

Faculty Committee on the Global Network
Final Report for AY 2015-2016

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Executive Summary

1. This report offers a synthesis of the principles and tensions the committee has thus far identified with regard to its focus: the academic quality of the university's Global Network.
2. The Global Network has evolved into a valuable professional arena for NYU faculty: more regularized and legible, and better actualized as a space for innovative research, pedagogy, and the production of knowledge.
3. The culture and quality of NYU's eleven study-away **sites** have undergone a sea change over the past two years, gaining significantly in **academic focus and departmental connectivity**. The mechanism for this change is the system of Site Specific Advisory Committees.
4. **Remaining challenges for the sites** include: better integration of the portals, more systematic reporting back from the SSACs to the departments represented in them, and more faculty circulation to the sites.
5. The **portals'** academic standards and achievements are a credit and source of pride for the university. Other important developments include: **the establishment of strong faculty governance structures**; the creation of **a new faculty title, Global Network Professor**, to recognize and facilitate faculty connectivity across the Network; and **oversight for faculty circulation from New York** being moved to the deans of the portal divisions, solving problems of curricular imbalance.
6. The **involvement of New York units in portal hiring** is working better, but some challenges remain, making this an area for continued study and adjustment.
7. **New grants, courses, and conferences** are already providing rich evidence of the potential of the Global Network to produce new kinds of knowledge for a globalized world.
8. The task of making information about the Global Network widely available and easily accessible to NYU faculty is far from complete, and the new **"Faculty in the Global Network" webpage** should be developed further through systematic conversation with all academic units, both in New York and at the portals.
9. Important updates on three topics—**academic freedom, labor, and finances**—suggest that the lessons learned in the past three years are guiding the Global Network forward in responsible and appropriate ways. The former two topics are ones about which portal colleagues are particularly knowledgeable, and New York-based faculty should appeal to this expertise whenever concerns arise.
10. Major challenges exist in the areas of **increased workload, curricular inter-operability, and connective technology**. The first of these in particular points to the need for a broader conversation about the place of the Global Network in each unit's sense of its mission.
11. Major opportunities exist in the areas of **global education theory, graduate programming, and diversity**.
12. The Global Network's potential for collaborative innovation requires management and facilitation **by a clearly designated officer for Global Academic Development**, working with global leadership, New York chairs and deans, and portal deans and program heads.
13. **Faculty connectivity** is both an engine and effect of creating academic excellence in the Global Network. This connectivity should be shaped by the needs and interests of the academic units in which faculty work, as determined by units themselves.

I. Introduction

The leadership transition currently underway is an opportune moment for this committee to offer a synthesis of the principles and tensions we have thus far¹ identified with regard to the topic we focus on: the academic quality of the university's Global Network, with particular attention to the timely and substantive involvement of the faculty and their academic units² in articulating its mission and planning its development.

The context in which the original committee was established—amidst widespread faculty concern about a perceived lack of systematic and timely faculty involvement in foundational decision-making about NYU Abu Dhabi and NYU Shanghai—continues to partially shape faculty attitudes. However, the administration's vigorous efforts over the past two years to remedy this problem, as well as the rapid development of faculty governance structures at NYUAD and NYUSH, and their increasingly effective coordination with governance structures in New York, have gone a long way towards making the Global Network a valuable professional arena for all NYU faculty: more regularized and legible, more academically-driven, and better actualized as a space for innovative research, pedagogy, and the production of knowledge.

Throughout this report, we use the phrase “the university's Global Network” instead of “the Global Network University,” because we believe the latter phrase may be responsible for a damaging and unnecessary misunderstanding: namely, that every aspect of NYU must be linked to and transformed by the university's international initiatives. We prefer to regard the Global Network as a valuable addition and asset to our university's identity, and one that many—though by no means all—NYU faculty and units connect with and participate in. Recognizing the distinctive identity and location of the Global Network within the larger identity of the university, and clarifying its status as a resource for NYU faculty rather than an imposed obligation on them, is key to avoiding the confusion and resentment that has occurred in the past.

The positive developments and ongoing challenges of the Global Network are best approached by way of the separate institutional structures of the network, namely **the sites** (Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Sydney, Tel Aviv, and Washington, D.C.), and **the new portals** (Abu Dhabi and Shanghai). Following a discussion of each of these, we will conclude with observations and recommendations on issues that affect the university's Global Network as a whole.

¹ The standing committee was established in September 2014, following the report and recommendation of the Ad Hoc Faculty Committee on the University's Global Network, which had been created in April 2013. The committee has therefore been in existence for three years, with an intensive work schedule during the first year and a half.

² Institutional structures vary across the Global Network: New York has schools, departments, programs, and institutes, while the new portals have divisions and programs. We therefore use the term “academic unit” to refer to each and any of these structures.

II. The Sites

The culture and quality of NYU's eleven study-away sites have undergone a sea change over the past two years, gaining significantly in academic focus and departmental connectivity.

1. The mechanism for this change is the system of [Site Specific Advisory Committees](#) (SSACs), established and developed under the leadership of Vice Chancellor for Global Programs and University Life, Linda Mills, and Senior Vice Provost for Academic Affairs, Matthew Santirocco.
 - Bringing together representatives of the units that make significant curricular contributions to each site, the SSACs have succeeded in creating a robust two-way flow of information and involvement between the departments in New York and the study-away sites, such that faculty in New York are better informed than ever before about the academic programs at the sites, have greater involvement in certifying curriculum and instructors there, and can therefore more confidently recommend those programs to our students.
 - The regular schedule of meetings of the SSACs, the appointment of faculty directors or co-directors to each site, and the bi-annual convening of Site Directors in New York have given this important element of the university's Global Network a strong presence and academic prominence.
2. While the SSACs have decisively enhanced the academic quality of the Global Network, some challenges remain:
 - The more recent initiative to bring NYUAD and NYUSH into the site conversation will need careful attention going forward, with great sensitivity to the fact that not only do these portals function as study-away sites (for students from the other two portals) they themselves also send their students to the sites, just as NYUNY does for students from Abu Dhabi and Shanghai. This fact requires that academic planning at the sites should register the needs of the portals as fully as those of the units in New York. Furthermore, this planning should involve deep consultation with portal faculty and leadership. **We recommend that smooth integration of the new portals into the study-away system be a priority for Global Network leadership in the coming year.**
 - The success of the SSAC structure depends heavily on the robustness of the link that each committee member provides to the department they are representing. This in turn depends on each department chair's willingness to make space on meeting agendas for reports and discussion on the department's site involvement. **We recommend that the SSACs discuss and formalize a set of expectations about SSAC members "reporting back" to the units they represent,** and that all departments and department chairs be fully informed of these expectations. This will help to allay concerns that the SSACs are "rubber-stamping" bodies, or that they are not driving site-academic programming as robustly as they should.
 - The benefits to individual faculty as well as to the university's Global Network as a whole of **faculty circulation** are very clearly evident in the case of NYUAD and NYUSH, both of which have significant numbers of faculty visiting from New York.

Faculty circulation to the sites, however, is massively constrained due to financial and visa considerations. Yet the direct faculty experience of our global programs remains an essential source of knowledge and development. We applaud the efforts of the Office of Global Programs to create opportunities for NYU faculty to serve as Academic Site Directors, and to apply for [site visits](#); we also applaud the creative use of the sites that the [Global Research Initiative](#) represents. **We recommend that the university leadership seek mechanisms and resources to support more faculty circulation to the sites, including for semester- or year-long teaching assignments, and to include faculty from the two new portals in this effort.**

III. The Portals

As NYUAD graduates its third class, as NYUSH completes its third year of existence, and as each portal now occupies its own permanent and purpose-built campus, the Global Network is an increasingly visible, stable, and valuable part of the university's identity. While the three portals continue to seek ideal balances between integration and autonomy, similarity and distinctiveness, a rapid increase in faculty connectivity across the three portals is ensuring that the philosophical conversations about identity and relationship are no longer exclusively in the hands of leadership and administration.

Among the most important developments and initiatives for making faculty an empowered focal point of the university's Global Network—as well as some of the problems still attending these initiatives—are the following:

1. **The establishment of faculty governance structures at NYUAD and NYUSH**, and their formal integration into the all-university faculty governance structure. The benefits to faculty and to the university of these structures are self-evident. However, the cost to faculty—especially faculty at NYUAD and NYUSH, still small in number and still overwhelmingly junior and contract faculty—needs to be recognized. The amount of time and energy these colleagues have to devote to establish and trouble-shoot these new structures is enormous and cuts into the time they need to devote to teaching and scholarship. **We recommend that these efforts be unambiguously recognized as valuable service in the context of review and evaluation processes, for both tenure-stream and contract-stream faculty.**
2. **The creation of the title of [Global Network Professor](#)**
This new university-wide faculty title can be conferred by one of the three portals (NY, NYUAD, and NYUSH) on full-time faculty members at one of the other portals, to highlight and facilitate discipline-based faculty connections across the Global Network.
 - While the title may be said to be “a new name for something we already have,” namely, Associated and Affiliated appointments, the two faculty committees that originally recommended it believe strongly in **its potential not only to mark but also to actualize the potential of the Global Network of academic collaboration, along with the new forms of research and pedagogy the Network could make possible.** In addition, the existence of a specific title

- avoids the confusion that can arise due to the different meanings that existing terms—such as “Affiliated”—hold in different units and contexts.
- The explicit inclusion of a portal colleague in the academic life—and public profile—of a department in NYC is more than a merely symbolic gesture.
 - It is potentially a recruitment tool, since the prospect of connection to the university at large often enhances candidates’ interest in faculty posts at the portals.
 - Most importantly, it is a way for faculty members who share a discipline or field to know of each other’s work, as a foundation for global collaboration.
 - Finally, it is a potential resource for our students, who increasingly include the Global Network in planning their programs of study.
 - To date, a majority of tenure-stream faculty at NYUAD and NYUSH have received these titles, and appear on the websites of the host unit as “Global Network Faculty.” A number of NYC faculty, with long-term affiliations with either NYUAD or NYUSH, have also received the title from their host division in AD or SH.
 - The process of conferring these connective titles on contract faculty has been much slower, for a variety of reasons, including confusion about issues of eligibility, procedure, and significance. **The committee has begun to work with its faculty governance counterpart committees across the Global Network to remedy this situation and to clarify and streamline this particular avenue for the faculty connectivity that we regard as vital to the success of the Global Network.**

3. Faculty Circulation from New York to NYUAD and NYUSH

In conversations with Deans from NYUAD, the committee learned that **the new system for inviting/appointing Affiliated Faculty from NYUNY to teach at NYUAD is now supervised by the portal deans, working with their counterparts in New York.** Since these are the officers who have the clearest picture of curricular needs in their respective units, this has solved earlier problems, such as imbalances between New York faculty present and numbers of students registering, resulting in low enrollments in their courses.

- There remains some uncertainty on the part of NYC-based faculty members about the process for applying to teach in Abu Dhabi or Shanghai. **We recommend that the Global Network’s leadership and administration clarify and publicize the process of application/appointment to portal teaching**—including by fleshing out the description currently on the Faculty in the Global Network webpage (discussed further below)—and thus continue to dispel the idea that teaching at NYUAD and NYUSH involves unfairness and favoritism.

4. Hiring

The processes of mandatory and/or voluntary collaboration in the recruitment of new faculty for NYUAD and NYUSH continue to be challenging, although the slowing down of recruitment at NYUAD has eased the situation there somewhat.

- The [“Both/And” principle](#) that is in place for tenure-stream hiring is not universally understood or embraced by all faculty, or even all departmental leaders. The fact that it is mandatory for tenure-stream hiring but not for contract-stream hiring creates further confusion.
- The portal deans we spoke to affirmed the value of the “Both/And” model for recruitment purposes, saying that it highlighted the involvement of NYC-based faculty with NYUAD and NYUSH, a connectivity that is often of great importance to desirable candidates.
- The need to hold interviews and job-talks in New York as well as at NYUAD or NYUSH continues to make the hiring timetable too slow to compete with other institutions for the best candidates. The “flipped” model being tried in some searches at NYUAD—where candidates come to Abu Dhabi before going to NYC—may provide a solution.
- While the current model has been helpful in the early stages of the Network’s development, there are many on and off the committee who believe that the time has come to think about other possible approaches. Now that NYUAD and NYUSH are up and running, it may be possible to develop a more flexible approach, based on input from the faculty and academic leadership at all three portals.

IV. The Global Network as a whole

1. **Research, Teaching, and Creative Collaborations.** There has been good progress in this important area of the Network’s potential. The Provost’s [Global Seed Grants for Collaborative Research](#) received a healthy number of cross-portal applications and resulted in the funding of projects in all divisions. The number of cross-portal courses is increasing, as is the number of cross-portal conferences, symposia, and workshops. For instance, a recent meeting of the Writing Studies Working Group, held at NYUAD in April 2016, brought together NYU faculty from all three portals with writing faculty from other academic institutions in the Gulf, and generated an exciting series of ideas and proposals for the development of writing pedagogies in multilingual cultures. The conference was an excellent example—one of several recent ones—of how faculty members are using the university’s Global Network to produce new kinds of knowledge for a globalized world. **We recommend that university leadership continue to assist, encourage, and publicize faculty collaborations across the Global Network.**
2. **Information about the Global Network.** Enhanced connectivity between faculty members and academic units across the Global Network is key to the project’s success, not least because greater familiarity with the work of colleagues at the new portals mitigates the huge problem of bad information flows which dominated the committee’s work in the first year.
 - The more that faculty are in touch with their counterparts, the more knowledgeable they tend to be about the actual state of complex issues like diversity, academic freedom, and labor practices—all issues that should be

matters of continuing vigilance and care in all parts of the university, including in New York.

- Although instances of faulty understanding and false assumptions (about conditions at NYUAD and NYUSH) have decreased dramatically, the need for transparent, reliable, and easily accessible information remains crucial.
- The webpage entitled "[Faculty in the Global Network](#)" (created by the Provost's Office at the recommendation of this committee) is a good first step in serving the informational needs of faculty, but it needs a lot more work and improvement, as well as more visibility. **The committee proposes to keep this as an important item on our agenda going forward, and appeals to colleagues all over the university for their input and advice on improving and publicizing the webpage.**

V. Important Updates

1. **Academic Freedom.** This had been the topic of a [special report](#) that we issued last year, which included our request to university administration for an account of any impediments to the mobility of academic entry-seekers (including faculty, students, staff, and administrators) across the Global Network (including New York). The Committee was especially interested in knowing how many scholars have encountered obstacles in traveling to NYU portals and sites, and for what reasons (if they are known).
 - In response to this request Senior Associate Provost Carol Morrow spearheaded the effort to gather information on mobility and obstructions to mobility throughout the university's Global Network. This turned out to be a quite complicated task, since every unit involved collects data in its own way. After careful consideration of the data that needed to be captured, Morrow's team produced a detailed [Mobility Report](#) covering the period from 8/1/2015 through 1/31/ 2016. The report was presented to a joint meeting of the Committee and the two FSC global committees, which gave suggestions for further data collection. Now that the first report has been put together, the Provost's Office will continue to track and report on mobility throughout the Global Network. The committee wishes to thank Carol Morrow and her team for the painstaking and time-consuming work they did on this topic this year.
 - The Committee is committed to assisting any students, faculty members, or units who encounter problems in this area, and to assist in gathering reliable information about any allegations of the violation of academic freedom anywhere in the university's Global Network. As in the United States, it is in the instance of specific violations that academic freedom can and must be addressed.
 - Providing a liberal arts education in countries not known for free-ranging political discourse is undoubtedly a challenge, and **it is of course an issue about which faculty at NYUAD and NYUSH are knowledgeable and vigilant. The committee urges all members of the university**

community to rely on and appeal to this knowledge as a first step in addressing any concerns that arise. This complex issue is among several in which it is especially important for New York-based faculty members to be sensitive and consultative with portal colleagues and their governance structures.

2. Labor at NYUAD

As planned last year when colleagues from NYUAD reported at length to us about the response to the [Nardello Report](#), we had a follow-up report from most of the same colleagues (Martin Klimke, Shamoon Zamir, Justin Stearns, and Erum Raza) in April 2016.

- They reported that the compliance system at NYUAD has been significantly expanded and thoroughly overhauled, making these colleagues confident that the kinds of failures reported by Nardello would not be possible now, nor in future construction projects.
- The re-compensation initiative (for construction workers identified by Nardello as victims of violations of labor standards) is underway; to date, 1,300 (of a total 10,000) have been identified and compensated. The faculty members involved in committees overseeing this and other labor-related initiatives regard this as decent progress given all the challenges, and expect that the percentage of people compensated will finally be high, though not one hundred percent.
- NYUAD faculty members are actively involved in discussions of labor standards and workers welfare through groups like the Faculty Advisory Committee on Labor & Social Responsibility.

3. Finances

In his annual report to the committee, Martin Dorph, Executive Vice President for Finance & Information Technology, reported that

- the sites generate more revenue than expenses, that NYUAD expenses meet the funding provided by our UAE government partners, that a lump sum amount is given to NYUSH by the partners around which a budget is developed, and that financial flows from the two new portal campuses benefit NYU in New York.
- These flows take the form of (a) significant research funding from Abu Dhabi to NYUNY, and (b) direct reimbursement from both NYUAD and NYU SH for faculty and administrative expenses and management fees. There are also financial benefits resulting from students from the portals using empty beds at NYUNY, particularly during the spring semester when there is excess capacity in New York.

The committee is grateful to Martin Dorph for his annual reports and his willingness to answer our questions and provide clarification and discussion of complicated financial matters. We are committed to continuing these conversations and using them to address on-going concern among faculty about the financial costs of the university's international initiatives.

One concern derives from the fact that the financial benefits from the Global Network have not been evenly distributed among New York units, since not all units (are able to) send faculty to teach at a portal, and therefore do not receive the additional revenue this involves. There has been a lot of discussion about this problem, and we are aware that certain schools have begun to study solutions. **The committee believes this is an important issue, but one that is best addressed within the schools, and we recommend that the Deans of affected schools address it with their faculties.**

VI. Major Challenges

The modes of connectivity discussed above—all vital to the success of the university's Global Network—come at the cost of two things that endanger the professional lives of faculty, in very different ways: by bringing external pressure to bear on their control of their curricula, and by making increasing demands on their time and attention. Both these issues featured centrally in the co-chairs' visit to the newly created FAS Assembly on December 16, 2015. We followed up with written requests to all units (sent out by members of the committee to the units in their schools) requesting specific information on these two issues.

- 1. Curricular "Inter-operability."** Concerns continue to be voiced in several departments about misleading overlaps in course titles and course descriptions at the two new portals. While this has long been a problem in New York (for example, there are three different classes called "Intro to Game Development" at the New York campus) it is exacerbated by the existence of the Global Network.
 - Some chairs at Stern expressed the opinion that the drive to offer Stern core courses throughout the Network is ill conceived, and that their students would rather take electives while studying away. And more than one unit complained that, when their faculty spend time at NYUAD, they and the department are compensated, but the home program still suffers from the inconsistent presence of a core faculty member. Language study also raises some concerns, because of the different rates at which courses move at different locations, and a varying emphasis on certain core skills (such as the mastery of characters in Chinese).
 - Finally, some faculty members (from across the Network) are concerned that inter-operability pressure might be yet another example of the "tail wagging the dog," with departmental control over curriculum being threatened by the needs of the Global Network.
 - The committee reaffirms the principle it has always espoused—and upon which the Site-Specific Advisory Committees are founded—that **all units' participation in any aspect of the Global Network must be voluntary and must be based on each unit's interests as determined by its faculty.**
- 2.** The issue of **increased workload** has always been at the top of the list of complaints this committee has received about the Global Network. The effort that has gone into

establishing the SSAC system (and making it function as well as it already does) has also required huge amounts of time from participating faculty and departments (for example, in vetting site faculty CVs and syllabi, and devising new courses for the “pathways” that are such a key part of the SSAC system.) More than one faculty member referred to the administrative burden of the global network as “crushing.”

- While some funds have been made available, at some schools and in some departments, to compensate individual faculty members for this extra work, many faculty members we hear from do not find these funds sufficient, or properly distributed among all those who are working on global matters. Even when compensation is offered, there are concerns that it is provided in an ad hoc manner.
- These concerns point to **the need for a broader conversation about the place of the Global Network within the work of NYU units and their faculties.** Since the main elements of the Network (portals and sites) are increasingly well-established and operational, and since a great many NYU students avail themselves of the Global Network, it is time for all academic units to assess the level of their participation, interest, and commitment to this new dimension of the university, and to clarify their expectations about how the resulting work should be assessed and either recognized or compensated. **We recommend that the committees and administrators involved with the Global Network work together to shape such a conversation among the faculty, students, and administrators of all academic units, and thence to articulate a set of principles and guidelines about Global Network related workload.**

3. A final area of broad concern among faculty involved in the Global Network is that of **Technological support for Global Network interactions.** The needs in this area are such that the huge amount of progress that has been made—the establishment of video and audio teleconferencing facilities, including dedicated spaces—is still a fraction of what is needed. The committee itself has encountered numerous glitches and breakdowns in the teleconferencing aspect of our work, and this also remains a topic of constant complaint from colleagues across the Network. We recommend that the university administration conduct a systematic and encompassing survey of the technical experiences and needs of all Global Network faculty, staff, and administrators, and explore ways to finance and expedite improvements in this area.

VII. Looking Ahead

The university’s Global Network has grown into a substantial and vibrant part of NYU’s identity, with the new portal campuses establishing extremely high admissions standards and rigorous academic programming, and achieving significant successes in scholarship competitions as well as placement in graduate programs, professional schools, and employment. Similarly, the sites have become more academically focused, and study away is increasingly regarded as an academic enhancement rather than a mainly cultural one.

1. This remarkable and rapid development brings us to a juncture at which the university faculty wants to engage in **a more substantive and deeper philosophical conversation about global education.** While many feel that such a conversation should have preceded

the establishment of the network, the committee believes it is equally necessary to having the Network develop meaningfully and effectively.

- At a recent meeting of representatives of all the SSACs as well as representatives from the three faculty committees on Global (ours and the respective TFSC and CFSC Global committees), versions of the following questions represented an initial attempt to foster a university-wide discussion about the Global Network:
 - What kinds of global knowledge and global actors does the NYU project imply?
 - What kinds of broad institutional commitments and public postures can NYU underwrite through its Global Network?
 - What needs and opportunities in the global arena is NYU responding to?
 - What expected or unexpected opportunities and limitations were discovered by creating the Global Network?
 - How can the university's Global Network foster not just global, but *local* knowledge, given the average NYU student's lack of familiarity with his or her study away site's host country, and lack of competence in the local language?
- The conversation that ensued was wide-ranging and probing, leading many of those present to agree to develop it more formally, perhaps in a symposium or conference on the Global Network, at which faculty, administrators, and staff could see and discuss the wide variety of data and other information that the OGP and the two faculty committees on global have been gathering, as well as new information being developed (see next bullet point).
- For example, while this committee is in a good position to engage with several of the questions above, other questions in the list will require us to gather new kinds of data about the global network. Early in the fall semester, Senior Vice Provost Matthew Santirocco presented plans to establish a Task Force on "Global Learning Outcomes and Metrics," intended to examine the effects of study away experiences on students' lives and academic success. The larger goal of this study would be to articulate a set of global learning outcomes (especially but not exclusively academic) and to devise ways to measure how well they are being achieved.

2. Graduate Programs

In the early years of the Portals' operation, undergraduate education has been the primary focus. This is commendable, as it is a reflection of the university's commitment to a liberal arts education throughout the Global Network. As time goes on, however, there is more discussion of the possible place for graduate education at the Portals. This topic elicits reactions ranging from enthusiasm to concern among faculty members on the Square.

We recommend, first, that all discussions of graduate education clearly distinguish between the two main categories at issue: master's and certificate programs on the one hand, and doctoral programs on the other. The development of the former category appears to be uncontroversial. The limited time-frame of such programs and the general drive to rethink the master's degree makes the Global Network an attractive resource for master's-level education.

Doctoral programs, on the other hand, pose a number of challenges. A doctoral education is predicated on the development of a cohort of students and on close supervision and mentoring by faculty. Building in a Global component (a semester or a year at a portal, for example) might be seen as detrimental to this process. However, some departments are already in the process of developing such programs; the Department of Neuroscience (FAS), for example, has been working closely with colleagues in Shanghai since the Portal was established, and there seems to be a great deal of enthusiasm about the development of a doctoral program with a Shanghai component. The main concern we have heard is not about departments that choose to develop such doctoral programs, but about departments that do not. Will there be pressure on other academic units to develop a global component to their doctoral programs? The administration's response has been consistent: participation is entirely voluntary. Moreover, we have not heard of a single case to the contrary. Nonetheless, we continue to hear worries that pressure might still be exerted more subtly, or that a department might be obliged to agree to global doctoral participation in exchange for increased funding. An additional concern is that the development of doctoral programs will be uneven and scattershot, reproducing some of the sense of unfairness and confusion (among New York departments) that attended the early development of the portals. **We therefore recommend that a faculty committee or sub-committee be explicitly identified by the leadership to ensure full, timely, and systematic inclusion of concerned faculty in the development of doctoral programs in the Global Network.**

3. A major area for research, experimentation, and innovation is that of **Diversity and Inclusion**, which is high on the agenda of our university and those of many others. NYU's Global Network offers us an opportunity to reframe this on-going—and often frustratingly stagnating—conversation.
 - The question of what makes NYU's global programs different from those of other universities is, clearly, that our programs include the commitment to work alongside international partners (specifically the governments of the UAE and of Shanghai) in a process of collaborative institution building that requires deep inter-cultural engagement. This kind of situated, long-term, and lived engagement with political and cultural landscapes very different from those in New York produces not only new knowledge but new frameworks of understanding (and, of course, risks of misunderstanding) that should invigorate the discussions that a globalized world increasingly demands. **The experiment in international living and learning that our portals represent should be mined for new paradigms for nurturing diversity and dramatizing the educational value of inclusion.**

4. **Administrative Structure and Leadership of the University's Global Network**
 The first “cross-committee” meeting (mentioned above) revealed both the tremendous institutional and academic energy for the Global Network, as well as the need for easier, more seamless and streamlined structures for collaboration and innovation. The work being done to bring the two new portals into the SSAC structure is important and promising, but it will not address the need, felt and voiced by many faculty

members, for a point of convergence for all global academic initiatives, including new curricular collaborations between portals, and new program development.

While the leadership structure at the portals (Vice Chancellor, Provost, and Deans) and of the sites (Vice-Chancellor and Senior Vice Provost) have worked beautifully to establish and stabilize these two aspects of the Global Network, and to achieve the high academic standards we all hope for, we now need mechanisms for continued enhanced collaboration among and between the portals and sites. The committee is keenly aware of the faculty's need for **a clearly identified point person for Global Network academic development**, for example a Senior or Vice Provost for Global Academics. We envision this as a NYC-based position, held by a faculty member, who would work especially closely with the Vice Chancellor for the Global Network and the Provosts and Deans of the three portals. We envision the role as a curriculum/research/pedagogy focused counterpart to the position held by departing Senior Vice Provost for Global Faculty Development Ron Robin (who oversaw hiring at the new portals, but was not involved with curriculum). We envision this as a position that would **support and facilitate** inter-portal and portal-site academic collaboration and connectivity, while in no way infringing upon the authority of NYC or NYUAD or NYUSH deans, chairs, and program heads to manage and develop their respective academic units' curricula and vision.

VIII. Conclusion

The university's Global Network has, inevitably, replicated and magnified some of the challenges that the NYU faculty has long faced, including those arising from the existence of very different practices and traditions at our different schools. However, differences at home have not resulted in divisions abroad. Rather, the Global Network has called forth innovative modes of academic programming and collaborative knowledge-production, and has infused our structures of faculty governance with new energy. Increased faculty connectivity across the Global Network has been both a crucial engine as well as a highly desirable outcome of all these positive developments, and must remain a priority going forward. As it offers our students an unprecedented range of international experience, the university's Global Network also constitutes a uniquely promising experiment in higher education.

The committee is grateful to the many people who visited us this year to share information and expertise on aspects of the university's Global Network, as well as to those who hosted the co-chairs at meetings of their own. Our warm thanks to:

Vice Chancellor of NYUSH **Jeff Lehman**

Provost of NYUSH **Joanna Waley-Cohen**

Executive Vice President for Finance and Information Technology **Martin Dorph**
(December 3, 2015)

Assistant Vice President and Director of Global Services **Sherif Barsoum** (March 10, 2016)

Director of the Writing Program and Senior Lecturer (NYUSH) and C-FSC Committee on the Global Academic Network, **Amy Becker** (March 10 and April 20)

Associate Professor (NYUAD) **John Burt** (March 10, 2016)

Senior Associate Provost and Chief of Staff to the Provost **Carol Morrow** (March 10, 2016)

Assistant Professor (NYUAD) **Adam Ramey** (*March 10, 2016*)
Associate Director of Immigration and Mobility Services **Robert Sanford** (*March 10, 2016*)
Clinical Assistant Professor **Larry Slater** (*March 10, 2016*)
Associate Professor **Carol Sternhell** (*March 10, 2016*)
Associate Vice Chancellor of Global Programs **Josh Taylor** (*March 10, 2016*)
Deputy Provost and Vice Chancellor, Europe **Katy Fleming**
FAS Assembly co-chairs, **Faye Ginsburg, Lynne Kiorpes, Esther Truzman and Vincent Renzi**
Dean of Social Sciences **Hervé Crès** (NYUAD) and Dean of Arts and Humanities (NYUAD) **Robert Young** (*October 1, 2015*)
Assistant Professor of Interactive Media Arts and Associate Director of IMA (NYU SH) **Matt Belanger** (*April 20, 2016*)
Dean of Business (NYUSH) **Yuxin Chen** (*April 20, 2016*)
Visiting Assistant Professor and Coordinator of Global Perspectives on Society (NYUSH) **Almaz Zelleke** (*April 20, 2016*)
Associate Professor of Philosophy (NYUSH) **Brad Weslake** (*April 20, 2016*)
Assistant Manager, Compliance (NYUAD) **Neeti Chauhan** (*April 20, 2016*)
Associate Dean of Humanities and Associate Professor of History (NYUAD) **Martin Klimke** (*April 20, 2016*)
Chief Compliance Officer (NYUAD) **Erum Raza** (*April 20, 2016*)
Associate Professor in Arab Crossroads Studies (NYUAD) **Justin Stearns** (*April 20, 2016*)
Associate Professor of Literature and Visual Studies (NYUAD) **Shamoon Zamir** (*April 20, 2016*)

The co-chairs wish to warmly recognize and thank Kerri Farrell, Special Assistant in the Office of the Provost, for all her careful and hard work for the committee this year.

As in previous years, the committee and co-chairs are especially grateful to Linda Mills (Vice Chancellor for Global Programs and University Life, NYU; Associate Vice Chancellor for Admissions and Financial Support, NYU Abu Dhabi) for her energetic engagement, skillful leadership, and deeply collaborative spirit.

We thank Provost David McLaughlin for establishing this committee and for his receptiveness and thoughtful guidance.

Finally, we warmly welcome President Hamilton to the university, and thank him for the time and perspective he has already shared with the committee. We enjoyed his first visit to us, and look forward to working with him in the years ahead.

The Faculty Committee on the Global Network

Co-Chairs: **Eliot Borenstein**, FAS, and **Una Chaudhuri**, FAS and Tisch

Sylvain Cappell, Courant Institute of Mathematical Sciences

Kevin Coffey, NYU Abu Dhabi

Lucinda R. Covert-Vail, Division of Libraries

Caterina Dacey-Ariani, Student Senators Council
Lindsay Davies, Undergraduate Academic Affairs Committee (Liberal Studies)
Kevin E. Davis, School of Law
Chris Dickey, College of Global Public Health
Guido Gerig, Tandon School of Engineering
Liliana Goldin, Silver School of Social Work
Peter Gollwitzer, FAS
Margaret Holben-Ellis, Institute of Fine Arts
Dale Hudson, NYU Abu Dhabi
Chen Jian, NYU Shanghai
Matthew Kleban, FAS
Peter Loomer, College of Dentistry
Ritty Lukose, Gallatin School of Individualized Study
Teboho Moja, Steinhardt School of Culture, Education, and Human Development
Vicki Morwitz, Leonard N. Stern School of Business
Madeline Naegle, College of Nursing
Yaw Nyarko, Provostial At-Large Appointment (FAS)
Christopher Packard, Liberal Studies
Marianne Petit, NYU Shanghai
Jan Plass, Committee on Technology-Enhanced Education (Steinhardt)
Arvind Rajagopal, Tenured/Tenure Track Faculty Senators Council (Steinhardt)
Vince Renzi, Continuing Contract Faculty Senators Council (College Core)
Ron Robin, Provost's Advisory Group
Matthew Santirocco, Representative of University Administration
Gail Segal, Tisch School of the Arts
Mal Semple, Global Sites (FAS)
Scott Sherman, School of Medicine
Paul Smoke, Robert F. Wagner Graduate School of Public Service
Lisa Springer, School of Professional Studies
Marti Subrahmanyam, Leonard N. Stern School of Business
Joshua Tucker, FAS
Niobe Way, Steinhardt School of Culture, Education, and Human Development
Hirokazu Yoshikawa, Faculty Advisory Committee on Academic Priorities (Steinhardt)