



NEW YORK UNIVERSITY

Faculty Advisory Committee on NYU's Global Network

Thursday, April 3, 8:00 a.m. – 9:30 a.m.

Meeting Notes

MEMBERS PARTICIPATING IN MEETING

Eliot Borenstein, FAS (Russian & Slavic Studies) *Co-Chair*
Una Chaudhuri, FAS (English) *Co-Chair*
José Alvarez, School of Law
Joyce Apsel, Global Liberal Studies
Sylvain Cappell, Courant Institute of Mathematical Sciences (Mathematics)
Jennifer Carpenter, Stern School of Business
Andrea Chambers, SCPS (Design-Publishing)
Patricia Corby, College of Dentistry (Bluestone Center for Clinical Research)
Richard Foley, Administrative Liaison to the Committee (Vice Chancellor for Strategic Planning)
Don Garrett, FAS (Philosophy)
Liliana Goldin, Silver School of Social Work
Natasha Iskander, Wagner Graduate School of Public Service
Sameer Jaywant, Student Senate Representative
Victoria Morwitz, Stern School of Business
Fred Myers, FAS (Anthropology)
Charles Newman, Courant Institute of Mathematical Sciences (Mathematics)
Robert Rowe, Steinhardt School of Culture, Education, and Human Development (Music & Music Education)
Gail Segal, Tisch School of the Arts (Graduate Film)
Nancy Van Devanter, College of Nursing

Report on Meeting

Co-Chair Eliot Borenstein opened the meeting by introducing Linda Mills who was invited to discuss site-specific committees, the report of the Subcommittee on Student Experience in the Global Network, and faculty circulation at the global sites. Linda provided four documents to committee members: "Site-Specific Advisory Committees," "Evaluating the Study-Away Experience," "Faculty Engagement with the Global Sites," and "Spring 2014 Faculty Visa Chart."

Linda began the discussion by stating that there are different types of faculty engagement with the global sites: research related visits (GRI-sponsored, exchange agreements with other universities, independent), conferences and workshops (GRI-sponsored events, site-sponsored, exchange agreements), brief visits to sites, J-term/summer teaching, and semester- or year-long teaching assignments. In addition, most of the site directors (10/12) now have affiliated appointments with New York academic units. Moreover, some of the sites have long-standing and deep academic anchors with language departments in New York.

Linda reported that her office has gathered background information about these various types of engagements, and there also have been conversations with the site directors (in which Eliot also participated) about semester long teaching visits at the sites. She observed that the different types of engagement have different costs, and she would welcome recommendations from the committee about how best to balance the advantages of the various types of engagement against their respective costs.

With respect to the issue of the costs associated with the research centers that have been created at a number of the sites, Dick Foley reported that the centers provide offices and administrative support for faculty members and graduate students who are on sabbatical, fellowships, or have external funding and who have research related reasons to be in the location of the site (e.g. access to archives, work with local collaborators, etc.). Faculty members and graduate students apply through the Provost's web site. In addition to providing fellows with an office and administrative support, the program provides round-trip transportation and a \$50 per diem for housing and living expenses. The GRI fellowships are cost effective, because the salaries of the fellows are supported by sabbaticals, fellowships, or external funds and because the fellows don't incur tax or other such legal restrictions, given that they are not being employed by the sites to teach.

There were questions from the committee about the mechanisms for short faculty visits to the global sites to meet with local faculty, sit in on classes, etc. According to Linda, in some schools and departments (e.g., Stern and MCC in Steinhardt), there are already established funding and support structures for such visits. The Office of Global Programs has been financing SOME OF these visits

as a way of connecting faculty from departments with their partner sites. In addition, Global Programs has supported over the last two years a few semester long teaching assignments at the sites in order to meet long-standing commitments to New York units, but Linda noted that the costs of such arrangements are very high. The costs include the faculty member's salary and on average \$15,000 to \$75,000 in additional expenses per semester. The additional expenses are incurred for housing, taxes, travel, visa, moving expenses, child care, etc.

Linda reiterated her request for guidance from the committee with respect to all the types of faculty engagement but especially on when semester long assignments at the sites should be supported and what the responsibilities associated with these assignments should be. While there are considerable advantages to having New York faculty in residence at the sites for a semester, it is also the case that the cost is high and burden on the home department/school potentially significant.

The Committee then engaged in an initial discussion of the various types of faculty circulation, their relative priorities, how best to manage costs, and how best to minimize harmful effects on academic programs in New York. From the discussion, there emerged a potential framework for approaching issues of faculty circulation at the sites. The framework can be thought of in terms of different categories:

(1) For faculty who wish to advance their research at a global site, the appropriate mechanism would be the GRI supported research centers at the sites;

(2) for departments and schools who believe that it would be useful to have one of their faculty members in residence at a site for the initial development of their program there, the Office of Global Programs would provide support for such a visit as a start-up cost; the time spent would be designed to minimize financial and legal burdens and hence would normally involve program building responsibilities for the faculty member in residence but not teaching responsibilities (duration would likely be a week or two);

(3) the Office of Global Programs would also provide support for visits of shorter duration to the sites, especially for faculty members of New York departments and schools that are academic partners with the site; in addition, the Office of Global Programs would be prepared to fund short visits of site faculty to New York to meet with faculty members of the academic unit that sponsors their courses offered at the site;

(4) if a New York department or school believes it would be beneficial for purposes of faculty recruitment, retention, or general connectivity to offer additional semester residencies at a partner site, the NY unit would be responsible for paying the salary of the faculty member in residence; the Office of Global Programs would provide transportation and a per diem for housing (analogous to what is provided to fellows at the research centers of the sites).

The committee agreed that such an approach sounded promising.

Some additional issues came up during the discussion. Several committee members expressed concerns about privileging entrepreneurial faculty members and disadvantaging those who need to be in New York. Linda assured the committee that although historically entrepreneurial faculty may have gone and developed relationships with the sites, conversations are now being focused on building departmental and school connections with the sites.

There were also discussions of the site-by-site complications involved in managing faculty circulation. It was emphasized again that although teaching responsibilities may be what first occurs to faculty when they imagine visiting a global site, the financial and legal complications of formal teaching responsibilities are considerable, and much can be accomplished through other means. England was cited as an example where visa conditions don't apply as long as a faculty member is there on sabbatical (which can include giving talks, visiting classes, etc.) as opposed to being employed to teach at the sites. However, the tax and legal restrictions associated with even week-long visits can vary from site to site.

Some members of the committee cautioned against any large expansion of semester long teaching opportunities at the sites, the worry being that this would redirect resources away from Washington Square. In response, some members suggested that Global Programs might determine a set amount of money to support a small number of teaching slots at sites each year and that applications for these slots could be competitive. Establishing a set budget amount for semester-long visits would address concerns about constant expansion, but the relative institutional value of such slots would still need to be evaluated.

The discussion then moved to the ten Site-Specific Advisory Committees that were organized in the fall. The committees have met on three occasions since they were convened in October 2013. The faculty membership of the committees is determined by the departments/schools that have partnerships with the sites. The committees are vehicles to allow faculty from the partner departments to jointly talk through curricular and other academic developments at the sites. Linda noted that the Paris Site-Specific committee will be convened in May, and Abu Dhabi and Shanghai will follow in fall 2014.

The Office of Global Programs has provided these site-specific committees with extensive information to help ground them in what each site does, including reviews by faculty representatives from the partner departments and schools of the curricula they sponsor. Having now acquired a working familiarity with their sites, the site-specific committees will focus on overlapping curricula, curricular opportunities, and other such opportunities. Going forward,

departments will get a semester or annual updates of the curricula that their departments sponsor as well as regular opportunities to discuss their concerns and new ideas for program development. Reviews of the curriculum are now cataloged along with information about who in the department conducted the review. This review process is designed to allow faculty of the departments to have ownership over their curricula at the sites.

The discussion next turned to the key question of advising. Students have historically made decisions about where to study away based on the site location, not on meeting their academic requirements. The Office of Global Programs has been reluctant this year to change the narratives on the web sites for each global site without extensive faculty input. That input is now taking place, and the plan is that in the fall the new websites will include descriptions of the global sites' pathways for majors/minors as well as other opportunities for academic development.

On questions about the value of study abroad raised by the Subcommittee on Student Experience, Linda handed out an overview of some studies that have been conducted at other universities. All the studies indicated that students who study abroad perform better academically than their counterparts. In some cases, however, the better performance may be due to a population bias, in that students with higher GPA's are more likely to study away. However, one study with a control group indicated even after controlling for this factor, students who study away do better.

Linda noted that another important set of issues raised by the Subcommittee on Student Experience is that of student wellness services. These services have been enhanced throughout the network, but now that such services are in place, there is a need to evaluate them and indeed evaluate all aspects of student life at the sites.

A final set of issues that the Site-Specific committees have raised concern the ways languages are taught at the sites versus at the Square. Linda told the committee that it may make sense to arrange for relevant site faculty to make short visits to the Square in order to get a better idea of how to integrate the language teaching needs at the sites with how language is taught at the Square.

Toward the end of the meeting, members of the committee again stressed the importance of communication and transparency. Linda agreed and mentioned that the Office of Global Programs has a new communication called the Global Dimensions Blog found here: <http://blogs.nyu.edu/global-dimensions/>. The committee also suggested a communication to the study body about new academic opportunities at the sites. Linda mentioned that such information will be available this coming fall on the new websites being designed for the sites. In addition, the Office of Global Programs is working on a web site, Twitter, and training for advisors.

Co-Chairs Eliot Borenstein and Una Chaudhuri closed the meeting by telling the committee that they would send out an initial draft of the final report before the next meeting for feedback and discussion at the next meeting. Una renewed her request to the subcommittees to forward her topics that they would like addressed in the final report.