



# NEW YORK UNIVERSITY

**Faculty Committee on the Global Network**  
**Friday, October 14, 8:30 a.m. – 10:00 a.m.**  
**Presidential Conference Room, Bobst Library**

## **MEMBERS PARTICIPATING IN MEETING**

**Eliot Borenstein**, FAS (Russian & Slavic Studies) *Co-Chair*  
**Una Chaudhuri**, FAS (English) and Tisch (Drama) *Co-Chair*  
**Sylvain Cappell**, Courant Institute of Mathematical Sciences  
**Jian Chen**, NYU Shanghai  
**Lindsay Davies**, Undergraduate Academic Affairs Committee  
**Chris Dickey**, College of Global Public Health  
**Ifeona Fulani**, Liberal Studies  
**Billie Gastic**, School of Professional Studies  
**Alexander Geppert**, NYU Shanghai  
**Guido Gerig**, Tandon School of Engineering  
**Peter Gollwitzer**, Provost's Council on Science and Technology  
**Sam Howard-Spink**, Contract Faculty Senators Council  
**Dale Hudson**, NYU Abu Dhabi  
**Matthew Kleban**, FAS (Physics)  
**Kristie Koenig**, Steinhardt School of Culture, Education, and Human Development  
**Peter Loomer**, College of Dentistry  
**Emeka Mba-Kalu**, Student Senators Council  
**Teboho Moja**, Steinhardt School of Culture, Education, and Human Development  
**Daniel Perkins**, Division of Libraries  
**Vincent Renzi**, Contract Faculty Senators Council  
**Matthew Santirocco**, Liaison with University Administration  
**Gail Segal**, Tisch School of the Arts  
**Joseph Weiler**, School of Law

## **MEETING NOTES**

### **Global Learning Outcomes Committee update**

Matthew Santirocco provided an update on the Global Learning Outcomes Committee Working Group (GLO) that our committee endorsed in its 2015-16 final report and which he will be convening this fall with the blessing of the President and Provost. While NYU has had study away sites for a very long time, the two original ones (in Spain and France) had as their intellectual rationale the study of those cultures and languages. When the University acquired La Pietra, a site that was so much larger and that offered opportunities to more than one department or school, the University's thinking shifted to a different goal, mainstreaming a study-away experience for all students, not just those in languages and area studies. As additional sites were added and then the AD and SH portals, the "theory" became one of circulation through a global network. But that was an *operational* goal, and during all this time,

there had not been a faculty-driven conversation about *learning* outcomes for study away, i.e. about the intellectual, academic, and personal development goals we have for sending students to study in the network (and sometimes beyond it). The scholarly literature on this subject is growing, and NYU is in a unique position to contribute to this because of its long-standing engagement in this activity and the scale of its operations. Current research suggests three areas in which study abroad makes a difference to students – in language acquisition, development of a sense of community, and cultural competence (which involves learning not only about another culture, but also about one's own, and oneself). But these "outputs" are not necessarily the result of intentional goals or "outcomes" that a faculty may set for its students. It is these intentional outcomes on which the committee will focus; after identifying them, it will suggest ways in which we can assess the degree to which we are meeting these outcomes.

The membership of the GLO will be posted on the NYU website and will be representative of as many constituencies as possible, including our own Faculty Committee on the Global Network (FCGN), the C-FSC and T-FSC Global committees, the Site Directors and the Site-Specific Advisory Committees, and the Undergraduate Academic Affairs Committee (UAAC), of which it is technically a subcommittee, and the University's new Equity, Diversity, and Inclusion Advisory Task Force – to name a few. The GLO will report not only to the UAAC but also to our FCGN.

Borenstein asked what the timeline for the committee's report will be. The GLO aims to report before the end of the spring semester. Its goal will be to identify specific learning outcomes and then to propose ways for the University to assess whether those outcomes are being met. The expectation is that this assessment work will use high research standards, as befits a university of NYU's caliber.

A committee member said that in health professions programs, admissions committees look for cultural competency among applicants. NYU, e.g., looks favorably on international experience, and other competitive schools do as well. Santirocco responded that the GLO will include people with expertise in that kind of assessment. Another committee member added that it would be interesting to have potential employers compare the CV's of NYU graduates who had studied abroad and the CV's of those who had not, and ask for their feedback. Santirocco agreed, noting that while the GLO's primary charge focuses on *learning* outcomes, it will be difficult to ignore other related outcomes, like employability.

Chaudhuri noted that the University's global activities have given rise to discussions of increased faculty workload. The FCGN needs to look for ways to foster conversation about how departments feel about their role in the global network. One way could be to hold a conference. Linda Mills (Senior Vice Provost for University Life and Vice Chancellor for Global Programs) has convened a cross-committee group to meet and discuss various issues, which included planning for a conference, which would include speakers from both within and outside NYU. It is expected that the work of the GLO will also inform such conference planning.

Borenstein noted that he wants to see both quantitative and qualitative data. Another individual asked whether the GLO will investigate learning outcomes for faculty teaching abroad and also for faculty and students whose work takes them to sites outside of NYU's network. Santirocco responded that these questions are on the agenda. Other committee members suggested that the GLO look at how many students go on to graduate study and to become faculty members, and that it assess the difference between students who went abroad for a semester and those who went for a year. It was noted, however, that NYU's traditional model is for a semester and not a year away; different schools and departments also have different models. A committee member asked whether the GLO will study graduate students, and Santirocco noted that at this

point, everything is on the table and that consideration of graduate students would particularly raise discussion of *disciplinary* learning outcomes (as opposed to the more general learning that takes place during study away).

At this point, noting the time, Borenstein thanked the committee for this rich discussion and suggested that it be continued at a later meeting.

### **Syrian Refugee initiatives**

Last year, the committee sent a memo to University administration, conceived in response to and in support of a process initially launched by NYU AD faculty, about ways for NYU to respond to the refugee crisis. This week, the co-chairs received an update from Linda Mills, listing various initiatives and projects related to this topic, including language instruction at the Berlin site. Chaudhuri noted that Mills' update is a progress report, not a final response. Borenstein added that it is promising that Mills is reporting what is already happening, rather than what the University plans to do in response. The co-chairs will continue to be in touch with Mills and the Provost's office.

### **Coordinated Hiring**

Focusing on Provost McLaughlin's [July 2015 Both/And memo](#), the committee began discussion of faculty hiring at the portals, as the committee has been charged to do by Provost Fleming.

Chaudhuri clarified some terminology: the phrase "joint hiring," sometimes used to talk about faculty hiring at the portals, is misleading; the phrase "coordinated hiring" is more accurate, since "joint" implies that New York departments are getting a line or half a line as part of the new position, which is very rarely the case.

She noted that this memo is about the involvement of New York units in hiring at NYU SH and NYU AD (not the sites). The language is deliberately general, as it was intended to accommodate the many different practices that prevail at NYU's schools and departments. However the memo clearly enunciates certain core principles: including that for all tenure-track hires at the portals, the hiring process would involve participation of a relevant New York department. This was later extended to include the hires of arts and music professors.

The Both/And memo is an attempt to describe an already existing process, but a committee member asked whether it was also an attempt to describe the process going forward. Chaudhuri noted that the policy was formulated in 2013 and reissued in 2015, and that Provost Fleming asked the committee to take it up. At the moment this document guides coordinated hiring and review, along with much more detailed documents that have been developed by the portals.

The committee plans to talk to portal leadership (provosts and deans) as well as to NYC deans and chairs to gather more information. Many people seem to want a clearer document. Borenstein added that this committee has expressed dissatisfaction with the document before.

There is also a need for clarification at the tenure stage, when cases come to New York departments "for review" (page 2, item 3). There is no further instruction in the document about what "review" entails. A committee member noted that this issue is not disconnected from the issue of hiring. In his department, they consider curricular needs, and a candidate's fit in department when hiring. When NYU AD hires, they plan differently. He thinks there is an issue with how involved New York departments are in planning stages. Are standards the same?

A committee member noted that the Both/And document is completely procedural and of its moment, but there is no vision or statement of purpose within it. When the committee considers revisions, they should take this into account, in addition to clarifying process.

A committee member said that the stakes of revising this document are “huge, long-term, and irreversible.” The portals face pressure to gain autonomy, hire, teach, and fill classes. The hiring of faculty to accommodate this development will affect NYU’s brand and reputation. He asked whether those hired in NYU AD or NYU SH can use the newly-created Global Network Professor title to move to the tenure-track in New York. Chaudhuri answered that this is not possible. When a person is hired at a portal, the title is conferred on them by a New York unit. The committee asked whether faculty could get tenure in the portals if they would not get tenure in New York. Borenstein noted that it is unclear what happens if New York departments reject a candidate and the corresponding unit at the portal accepts them. Borenstein thinks clearer language is needed on this issue.

Chaudhuri said that the policy of coordinated hiring was intended to maintain the high quality of faculty across the university’s global network. Last year, certain portal deans who visited the committee said that coordinated hiring, and the involvement of NY colleagues and units, helped them bring in the best pool of new hires,

Borenstein suggested convening a subcommittee on this to report to the full committee. The committee agreed, and Borenstein invited those interested to write him separately. Chaudhuri asked anyone with experience in coordinated hiring to consider being on the subcommittee, which should be small and will meet with the Provost and deans. The goal of this subcommittee is to propose a revision or replacement of the Both/And document to Provost Fleming. Borenstein would prefer to write an entirely new text.

At 10 a.m., the meeting ended.