

**NYU Buenos Aires Site-Specific Advisory Committee Meeting**  
Third Meeting: March 4, 2014 (2:00 – 3:15 p.m. EST)

**In Attendance**

- Janet Alperstein (Global Programs)
- Georgina Dopico-Black (CAS Spanish/Portuguese)
- Lisa Gitelman (Steinhardt)
- Anna-Kazumi Stahl (NYU Buenos Aires)
- James Macinko (GIPH)
- Linda Mills (Global Programs)
- Madeline Naegle (Nursing)
- Lauren Plusch (Global Programs)
- Matthew Santirocco (Provost's Office)
- Alejandro Velasco (Gallatin)

**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, May 1, 2014, 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. 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:

- Prior to this year, NYU Buenos Aires typically hosted 75 to 80 undergraduate students, with some remaining at the site for the entire academic year, including a cohort of junior-year Global Liberal Studies students. This is the first semester that NYU Buenos Aires has hosted a graduate program (NYU Law). The program comprises 12 students, four courses, five professors, and a local University of Buenos Aires representative.
- Before this year, there was a sharp increase in both visiting undergraduate and graduate programs over the summer and particularly during January term (J-term). A typical J-term brings 50 to 60 NYUAD students, as well as student groups from the College of Nursing, the School of Social Work and Gallatin. Two of the primary challenges of J-term are facilitating interaction and engagement between these different groups, and creating meaningful local experiences during Argentina's summer break. While J-term and summer enrollments are not captured in semester counts, it is possible that these special programs do lead to an increase in semester enrollments (e.g., Social Work).
- The experiential learning and fieldwork seminar is a significant component for many undergraduate students when they study in Buenos Aires. The site currently has over 45 local partners, including municipalities and non-profits. For students who enroll in the course, the internship placement process begins in New York with the academics team. There are also Skype interviews to assess language skills. Currently, community service opportunities are available for students who do not have the language skills to participate in an internship. As the graduate programs are explored more fully, we will have to better understand the needs, logistics and placement options for these groups.
  - Social Work Model: The graduate program is exploring how their graduate students can satisfy their fieldwork component by observing undergraduates who are in internship placements. The main challenges are cost and the need to find a qualified instructor for such a course.
  - Intensive Language Program: The Spanish Department is exploring the idea of offering an intensive language course in Buenos Aires during J-term or summer. This course could precede a semester-long study-away experience, enabling students to take more advanced classes in Spanish, and could include units designed to prepare students for internships in

healthcare, social work or law. If offered over the summer, it could be an opportunity for Spanish graduate students to teach, especially if funding is provided.

- Buenos Aires is interested in taking advantage of its (almost) shared time zone with New York by creating unique linked courses. Such courses would of course require videoconference classrooms.
- Interdisciplinary areas have a unique burden in explaining all of the academic options that are open to their students and advising them on which sites best fit their interests. To help connect departments within and across schools, the Office of Global Programs needs to continue posting syllabi and course proposals, enabling the site-specific advisory committees to stay abreast of new developments across the sites and academic areas.

### **Course Ideas**

- Street Art and Politics (between Gallatin and CAS Spanish)
- Queer Cultures and Democracy: New York / Buenos Aires

### **“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 its academic narrative online. The committee noted the following in the context of developing the site’s academic identity:

- Pathways are a crucial component of a site’s identity and will allow students to plan their study away experience based on how well the site’s curriculum meets their academic needs.
- Pathways are envisioned to provide sites with more predictable enrollments, allowing for more advanced and accurate horizon planning. It was agreed that more can be accomplished if predictable student enrollments are guaranteed in

advance of course offerings.

- The following proposed pathways emerged from discussion:
  - Health/Public Health
  
- The following proposed programs/opportunities emerged from discussion:
  - Literature, Culture, and the Arts
  
- The following proposed themes emerged from discussion:
  - Public Health and Health Systems
  - Politics/Human Rights/Democracy
  - Creativity

### **WEBSITE NARRATIVE**

The current NYU Buenos Aires 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 felt that the global website and affiliated pages should be updated, modernized, and made more user-friendly, an undertaking for this summer now that the pathways are clearer. Indeed, the establishment of pathways makes it necessary for the Office of Global Programs to expand its web presence and to better communicate to students where they can and should study away. One idea that the committee discussed was to create a drop down menu of schools and majors/areas of interest that would lead students to a list of courses and their locations.

The committee felt that the current Buenos Aires website needs to be reinvigorated, emphasizing the unique and attractive qualities of this global site (e.g., that it is a modern world capital, cosmopolitan, and a gateway to Brazil).

### **AFFILIATE DEPARTMENTS**

The committee considered how best to include affiliate schools/departments into the ongoing curriculum development discussions. To that end, the group explored multiple options for broadening the scope of discussion, including whether it would be useful to invite to an SSAC meeting the Directors of Undergraduate Studies (DUSes) for those departments where the DUS is not already on the committee. The group agreed to invite representatives from affiliate schools and departments, as well as DUSes, to its next meeting.

## **GLOBAL CURRICULUM 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. NYUBA is proud to have the benefit of one such grant award: Prof Lopez Seoane of NYUBA in collaboration with Prof Giorgi of NYUNY Dept of Spanish & Portuguese were granted funding through the CDCF for development of their new “Queer Cultures and Democracy” course to be offered starting Spring 2015.

### **NEXT STEPS**

- Global Programs will invite affiliates and DUSes to the next meeting
- Lauren will create a GoogleDoc of the Buenos Aires website description and share it with the group for their revisions.