

Buenos Aires Site Specific Meeting

Wednesday, March 11, 2015

Saadiyat Conference Room, 19 Washington Square North

Attendees

Lisa Gitelman – Chair
Alejandro Velasco - Chair
Janet Alperstein
Miriam Basilio
Gigi Dopico-Black
Anna Kazumi Stahl
Linda Mills
Gigliana Melzi
Nancy Morrison
Madeleine Naegle
Chris Nicolussi
Luis Pena
Lauren Plusch
Dana Polan
Lucas Siga
Josh Taylor

Introductions

The meeting began with a greeting from the committee chairs followed by a round of introductions.

Site Identity

Over the past year and a half, the Buenos Aires committee has worked on understanding and articulating the Buenos Aires site identity. Expressing the strengths and appeal of the site is an important component of creating a vibrant and enriching curriculum and helps partners to develop and revise courses. After the last committee meeting, the committee chairs, together with the Site Director drafted the below site identity statement which the committee reviewed.

*"NYU-Buenos Aires is an **exclusive** learning community in one of the world's great cosmopolitan cities. Students visiting the BA site have the opportunity to **burnish** their language skills while pursuing course work from a range of disciplinary perspectives. The BA curriculum centers around questions of social justice as well as the role of public intellectuals, cultural memory, media and the arts. Classes offered in English and Spanish use Buenos Aires itself as a window onto Latin American culture and the geopolitics of the global south. Daily life at the site is **informed** by strategic collaborations forged with local institutions, including art museums, heritage sites, civic and state institutions, faculties of law and medicine."*

The committee was very positive about the proposed site identity statement and offered a few suggestions:

- a. Use language that shows a broader health focus such as “law, medicine and health professions;”
- b. Mention opportunities for extra and co-curricular opportunities;
- c. Revise use of word “exclusive” – NYUBA is not a huge site so wording should emphasize the intimate atmosphere and highlight the focused/individualized attention students receive;
- d. In the second sentence, switch the phrases relating to academics and language skill so that academics comes first;
- e. Other words to reconsider: informed and burnish.

Visual Identity

With a refreshed site identity it is important to update the website so that it reflects the work accomplished over the last 2 years. The task is to marry the strategic direction of the site with the infrastructure inherited from digital communications.

To help accomplish this, a working group of site representatives has focused on creating more cohesion and consistency between the global site landing pages. The group has delivered a series of recommendations which will make basic changes to the website design without affecting the content.

Global Study Planner

NYU has been engaged in a University-wide project to develop an Academic Planner that helps students to map out their course of study throughout their time at NYU. Responding to faculty requests to introduce this planner more quickly for the global sites, a parallel widget, the “Global Study Planner,” has been created. The widget will allow students to explore the various pathways and courses offered at the global sites based on their disciplinary and language preferences. Committee Members can test the Global Study Planner [here](#). Please let Josh Taylor (josh.taylor@nyu.edu) know as soon as possible if you encounter any issues that need to be fixed.

The committee was pleased with the progress of the planner and looks forwards to its launch. They provided a few observations and pieces of feedback to consider as it prepares to go live:

- a. Is there a way to address academic areas opposed to formal titles – i.e. media opposed to MCC or Latin American studies, which encompass multiple areas;
- b. Psychology/Applied Psychology – Is there a way to identify similar cross-school majors;
- c. There appears to be a tension between the question and possible responses as the question points to subjects/interest but the responses point to finite/direct courses and disciplines;
- d. On the Global Planner page, it needs to be clear that this is a “fun” exercise for students to begin thinking about study away but that they must also meet with their advisor.

In addition to updating the website, Global Programs is also working on developing new print materials for sites and departments which highlight site identity, departmental course offerings,

and pathways. In this collaborative process, Global programs provides departments/schools with a basic design template while, in turn, departments/schools provide the pathway content. There are several iterations of the template showing pathways which allow students to study in more than location or pathways in which students can study away for more than one semester.

Site Director Update

The Site Director, Anna Kazumi Stahl, provided the committee with an update on the current semester. She began by describing how pathways are developing on the ground and how the site is lucky that its “interdisciplinary chaos” has manifested itself into a dynamic and enriching academic identity for the site.

For spring 2015, there are 65 undergraduate and 23 graduate students (law school) enrolled at the site. The law program has had an unexpected and positive impact on the undergraduate students. For example, the Argentine law professors are able to include several undergraduate students in their extra-curricular activities and provide access to law-related contacts and contexts that would otherwise be inaccessible to non-Law students. Alternately, several of the law students take advantage of the undergraduate academic and community outreach offerings such as the Creative Writing and Money & Banking courses and the community service program.

Anna also updated the committee that the Global Classroom is operational and in use by two classes this term: Queer Cultures (Spanish and SCA) and Arts and Politics (Gallatin). Anna praised the technology and how it deconstructs any sense of distance between the classes in Buenos Aires and New York. Faculty members and students are extremely impressed with the courses and how the room “works” to bring an enhanced dynamically cross-site dimension to the academic project in these classes. The technology also highlights the dimension of fieldwork and comparative analysis of the locations, bringing the academic use of co-curricular components into view for others to think innovatively about as well.

Updates

Focusing the curriculum

Now that schools and departments have reviewed their courses at the site, the next stage of the curriculum review is to focus on fine-tuning and shaping. One way to approach this work is to review courses in similar disciplines and look for opportunities to cross-list between departments and schools.

Graduate programs

There are several graduate programs that have visited the site and have a different feel than the undergraduate visiting programs. Masters programs are beginning to rethink the value of travel in their curricula and the importance of a foreign language to the experience.

Committee Business

The following information was also announced:

1. A data packet was distributed detailing site and course enrollment information. Committee members can review the information and use it to inform course and curricular decisions at the site if helpful.
2. The AY15/16 course lists were provided to Committee Members to bring back to their departments for review and discussion. Please advise global.academics@nyu.edu of any changes for AY16/17 prior to May 31st, so as to allow time for coordination with the sites.

If there are no changes, AY15/16 courses will rollover to the following year. AY16/17 courses will be posted online on July 1st.

3. A new Cross-School Arts Committee and Europe Committee have been formed and will meet as needed to discuss programmatic links between the sites.
4. A new diagram detailing the procedures for introducing new academic programs and courses at the sites was distributed to the Committee.
5. The FAC-GNU committee has asked that Members share information discussed at the Advisory Committee meetings with their departments so as to engage all faculty on activity at the global sites.

Next Steps

- The Committee Chairs will revise the site identity statement as per the feedback from the committee.
- Global Programs will provide the syllabi to the committee and note from which department each one came.