach online during Summer ’20. I have a much clearer sense of how the students and I can achieve success together. Great work.

Adjunct Instructor, Integrated Marketing and Communications (4/23/2020)

CAREER DEVELOPMENT AND ALUMNI UPDATES

NYU SPS Wasserman Center For Career Development

While there is no doubt that COVID-19 has impacted hiring and will continue to redefine the world of work, the career resiliency of SPS students is impressive. “This fall, faculty members should know that regardless of how and where in the world students are completing coursework, the NYU SPS Wasserman Center for Career Development offers digital and specialized support for SPS students and alumni to maintain career wellness in the wake of COVID-19,” noted Rachel Frint Scherr, Interim Assistant Dean of the NYU SPS Wasserman Center.

Career Coaching Offered Virtually and In-Person

Students may partner with a career coach on a customized action plan during a 15- or 30-minute appointment. To align with SPS onsite academic offerings, a limited number of in-person appointments will be offered; although most appointments will be conducted virtually via Zoom. Morning and evening appointments in Eastern time are available to accommodate caregiver schedules and various time zones. Students may schedule appointments via their Handshake account, which can be accessed through nyu.joinhandshake.com/login

Virtual Industry Engagement

Faculty should also know that providing students with opportunities to network with industry and develop career wellness skills remains a staple of the SPS Wasserman Center, particularly in a virtual setting. Through a weekly networking series with numerous professionals spanning across industries and focus areas, SPS students will continue to build and expand their networks. Students may search for these virtual events and more via their Handshake account. Additionally, the SPS hub of the NYU Violet Network at <https://violetnetwork.nyu.edu/hub/sps/> is a great new resource for students to connect with alumni mentors based on experience and expertise.

Faculty Resources to Support Career Wellness

To support faculty conversations with students about career-related topics, a Career Toolkit, is available at: <http://bit.ly/2pF930b>

For more information on career services available to students at this time, please visit the SPS Wasserman Center’s website at: sps.nyu.edu/career or email sps.wasserman@nyu.edu.

Alumni Violet Network



The Office of Alumni Relations invites all faculty members to join the SPS Violet Network—our new global platform, which enables you to connect and to network with alumni and faculty. SPS has an unparalleled network of over 30,000 alumni and 1,300 faculty members. **Sonal Pande**, assistant dean, Alumni Relations reports, “Many of you have asked for a simple way to connect with alumni and fellow faculty members for career insights and networking opportunities. Now more than ever, our SPS community is looking for ways to connect and support each other. By joining this platform, you can become an important resource to alumni as well as to fellow faculty members during this time of uncertainty.”



The SPS Violet Network has exciting features such as Explore the Community, Groups, On-Demand Webinars, Campus News, Events, Jobs, and Discussion Boards! You can make new connections and rekindle old ones using over 20 filters such as industry expertise,

location, organization, and school and division affiliation. Find your next guest speaker, case study, site visit or alumni story through tailored connections. Join shared interest groups based upon industry, affinity, identity or region. Catch up on the latest campus news and alumni updates from around the world. Sign up for over 100 industry, social, and community events taking place worldwide, or browse over 200 webinars in our on-demand library. Post jobs or hire from the community. Ask a question, share your opinion, and explore answers through interactive discussion boards.

Join the Violet Network today at sps.nyu.edu/alumni or contact nyusps.alumni@nyu.edu for further information.

ACADEMIC PROGRAMS UPDATE

The NYU School of Professional Studies currently has two new graduate degree program proposals submitted by the **Division of Programs in Business** that are undergoing review and preparation for NYSED submission. The proposals for the **Executive Master of Science in Marketing and Strategic Communications** and the **Master of Science in Financial Planning**, were presented to the University's Graduate Program Committee (GPC) in the spring, and both received approval. The proposals will next be submitted to NYSED for review and registration. Once approved, the Division of Programs in Business can begin to market the program and recruit students.

Executive Master of Science in Marketing and Strategic Communications

The 30-credit **Executive Master of Science in Marketing and Strategic Communications** is designed as a cohort-based, low residency program that accommodates busy and experienced working professionals through part-time study. The program will strive to prepare marketing and communications professionals to lead and drive business growth in a range of product and service categories, and across geographic markets, readying them to assume senior-level roles. Graduates of the program will demonstrate their ability to develop and implement marketing, public relations, and corporate communications strategies and campaigns that promote business success. In addition, they will be able to apply core methodologies and models of strategic marketing and communications, and to integrate proven approaches that power results and expand opportunities in their industry or in their career path of choice.

Master of Science in Financial Planning

The 30-credit Master of Science in Financial Planning is designed for both full-time and part-time study and will address the growing demand for technically competent, ethical, and multifaceted financial planners. The program will prepare early-career professionals with strong analytical skills to enter the industry, and mid-career professionals to pursue new career opportunities. The comprehensive curriculum will afford a greater intellectual understanding of the financial planning industry, exposing participants to financial analysis theory, real-world case studies, and wide-ranging financial planning applications. The program includes two concentrations—one in Behavioral Finance, providing the requisite skills to develop an effective client-centered practice; and another in Financial Analytics, which provides specialized training in applied analytics and personal finance analytics. Upon completion of the educational degree requirements, participants will be eligible to sit for the Certified Financial Planner™ examination. Graduates will be well equipped to enter or advance in the financial planning industry, and to work with individuals and families to address all aspects of their finances.

Two New Rankings Increase Program Prestige

Tisch Institute for Global Sport MS in Sports Business Ranked #16 Globally in SportBusiness Postgraduate 2020 Rankings

The NYU School of Professional Studies Preston Robert Tisch Institute for Global Sport **Master of Science in Sports Business** was recently ranked **#16 globally** in the SportsBusiness Postgraduate Rankings for 2020.

Ranking criteria is incredibly competitive and focuses on metrics that range from the quality of teaching and the ability to network with industry executives to the value of the degree in furthering career goals. The Tisch Institute competed head-to-head with approximately 400 programs globally to secure its position in the top 20.

Shack Institute of Real Estate's BS in Real Estate Ranked #3 by US News & World Report in its 2021 Rankings

The NYU School of Professional Studies Schack Institute of Real Estate **Bachelor of Science in Real Estate** has been ranked **#3 nationally** in the category of Undergraduate Business Programs–Real Estate by US News & World Report, in its 2021 college rankings.

US News & World Report rankings are based on more than 17 metrics used to assess an institution's level of academic quality. Career outcomes, class size, academic reputation, and instructional and educational investments are all considered.

DOVETAIL, THE ARTS AND LITERARY MAGAZINE OF NYU SPS DAUS, DEBUTS DIGITAL FORMAT DURING COVID-19 QUARANTINE



There is no shortage of artistic talent at the NYU School of Professional Studies, and one of the most engaging vehicles for exhibiting student creativity is [*Dovetail*](#), the annual art and literary journal of the NYU SPS Division of Applied Undergraduate Studies (DAUS). Founded more than a decade ago, the magazine features original fiction, nonfiction, poetry, plays, and visual art that is submitted by emerging writers and artists at NYU SPS.

This year for the first time, as the world came to grips with the COVID-19 pandemic and the resulting lockdown, the editorial staff of [*Dovetail*](#), which is comprised of DAUS students enrolled in the “Literary Magazine Production” course, migrated the content, which normally takes the form of a printed magazine, to a beautifully produced digital format that incorporates musical recordings and readings.

Usually, the printed version of the magazine is distributed at the end of the spring semester at Humanities Fest, an evening of live music, literary readings, studio art, and great food. This year, that in-person event was canceled due to the pandemic. “Missing the launch was a big disappointment because that’s when we showcase the work of our students and celebrate,” noted [**Clif Hubby**](#), clinical associate professor and coordinator for the humanities at DAUS. “With the quarantine in effect, it became urgent to produce an online version of the magazine.”

Faculty adviser [**Simona Blat**](#), who teaches the “Literary Production Class,” praised the students for their “self-driven work and enthusiasm” in learning new technical skills and producing this year’s digital issue. She reflected on how the publication has evolved over time. When she

started out at NYU SPS three years ago, [*Dovetail*](#) was a homogeneous black-and-white publication with solicited articles and a heavy focus on the editing process. She revamped the class to include all aspects of producing a magazine, so that students would learn the practical “ins and outs” of literary publishing. Under her guidance, students acquired the skills to write marketing copy, edit submissions, curate visual images, communicate professionally with authors, design the layout and style of the magazine, and choose cover art.

This year, when classes went remote and [*Dovetail*](#) could not be physically printed, students added another skill to their repertoire—they learned to create a literary digital website using tools such as InDesign and WordPress. “Our students are quite computer savvy so it was not a big hurdle,” asserted Blat. “They adapted to the circumstances and moved forward.”

This fall, in the new digital format, [*Dovetail*](#) will debut the first edition of *Dovetail Diaries* to provide the opportunity for artists and writers to respond to topical issues.

“*Dovetail* has become a high-level literary magazine of your dreams,” Hubby concluded. “The content is rich and has been brought to life by the use of accompanying multimedia elements.”

See the next page for a sample of work from the new digital issue!

[*Dovetail*](#) is open for submissions every year from September 15 – February 15.

Please submit to dovetail@nyu.edu.

DOVETAIL



Abigail | David Reames

I am Grey

by Rairis M. Morrobel Reyes

I am grey because I am the mixture of black and white

I either sleep too much or don't sleep at all

I am grey because it is not yes or no

I never know, I could never tell

I am grey because I fell in love with music first, and forgot all about myself

Could always get lost in a note

I am grey because I like transparency not clarity

I enjoy my own company instead of the company of empty souls

I am grey because rainy days are fuel to me and sunny days drain me

Money is not the motivation, respect is the greatest compensation

I am grey because I enjoy every trip, even the ones which lead to failure

I am grey because I visited every other color, but grey feels like home

Hear Rairis M. Morrobel Reyes read I am Grey at: <https://wp.nyu.edu/schoolofprofessionalstudies-dovetail/i-am-grey/>

Crumbs

by Janet Levinson



Red | Devlin Cooper

Mama's Journal

by Charlie Fox



Study of Jeremy Mann's Figure #4
David Reames

Glenn Just Then

by Timothy P. Fenn



Running Late | Rheanna Hauman

Read these stories and others in the latest issue of *Dovetail* at: sps.nyu.edu/dovetail

NEW NYU SPS ACADEMY OF LIFELONG LEARNING LAUNCHED

The Academy of Lifelong Learning

The Academy of Lifelong Learning (ALL) at SPS supports a diverse community of students committed to the ongoing pursuit of knowledge.



During the summer, the NYU SPS **Center for Applied Liberal Arts** and the **Center for Global Affairs**, launched the Academy of Lifelong Learning (ALL), a community that brings together a diverse population of students of all ages who are committed to the ongoing and self-motivated pursuit of knowledge. ALL encourages critical thinking and supports students who seek personal enrichment, connection with a social network, and the acquisition of new skills and perspectives. Through the ALL website, students can interact with their peers; access a curated list of resources; explore upcoming course offerings in the humanities, languages, and global affairs; and participate in events and clubs. Many site visitors are older adults who, due to the COVID-19 pandemic, have switched to the remote courses and programming offered by NYU SPS. The new site provides them with the opportunity to continue their discussions and explore their interests outside of classroom learning—a wonderful way to stay informed and engaged when in-person learning is restricted and even when it is not!

Visit the Academy of Lifelong Learning at: sps.nyu.edu/lifelonglearning



Ongoing Work of the NYU SPS Inclusion, Diversity, Belonging, Equity, and Accessibility (IDBEA)



Standing Committee

Identified as a strategic priority for the School of Professional Studies, an Inclusion, Diversity, Belonging, Equity, and Accessibility (IDBEA) task force was formed in Spring 2019 and charged with identifying areas of strength, weakness, opportunity,

and threat in the current IDBEA landscape at SPS and making necessary recommendations in this area. After months of examining information from each department, analyzing school-specific data from the Being@NYU survey, and conducting focus groups with students, and faculty and staff members, the task force put forward dozens of short- and long-term recommendations and shared these with SPS constituencies in fall 2019.

One of the key outcomes of the task force was the formation of an IDBEA standing committee that would be charged with moving forward with the recommendations set forth. This committee, composed of faculty and staff from across the School, was launched in January 2020 and included the following members:

Brandon Brown (Co-Chair), Clinical Associate Professor, Preston Robert Tisch Institute for Global Sport

Annie Burrows, Assistant Director, Global and Strategic Initiatives

Warren Dodge, Adjunct Associate Professor, Division of Programs in Business

James Dulin, Assistant Director, Programs, Schack Institute of Real Estate

Fiona Jaramillo (Co-Chair), Chief of Staff, Office of the Dean

Sheina Llanos, Administrative Aide, Jonathan M. Tisch Center of Hospitality

Marsha Prosper, Senior Noncredit Student Services Assistant, Noncredit Student Services

Maria Rivera, Associate Director, Division of Programs in Business

Chyng-Feng Sun, Clinical Professor, Division of Applied Undergraduate Studies

Michael Valentine, Clinical Assistant Professor, Division of Programs in Business

WPS Sidhu, Clinical Associate Professor, Center for Global Affairs

Since its formation, the committee has advanced a number of IDBEA initiatives. To date, this work includes:

- The articulation of a draft SPS IDBEA value statement
- Updating the inclusive teaching adjunct faculty online module (in partnership with the Center for Academic Excellence and Support)
- Updating the student orientation module to include diversity and inclusion resources (in partnership with the Office of Student Affairs and student leaders)
- Offering students IDBEA workshops throughout the fall semester (in partnership with the Office of Global Inclusion)
- Collaborating with the Faculty Council on the inclusion of a diversity and inclusion statement on the SPS syllabus template
- Collaborating with the Faculty Council's curriculum committee in ensuring that new and existing curricula reflect diversity and inclusion in texts, readings, and guest speakers
- Collaborating with the Office of Academic and Faculty Affairs on recommendations regarding diversity and faculty hiring processes
- Putting forward additional recommendations for the advancement of IDBEA and an inclusive culture

As some members rotate out of service, the Dean's Office recently solicited nominations for new committee members (including the addition of student representatives) in Fall 2020. A key priority in the coming year will be formulating a strategic framework that articulates both goals and success indicators. In addition to the work highlighted above, each of the departments within SPS are committed to the advancement of diversity and inclusion and have launched numerous initiatives in the past year.

Recent global events remind each of us that the work of inclusion, diversity, belonging, equity, and accessibility requires rigorous commitment and relentless pursuit. It must extend beyond the work of a single committee and instead be embedded throughout the organization for meaningful change to occur. Most importantly, it requires the commitment of each and every individual within our community to uphold these values and serve as agents of social transformation.