Faculty Forum on the NYU Global Network University
October 15, 2013

On October 15, 2013, the Committee hosted a Faculty Forum on NYU's Global Network. The aim of the forum was to gather comments, questions and concerns from NYU's faculty about the academic quality and academic mission of the Global Network – which, in turn, will be used to help guide the work of the Faculty Advisory Committee on NYU's Global Network.

The following is an overview of questions and comments raised during the faculty forum, arranged according to the topic and sub-topic they relate to (although certainly some questions/comments relate to multiple topics).

Bullets are the questions/comments raised by faculty members in the audience. Sub-bullets (in blue) are comments made by the co-chairs and other members of the committee.

Formation and future of the Faculty Advisory Committee on NYU's Global Network & Communication between Faculty and Administration

- What are some of the possible recommendations that the committee will formulate:
  - The committee is in the early stages of drafting a template. The aim is to release an interim report at the end of the 2013 fall semester, and a full report at the end of the 2013-14 academic year.
- How was the committee created?
  - Central administration asked the Deans of each of the Schools for nominations
- Is there a way for this committee to be more than an "advisory" committee – to develop into one with more decision-making power?
  - Committee members are aware that they were appointed versus being elected, and determined to act on behalf of faculty.
  - The committee aims to leverage faculty feedback.
  - The committee is already discussing what the successor to the committee should be – an elected, representative faculty committee that steers the academic leadership of the global network. While the committee cannot guarantee that its recommendations will be implemented, the committee can make the recommendations in the strongest possible terms.
- The committee is playing a crucial role and more mechanisms like this are needed to serve as a bridge between faculty and administration, so that faculty have clear points of contact to speak with on a range of issues.

Curriculum Development

Role of NYU faculty in new course development at Portals and Sites

- What are the ground rules for developing courses at the portals and sites? Faculty in the Square have been asked for ideas and possible syllabi for courses, but often their responses to these requests have gone unacknowledged or ignored. Who gets to

decide on whether a course is to be offered at a site/portal? Why/how is it that some courses were suddenly offered at a site/portal without any communication to departments/faculty offering the same or related course in NYU-NY? There need to be ground rules for offering courses, especially if faculty in New York are going to be asked for their ideas.

- The curriculum development process has felt like a rubber-stamping process. NYU has a tremendous physical presence outside of New York, and now has to develop the intellectual capacity of these sites/portals. It makes sense for departments back in NY to be asked about what can be developed at the site/portal that is not being offered in New York. But the problem is one of integrity – it is great that faculty and departments are being approached, but our suggestions either disappear or are implemented without our knowing.
- Faculty have been hired at Portals with input from NY departments, and then let go without our being consulted or even informed.
- Emails are not returned. Courses we did not approve are suddenly offered. The process is disjointed, and is coupled by a lack of responsiveness.
    - This issue of ground rules relates to the issue of communications – how things (e.g., curriculum and program development) are being developed and who are the points of contact?
    - It also relates to a tension that exists between (one the one hand) the portals' need to establish some measure of autonomy, and (on the other hand) our stake as NYU faculty in ensuring that the programs at the portals are of the quality we are committed to for our university as a whole (including its global programs)
    - Faculty has voiced much concern about the need to work out where the power and authority of curriculum development rests. Faculty in NY has raised the issue to the committee that they do not know why or why not a suggestion was implemented.
    - This major issue will be addressed by the committee, and is already being studied by the Subcommittee on Collaboration with the Portals
- Space and time around the formation of a program at sites and portals: There should be at least a 2-3 year timeframe around developing programs at the sites or NYU-AD/NYU-SH. Faculty and curriculum at the sites/portals outside of NY have been cut or regrouped before departments in NY have had the time to fully develop them. What is the relationship between prior versions of current programs, and what happens during the transitions?
    - The committee has brought up during its meetings the issue of time frames being too short (e.g., regarding program and course development), and the inability to give and receive feedback as a result.
- Credits: can we develop 2 credit classes at the portals that are 4 credit classes in NY?

Faculty Hiring

- When Singapore was a site, faculty [from Tisch] would go back and forth from New York, which was a good solution while the program there was being developed

versus hiring teachers willy-nilly in Singapore. In Abu Dhabi, wouldn't it make more sense to focus at this early stage on sending faculty from New York versus making quick hires that we may not be sure of?

Faculty Circulation
- What are the incentives for faculty in New York to go to the portals?
- What resources are offered to faculty to go to the portals?

Student Circulation
- What are the incentives for students in New York to go to the Abu Dhabi and Shanghai portals?
- How much [for how many semesters] will students be able to spend at the different portals?
  - These questions also raise related concerns that this committee is looking into: what internal mechanisms are in place in central administration to monitor and oversee the number of students going abroad, and to which sites or portals? Should more be going abroad, and for how long? The committee is looking into questions of student circulation from a whole variety of issues.

Communication between faculty at sites with NY & among themselves
- There is a lack of coordination between existing sites, particularly regarding curriculum development and credit. There must be collegial coordination and common sense in the arrangement of courses given at the sites.
- There are sites that give courses that departments back in NY are being made to give credit for even though NY has had no say in the course. Departments do not have time to individually monitor everything that is going on in the sites that concern them, but if NY departments are being asked to give credit for a course, we should have some say in this decision.
- FROM SITE FACULTY: One of the ways to improve the coordination of curriculum across the sites is to have more communication between faculty on the sites with their counterparts in NY. Site faculty want to have a stronger relationship with faculty in NY; site faculty want to have principles and guidelines that make sense of the specific site – but what they are getting is simply more monitoring. It would make more sense for more faculty oversight versus to have more monitoring from administration.

Program development
- Why have some excellent programs that NYU faculty worked hard over many years to develop at Shanghai when it was a site been sidelined when Shanghai transitioned to being a portal?
- How are entire programs developed at the sites? We do not want to have a motel system where we just send students over to the sites/portals. From their physical set-up, the sites/portals have proven to be great places for fostering cooperation. Is there a way that some form of a more cohesive unit versus just individual classes

can take place at the sites? We want students to have a great experience – not just because of one class, but on what the site has to offer overall, cohesively.

- Is there a specific mechanism for the new Site-Specific Committees to work with the site directors?
  - Site directors are part of the Site-Specific Committees. A memo was released on the new Site-Specific Committees, and is posted online.
  - Site-Specific Committees will be able to work on the issue of program development and student experience at the site – and how to make it easier for different departments at the site to facilitate new courses and programs across departments AND across sites
  - There needs to be some kind of GLOBAL CURRICULUM COMMITTEE

"Partnership" of Departments with Sites, especially as it relates to Staffing and Curriculum Development

- What does partnership mean – in terms of hiring faculty, developing curriculum, and making sure that appropriate teachers are available to deliver the curriculum?
- We were told that partnership means for a department to take ownership of a site, and that if we enter into a relationship with a site, we would be able to discuss what we have to offer. But there have been staffing changes made at sites without the knowledge of the departments back in New York. In other cases, faculty hired by one school were switched to teach courses for another school and thereby made unavailable to the school that hired them. We were told that we should not think of them as our faculty anymore. But this could have been discussed and worked out between the schools/departments directly. Instead, the global administration inserted itself.
- Curriculum and staffing go together; if staff is removed from a course, then a department cannot maintain the programs/courses that they have been offering at the site/portal. The model of ownership is far less satisfactory then before global admin started to insert itself.

Data

- Market research: have we surveyed faculty and students to see which sites and courses are attractive to both students and the needs of departments? There are some sites that are poorly attended – how was it decided to open them? Is there a scientific process for selecting sites? Have we looked at what other leading institutions are doing re: global expansion ?
  - Global Programs is building data on the sites, student experience, and what faculty want to happen at the sites.
  - The hope is that, with increased cooperation between sites, portals, and departments in NYU-NY, the issue of site utilization will better match. There has been a range of cooperation between departments and sites. The challenge is that many more students/faculty/researchers are choosing to go to some sites more than others. This committee would like to hear more from department chairs to learn about their cooperation with sites.

- Are any of the sites losing revenue?
  - The committee is looking into data regarding revenue at the sites
- What metrics are guiding the size of the campuses being built in Shanghai and Abu Dhabi?

Other

- **Faculty & Department Workload**: What resources and support are being offered to faculty to be involved in the portals?
  - The committee is sensitive to what has happened to faculty's workloads related to the development of the portals, such as for serving on various committees, faculty-hiring searches. There are things that have been added on to our workload whether we agreed to it or not. Compensation is a question that has been raised during this committee's discussions.
  - While decision-making autonomy at the portals is one tension, another is the degree to which departments in NY want to be involved in counterpart unites in the portals or sites. There is a tension between administration wanting departments to take on leadership roles in the development of the sites and portals, and departments countering that this is one more major responsibility being added to its to-do list.
- **Exit strategy**: If there are changes in Abu Dhabi and Shanghai (e.g., major leadership changes) that will impact the ability of the portals to continue to function, is there an exit strategy?
  - The committee has heard that the administration is thinking about this issue. One place that this has been reflected is in faculty contracts at the NYU-AD and NYU-SH portals.
- **Sustainability**: NYU has received awards for the advancement of sustainability. There is a movement in NYU to divest from fossil fuel. The issue of sustainability should be brought to a global level, across the network.