

## GNU Committee

POTENTIAL AGENDA ITEMS (based on conversation at our first meeting)

### 1. FUNDAMENTAL VALUES, ASSUMPTIONS, AND PRINCIPLES

- a. History and vision
- b. Different models of international education, at NYU and beyond
- c. Difficulties encountered and problems faced/solved in recent years; lessons learned
- d. Understanding of the word “global” in this context
  - i. How might we rank the following definitions/features (and others) in order of importance in defining and developing the GNU:
    1. *Geographic (hence national, cultural, ethnic) dispersal of sites/portals?*
    2. *Students’ experience living and working in different countries/cultures?*
    3. *Faculty circulation beyond one place?*
    4. *Pedagogical diversity (different models of teaching and learning)?*
    5. *Geo-politically expanded opportunities for research (in terms of topics, sites, and research partners)?*
- e. Measures of “success” for global initiatives?
- f. The planning horizon for global sites and portals
  - i. Should the GNU expand? More sites and/or portals, or more programs at the existing ones?
  - ii. Graduate GNU programs?
  - iii. How might the existing academic units contribute to the exploration and development of new sites, or new programs at existing sites, if they are interested in doing so?

### 2. PARTICIPATION AND ROLE OF EXISTING ACADEMIC UNITS (DEPARTMENTS, PROGRAMS, ETC.) IN THE DEVELOPMENT AND DELIVERY OF CURRICULUM IN THEIR DISCIPLINES AT OTHER PORTALS AND SITES.

- a. How might the GNU register and reflect the educational vision and values of the current faculty of NYU?
  - i. How might academic units and their faculties participate in a process of articulating something like a “mission statement” (or “vision statement”) for the GNU?
  - ii. How might academic units and faculty resist their differences or distance from the idea of a GNU, or from some aspect of it already in existence, without negative consequences?
- b. What are the best ways to establish and/or strengthen connections between academic units at the Square and global portals and sites?

- c. How do we preserve the autonomy, integrity and quality of existing programs while developing new ones abroad? How do we ensure that “the tail isn’t wagging the dog”—that all changes to the educational program at the Square are beneficial to the existing program, and not only to GNU sites and portals?
- d. Partnerships.
  - i. Should there be special attention to, or collaboration between, specific units and specific GNU sites or portals?
  - ii. What forms might these partnerships take?
    - 1. Joint curriculum development
    - 2. Joint faculty
- e. Administrative support to ease burden of extra workload involved?
  - i. Department/program “officer” or point-person for Global Matters? Compensation? Stipend? Course release?
  - ii. Administrative or clerical position for unit or group of units?

### **3. FACULTY**

- a. Ensuring quality and maintaining standards
  - i. What can be done to avoid the creation of a permanent “two-tier” faculty (in terms of quality)?
  - ii. Can we articulate principles for distinguishing different kinds of faculty appointments (and titles, and kinds of contracts) in the context of the needs and possibilities at sites and portals?
  - iii. How can we bring in top-quality scholars and researchers who will thrive at the portals?
  - iv. What does it take to create a high quality research faculty in the various disciplines/divisions? Minimum requirements? Ideal resources?
- b. Status and protection
  - i. How can we make sure that faculty at sites and portals receive the same protections and fair treatment as faculty at the square?
  - ii. Legal and financial protections?
  - iii. Academic freedom and censorship issues
    - 1. Who is responsible for gathering reliable information on this area and how is this information conveyed to faculty? Who can individual faculty members turn to for advice and guidance when specific questions arise?
  - iv. Mentoring of junior faculty
  - v. Supervision/advising of graduate students (when the supervising faculty person is teaching abroad)

### **4. CURRICULUM**

- a. Standardization across GNU or diversity of models?
- b. How do we maintain quality control, yet avoid content homogeneity (and replication)?

- c. Collaboration between portals
  - i. Discipline/area specific committees, with a representative from each of the 3 portals?
- d. Oversight of sites by portals
  - i. Collaboration between academic units and site directors: clarification of lines of authority/reporting
  - ii. Curriculum development and approval of new courses: principles and protocols
  - iii. Hiring of instructors

## **5. STUDENTS**

- a. How can we orient all our students to the changes and developments associated with the GNU?
  - i. Advisement issues
    - 1. What are ideal pathways for study abroad? Ideal schedules? Ideal ratio between home site and abroad sites? (Possible model: NYUAD Pathways document)
  - ii. Student life issues
  - iii. Financial issues

## **6. FINANCIAL ISSUES**

- a. How might faculty be kept informed of (and have input into) those aspects of financial planning that could affect the quality of the educational program and the integrity of the disciplines?
- b. Are there desirable quantities—if not “quotas”—involved in GNU planning that our academic units should be aware of?
  - i. How might GNU administration and academic units collaborate to address these planning issues (instead of having the former impose them on the latter, which is the impression some colleagues have reported)?