EXECUTIVE SUMMARY

The Committee and the Report

• Charge and Membership: To assess the academic state of NYU’s Global Network and make recommendations to the President and Provost for improvements, including recommendations for how best to integrate the global Sites and Portals with schools and programs in New York and with one another.

• Working Principle: The Committee, though appointed by the Provost and Deans, resolved to maximize communication with the home units of its members, and to work on behalf of the faculty and students.

• Methodology: The Committee formed numerous subcommittees, and met with a wide range of NYU constituencies, also gathering information through responses to our emails. Most of this work is reflected on the Committee’s website.

• The members of the Committee hold a wide range of views on the Global Network, which we strive to reflect in this report. Thus our discussion addresses both the opportunities afforded by the Network as well as the challenges and concerns it raises.

• The committee endorses the central administration’s commitment to maintaining the highest standards of research, teaching, scholarship, and creativity in the Global Network. We also endorse the idea that this global network can be one—though by no means the only—distinguishing feature of our identity as a major research university.

• The committee regards the idea of a global network as being consonant with the identity, history, and values of NYU.

• The present Committee’s work should be extended into AY 2014-2015, paving the way for a Provostial-level standing committee, the Steering Committee on the Global Network, with members elected by the faculty.

• We warmly invite comments and feedback on this report from all faculty members in New York, Abu Dhabi, Shanghai, and the Sites, so that the conversation begun this year will continue.

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1 Throughout this report we use the term “unit” to refer to all academic programs at NYU, including departments, academic programs, academic divisions, and schools.

2 The phrase “Global Network” here refers to NYU New York (here abbreviated to NYUNY), the University’s two new “PORTALS” (NYU Abu Dhabi and NYU Shanghai, abbreviated below as NYUAD and NYUSH respectively), and the eleven “Study Away SITES” (Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Sydney, Tel Aviv, and Washington, D.C.). Both the Portals, like NYUNY, offer four-year programs of study that culminate in a degree awarded specifically by them; each Portal has its own “standing” (or full-time) faculty. Sites offer semester- or year-long programs only, and do not have full-time faculties. Since each of the Portals can serve as a Site for students enrolled in a different Portal or in New York, and since New York can serve as a Site for students enrolled in either NYUAD or NYUSH, the number of Site PROGRAMS (as opposed to SITES) is not eleven but fourteen.
Areas of Significant Concern Addressed

  - What are the specific financial benefits for the University from the Portals?
  - Do the Portals and Sites drain revenue from New York?
  - Does participation in the Global Network create financial disparities among units created, and how should this be addressed?

- Key principles for global development.
  - Systematic, organic, and voluntary involvement of existing academic units essential to the success of the Global Network.
  - The need to preserve the autonomy and traditions of NYUNY departments.
  - The need to foster distinctive identities and resist homogenization at Portals and Sites.
  - The need to balance institutional enthusiasm about global initiatives with deep attention to programs in New York.

- The need to improve information and communication between the Office of Global Programs and University units and faculty.

- Transparency. The need for explicit information on Global Network policies, including provisional policies, which must have scheduled dates for review. Implications of confidentiality agreements, including Non-Disclosure Agreements, with funding partners.

- Consistency and fairness. The need to share the academic and financial benefits of the Global Network among NYU’s many schools.

- Increased faculty workload created by the Global Network.

- Labor conditions in Abu Dhabi and Shanghai, and modes of faculty engagement on this topic. Need for reliable and effective mechanisms for monitoring compliance with the Statement of Labor Values adopted by NYUAD and NYUSH.

Connectivity and collaboration

- How can this be fostered, and how much should it be fostered?

- Proposal for “Global Network Faculty” status as a mechanism to foster deep connectivity between units of the Global Network. Entails eligibility for but not guarantee of teaching in New York.

- Inclusion of full-time Portal faculty into the University’s faculty governance structures and in all university-wide communications. Importance of strong faculty governance structures at the Portals.

- Curricular collaboration. Major academic initiatives at the Portals and Sites should undergo a process of mutual information and consultation between all academic units representing the discipline(s) involved and by the (proposed) Global Network Steering Committee.

- Faculty circulation in the Global Network can benefit individual faculty, units, Sites, and Portals, but it is expensive and must be carefully managed.

Global Academics

- Academic and creative freedom must be preserved and guaranteed at Portals and Sites, as in New York.

- Goals and problems of various study abroad models.
Student experience at the Sites is sometimes negatively impacted by disparities in academic standards, course cancellations without sufficient notice, and the availability of courses that fulfill student requirements for majors across the Sites. The Office of Global Programs should continue to gather data and develop assessment tools to fine-tune our understanding of students’ experience in the Global Network, and should make the results available to faculty in New York, Abu Dhabi, and Shanghai.

- Student circulation has already reached impressive levels; site development should focus on quality rather than on increasing enrollments.
- We welcome the establishment of the Site-Specific Advisory Committees (SSACs), as a mechanism for (among other things) addressing quality concerns at Sites and fostering departmental involvement and oversight.

**Graduate Programs**

- Doctoral programs at the Portals, and circulation of doctoral students, are a sensitive issue. The participation of any New York unit in doctoral arrangements with the Portals must be entirely voluntary.
- Many of our professional schools and FAS departments are keen to explore the establishment of Master’s and Certificate programs at the Sites and Portals. A clearly defined mechanism for program proposals and approvals should be implemented in the near future.

**Global Leadership and Administration**

- The Committee is divided about whether there should be a separate academic leadership position for Global academics.
- All academic leadership positions at the Portals, as well as the position of Vice Chancellor for Global Programs, should be filled through formal search processes in which faculty members are centrally involved.