



NEW YORK UNIVERSITY

Faculty Advisory Committee on the Global Network
Tuesday, November 10, 8:00 a.m. – 9:30 a.m.
Bobst Library, Room 1135

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MEMBERS PARTICIPATING IN MEETING

Eliot Borenstein, FAS (Russian & Slavic Studies) *Co-Chair*
Una Chaudhuri, FAS (English) and Tisch (Drama) *Co-Chair*
Rijul Asri, Student Senators Council
Sylvain Cappell, Courant Institute of Mathematical Sciences
Kevin Coffey, NYU Abu Dhabi
Lucinda Covert-Vail, Division of Libraries
Lindsay Davies, Undergraduate Academic Affairs Committee
Guido Gerig, NYU Tandon School of Engineering (Computer Science and Engineering)
Liliana Goldin, Silver School of Social Work
Peter Gollwitzer, Provost's Council on Science and Technology
Dale Hudson, NYU Abu Dhabi
Matt Kleban, FAS (Physics)
Teboho Moja, Steinhardt School of Culture, Education, and Human Development
Peter Loomer, College of Dentistry
Ritty Lukose, Gallatin School of Individualized Study
Madeline Naegle, College of Nursing
Yaw Nyarko, Provostial At-Large Appointment
Christopher Packard, Liberal Studies
Jan Plass, Committee on Technology-Enhanced Education
Arvind Rajagopal, Tenured/Tenure-Track Faculty Senators Council
Vincent Renzi, C-FSC
Ron Robin, Provost's Advisory Group
Matthew Santirocco, Liaison with University Administration
Gail Segal, Tisch School of the Arts
Scott Sherman, School of Medicine
Marti Subrahmanyam, Leonard N. Stern School of Business
Niobe Way, Steinhardt School of Culture, Education, and Human Development

Guest:

Linda Mills, Vice Chancellor for Global Programs and University Life and Associate Vice Chancellor for Admissions and Financial Support, NYU Abu Dhabi

MEETING NOTES

Linda Mills reported to the committee about recent developments in the University's Global Academic Centers (GACs). Many of these developments fulfill a central part of her office's mission to deeply inform the NYU faculty about them and to involve NYU schools and departments in their development. **Among ways of forging close relations between NYU units and GACs, Mills highlighted the following:**

1. The position of Site Director at most of the GACs is now filled by a member of the faculty. The exceptions are London, Florence, and DC, for which a two-year pilot program is being developed, where a faculty member will serve as Academic Director, alongside the Administrative Site Director, focusing on the academic program, curriculum, and faculty issues.

2. Program of short-term visits by faculty from New York

In the current year, 25 faculty members have requested funds to visit global sites, to gain a better understanding of GAC offerings and learn how their departments might become involved.

3. Semester-long global site opportunities for NYU faculty

In response to faculty interest in spending an entire semester at a site, a pilot program will go into effect in spring 2017, through which one faculty member each semester will be selected to spend a semester away. They will focus on program-building, and may or may not teach while abroad.

4. Courses across the global network

Currently, a number of courses are taught jointly, using videoconference technology, across the GACs, Abu Dhabi, and Shanghai; more courses are planned. Not all GACs have the requisite technology or internet strength for these courses at this time

5. Global Planner

An online Academic Planner system is currently being piloted in the College of Arts and Science that will enable horizon planning for students and advisors. It will eventually extend to all schools. In the interim, the [Global Study Planner](#) enables all students to view opportunities and plan for study away.

6. Partnerships and Affiliations

The Office of Global Programs provides each department and school information on the Global Academic Centers. Each unit then decides whether to offer courses at any of the locations, and whether to become involved, if at all, as an [affiliate or partner](#). Each department approves the faculty and courses in the GACs. In just the past two years, there have been 77 new or improved partnerships at the sites.

7. Site-Specific Advisory Committees (SSACs)

All the GACs are governed by SSACs, made up of faculty from Partner departments, who oversee the intellectual shape, quality, and direction of the site. A list of faculty representatives to the SSACs can be found on the [Faculty in the Global Network website](#). Faculty now chair all SSACs. SSAC meetings happen twice a semester when site directors are in New York. Abu Dhabi and Shanghai have representatives on all SSACs, and these two portals also have their own SSACs.

Other Topics discussed:

1. Graduate Education at the GACs

The committee discussed graduate education at the GACs. Many long-standing programs focus on language and literature. As the sites have developed, graduate student interest has increased so that both graduate Nursing and Social Work now have a presence in Accra. The Global Research Initiatives also permits some doctoral students to travel to the GACs.

2. Benefits of Global Education

Committee members agreed that it is most productive to ask how courses at the GACs are *different* from those in New York, rather than whether they are “as good or better.” Programs in the sites are most successful when they possess a distinctive quality only found abroad. Members noted that this topic relates to the discussion at the October 20 meeting on global learning outcomes.

Committee members discussed how to increase students’ engagement with their host countries, and whether true immersion is possible at the GACs. The committee agreed that the academic model being tested at the Gallatin School of Individualized Study is a good model, wherein “Student Life” is understood as centrally involving an intellectual component, thereby integrating academic and co-curricular activities. The global sites’ emphasis on co-curriculum might provide a model for change in New York departments and schools. Washington, DC models this approach as well.

3. Student Expectations

Site evaluations reveal that most students had expected that academics at the sites would be easier than in New York, and were surprised at course rigor they encountered. Other students appear to choose less traditional sites, like Accra, in order to have a more immersive experience. Currently, SSACs have each opted not to include student representatives on committees, but there is a possibility to revisit that question in the future.

4. Communication Across Committees

The committee discussed how best to promote discussions with the SSACs. One suggestion was to hold one large joint meeting per year, involving all the SSACs as well as the faculty committees. Other efforts to promote cross-site conversation include the two university-wide committees on the global network. Smaller affinity-groups are also being formed: there is a committee on arts, a committee on Europe, and, during a recent visit to New York, language coordinators at non-Anglophone GACs met with their New York counterparts.

5. Summer Programming

Mills noted that Global Programs is in the process of working with schools to think more deliberately about how best to use the GACs during summer and J-term breaks.