



Faculty Committee on NYU's Global Network
Tuesday, November 13, 2018, 8:30am-10:00am EST
PCR (Bobst Library, 1218)

ATTENDANCE

Eliot Borenstein, Co-Chair, FAS (Russian and Slavic Studies)
Martin Klimke, Co-Chair, NYU Abu Dhabi
Sylvain Cappell, Courant Institute of Mathematical Sciences (Mathematics); Tenured/Tenure-Track Faculty Senators Council
Hallie Franks, Gallatin School of Individualized Study
Alexander Geppert, NYU Shanghai
Wen-Jui Han, Silver School of Social Work
Benjamin Hary, Global Sites
Sam Howard-Spink, Continuing Contract Faculty Senators Council (Steinhardt School of Culture, Education, and Human Development)
Deborah Kapchan, Tisch School of the Arts
Gavin Kilduff, Leonard N. Stern School of Business
Jung T. Kim, School of Medicine
Matthew Kleban, FAS (Physics)
Kristie Koenig, Steinhardt School of Culture, Education, and Human Development (Occupational Therapy)
Heather Lee, Assistant Professor, NYU Shanghai
Marilyn Moffat, Steinhardt School of Culture, Education, and Human Development
Alexander Nagel, Institute of Fine Arts
Yaw Nyarko, Provostial At-Large Appointment (FAS Economics)
Eugene Ostashevsky, Liberal Studies
Daniel Perkins, Division of Libraries
Marianne Petit, Tisch School of the Arts
Paul Smoke, Robert F. Wagner Graduate School of Public Service
Allison Squires, Rory Meyers College of Nursing
Carol Sternhell, FAS (Journalism)
Peter Voltz, Tandon School of Engineering
Paul Wachtel, Undergraduate Academic Affairs Committee (Stern)
Joseph Weiler, School of Law
Jiawei Zhang, Leonard N. Stern School of Business

Linda Mills, Vice Chancellor and Senior Vice Provost for Global Programs; Lisa Ellen Goldberg Professor

MEETING MINUTES

**Discussion with the Vice Chancellor and Senior Vice Provost for Global Programs,
Professor Linda Mills**

The meeting commenced with introductions, followed by a presentation by Professor Linda Mills on the future of NYU's global sites. Beginning in 2012, Professor Mills and Professor Santirocco worked closely with schools and departments to more purposefully engage faculty in the global network and, after many listening sessions, several measures were enacted: the creation of Site-Specific Advisory Committees

comprising faculty representatives from schools and departments that affirmatively choose to engage; approval of all courses and syllabi by the sponsoring department; appointment of a Global Liaison to serve as a point of contact for each school; creation of three part-time faculty appointments in the office of global programs to participate in setting strategic direction; appointment of a full time faculty liaison to the portal campuses; a research-active site director or academic director at each global site; and establishment of dedicated processes for faculty to visit the sites on a short-term basis to deepen collaboration with the sites, as well as for faculty at the sites to visit New York via the Global Faculty Fund. It was noted that many of opportunities (short-term visits, SSAC representation, and site director appointments) are open to both tenured/tenure-track faculty and contract faculty.

In addition to increasing faculty engagement in the governance of the global sites, there has been a focus on enhancing academic rigor, creating innovative programming and increasing opportunities for immersive experiences through experiential learning and engaging co-curricular activities. Lecturers at the global sites, most of whom have a terminal degree and permanent appointments at local universities, are hired with approval from departments in New York, and several new programs, such as the multidisciplinary program in Los Angeles and the legal studies program with Birkbeck College in London, were also developed and driven by faculty in New York and Abu Dhabi. Both of these programs offer new approaches to broad-based faculty engagement, and their smaller scale allows for innovation and adaptability to meet the needs of students.

Over the next five years, global programs will continue to further these objectives and will also look to increase accessibility to study away, enhance IDBE (Inclusion, Diversity, Belonging and Equity) efforts, and increase research opportunities for faculty, graduate and undergraduate students. In particular, the university is looking to deepen its engagement (and in some cases, integration) with local universities through conferences and other areas for faculty hiring and collaboration. In addition, Professor Mills noted that while 80% of admitted students indicate that they want to study away, the most recent data shows that only 46% of students do; the difference between these numbers suggests that some students find it difficult to incorporate study away into their NYU experience and that more work needs to be done. Over the next several years, we will continue to work with schools and departments to expand course offerings to meet student needs and sufficiently lower barriers in order to bring the percentage of students studying away up to 65%, which is probably more in line with student interest. To accomplish this, global programs will focus on making study away affordable and expanding vertical major offerings, such as in the sciences and the arts, so that all students have the **opportunity** to study away. The Office of Global Programs is available to speak with departments and schools regarding opportunities for both faculty to build new programs and students, and can help to navigate administrative and legal procedures regarding new courses and pathways.

The committee thanked Professor Mills for joining the meeting and agreed that lowering barriers to study away is an important goal for the University. The inability to work overseas can be particularly challenging for some students and, while the Global Programs Scholarship may award students up to \$4,500, for many students this may not be sufficient. The committee suggested that making financial aid information known earlier in the application process may help students understand their options. The committee also agreed that language acquisition is an important component to study away, but the language requirement may serve as a deterrent for some students, especially for those in STEM disciplines. Departments have approached this differently, with some global sites, such as Tel Aviv, offering a social linguistics course for non-speakers so as to introduce students to language, without requiring intensive language study. Such an approach has also been discussed at other global sites, but has not been implemented.

The committee was excited by the new program in Los Angeles and the opportunities it afforded students in various schools. The committee agreed that, when done well, experiential learning can be very beneficial to students and provide a much-desired “real world” experience, but also cautioned that there could be the potential for an experience that did not provide an outstanding learning environment. This will be monitored closely. Professor Mills noted that the experiential learning module will be paired with a credit-bearing course and agreed that monitoring efforts must be continuous and robust.

Lastly, the committee noted that circulation and connectivity between the three portal campuses and the global sites can still be a challenge. Professor Mills noted that while the portal campuses are separate from the global sites, global programs work closely with Shanghai and Abu Dhabi to address circulation and connectivity issues and ensure that students are able to progress towards their degree. Circulation and connectivity is also being discussed more broadly among the deans and other senior leaders at the university.

Global Network Mobility

The committee briefly discussed the topic of mobility in the global network. The committee agreed to discuss this topic in greater depth with Josh Taylor (Associate Vice Chancellor, Global Programs), who will be joining the meeting in December.