

Graduate School of Arts & Science Henry Mitchell MacCracken Program Policy Guidelines

The following Guidelines provide a general description of the new reform of the MacCracken Financial Aid Program that supports doctoral training in the Graduate School of Arts and Science (GSAS), colloquially known as FAR 4. The Guidelines serve two purposes. They offer an understanding for students and faculty about the policies that govern financial aid spending, and they provide a general framework for departments to follow in designing financial aid packages.

The Guidelines were effective September 1, 2009 and cover the current provisions of financial aid. The Guidelines include the following sections:

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1. BACKGROUND

The reputation of Arts & Science and, more broadly, New York University is greatly influenced and shaped by the quality of its doctoral programs. In turn, the ability to attract the most able and promising doctoral candidates to NYU depends on the quality of our faculty, the quality of the education we provide, and the quality of our financial aid. The improvement of doctoral financial aid has been and remains one of the highest priorities for Arts & Science. During the last 17 years, financial aid has undergone a remarkable transformation.

Prior to 1992

Prior to 1992, students were supported on either teaching or research assistantships; had no multi-year guarantee of support; and taught significantly more for their support. Most students in the humanities and social sciences taught all five years at higher teaching loads. Moreover, not all students were offered financial aid.

1992 – 1993 (FAR 1)

In 1992-93, the MacCracken Financial Aid Program (named after Henry Mitchell MacCracken, the NYU Chancellor who founded the Graduate School in 1886) is introduced for the top 20% of admitted students. MacCracken fellows were nominated by departments and selected by a school-wide faculty committee. This is the first Financial Aid Reform (FAR 1) and is a watershed moment in the evolution of Arts & Science becoming a stronger research institution. The package provided a multi-year guarantee of support, including two years of assistantship and three years of fellowship. The remaining 80% of the students continued to be supported with year-to-year assistantships. Moreover, not all students were offered financial aid.

2000 – 2001 (FAR 2)

In 2000-01, the MacCracken Financial Aid Program is extended to all admitted doctoral students with the majority of them receiving two years of fellowship.

2008 – 2009 (FAR 3)

In 2008-09, the MacCracken Financial Aid Program is improved by providing three years of fellowship and two years of assistantship for the majority of doctoral students. The sciences continue to construct their own packages with a combination of research and teaching assistantships.

2009-2010 (FAR 4)

In 2009-10, the MacCracken Financial Aid Program is further improved by providing four to five years of fellowship (in the sciences and some social sciences a combination of fellowship and research assistantship); eliminating teaching as a condition of receiving financial aid, and providing compensation above and beyond fellowship support when students teach.

As can be seen, a primary focus of improving doctoral financial aid has been to reduce teaching obligations. Under FAR 4, teaching is no longer required of students as a condition of their receiving financial aid. Students will continue to have opportunities to teach and most (if not all) departments will encourage their students to teach as a valuable educational experience. The amount of teaching a department will advise their students to do will in most cases not exceed four semesters (and in some departments, fewer).

Beyond the steady reduction in teaching obligations, GSAS has also increased stipend levels at rates higher than inflation; added more years of fully subsidized health insurance and maintenance of matriculation fees; provided \$1,000 start-up awards for new doctoral students; enhanced its diversity program for under-represented students; provided access to travel grant awards; established a subsidized housing program for first-year doctoral students along with a lease guaranty program; and, finally, helped departments with funds to support campus visits to recruit their strongest candidates.

These improvements have been part of an intentional strategy: choosing to improve the quality of financial aid rather than adding to the quantity of admitted doctoral students. Despite the enormous investments already made, we continue to believe that financial aid can be further improved and will continue to identify opportunities and funding to do so.

2. GOALS

The financial aid program is designed (1) to attract the most able and promising students to study with our faculty; (2) to offer financial support that enables students to complete their work in a timely way; and (3) to provide more freedom to both departments and students to structure the fit between financial aid and curricular goals.

3. FINANCIAL SUPPORT (*MacCracken Fellowship Program*)

Institutional Awards

There are various forms of financial support for doctoral students within GSAS, but the largest single source of support is the MacCracken Fellowship Program. The vast majority of doctoral students admitted to GSAS are admitted as MacCracken Fellows. Each MacCracken Fellow is awarded a basic financial aid package outlined in his or her Offer of Admission. The Graduate School commits to each student a multi-year guarantee of financial support; in turn, the student commits to a program of full time study. Institutional Awards are funds that are under the control and management of the Graduate School, a department, or a faculty member, e.g. funded research in which the faculty member serves as a principal investigator.

Each department has the flexibility to design its financial aid package in a way to suit the shape of its doctoral training program and to make its packages as competitive as possible, following

the traditions of their disciplines (see Portfolio Management section below). Although departmental packages vary, each includes at a minimum the following five elements:

(1) A Multi-Year Guarantee. This is a commitment to provide students with a stated minimum amount of support on the condition that students maintain good academic progress (see Financial Aid Eligibility section below). The number of years guaranteed is referred to as the MacCracken Term (Term). Terms vary by department and/or by student if he or she should be admitted with transfer credit toward the degree.

Support comes in two major forms. The first form is *Fellowships*. These are stipends that support the living expenses of students enrolled in full-time degree programs. They do not constitute compensation and are therefore granted without the condition of providing any form of service by the student. Fellowships are the predominant form of support in the humanities and social sciences. The MacCracken package includes a nine-month academic year stipend funded by the Graduate School; some departments supplement this with an offer of a fellowship for summer support.

The second major form of support is *Research Assistantships*. See section 5 (page 6).

(2) Scholarships. These are separate financial aid awards (in other words, are not tied to the payment of fellowships or assistantships) that guarantee full remission of tuition and registration/service fees. Scholarships are typically awarded for 72 points though awards can be lower in the case of students being admitted with advanced credit. All MacCracken fellows receive a scholarship for full remission of tuition charges and registration/services fees.

(3) NYU Student Health Insurance Premiums. These are paid on behalf of MacCracken Fellows to provide individual coverage for a student's MacCracken Term and for up to two years beyond while a student may still be working on her or his dissertation.

(4) Maintenance of Matriculation Fees. These are fully remitted for the MacCracken Term and for up to two years beyond while a student may still be working on his or her dissertation.

(5) A start-up fund for entering doctoral students. Each entering doctoral student is awarded a \$1,000 Dean's Supplement that serves as a start-up fund to assist students in beginning their program of study.

Additional forms of financial support are also available to MacCracken Fellows to supplement their basic packages. They are:

---Adjunct Instructorships. These constitute the major source of supplemental support and are positions to which graduate student teachers are appointed when serving as instructors of record in skills-based courses, or as section leaders for recitations or labs, or as course assistants. (See Teaching section below for a fuller discussion.) The terms of adjunct instructorship appointments are covered under

the Collective Bargaining Agreement with UAW Local 7902 (Adjunct Union).¹

---Faculty and Journal Assistant. These part-time positions are paid on an hourly basis for up to a maximum of 20 hours per week. A very limited number of these positions are available.

---Summer Support. Summer support comes in several different forms. Certain departments may make provision in their financial aid budget for summer fellowships awarded either on a competitive basis or as part of the department's financial aid package. A number of departments also make available research assistantship positions in the summer. These, as well, may be part of the base financial aid package or available on a year-to-year basis.

---Travel Grants. These are awarded annually on a competitive basis and are intended to defray partially the costs of travel to present invited papers or posters at professional conferences and meetings.

---Graduate School Fellowships. These are competitively awarded to a small number of students who are nominated by their departments and whose proposals are selected by a school-wide faculty committee. Among the fellowships available are Dean's Dissertation Fellowships, Torch Fellowships, Holmes Fellowships, the Horizon Fellowships, and the Brody Fellowship.

External Awards

A number of external fellowships are available to students from government and private agencies. It is the expectation in a number of departments that students actively apply to agencies to have certain aspects of their research supported. There are two types of externally-funded fellowships: those administered through the University and those paid directly to students. In both cases, the individual student and not the University is considered the grantee. As such, external awards cannot be built into the design of a department's financial aid package. On the other hand, individual students who are admitted with external awards they have already acquired can have these incorporated into their Offer of Admission. Also, students who apply for and receive external awards after being admitted are able to work with their departments to reshape their financial aid packages.

Examples of agencies that provide external fellowships are: the National Science Foundation (NSF), the federal Fulbright Program, the federal Javits program, various other government agencies, the Mellon Foundation, and the Samsung Foundation. Some agencies have restrictive policies as to whether a student may receive other funding simultaneously and may reduce their award based on the receipt of funds in the same award year (e.g. Samsung). Other agencies make awards based on need, and eligibility for funds may be reduced if other awards are provided in

¹ Historically, some graduate students have taught as adjuncts and belonged to the adjunct union. In the 2008-09 academic year, approximately 120 students did so.

the same year (e.g. Javits). GSAS works with departments and individual students to help coordinate awards to a student's maximum benefit.

4. TEACHING

Few more significant changes in the history of the Graduate School's continuing financial aid reform have occurred than the reduction of teaching obligations. Since the introduction of the MacCracken program in 1992, the Graduate School has worked very hard to increase the amount of time students could devote to study and research by replacing teaching assistantships with fellowships.

With FAR 4, teaching is no longer a condition of a student's receiving MacCracken funding (for those entering as of September 2009). This enables students **to be compensated in addition to their fellowship support** for the teaching they do. Students are paid according to their specific assignments in accordance with the Collective Bargaining Agreement with UAW Local 7902.

Teaching is one of the most important ways in which doctoral candidates are trained for academic careers and for the many professions in which the preparation and presentation of ideas is a valuable skill. Moreover, teaching well is a fulfilling experience in and of itself. Under FAR 4, departments are strongly encouraged to develop teaching training programs and teaching opportunities to provide students with useful experiences for their fields and career goals. Departments should also advise their students on the relations between teaching experience and an academic career, or between teaching and a career prospect in a particular discipline. The amount of teaching a student is advised to do can vary by department but should typically never exceed four semesters.

Paying graduate student teachers as adjunct instructors above and beyond their MacCracken multi-year guarantees provides students with both additional financial support and some flexibility for managing their individual progress to the degree. The Fellowship Reserve section below gives more detail.

5. RESEARCH ASSISTANTSHIPS

Research assistantships are potentially available in all disciplines but are most common in the sciences and some social sciences. The research assistantship is considered the central and most valuable aspect of doctoral training in many science departments. As such, multi-year guarantees in all the sciences include a combination of fellowships and research assistantships. The latter support the living expenses of students and are made with the expectation of students providing up to twenty hours per week engaged in a research project as directed by a faculty member.

Research assistantships may be funded from a variety of sources but are primarily funded by the federal government. As such, research assistantships are subject to a variety of federal regulations including time and effort reporting. University policies on time and effort reporting are designed to

ensure that NYU researchers remain in compliance with federal regulations and therefore have the following broad implications:

1. Graduate students appointed as fully-supported research assistants on an external grant may not receive extra compensation from NYU for teaching (or for any other activity) during any semester or summer month in which they hold such appointments. In addition, Graduate School policy permits student appointments to be no more than 20 hours per week.
2. Graduate students appointed as partially-supported research assistants on an external grant may receive compensation from NYU for teaching (or other duties) to the extent that such teaching (or duties) is carried out during the remaining time in which the individual is not performing research assistantship responsibilities. The compensation received from the grant must correspond to the proportion of the total effort devoted to the grant. For example, if a research assistant is devoting 50% effort to a grant, the compensation for the research assistant will be 50% of the full-time research assistantship compensation. When an individual is devoting 50% effort to a research assistantship he or she may concurrently devote no more than 50% effort to the teaching position.

6. DEPARTMENTAL MANAGEMENT OF FINANCIAL AID RESOURCES

Financial Aid Portfolio Management

Each department has a financial aid portfolio comprised of a fellowship budget funded by Arts & Science. This budget is figured either as a block grant **or** as a total number of supported student lines. The portfolio also includes departmental resources in the form of endowments, restricted funds, and government funded research. In some departments, faculty contribute funds from their research accounts either to increase the number of students supported by a department or to provide additional support for individual students. Within GSAS guidelines, departments have flexibility in managing their portfolios using the following three techniques:

1) Financial Aid Design

Departments may design their financial aid in the way that best suits their academic goals and their ability to attract the best students. Departments may choose to enhance the quality of the financial aid package in a number of ways: increased academic year stipends; guaranteed summer support; extended MacCracken terms; etc. Departments should work with GSAS to design a financial aid plan that meets recruitment and retention goals within budgetary constraints. GSAS will ensure that packages stay above school-wide minimums, comply with University policies, and are reasonable in relation to stated academic goals.

Pursuing their academic goals, departments can create strategies that most effectively use the various sources of doctoral student financial support. For example, it is very typical for science departments to include an expectation that students will be supported as research assistants in their Offers of Admission. This allows departments to increase the number of students they support and/or enhance the size of their packages. Humanities and social science departments can use endowed or restricted funds in the same way, that is, either to provide an increase to the cohort or to enhance the basic MacCracken package.

Here are some examples that indicate how departments can deploy their financial aid portfolios.

Example 1. Department X has a portfolio of 30 lines. This means that it seeks to admit a cohort of 6 students per year and support each student for 5 years. The department decides that it wants to provide students with an optional 6th year of fellowship support. However, it has neither the endowment nor the restricted funds that would enable it to do so. The department may then choose to admit only 5 students per year. As a consequence, it saves 5 lines each year out of the portfolio of 30. These lines can be redirected to 6th year fellowships.

Example 2. Department Y has a block grant of \$600K. This would enable it to admit a cohort of 6 students per year with stipends at \$20K per year for 5 years for each student. The department also has a significant amount of funding for research assistantships that totals \$400K. By building the expectation into the Offer of Admission that each student will have 40% of her/his support from research assistantships, the department can support a total of 50 students with a cohort target of 10 instead of the 6 afforded by their fellowship pool. (**Note: all GSAS stipends are larger than \$20K per year. We use that figure for convenience only.**)

Example 3. Department Z has a total portfolio of 45 lines. They also have endowments that produce sufficient funding to increase their portfolio by 10 full lines. Since each line represents 9 months of funding, their endowments produce 90 months of funding. The department wants to enhance financial aid for each student instead of increasing the number of students it enrolls and supports. It chooses to guarantee each student two summer months of fellowship.

2) The Road Map

The Road Map is an educational, research, and teacher education plan that departments can use to advise students how best to make timely progress to their degree. It is also a mechanism to help departments manage financial aid portfolios. The Road Map models how a student should progress through various forms of academic and degree milestones, coordinating the timing of course work, oral exams, thesis proposals, teaching, and research opportunities. The Road Map also serves as a financial aid plan by modeling expenditures on an individual student basis that can be extrapolated to the whole portfolio. In this way, the Road Map is also a financial model

that tests the fiscal feasibility of a financial aid package.

3) The Lockbox

The Lockbox is another tool that will assist departments with managing the fellowship budget portion of the financial aid portfolios. The Lockbox is a restricted fund account established for each department that captures both under- and over- expenditures of annual fellowship budgets at the end of the fiscal year.

The over-expenditure of fellowship budgets typically results from yielding admissions over target. An over-expenditure will cause a lien on the department's financial aid portfolio that will be held in reserve in the lockbox to cover the full term of any over-yielded students' awards. An over-expenditure of fellowship funds may also result if restricted funding such as endowments, or government funded research, falls short of plan in a given year. In such instances, unless the department has other resources to cover the over-expenditure on those types of accounts, the over-expenditure will be covered by funds available in the lockbox. (If the lockbox has a negative balance, it will increase the negative balance further.)

The under-expenditure of fellowship budgets could result from yielding admissions under target, attrition, and/or admitting students with 24 or more points of advanced credit. Under-expenditures can also result from charging restricted funds, endowments, or government funded research more than what was originally planned to be used by the department in a given year, thus leaving funds unused in the financial aid portfolio.

On an annual basis, under- or over-expenditures to the fellowship budget will be closed out to a departmental restricted fund account after the fiscal year ends. Positive balances in this account that are not held in reserve to cover over-yielded students' awards represent a source of funding for the department and can be used either on a one-time or on-going basis. Negative balances represent liens that need to be resolved through future planned under-expenditures. Depending upon the size of the yield, the resolution may need to be generated through planning adjustments to the new student class size.

The lockbox ensures that over time a department can manage its annual fellowship allocation in a flexible way. The only restriction on the use of lockbox funds is that they be devoted exclusively to doctoral student support. How departments use their lockboxes will need to be approved by GSAS and FAS Fiscal Services.

7. STUDENT MANAGEMENT OF FINANCIAL SUPPORT

Fellowship Reserve

Fellowship Reserve is being offered to students as a convenience to help them manage their financial support to support their pace of study best. Fellowship Reserve is a voluntary program.

In most departments, and depending on their Offer of Admission, students may choose to use the additional compensation they receive for teaching or from externally-awarded funding to reserve portions of their MacCracken stipend for later use. The advantage of the Fellowship Reserve is that the student can have funds available at a later time in her/his doctoral career. Fellowship reserve may be drawn on for summer support or post-MacCracken academic semester support.

The ability of a student to reserve fellowship will depend on the structure of a department's financial aid package. If teaching compensation is being paid above and beyond a fellowship guarantee, a student can request that quarter portions (1/4, 2/4, 3/4, 4/4) of her/his fellowship stipend be reserved for future use on a semester basis. Quarter portion reserves translate into monthly support as follows, with the top line representing the number of quarter portions that might be put into the reserve, the second line the number of months of support that would garner during a semester, and the third line the number of months of support that would garner during an academic year:

	4 Quarters	3 Quarters	2 Quarters	1 Quarter
One Semester	4.5 Months	3.37 Months	2.25 Months	1.12 Months
Two Semesters	9.0 Months	6.75 Months	4.50 Months	2.25 Months

Students can draw on their reserved funds either for summer support or for academic semester support. Withdrawals cannot exceed typical rates of fellowship support in the department. Assuming a student has no other source of support during a period in which she or he requests a withdrawal, the maximum withdrawal for an academic semester or a summer term is 4/4ths of a semester stipend. In rare situations, students may be approved to take out funds at higher rates; however, such requests must be justified based on research-related reasons. A student can also combine reserve distributions with other forms of support. For example, a student with a full year of fellowship reserve can withdraw a half semester fellowship each semester for four semesters in combination with an adjunct instructorship to continue her or his academic year support for two years. Likewise, students may combine a 2/4 semester reserve distribution (2.25 months) during the summer with partial RA support to reach 3 full months of support.

A student who anticipates finishing the degree within the term of the MacCracken might choose to use fellowship reserve for summer support if none is made available by his or her department. Alternatively, such a student might decide not to reserve funds. Students who anticipate completing their degree after the MacCracken term is exhausted might choose to use fellowship reserve to provide them an additional academic year of support.

Fellowship awards are reserved and disbursed in quarter portions for two reasons: (1) to make accounting for reserved and disbursed funds clear and consistent; and (2) to disburse funds at the prevailing stipend rate at the time of disbursement. A student who reserves 4/4ths of an academic-year fellowship when stipends are \$22K and who decides to have 4/4ths disbursed two years later when stipends are \$24K will receive \$24K instead of \$22K.

In order to qualify for both reserving and withdrawing funds, students must meet the following

criteria:

- Be an enrolled student in good academic standing (according to both school and departmental requirements) in the Graduate School of Arts and Science at New York University.
- Agree to abide by the financial aid policies of the Graduate School of Arts and Science, recognizing that Fellowship Reserve is a part of the MacCracken financial aid program.
- Choose among the following options for the disbursement of reserved funds: (1) Funds may be disbursed during summer terms; (2) Funds may be disbursed within two years after the term of a MacCracken support package has concluded, again providing that the student is enrolled in good academic standing. This period may be extended, with approval, for time away from campus for fieldwork, for an official leave of absence, or for exceptional academic circumstances that are beyond the student's control.
- Make a request for disbursement to the Graduate School at least six weeks prior to the beginning of the requested term of disbursement. In general, this means by July 15 for the fall semester or full academic year; November 15 for the spring semester; or April 15 for the summer term.
- Accept that the amount of reserve that will be disbursed will be determined by the prevailing academic year stipend rate in the student's home department at the time of disbursement.
- Acknowledge that any funds not disbursed according to the above guidelines by the time of graduation or withdrawal from the Graduate School of Arts and Science will be foregone.

Reserved fellowship can only be used for disbursement as fellowship and only to students who are currently enrolled and eligible to receive financial aid. Only fellowship funds can be reserved based on instructions given by the individual student. Compensation for teaching and research assistantships must be disbursed concurrently with the appointment.

On Campus Employment

The following guidelines are applicable to both domestic and international students. Federal regulations limit international students on F-1 or J-1 visas to work on campus for no more than 20 hours per week. Full details about the policies regarding the employment of international students may be found on the OISS website at <http://www.nyu.edu/oiss/legal/employment/index.html>.

The Graduate School's policy with regard to on-campus employment is consistent with federal limitations on international students. Students on fellowship are available to be appointed as adjunct instructors as part of their professional development. They may also be appointed as graders, or in hourly part-time positions.

The decision about whether a student may accept an appointment while on fellowship is made by her or his department with the primary consideration being that the appointment will not adversely impact the student's academic progress and indeed that it will be beneficial to a student's professional development.

Approval of appointments is subject to the following criteria:

- 1) A student cannot be appointed for more than a total of 20 hours per week.
- 2) Departments may approve up to one appointment for each student at a time without Graduate School review.
- 3) The majority of appointments for which students are eligible and that the Graduate School encourages are adjunct instructorships. All teaching assignments involve less than 20 hours per week with the vast majority involving no more than 10 hours per week.
- 4) Although it is typical for students to hold only one appointment at a time, a student may hold a second concurrent appointment under certain conditions:
 - a. Both appointments together cannot exceed a total of 20 hours per week.
 - b. The student receives her or his home department's endorsement and then Graduate School approval before the second appointment begins.
 - c. The request for GSAS approval must be sent by email to Associate Dean Roberta Popik, along with a statement of support by the department's Director of Graduate Studies, Chair or Program Director. The request should include the student's name and UID number, a description of the type of work that will be done in each appointment and for whom, and the estimated number of hours per week for each appointment.
 - d. Graduate School approval is not required for summer appointments.
 - e. Fiscal Services will not process any second concurrent appointments without Graduate School approval.
- 5) Part-time hourly wage appointments in Arts & Science are paid at a rate to be determined by the department and as approved by Human Resources and Fiscal Services, subject to prevailing rates of pay for similar positions within Arts & Science.

Some domestic students work off campus. If this is in addition to a teaching assignment or other on-campus appointment, then Graduate School approval is required in accordance with points 1 through 4(d) above.

International Students—Proof of Support

The Office of International Students and Scholars has considered the implications of teaching semesters with respect to the federal limitation of 20 hours per week to which international students on the F-1 or J-1 visa are subject. This is a limitation that has been in place for many years, well preceding the establishment of the MacCracken program in 1992 and that is in effect regardless of a student's payroll category. In other words, the FAR 4 policy of compensating students as adjunct instructors does not have an adverse effect on the current status of international students with respect to being within the 20 hour per week limit.

The majority of teaching opportunities available to graduate students are compensated based on contact hours in accordance with the Adjunct Union's Collective Bargaining Agreement. Each course assignment has an associated number of contact hours or scheduled course time based on a 50 minute hour. For example, a course that meet two times per week for 75 minutes has 3 contact hours per week (75 minutes x 2 sections = 150 minutes /50 minute hour = 3 contact hours). As a general guideline, a maximum of 140 contact hours per semester (10 contact hours per week) is considered within the 20 hour per week limit. Any appointments in excess of 10 contact hours per week have to be documented and approved to be within the 20 hour limit. It should be noted that the vast majority of teaching opportunities are well below these maximum and range from 3 - 6 contact hours per week.

International students who decide to reserve fellowship must demonstrate that they have financial support to do so in the current period. OISS has indicated that an appointment letter issued from the department or school including the details of teaching appointments (courses to be taught) and amounts to be paid are sufficient proof of support to maintain the student's visa status. The letter can be issued for an entire academic year's appointments.

POST-MACCRACKEN SUPPORT

Post-MacCracken Support is defined as financial support provided to students after their MacCracken Term has been concluded. MacCracken Terms can vary by department. Although a majority of departments typically provide a five-year guarantee of support, some may choose to manage their fellowship budgets to provide six-year guarantees by reducing the number of students admitted. Conversely, some departments may have reasons to reduce the guaranteed term to less than five years in order to increase the number of students admitted, provide summer support, or develop a dissertation fellowship program.

The opportunities for Post MacCracken Support are several but depend on a department's approach to financial aid design. For example, in the sciences, it is most typical that students would be supported on Research Assistantships while the humanities and social sciences may more typically draw on their individual fellowship reserves solely or in combination with an Adjunct Instructorship. The availability of Adjunct Instructorships will depend not on a student's need for support but on the department's curricular needs. Departments may also choose to use

restricted, endowed, and/or Lockbox funds to provide post-MacCracken fellowship support. It is characteristic of a number of disciplines in which fieldwork is required that students apply for and receive external awards to support their research. The possibility of Post-MacCracken support should certainly be a feature of how departments construct their Roadmaps.

In the transition from FAR 3 to FAR 4, we have worked with departments to provide Post-MacCracken packages to continue to support students enrolled before 2009-10 according to what had become customary in the department. The principle applied in these situations is that students should not be asked to teach more or receive less financial support than they might have under FAR 3. The transition period will be in effect for a minimum of two years (2009-10 and 2010-11). Departments who want to extend the transition period can do so by making the necessary budgetary arrangements with the Graduate School and FAS Fiscal Services.

After the transition from FAR 3 to FAR 4 is complete, departments and students will have a set of tools to manage a Post-MacCracken support plan. The ability of Arts & Science to continue funding Post MacCracken fellowships will depend on departments supporting Post-MacCracken years only through awards that departments give with restricted and endowed resources, Lockbox funding, and fellowship reserves.

8. FINANCIAL AID ELIGIBILITY

There are two conditions necessary for MacCracken doctoral students to continue to be supported on financial aid: (1) students must be making satisfactory academic progress toward the degree; and (2) students must be within no more than seven years of their first term of enrollment. Financial aid includes all forms of GSAS and departmental support—the MacCracken Program, including Fellowship Reserve; research assistantships; and departmental restricted and endowed accounts.

When students accept the terms of their financial aid award, they commit to making satisfactory academic progress toward the degree that includes commitments to full-time study and to remain in good academic standing. During the terms of their course work, students must register for a minimum of 12 points per semester to be considered in full-time status. Students may take fewer points and have full-time equivalence if they are also working on research, examination preparation, or an internship for a total of 40 hours a week combined. Academic progress is evaluated each year by departments and GSAS prior to renewing financial aid awards. Students should consult the *GSAS Bulletin* (<http://gsas.nyu.edu/page/grad.bulletin>) and, if one is available, their department's student handbook for specific information about degree requirements and standards of academic progress. Road Maps will also describe the milestones by which departments define satisfactory academic progress.

For good standing, the Graduate School requires that students maintain a cumulative average grade of B (3.0) or better and a successful completion rate of 66 percent for credits attempted. Good standing is assessed after grades are assigned at the end of each semester. A full description of the Graduate School's academic standards is published in the *GSAS Policies and*

Procedures Manual (<http://gsas.nyu.edu/page/grad.pp.manual>). Departments may impose additional and stricter standards for good standing.

Students must also be within seven years of their first term of enrollment in the doctoral program to be eligible to receive financial aid. Eligibility beyond seven years may be extended on an exceptional basis, consistent with the Graduate School's normal review of financial aid eligibility. The common reasons for extension are (a) time off for an official leave of absence; (b) up to four semesters of fieldwork as long as it is taken within the initial seven year period of eligibility and students are not being supported by an Institutional Award; and (c) exceptional academic circumstances that are beyond the student's control (e.g., the academic advisor left; serious illness).