

NYU London Site-Specific Advisory Committee Meeting

Third Meeting: March 4, 2014 (8 a.m. - 9:15 a.m. EDT)

IN ATTENDANCE

- Janet Alperstein (Global Programs)
- Mosette Broderick (CAS Art History)
- Clay Curtis (CAS Psychology)
- Chris Flinn (CAS Economics)
- Erin O'Connor (Steinhardt)
- Michael Hattaway (NYU London)
- Laura Levine (Tisch)
- David Ludden (CAS History)
- Linda Mills (Global Programs)
- Vince Mitchell (NYU London)
- Nancy Morrison (Global Programs)
- Paul Thompson (Tisch)
- James Polchin (Liberal Studies)
- Catherine Robson (CAS English)
- Gary Slapper (NYU London)
- Paul Wachtel (Stern)
- Global Academic Team

CURRICULUM DISCUSSIONS

The committee was updated on the global curriculum discussions that have been taking place in schools and departments on the Square. At the time of the meeting, approximately 34% of schools and departments had already reviewed and approved their global curriculum; approximately 32% were taking ongoing steps to enhance their global curriculum; and approximately 34% were still reviewing their global offerings. These curriculum discussions are an important initial step in ensuring that schools and departments have a sense of ownership over their global course offerings. These conversations also ensure that global course offerings are coordinated with curriculum on the Square and are thus in line with department goals and objectives.

[Update: As of the distribution of these notes on 4/24/14, 95% of schools/departments have reviewed the history of their curricular offerings (except Paris course offerings, which are currently being assembled in anticipation of the inaugural Paris Site-Specific Advisory meeting). Global Programs has been and continues to be in discussion with several schools/departments and sites about their course offerings in the global sites. If you have questions or feedback about these reviews, please let us know, as we have carefully tracked the responses. We will now make these reviews a regular (every semester) part of a process of engaging the departments on the Square in the global curriculum they sponsor, both through the partner departments and schools on the site-specific committees and for those departments with affiliations in the global sites.]

CURRICULAR AND CROSS-CURRICULAR BRAINSTORMING

With school/department discussions wrapping up, the committee was able to take the opportunity to review the site's entire global curriculum using the course list and enrollment handout distributed at the meeting (and now posted on the committee [website](#)). The committee reviewed course offerings at the site, including those that are cross-listed between departments, their enrollment numbers, and major/minor data across four academic terms. The following topics and ideas emerged from this collective review:

- Department representatives agreed that the current curriculum and future curriculum development at NYU London should incorporate a strong focus on British culture, particularly as viewed through the lens of London. As a global city, London offers a broad range of resources which can supplement course offerings and more meaningfully engage students with the city and local culture. The Committee is interested in thinking creatively about those resources and cross-curricular offerings when developing new courses.
 - Given that British culture is a common thread among many courses, some faculty representatives wanted to explore whether cross-listing or combining such courses could enhance (and simplify) the current slate of course offerings by expanding enrollments, diversifying the curriculum, maximizing resources, etc.
 - Students in the English department currently have a significant interest in urban subjects, so a new course with London as a focus would likely be of great interest to them.
 - An Anglo-American literature course for both English and Liberal Studies students was considered as well.
- Committee members are interested in developing cross-site course collaborations that would examine and contrast the various cultures of a variety of locations. Europe-centered courses were of particular interest for initial development.
- Stern offers a B.S. in Business and Political Economy (BPE). Students in this program are required to spend three semesters away from the Square, including a sophomore year at NYU London and a third semester at either NYU Washington, D.C., or NYU Shanghai. The degree culminates in a senior capstone project. This program could serve as a model for the structure of other programs.
- The committee discussed the “Global Orientations: British Culture” course. This required, zero-credit course introduces students to global and local issues, including politics, the media, migration, the free market, foreign policy, cultural homogeneity, and democracy that are the keys to modern national identity in Britain. Some representatives were unfamiliar with the course, and Global Programs agreed to circulate the syllabus to the committee.

- Committee members discussed B.A./M.A. programs that would offer students the opportunity to earn both degrees in a shorter period of time. The committee was interested in developing B.A./M.A. programs that would offer courses at NYU London and would look to Italian Studies at NYU Florence for a model.
 - The Committee also raised the idea of a “certificate,” e.g., in sustainable architecture (which could be a subcomponent of a B.A./M.A. program).
- Committee members also discussed developing a “capstone” project focusing on cultures and contexts and incorporating a regional inflection. This approach has the benefit of avoiding additional course requirements, which often limit students’ flexibility.
- Tisch shared with the committee its strategic planning document which identifies existing and proposed course offerings in London (and other sites), along with their rationale, projected enrollments, and any special needs associated with the course.

“PATHWAYS, OPPORTUNITIES, AND THEMES”

As schools and departments establish and develop their connections to the site via partnerships and affiliations, the committee can begin the next phase of articulating the site’s academic identity: identifying “pathways, opportunities, and themes.” A “pathway” is a well-developed curricular structure that is the result of a school or department’s investment in the site, and that offers sufficient coursework to enable students to advance in their majors. Pathways can cross schools and departments and also be interdisciplinary. “Opportunities” are small groupings of courses that enable students to learn more about a particular field. Finally, “themes” are the overarching interdisciplinary topics or areas that are explored through the site’s curriculum, and which the committee would incorporate into the site’s academic narrative. The committee articulated the following in the context of developing the site’s academic identity:

- Pathways give sites more predictability in enrollments, allowing for more advanced and accurate horizon planning. Committee representatives noted a current “cafeteria-style” communication of course offerings to students and intends to move into a more specific academic-oriented dialogue with students to encourage site selection based on a targeted curriculum more than on the arbitrary selection of a city.
- Pathway/opportunity development should not exclude summer course offerings, and summer programming should be brought into the planning of the committee.
- The following proposed pathways emerged from discussion (and do not prejudice possible future additions), though faculty representatives desired more intensive discussion within their departments and schools before finalizing the list:
 - Business
 - Drama & Dramatic Writing
 - Economics
 - English
 - Liberal Studies

- The following proposed programs/opportunities emerged from discussion (and do not prejudice possible future additions), though faculty representatives desired more intensive discussion within their departments and schools before finalizing the list:
 - B.A./M.A. (varied programs—e.g., Sustainable Architecture)
 - Shakespeare in London
 - Fashion

- The following proposed themes emerged from discussion (and do not prejudice possible future additions), though faculty representatives desired more intensive discussion within their departments and schools before finalizing the list:
 - British Culture
 - “London”
 - European Union Debates
 - Global Public Health
 - History
 - Theater/Arts
 - English (as a language)
 - U.S.- British relations

WEBSITE NARRATIVE

The current NYU London homepage and academic website narratives were shared with the committee for review and discussion in the context of the themes and synergies under consideration by the committee. The committee decided against group editing the website narrative on a shared Google document at this time; department conversations need to take place regarding synergies and pathways, before the academic narrative of the site can be rewritten. Liberal Studies was also to be added to the current website “areas of study.”

AFFILIATE DEPARTMENTS

The committee considered how best to include affiliate schools/departments into the ongoing curriculum development discussions. The committee considered multiple options for broadening the scope of discussion, including inviting select affiliates who had the largest enrollments at the site. Ultimately, the committee agreed that it was premature to bring in affiliates, and decided that another meeting should be held with representatives from the partnering departments, since that would allow departments/schools the ability to get departmental feedback regarding synergies and pathways.

GLOBAL CURRICULUM ENHANCEMENT AND FACULTY DEVELOPMENT FUND

At the previous meeting, the new Global Curriculum Enhancement and Faculty Development Fund (GCEFDF) was announced. This fund will provide grants of up to \$5,000 to global faculty who propose to work with faculty and departments on the Square to improve existing courses or to undertake other projects that will promote faculty development and collaboration in connection with teaching. The Office of General Counsel is working with the Site Directors and

legal counsel at each Site to create guidelines that take into account the various local labor laws and tax restrictions.

NEXT STEPS

- Committee members will continue to think about the themes they would like to have incorporated into the site's academic narrative and to discuss these with their departments.
- Global Programs will circulate a course description and syllabus for the orientation course and update the NYU London website to reflect Liberal Studies.
- Next meeting: the committee agreed to focus on academic advising and continue the synergies conversation, while developing academic pathways, opportunities, and themes. In addition, the committee raised "language requirements" as a topic for the next meeting.