

Buenos Aires Site-Specific Advisory Committee
October 8, 2014, 11:30 – 1:00 pm

Attendees

Miriam Basilio (CAS, Art History)
Georgina Dopico-Black (CAS, Spanish and Portuguese)
Lisa Gitelman (Steinhardt, MCC)
Robert Hawkins (Social Work)
Anna Kazumi Stahl (NYU Buenos Aires)
Tyra Liebmann (Global Programs)
Florencia Marotta-Wurgler (Law)
Linda Mills (Global Programs)
Nancy Morrison (Global Programs)
Madeline Naegle (Nursing)
Mo Ogrodnik (Tisch)
Cyrus Patell (NYUAD)
Susan Rogers (CAS, Anthropology)
Matthew Rohrer (CAS, Creative Writing)
Matthew Santirocco (Provost's Office)
Adina Schick (Steinhardt, Applied Psychology)
Lucas Siga (NYUAD)
Alejandro Velasco (Gallatin)

1. Committee Business

Welcoming New Members/Selecting a Date for the Next Meeting

The committee welcomed two new members from NYU Abu Dhabi, Cyrus Patell and Lucas Siga, who will be joining committee meetings going forward. The committee had invited affiliates to this meeting and welcomed the following representatives: Robert Hawkins, Social Work; Mo Ogrodnik, Tisch; Adina Schick, Applied Psychology; Matthew Rohrer, Creative Writing; Susan Rogers, Anthropology; and Miriam Basilio, Art History. The committee agreed to meet again in November and hold only one meeting in the spring.

Partnerships and Affiliations

Following is a review the definitions of partnerships and affiliations. A partnership with a global site means that a school or department has a deep intellectual stake in a site and currently offers or is developing curricular pathways there. An affiliation with a global site means that a department or school currently offers or plans to offer at least one course at that site. The standing committee members appreciated the presence of the affiliates and look forward to including them in future meetings.

Travel Opportunities

Working closely with the Faculty Advisory Committee on the Global Network and Global School Liaisons, the Office of Global Programs has developed a process for NYUNY faculty to propose short-term visits to the global sites. The central purpose of the visit will be to strengthen a school's or department's academic relationship with the site. Faculty who wish to apply for travel funds should work with their department chair and Global School Liaison to obtain sign-off, and with the site to accommodate the timing of their proposed visit given all that is going on at a site at any given time. Pre-existing curricular conversations are not necessary when applying for funding, but the objective of the trip should be focused on furthering a school's or department's academic connections with the site. Funds can also be used to look at ways to partner with local institutions or programs. Further information can be found [here](#).

There is also a newly-developed **Global Faculty Fund** (GFF), which provides opportunities for site faculty to enhance the courses they teach, establish multi-site projects, pursue professional development opportunities, and travel to New York to strengthen relationships with the schools and departments sponsoring their courses. In order to take advantage of the GFF, local faculty should consult with their Site Directors and then develop proposals that will be reviewed by a committee consisting of: one Site Director, one faculty member from a (different) global site, and two faculty members from New York who are currently serving on Site-Specific Advisory Committees representing another two global sites. Members were enthusiastic about the opportunity to bring local faculty to New York to meet with colleagues in their departments. Further information on the GFF can be found [here](#).

If faculty are looking to conduct research or conference activities at the global sites, funds are available through the University's [Global Research Initiatives](#).

While neither travel program currently provides funding for faculty at the sites to visit to NYU Abu Dhabi or NYU Shanghai, if such a need arose, the Office of Global programs would work to accommodate the request.

Emergency Response Protocol

While the risk of closing the Buenos Aires site is low, the postponement of courses at NYU Tel Aviv and NYU Accra highlighted the need to discuss emergency response protocols with the Site Committees. The Office of Global Programs is well-versed in emergency response and uses a variety of resources when considering the postponement of courses for the semester. In these most recent situations, the expertise of committee members was relied upon and their advice was taken with the upmost consideration. If events ever occur which could warrant the closing of the Buenos Aires site, please know that the committee chairs will be asked for insight into the current situation and members will be consulted as needed.

When notifying students and staff of site postponements, the Office of Global Programs tries to balance the need for students to find alternate programs with the desire to keep the site open.

Faculty Chair

The committee was asked if anyone would be interested in volunteering to chair the committee. No one volunteered, so members agreed to revisit electing a chair at the next committee

meeting. *[Subsequent to the meeting, Lisa Gitelman and Alejandro Velasco agreed to be co-chairs.]*

Update from the Site Director

The site director, Anna Kazumi Stahl, provided the committee with some highlights from the recent semester:

- NYUAD students have become a noticeable cohort and their addition to the student population has been welcomed. This semester, just under 10% of the students are from NYUAD.
- The Global Liberal Studies cohort is comprised of 8 students for the academic year, and the staff is excited to have them there for both fall and spring semesters.
- The site welcomed new staff members; everyone looks forward to them adding to NYU Buenos Aires community. These positions are strategically focused, such as the student life coordinator's dedication to visiting groups and special programs.
- There are two networked courses beginning at NYUBA this year, which both the site and sponsoring departments in New York are excited to launch. ("Queer Cultures and Democracy" through CAS will be the first LGBTQ course taught at a global site, and "Street Art and Politics" through Gallatin will make special use of new technologies; both will connect the NY and BA classrooms in real time and with coordinated academic synergies.)
- GIPH has two courses at the site, and the staff is welcoming their addition to the curriculum. This connection also engages a local partner, a research institute dedicated to public health in Buenos Aires.

2. Course Review

At the start of the course review, it was noted that Anthropology has a cross-listed course with the Spanish department which was not included. In the previous year, the department had reviewed all of its global courses deliberately and refined its course offerings to reflect departmental strategy and needs. The global academic team will follow-up on the cross-listing issue (the course in question is a "Topics" course and has restrictions on cross-listing).

The committee then continued to discuss cross-listing and the potential for greater cross-listing between schools. To help facilitate this discussion in the November Site Committee meeting, the

Office of Global Programs will provide the committee with course evaluation information, CVs and Syllabi for the current Buenos Aires courses.

Questions were raised about the ability of NYU Abu Dhabi to cross-list with New York schools and how that differs from/relates to course equivalencies. For NYUAD, a cross-listed course (opposed to equivalencies, which is the current protocol) not only signifies a deliberate decision/approval by the department of the course, but also can make for a more robust department and result in increased interaction between the portal campus and the global site. A secondary question was raised regarding whether the registrar's office can cross-list a course between three schools. It was clarified that as courses are under global programs, they do not encounter balance of trade complications making three-way cross-listing possible.

3. Advising

Recognizing that departments and faculty have differing opinions on what should be taught at the global sites, refining study away course offerings to reflect departmental and curricular needs and communicating effectively about global course offerings are all pieces of the advising work that is currently being done.

In professional schools or lock-step programs, students often study away in their sophomore year as they must decide upon their major path earlier than other students. Schools such as Gallatin or Tisch, with more flexibility, do not generally see such trends regarding when their students study away. Additionally, some departments prefer their students study away when they are further into their academic plan. With this approach, introductory/core courses are taken in New York and advanced/topical courses are taken at a global site and are geared towards the strengths of the site/location. Departments can focus students' decisions to study away at specific points in their academic path by strategically placing courses at the sites.

The committee recognized that students have different motives for studying away (i.e. to take a break from their major, to complete a minor), so course planning at the sites needs to be done with the student and his/her needs in mind in addition to department/school plans.

The committee felt that the different advising practices across the University and the varying needs of students make clear that there should be signature advising programs for Freshman and Sophomore students. The freshman program should occur at the beginning of the Spring term and help students understand "why study away"?, why plan ahead?, and what their options are for study away. The sophomore year programs would be in coordination with the schools as students would be further along in their academic plan. The program could be an opportunity for students and advisors to attend together. The format for such events is flexible and could include tables, panels, pictures, site staff, etc.

In addition to enhancing student advising, many felt that it was also the opportune moment for professional development for advisors, both school and major advisors, on advising, study away and the available resources.

The committee expressed its desire to see plans for an updated website and underscored the importance to have effective messaging and communication plans. In order for advising and pathways to be successful, there needs to be a strong website across the school to guide everyone - both students and advisors - on where students can and should study away.

4. To Do

- In advance of the next meeting, the Office of Global Programs will provide the committee with course evaluation information, CVs and Syllabi for the current Buenos Aires courses.
- The Office of Global Programs will provide an updated website template by the next meeting.
- The Office of Global Programs will provide a list of suggested advising practices and begin developing a Freshman event for early Spring semester working closely with schools and programs.