

The Global Programs at New York University: An Overview

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PREFACE

The global nature of our world today demands transformations in all of its institutions, including its research universities. New York University envisions transforming itself into a *global network university*, anchored in New York City, but with nodes of the network throughout the world. These nodes consist of sites of distinctly different categories ranging from exchange programs with other universities, to short term/summer programs, to NYU global sites for semester study abroad programs, to branch campuses that award NYU professional degrees, to complete regional campuses that provide (within the graduate study/research environment of a research university) a full liberal arts education at the undergraduate level. NYU students and faculty will have easy access to the entire network of the university, and through that mobility, will take full advantage of the network's multiple components. This mobility will provide additional exposure to other people, cultures, perspectives, and modes of research and knowledge acquisition; access to NYU for talented students and faculty around the world; additional access for NYU faculty and students to research source material; additional opportunities for interaction with international colleagues; and thus, opportunities to further improve the ability of NYU students and faculty to address the social and scholarly issues of our time—so many of which are global in nature. In the future, the faculty and students of New York University will be members *of the entire network* rather than any single site, location, or campus. New York University will not only be “in and of the city,” but “in and of the world.”

The Global Network NYU will emerge from its current global programs, which today constitute an integral part of NYU's character as a 21st century urban, international research university. Following NYU's long tradition of offering broad access to higher education in an urban setting, the global programs currently provide NYU students with opportunities to study, and its faculty with opportunities to conduct scholarly work, in cities throughout the world. In addition, some global programs make it possible for international students who cannot study in New York City to experience an NYU education abroad. Thus, NYU's global programs enrich our community's exposure to and thoughtful participation in the cultures and societies of the world, and shape an international perspective and familiarity that will be so important for a research university in the 21st century.

* This paper is the outcome of many conversations I have had with the school deans, members of the administration, individual faculty who are actively engaged in teaching and supporting existing global programs, and faculty groups established to advise on new global initiatives. In particular, I've benefited from many strategy discussions with Professor Yaw Nyarko, former Vice Provost for Globalization and Multicultural Affairs, whose energetic leadership is evident in the development, oversight and coordination of university-wide global initiatives; Ulrich Baer, Vice Provost for Globalization and Multicultural Affairs (as of January 1, 2008); and Katherine Fleming, Vice Chancellor, Europe.

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The global programs at NYU consist of many categories, each with its distinct mission, goal, and purpose. *Our purpose in this paper* is to describe this complex array of programs—summarizing their current status, reporting on new initiatives that are underway, and describing the University-wide planning processes in which our faculty and administrators are engaged. We hope this overview will clarify strategy and rationale, inform a University-wide discussion, and ultimately enhance faculty participation in the design and implementation of the global programs at NYU, and thus, its transformation into a global network university.

In short, the paper provides an account of the variety of NYU's current programs, or those it is planning to launch. We begin the paper by characterizing the transformative role that universities can play in addressing the global challenges of the 21st century, and by indicating general ways in which research universities must themselves be transformed to meet these challenges. We then lay out the organizing strategy and principles for the development of global programs at NYU that have emerged from the joint discussions of faculty and senior administrators.

The plans for sustaining and growing our global programs are ambitious. They are, however, tightly coupled and governed by our plans and priorities for Washington Square, where the vast majority of NYU's academic investments are made and will continue to be made. Academically, we require all global programs to have fundamental connections and be closely linked to schools and departments at the Square, to meet the same academic standards of excellence, and to contribute to the academic and research mission of the schools and departments. Financially, all global programs must be self-supporting and, in some cases, revenue generating.

Many members of the faculty are involved in these global programs by planning and designing new sites and possible branch campuses; serving on formally constituted committees of the Faculty Senators Council; participating in "affinity groups" of faculty with scholarly interests related to particular sites, and in international house activities; and teaching, conducting research, or hosting research conferences at the global sites. Many students have studied at one or several of our global sites. Although these faculty members and students may be quite familiar with some of the global programs, they still may find this comprehensive overview of the entire global program useful. This paper may be even more useful to those faculty and students who have not, as yet, been actively involved with NYU's global programs.

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INTRODUCTION

The society of the 21st century will be a global one. Created and shaped by the transportation, information, and communication revolutions of the 20th century, this global society will demand much from its members, who will be presented with worldwide challenges that were never faced or even anticipated by earlier generations. The world will encounter global problems in health, in the environment, in population, in poverty, in economy, in politics, and in the complex relationships between cultures. The welfare and even the very existence of our worldwide society will depend upon the resolution of these global problems. Higher education must provide the next generations with the knowledge, information, and intellectual tools to address successfully these immensely important global issues of the 21st century.

Faculty, through their research and scholarship, certainly will contribute significantly to these global issues, working within the current structure and organization of universities. However, the tradition of tying our universities to a single location will eventually limit the capacity of the university to capitalize fully on highly fluid knowledge and talent markets. If universities are to realize their full potential as the educational foundation of this global society, the research university of the 21st century must change substantially from the research university of today, creating truly global academic programs and even a global organizational structure for the university itself. Each university will develop its programs and structure in its own characteristic manner, reflecting its own unique circumstances. Some universities will take bold organizational steps—indeed, bold transformational steps—to establish the educational and academic infrastructure to address these issues most effectively.

NYU is positioned perhaps uniquely well to lead this transformation. We are fortunate in that we have developed over time a rich array of global sites, programs, and institutional international relations that engage the community at the Square and also attract international faculty and students. The entrepreneurial spirit that marks our institutional history sensitizes us to emerging opportunities and changing circumstances. And, NYU's long tradition of broad access to higher education within an international university that is “in and of the city” suits it to a commitment to education that is “in and of the world.”

NYU's global strategy to date has been founded upon the very sound principle that as many students as possible ought to be exposed to international cultures. Many of our students, like our faculty, are very cosmopolitan and have already experienced diverse and international cultures. However, *all* of our students should have the opportunity to become familiar and learn from cultures they have not previously experienced. Further, our faculty should have easy access to structured opportunities for enhanced international collaborations, interactions, research, and scholarship. These principles lead NYU to a new model for a worldwide research university, a ***global network university*** anchored in New York City, with nodes of global sites and regional campuses located throughout the world, each with its own mission and defining characteristics, and all with programs of education and research of the highest academic quality. The faculty and students of NYU will be *members of the entire network*, which will be structured to facilitate mobility throughout the network. The opportunity to work, live, and travel throughout the network in some instances will enhance the recruitment of faculty and students, particularly those whose perspective and lifestyle are cosmopolitan in nature.

At NYU, faculty and administrators have developed and are planning a variety of global programs ranging from exchange programs, to summer programs, to semester study abroad programs, to branch campuses offering NYU degrees. Currently, academic programs at the global sites range from language acquisition and fluency through immersion, to NYU courses taught in English, to specialized academic and disciplinary programs that give an intellectual identity to each global site. As is the case with our schools on the Square, each of our global sites is renowned for particular academic and disciplinary strengths; thus, students are increasingly able to select their study abroad not solely on the basis of an interest in one country or another, but also on the basis of the academic strengths of the sites.

Today, in this first decade of the 21st century, NYU is poised to shape itself as a modern global research university. In a transformation that is no less than a paradigm shift, the challenge is to develop, plan, and administer NYU as a *global network university*, rather than a single site New York-based entity. This transformation has many daunting challenges and risks as well as opportunities. It can only be accomplished with a concentrated, deliberate level of strategic planning. This necessarily begins with the faculty assessing and charting our long-term global vision and strategy—organizationally and academically. The challenge is to instill NYU standards of academic excellence in widely varying instructional settings; accommodate differences in culture, background, expectations, and communication in other countries; ensure quality by involving all faculty in all phases of development of study abroad programs and regional campuses; and establish advanced academic, technological, and administrative systems to achieve seamless communications and mobility by faculty and students throughout the global network. The faculty at NYU need to assess the development of our global programs to date and determine what key goals they want to set going forward. This paper contributes to that process by summarizing the various categories of global programs that exist and are envisioned, and by laying out the principles that have guided the development of NYU's programs and sites thus far.

The Foundation

At NYU, our global identity begins at Washington Square where it is founded upon international faculty and student bodies that have long been a defining characteristic of the university and have made NYU a truly global institution. In addition to the international composition of the permanent faculty drawn to the NYC area, visiting faculty and post-doctoral fellows come to NYU from all over the world. The Institute of Fine Arts and the Courant Institute of Mathematical Sciences have hosted world-renowned international visiting and postdoctoral programs for nearly three quarters of a century. Global Professorships are providing our faculty and students access to some of the finest scholars from all over the world – interactions that are not single events but continue over several years in a program of multi-year visits. This model of long-term global professorships, initiated in our Law School, has been adopted by the Faculty of Arts and Sciences and is now a significant component in its faculty configuration.

NYU also has an international student body. The special educational features of the American research university are attractive to students all around the world. Many of these students, both undergraduate and graduate, have chosen to study at NYU. In fact, NYU has one of the largest international student populations of any college or university in the U.S. In academic year 2005/06,

NYU, with 5,502 international students, was ranked 4th in the U.S. ¹ International students enrich the educational and cultural environment at the Square, enhancing the quality of our student body and exposing U.S. students to other cultures. ²

Further, NYU's schools at the Square offer a number of strong degree programs that are internationally oriented, and are designed to prepare professionals who will function in the international arena. As examples, the SCPS Master of Science in Global Affairs prepares professionals for careers at international not-for-profits, diplomatic missions, international business, and so on. The new Master of Public Health Program in Global Public Health is a collaborative venture, joint between our professional schools—Wagner, Steinhardt, Social Work, Dentistry, and Medicine—which was established to prepare professionals with advanced degrees to play leadership roles in promoting global health through improved research, practice, and policy-making. These and other programs are important curricular expressions at the Square of what it means to be a global university.

Guiding Academic Principles

NYU's global plan, founded upon its international faculty and student bodies, is based on general principles, which also guide the way we assess existing programs and conceptualize and design new programs. These principles are:

- Many of the most important issues of our time are global in nature and require approaches that are themselves both multi-disciplinary and global.
- Research universities will provide the fundamental research, scholarship, and educational foundation upon which global issues will be addressed.
- Leading research universities of the 21st century will be grounded in the disciplines, while being both multi-disciplinary and global in nature, with the global sites providing important components of undergraduate education, graduate education, and research.
- Some leading research universities of the 21st century will realize their full potential in contributing to a global society by developing an organizational structure suited to global outreach – such as global network universities with mobility throughout the network for students and faculty.

¹ NYU ranked behind University of Southern California (6,881), Columbia University (5,575) and Purdue University (5,540), and ahead of University of Texas, Austin (5,395) and the University of Illinois, Champaign (4,904). Source: *2006 Open Doors Report*, the annual report on international academic mobility published by the Institute of International Education (IIE) with support from the U.S. Department of State's Bureau of Educational and Cultural Affairs. See <http://opendoors.iienetwork.org/?p=89196>.

² The NYU Office for International Students and Scholars reports that the leading countries of origin for international students at NYU in fall 2006, by order of total enrollment, were: South Korea (781), India (599), Canada (455), China (393), Taiwan (308), Japan (228), United Kingdom (149) and France (147). NYU Schools receiving international students in fall 2006 were, in order of enrollment: GSAS (1387), Steinhardt Graduate (641), Stern Graduate (539) and Law (391). For additional information, see: <http://www.nyu.edu/oiss/general/studentstatistics.html>

- Successful global programs will be designed, created, and led by the faculty—with genuine faculty engagement in each program.
- Each program will have significant research and scholarship components.
- At NYU, these global programs will be closely linked to schools and departments at Washington Square, often to several departments.
- At NYU, global programs will enable our students to learn from a range of nationalities, cultures, and viewpoints. Some programs will provide students from throughout the world access to a NYU liberal arts education within a research university.
- Global programs at NYU will offer a diverse menu of distinct global experiences and programs. These programs and their curricula will be embedded in, and fully leverage the distinctive advantages of their specific geographic locations.
- Since NYU has a small endowment and is heavily tuition dependent, the global programs must be self-supporting and, in some cases, provide resources for the University as a whole.

OVERVIEW OF GLOBAL PROGRAMS

NYU global programs are multifaceted and include several distinct categories of programs:

- Short term and summer programs in targeted areas of study;
- Exchange programs with universities throughout the world;
- Semester abroad programs for our undergraduates;
- Research programs at all NYU sites for our faculty and graduate students;
- Branch campuses that offer NYU degrees in focused areas;³
- Proposed regional campuses offering a wide spectrum of undergraduate degrees and some graduate degrees.

The goals, missions, and measures of success of these programs vary. For example, *global semester abroad sites* have a two-fold primary mission: (a) to provide a short-term international educational opportunity for NYU’s New York-based students, and (b) to provide a point of entry to NYU’s New York-based schools for certain categories of admitted students (e.g., some students in the General Studies undergraduate entry program). The primary mission of a *full branch campus* is: (a) to provide an NYU quality education to an international cohort, one that might wish to spend only a brief time in New York City, and (b) to provide platforms for NYU faculty for international scholarship and interactions. Branch campuses will also serve as global study abroad sites for New York-based students, and they may also be a point of entry to the NYU schools at the Square; however, their primary mission will be to provide a complete NYU education in non-U.S. locations.

³ Branch campuses that offer NYU degrees in focused areas include the MA at NYU in France and at NYU in Madrid, the LLM in international law in Singapore, the MFA in film in Singapore, and the MBA, joint with London School of Economics and with HEC School of Management in Paris.

The goals and missions for each category of global program, as well as particular programs within a given category, are detailed in the text below.

CATEGORY A SHORT TERM AND EXCHANGE PROGRAMS

These programs are often school based and discipline specific and give students an opportunity for short visits abroad (one to two weeks to a month or so) during winter and spring breaks or during the summer, to enable in-depth concentration in specific international issues.

NYU students can choose to study as exchange students at one of 17 partner institutions in the University's International Exchange Program or in one of many school and department based exchange programs. While on an approved NYU exchange, students pay NYU tuition, maintain their financial aid packages, and earn NYU credits. As an example, Stern undergraduate students can participate in the International Business Exchange Program (IBEX), which offers study abroad courses that fall into the Stern business curriculum. Students can enroll in business courses offered in London, Singapore, and Milan, while immersing themselves in the local cultural and business environment.

Short term programs offer undergraduate and graduate curricula. As an example, FAS sponsors short-term summer undergraduate programs in language and civilization/cultural studies (art, literature, architecture, history) at Athens, Beijing, Berlin, Cape Town, Dublin, Florence, London, Madrid, Prague, and Paris. In addition, FAS offers journalism programs in London, Ghana, and Russia, and urban design studies in London. As another example, Steinhardt's summer programs—16 offered for summer 2007—mostly focus on graduate level courses. In addition, Steinhardt has a robust offering of January study abroad intersession courses for graduate student—seven intensive global graduate courses in January 2007, and nine programs offered for Winter Intersession 2007-08.⁴ Among the newest school programs is Gallatin's three-week program on Culture, Art and Politics in Buenos Aires, first offered in Summer 2006.

CATEGORY B SEMESTER ABROAD SITES AND PROGRAMS

Apart from the student exchange programs that American universities typically offer, NYU provides opportunities for its undergraduates to study abroad for a semester at one of the University's global sites. There are presently programs in nine locations: Madrid (established in 1958), Paris (NYU in Paris-Passy), (1969), Florence (1995), London (1999), Prague (1998), Berlin (2003), Accra (2004), Shanghai (2006), and Buenos Aires (2008). (Organizationally, Madrid, Berlin and Paris are FAS sites, however, these sites are closely aligned with the University's global programs since they serve a wide

⁴ For additional information about summer programs, see <http://www.nyu.edu/summer/2007/abroad/programs.html>. For information about Steinhardt's winter intersession programs see http://steinhardt.nyu.edu/study_abroad/programs/.

audience of students throughout the University.) In addition, individual schools administer study abroad sites that are tailored to their programmatic needs.⁵

The recent establishment of sites in Africa, Asia and Latin America has turned NYU's already strong but all-European study abroad program into a truly global network of study and research opportunities. New programs are scheduled to open in 2009 in Tel Aviv, thereby expanding opportunities for NYU students in the Middle East. The program in Berlin has added a fall semester program in 2008, and work is currently underway to explore the most suitable location for a site in Mexico, and potentially other sites in Asia. The principle guiding these locations is the belief that NYU graduates can be best educated to become global citizens and future leaders in the world economies and cultures by studying in some of the most vibrant and pace-setting capitals of our time.

These campuses offer semester-long programs of study for New York City-based students from all parts of the university. The curriculum offered at our ten locations includes language study (where appropriate) and courses in many disciplines that count toward a range of undergraduate majors or minors. This rigorous academic program is enhanced by the invaluable experience of living in a different culture that is complemented by carefully designed trips and site visits in the host countries. During the time that our students take courses at the NYU centers abroad and some carefully selected local partner universities, they are also taking part in the local communities through community service opportunities, partner activities with local student groups, service-learning options, courses with fieldwork components, and a thoughtful orientation process that enables them to quickly adjust to and move freely in the new environment. Increasingly, our strategy for enhancing the learning experience at existing and developing new academic programs is to create specializations that incorporate a study-abroad element and take full advantage of the special location of each site, while giving each site a unique academic identity.

Program Scope and Student Participation

The NYU global sites host students from Washington Square, as well as several hundred visiting students from other colleges and universities in the U.S. Enrollment in the global abroad sites in academic year 2007-08 was 2,218 (up from 1,928 in AY06-07), not counting non-NYU students, who make up about 20% of the total enrollment. Of the 2,218 NYU students, 170 were enrolled at individual school sites enumerated below.

⁵ School sites include Tisch in London, Prague, Dublin, Cuba, Johannesburg, and Shanghai, and FAS in Berlin.

NYU Students at NYU Study Abroad Sites Academic Year 2007-08

	Fall 07	Spring 08	Total AY
Buenos Aires	NA*	28	28
Florence	301	327	628
Ghana	39	36	75
London	216	246	462
Prague	134	95	229
Shanghai	44	82	126
NYU at AUP	79	110	189
NYU in Paris	80	88	168
Madrid	51	92	143
<i>Global Programs subtotal</i>	<i>944</i>	<i>1104</i>	<i>2048</i>
TSOA Cuba	NA *	27	27
TSOA Dublin	19	15	34
TSOA Johannesburg	NA *	8	8
TSOA London	21	25	46
TSOA Prague	14	NA *	14
TSOA Shanghai	5	NA *	5
FAS Berlin	NA *	36	36
<i>School site subtotal</i>	<i>59</i>	<i>111</i>	<i>170</i>
Total	1003	1215	2218

* Program not offered for these semesters

NYU in Florence is our largest site for both fall and spring terms. For Paris, students may choose between two experiences: NYU students can now study either at NYU in France or, in limited numbers, at the American University of Paris (AUP), which offers general courses of study in English and gives students the opportunity to experience being part of another university. The newest campuses—Accra in Ghana, Shanghai, and Buenos Aires—are currently the smallest, but are attracting growing populations of NYU and non-NYU students: NYU in Ghana grew from 25 at inception in fall 2004 to 36 in spring 2008. Shanghai grew from 17 at inception in fall 2006 to 82 in spring 2008. And, particularly Shanghai and Buenos Aires are expected to have substantial growth in the future.

There has been a dramatic increase in enrollment in the global sites over the past five years. In 2007-08, 2,218 NYU students spent a semester abroad, up 79% from 1,237 in 2001-02.⁶ Said differently, today, over the course of a typical four-year college career at NYU, more than one out of three students will have participated in a semester abroad program upon graduation, compared to one out of four students five years ago. For comparison with peer institutions, in 2004-05, NYU

⁶ Students may enroll for more than one semester abroad, as is the case for all students in the GSP Freshman Year Program in Florence. The count of 2218 students double counts students enrolled for two semesters, notably the students in the GSP Program.

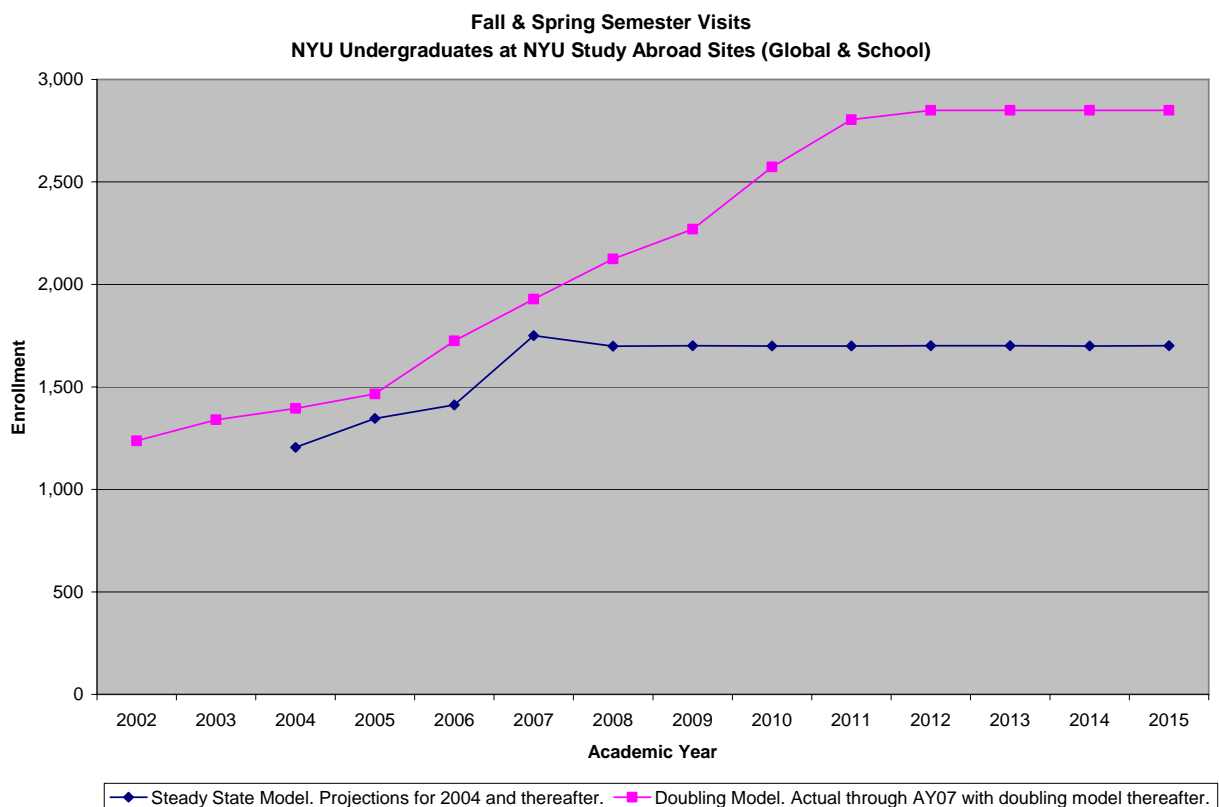
sent more students abroad than any other U.S. institution of higher education.⁷ For that year, NYU reported a 30% participation rate in study abroad programs, compared to a median rate of 14% for doctoral/research institutions.⁸

Given continuing student interest, and consistent with NYU's mission of educating global citizens, NYU has developed a long range plan to further increase the enrollments of NYU students studying abroad. Five years ago, one out of every four NYU students would have studied in an NYU semester-long program abroad over the course of their college careers. (This is above and beyond enrollment in summer programs and other short exchange programs.) The University's academic goal, which is articulated and endorsed by the provost and the deans, is for at least 50% of all NYU students to spend at least one academic semester abroad before they graduate. The feasibility of the 50% target was determined in detailed discussions with deans and directors, department heads, and admissions officers, and is being implemented in the schools through their academic advisors. It is motivated by the principle that for graduates to be truly prepared for the challenges and opportunities of a globalized world, they must have lived and studied in several locations. If knowledge is assumed to be universal, its acquisition is decidedly local. With the network of global sites, NYU strives to educate our students in carefully designed courses by faculty who have expertise in areas, cultures and questions that are best understood and studied locally.

The chart below shows the Doubling Plan (actual enrollment through 2007 and projected enrollments thereafter) compared to the earlier Steady State Plan (which projected enrollment growth from 2004 through 2007 and steady state thereafter). Study abroad enrollment among NYU students is planned to grow from 1,237 in 2001-02 (roughly one in four students) to 2,803 in 2010-11 (roughly one in two students), and level off thereafter.

⁷ As reported in the Institute of International Education, 2006 Open Doors Report at <http://opendoors.iienetwork.org/?p=89230> "Institutions by Total Number of Study Abroad Students: Top 20 Doctoral/Research Institutions 2004/05." Includes semester abroad and other study abroad programs. See too http://www.iienetwork.org/file_depot/0-10000000/0-10000/1710/folder/62450/IIE+Study+Abroad+White+Paper+I.pdf

⁸ Ibid. Participation rates are for doctoral/research institutions responding to the survey and as reported in "U.S. Study Abroad Participants by Institutions with more than 10 Students [Abroad]", The Annual Study of U.S. Study Abroad, Appendix D.



Student study abroad is, we believe, essential to the educational experience of the 21st century. There is as well a financial advantage to the University to increasing the number of undergraduate students participating in our semester abroad programs—an advantage which is secondary to academic advantages and principles, but important nevertheless. NYU is a tuition dependent research university, far more so than many of the universities with which we compete. Constraints on the rate at which tuition can be raised and constraints on the size of our student body here in New York City limit the tuition resources that are available to the University. Students who leave New York City to study abroad for a semester and students who participate in the GSP option to spend their first year abroad (see below), effectively allow the University to expand carefully the student body and grow tuition revenue without increasing the density of students in New York City. Realizing the opportunities—which have the potential to provide significant additional tuition resources—requires detailed planning and close coordination between Undergraduate Admissions and the schools.

Program Design and Philosophy

In carrying out the mission of providing an international educational opportunity for NYU’s New York-based students, our global study abroad sites aim to provide a carefully designed curricular and co-curricular experience. The breadth of curricular programs abroad, their expansion beyond language acquisition courses and regional studies, the delivery of courses in English, and the fact that all courses are monitored and approved for credit by departments in the schools, are key features of our vision for study abroad.

Uninterrupted progress toward the degree: Our curricular strategy is to offer, in English, NYU courses or their equivalents,⁹ which are approved by the faculty and carry course numbers originating in departments in New York City. Doing so retains academic standards set by the NYU faculty, and enables students to fulfill some of their degree requirements while studying abroad, without losing time in their New York programs of study. Our goal is to enable NYU undergraduate students to be increasingly able to use their time abroad to advance toward the degree and meet their core and major requirements.

To some degree, students studying in these programs will find themselves in an academic enclave of English-speaking students, somewhat removed from the local environment. To expand and enrich the students' experience beyond this protected enclave, the programs systematically structure many student activities beyond the classroom. In some cases, our students take courses on an individual basis at local universities or become involved in those universities' student activities and offerings. Academically supervised internships in a range of areas, community service volunteer opportunities, and weekend or longer options for home-stays are another way in which our students learn directly within the local environment of our sites.

Outside the classroom: Students studying abroad have the opportunity to learn from the locale—absorbing its flavor, participating in cultural activities, meeting local students, reading local newspapers, adopting the habits of the host country, going to the movies, theater, and other venues, listening to radio, and watching local TV. Students commonly report that their stay abroad has helped them understand other societies and cultures and has enhanced their appreciation of academic classes on the region's history, culture, or politics. Indeed, many students with only general interest in the country they visit return to New York City with a passionate desire to learn more about the academic disciplines they discovered abroad—in and outside the classroom—for example, converting to majors in art history, Africana studies, economics (with a focus on emerging economies), political science (with a focus on emerging democracies), or East Asian studies. In close consultation with deans, department chairs, and directors of Undergraduate Studies, curricula in New York City will ultimately be enhanced to deepen, extend, and build on knowledge and expertise gained by our students during their study at the global sites.

Language acquisition: Classically, the curricular program emphasizes language acquisition in the local environment. The oldest two overseas campuses, NYU in Madrid and NYU in Paris, have very strong language and culture programs grounded in their respective New York City-based departments. NYU in Madrid began as a language initiative of the Department of Spanish and Portuguese. Until 1988, NYU in Paris was primarily a master's program offering a concentration in French literature, or French language & civilization; at that time, it expanded to include a multi-faceted undergraduate program.

Language acquisition remains an important curricular component in all the campuses. NYU in Florence offers courses in Italian, Prague offers Czech and German, Shanghai has Mandarin, Accra has Twi, and Buenos Aires offers Spanish. In London, the study of African language in a cultural context is available through an affiliation with the School of Oriental and African Studies (SOAS) of the University of London. Students with sufficient language skills may opt to take some of their

⁹ A complete listing of course offerings at the NYU global sites is available at: <http://www.nyu.edu/registrar/study-abroad/>

coursework at partner schools at each global site (e.g., Charles University, Prague; University of Florence; University of Paris or Institut d'Études Politiques, Paris; East China Normal in Shanghai, Universidad Autónoma or the Universidad Complutense, Madrid). Classroom-based language study enhances the student's ability to navigate a foreign environment, further reinforcing student acquisition of language skills through daily use.

Academic site identities: Today, all overseas campuses offer specialized classes and integrated courses of study that build on the distinct environment of each overseas campus location. In an organic pattern of development, campuses are moving to develop particular academic strengths and specializations, and thus, discrete site identities. At present, *Florence* focuses on literature, art, and culture pertaining to Italy and Europe, with programming that examines the cultural legacy of the late Medieval and Renaissance eras, as well as the political, cultural, economic, and social issues shaping modern Europe. *NYU in London* has strength in pre-health, with course offerings in biology, chemistry, and physics. Indeed, this is one of the few study abroad programs with science facilities and courses, making it particularly attractive to science majors who generally are unable to take advantage of international opportunities. As well, London offers a cluster of 11 sophomore and junior level core courses required by most U.S. undergraduate business schools, and launched a new mathematics program for majors in fall 2005. *NYU in Prague* has long had special strengths in economics and cultures in transition, with course offerings that examine the challenges of moving a planned economy and society to a democratic and capitalist system. *NYU in Prague* also has a range of course offerings in journalism and a music program that includes individual instrument instruction and draws on the Czech Republic's rich environment of music facilities and performers. *NYU in Ghana* and *NYU in Shanghai* are designed to attract students and faculty with research interests in economic development, political economy, and international relations. Ghana also has particular strengths in drama and a burgeoning arts curriculum, particularly in film. Shanghai, like London, is establishing itself as a destination point for students with interests in business and economics, as well as the politics and culture of China and the shifting global landscape due to China's prominence in the world's economy. At *NYU in Buenos Aires* students take courses covering the politics, culture and economics of Latin America in general, and by taking advantage of NYU's strong institutional relations with Di Tella University, study business and finance in the context of the Latin American markets and economies.

Graduate Level Studies, Research Exchanges, and Faculty Fellowships

The semester abroad sites also provide rich opportunities for expanding the participation of graduate students and for developing graduate level studies and research exchanges that are driven by strengths in departments at Washington Square and are natural or especially appropriate to develop at the site. Paris and Madrid are extensions of departments at Washington Square and offer the master's degree, respectively, in French and Spanish language and civilization. At Paris, a Joint Masters' Degree between FAS and Steinhardt prepares NYU students to become certified teachers of French. Graduate studies are emerging as a particular focus at Florence's La Pietra, which is attracting increasing numbers of faculty who are interested in participating in semester-long teaching and in hosting graduate symposia. In 2006-07, a graduate program in Italian Studies in Florence for doctoral and B.A.-M.A. students was officially launched, and a roster of M.A. level courses was approved by the Faculty of Arts and Science. In addition, there are plans for a credit-bearing

program in creative writing, there is a range of activities organized by the Department of Music, and there are summer internships in Museum Studies. Faculty from departments at the Square regularly visit the site to assess the curriculum and make suggestions for its improvement.

In addition to these graduate degree programs, there are research agreements that link NYU with universities abroad. Typically, formal institutional agreements give structure to already existing interactions that developed at the level of departments or individual faculty. As an example, in December 2006, NYU and Peking University entered into an agreement to facilitate collaborative research and training within the administrative framework of the *NYU-PKU Cooperation Center for Research and Graduate Studies*. Among the interactions envisioned are faculty exchanges, joint student advisement and mentoring, co-sponsorship of conferences and other venues for academic exchange, exchanges of graduate students, and exploration of dual degree programs. The agreement is the outcome of varied efforts by many NYU individuals and programs. These include a GSAS delegation that engaged in an intensive series of visits and planning meetings with faculty counterparts and senior administrative leadership at PKU. Reflecting on that experience, the GSAS delegation reported, “No other universities in the world have undertaken such an initiative to coordinate so closely the institution-wide commitment to global research and graduate studies with faculty-driven and individually crafted research and student training programs as the basis for global graduate education.”¹⁰ The University is proud of and firmly committed to faculty-driven initiatives of this kind that can shape our global identity.

In addition to University research and exchange agreements, the University this year developed opportunities for individual faculty by initiating the *Global Fellowship Program*. This new program is designed to support short-term teaching, academic research, artistic endeavors and other scholarly activities related to or involving residency at a NYU global site. The program is open to all NYU faculty, to faculty affiliated with an NYU global site, and to NYU Ph.D. students. The fellowships are intended to support short visits with limited funds available for partial support, for example, to augment external funding for a research trip, or to help offset travel, living expenses, or similar costs associated with a residency. These visits strengthen the ties between our sites abroad and the departments in New York City, and often allow the students at our sites to interact with faculty from New York City more closely than may be possible at home.

Department chairs and school deans must endorse all proposals and approve any necessary academic and financial arrangements for release time and, if appropriate, supplemental support for residency activities. Fellows are selected by a Global Fellowship Peer Review Panel comprised of NYU faculty in a range of disciplines.¹¹

¹⁰ “Report on GSAS Delegation Visit to China to Develop Collaboration in Research and Graduate Studies, June 2006” submitted on August 11, 2006 to John Sexton and David McLaughlin from Yaw Nyarko, Catharine Stimpson, David Slocum, Bernard Yeung, Xudong Zhang, and David Cai. Page 5.

¹¹ Additional information on the Global Fellowships, including guidelines and application, is available at: <http://www.nyu.edu/global/fellowships/>

Site Structure

By design, and consistent with the cosmopolitan milieu of the University at Washington Square, the global sites are situated in major urban and financial centers with rich academic and cultural resources and activities. Typically, the sites utilize local facilities on long-term lease located in the city proper. In each site, a main building serves as an academic center with classroom space, computer labs, staff offices, reading rooms and small teaching libraries with access to electronic resources, and student lounges. Additional buildings or apartments nearby are often maintained as residence halls. In Florence, the NYU campus is based at Villa La Pietra, a 57-acre estate situated just outside the city center. Villa La Pietra is the only global campus whose site is owned by NYU, the result of an exceptionally generous gift to NYU by Sir Harold Acton in 1994. Housing for approximately 130 students is available at one of the villas, with additional housing in apartments located downtown. Students at most sites also have the option of home-stays with local families as a housing alternative. The Paris and Madrid programs offer home-stays, help students find private apartments, and do not maintain residence facilities.

At each site, the Site Director reports to the Vice Provost for Globalization and Multicultural Affairs¹² and is overseen by the relevant NYU faculty affinity group (see below). The Director has responsibility for academic matters (developing the academic program, hiring faculty, cultivating and managing relations with local partner academic institutions, building connections with departments and faculty at Washington Square) as well as student services, human resources, and related non-academic administrative activities. The Director is supported by on-site administrative staff, typically, an assistant or associate director for administration charged with oversight of non-academic administrative activities and responsibility for budget, operations, and facility maintenance. Student services are the responsibility of a professional staff, which receives regular training each year at Washington Square on NYU-wide student policies and procedures. Staff are responsible for organizing the on-site student orientation, organizing co-curricular programming, coordinating housing, managing resident assistants and residence life, and monitoring the physical and mental well being of students. Student services personnel communicate regularly with local authorities, U.S. consulates and embassies abroad, and with staff in New York on issues that may impact the safety, security, and welfare of students.

Washington Square Faculty Oversight and Participation

Oversight of the semester abroad programs rests with the faculty, schools, and departments at Washington Square. All courses must be approved by the departments and carry the same course numbers as their counterparts here at the Square. This equivalence insures that the students' progress toward degree will not be delayed because of study abroad, and maximizes the number of our students who can participate in study abroad programs. Further, schools and departments at the Square oversee faculty selection at each site, typically through formally constituted faculty affinity groups.

¹² As exceptions, the Madrid site and NYU in France are organizationally a part of FAS, and their site directors report to their respective chairs within FAS.

Liaison-Washington Square: Close communication between the Square and the sites is facilitated through the designation, for each study abroad site, of a Liaison - Washington Square who serves as academic liaison to the Site Director-abroad.¹³

Faculty affinity groups: The academic priorities and direction of each site are overseen by affinity groups of faculty at Washington Square who have research and scholarly interests related to the particular region or locale. The affinity groups provide advice and counsel to the Vice Provost for Globalization and Multicultural Affairs and the Washington Square Site Directors about new program initiatives and enhancements to existing course offerings. The affinity groups facilitate significant faculty involvement in the management of the NYU programs abroad, and ensure that the offerings meet the educational needs of their students. Additionally, the groups assist with curriculum review and assessment, and actively participate in the planning process for new campuses abroad. Affinity groups are active for London, Florence, and Prague.¹⁴ In addition, there are large affinity groups for Africa, China, and Latin America, members of which form smaller working groups for NYU in Ghana, Shanghai, and Buenos Aires respectively.¹⁵ Presently, over 170 faculty and school and University administrators participate in the five affinity groups, which draw faculty from nearly every school.

International houses: Faculty support for the Ghana and Shanghai programs was significantly advanced and largely cemented through the establishment of parallel institutes here at Washington Square (our “international houses”). Africa House (launched in fall 2004) and China House (fall 2006) were created as academic forums to support faculty research and serve as faculty affinity groups for those areas.¹⁶ These programs reinforce faculty engagement in NYU in Ghana and Shanghai through joint programming. Currently both Africa House and China House are “virtual houses,” but it is hoped that facilities can be developed through philanthropy, and that these new “houses” will join the existing houses at Washington Square (Casa Italiana with NYU in Florence, La Maison Français with Paris, the King Juan Carlos I of Spain Center with Madrid, etc.) Equally important, these initiatives support faculty research by sponsoring academic conferences and colloquia, host visiting scholars and prominent guest lecturers, and coordinate activities across related programs and institutes in the NYU schools. Also in planning is India House, which, like Africa House and China House, will provide a vehicle for bringing together faculty with common interests and supporting area scholarship and research.

¹³ Current Washington Square liaisons and their home departments are: AUP, Kathering Fleming, European Studies, FAS; Berlin, Thomas Ertman, Sociology, FAS; Paris, Judith Miller, French, FAS; Madrid, Gerard Aching, Spanish and Portuguese, FAS; Florence, Jane Tylus, Italian Studies, FAS; Ghana, Awam Amkpa, Drama, TSOA; London, Mossette Broderick, Fine Arts, FAS; Prague, Farhad Kazemi, Politics, FAS; Shanghai, Bernard Yeung, Finance, Stern.

¹⁴ The FAS sites in Madrid and France are closely associated with the Department of Spanish and Portuguese and the Department of French, respectively. The faculty members in these departments monitor these two sites.

¹⁵ Additional information on Faculty Affinity Groups, including membership, is available at: <http://www.nyu.edu/global/information.html>

¹⁶ Additional information on Africa House is available at <http://www.nyu.edu/africahouse>. Information on China House may be found at <http://www.nyu.edu/chinahouse>

New site selection: In addition to overseeing and shaping existing global sites, Washington Square faculty are also heavily involved in the choice of new sites. Typically, the decision to explore a particular site is an iterative process that builds on documented student interest and demand, strong faculty leadership, and established or emerging connections between NYU and foreign institutions. The due diligence process systematically engages faculty with affiliated research interests to participate in the planning process. The three newest campuses, Accra (Ghana), Shanghai, and Buenos Aires, were initiated by the faculty, reflecting their research interests and their assessment of student needs. Faculty vetted a number of possible partner institutions and locations and made the final recommendation for situating and organizing the programs as they currently exist. The result is genuine faculty ownership of these three new programs. Similarly, the programs in Paris and Madrid, which concentrate on language and culture programs, have had from their inception a large degree of faculty engagement and participation, and substantial oversight from the affiliated FAS departments. And, there has been similar discussion about new sites in Tel Aviv and Mexico.

We would like to develop the same intensity and level of faculty engagement and leadership in sites that have a broader focus (London, Prague, and Florence). However, increasing the level of faculty participation in these sites has proven more challenging than engaging faculty in the initiation of the new sites. A critical feature of this effort will be the increasing consolidation of their academic identities and the development of curricula that leverage distinctive features of the specific location of each. In order to enhance and lend further intellectual depth to the international experiences that NYU offers its undergraduates and, increasingly, graduate students, it is important to adapt the existing curriculum at the Square to students' needs upon their return from our global sites.

New Curricular Models at Existing Sites

Within the schools, there are creative plans for taking full advantage of the wide range of the international experiences that are available to NYU students. Examples include the following:

World studies track in the Stern School of Business: In an initiative that may serve as an innovative academic model for many of our global programs, the Stern School of Business undergraduate college is designing new curricula that move groups of students across multiple NYU campuses in sequences that tie directly into their coursework, deepening its impact. The program takes full advantage of the University's multiple sites.

For its fall 2007 entering class, Stern has introduced the World Studies Track—or 'Stern World'—as part of the core business degree. The World Studies Track is designed to place students in the key global marketplaces of the 21st century (London, China, and Latin America) allowing students to examine and reflect on world-wide economic linkages and regional growth differences as an integral part of their education.

Students will apply to this honors program at the end of their freshman year and the program will span the following three years of study. The heart of the program is a two-semester sequence of global study in London during the spring of sophomore year and in Shanghai during the fall of junior year. Specialized coursework each semester will address the unique commercial and financial aspects of these local markets and their global impact. The experience will be further enhanced by

short study trips to nearby corporate sites and international centers of commerce. Additionally, in spring of junior year, students will go to a Latin American destination as an honors section of Stern's long-standing International Studies Program (ISP). ISP, which is required for all Stern students, includes education in international economics and strategy, as well as a one-week study trip to an international city of commerce. Students meet with the senior management of a local company, tour their facilities, and prepare an analysis of the company and its international competitiveness. Senior year features participation in small group honors seminars and preparation of a substantial final research paper. That paper will be designed to help students integrate their different courses and experiences into global-level insights and learning.

In the inaugural year of the program, Stern expects to accept a class of 25 students and will scale up to 75 over the next several years. Ultimately, there will be approximately 300 World Studies Track honors students across the multi-year program.

Advanced studies in the arts: The Tisch School offers a number of semester and summer study abroad programs that provide specialized advanced level training and offer courses in a variety of arts disciplines. Student majors are encouraged to supplement the New York City curriculum with advanced training that is not available in the United States. Among the Tisch programs that bring students in contact with some of the world's most prestigious and influential art academies are: advanced television production in London at the British Broadcasting Corporation; advanced acting in London at the Royal Academy of Dramatic Art; and training in 35 mm cinematography in partnership with the Prague Film and Television Academy of the Performing Arts (FAMU) in Prague. In each case, student activities (field trips, performances, interactions with professional artists) are carefully scheduled to enhance the classroom experience.

Undergraduate entry programs abroad: NYU undergraduates have the option of beginning their general core curriculum in New York City, or at one of the NYU campuses throughout the world: GSP offers entering undergraduate students a two-year liberal arts general education, which, with its "great books" curriculum and small class sizes, is an alternative to other general education curricula at NYU. Some entering GSP students—who are themselves extremely diverse with a range of international backgrounds—may choose to study (for the first year) at the Washington Square campus, or in GSP programs at study abroad sites in Florence (La Pietra), Paris (American University of Paris), or London. The global experience is particularly valuable for students studying the GSP liberal arts core, since it is natural to integrate the unique cultural and educational resources of each site into the "great books" program. GSP is further expanding global awareness through summer study abroad and by increasing the international focus of classes in New York. Student applicants find the global GSP program attractive, especially the opportunity to pursue intensive language study, which is a requirement of their liberal arts curriculum. For AY 2007-08, about 200 GSP freshmen began their NYU careers studying at an international site for the full year, and another 150 sophomores are expected to join them for one semester.

Future Sites

Presently, Faculty Affinity Groups are exploring potential new semester abroad sites in Latin America and the Middle East, the next two priorities in the global program. The focus is on Mexico and Argentina, the latter perhaps as early as the Spring 2008 semester. In the Middle East, following

the work of a faculty study group studying the feasibility of opening a campus in Israel, NYU announced on June 1, 2007 that it had signed a letter of intent with Tel Aviv University (TAU) to develop a study abroad site in Israel. The program is expected to open during the 2008-09 academic year, and it is projected that up to 50 students per semester will study there. NYU students in the program will be allowed to take TAU courses as appropriate, and TAU students will be allowed to take courses in the NYU program as appropriate. It is hoped that “NYU in Tel Aviv” will also offer research opportunities for graduate students and faculty. Another set of faculty groups is examining the feasibility of a study abroad site for NYU students within the framework of a branch campus in the Gulf region. (Each new regional campus will also be a potential location for a study abroad site.)

CATEGORY C

BRANCH CAMPUSES WITH SPECIALIZED DEGREES

Several NYU Schools have begun launching specialized degree programs abroad for regional and other student populations. Branch campuses, and regional campuses that offer full NYU degree programs (Category D, discussed below), greatly enhance the mobility of our faculty and students, making it possible for them to move throughout the university’s network to take advantage of educational and research opportunities. Both branch and regional campuses provide multiple opportunities for a fluid flow of international students to the Square, Washington Square students to programs abroad, faculty teaching at branch and regional campuses, and so on. While not all members of the University community will seek to take full advantage of these opportunities, many will.

LL.M. in Singapore

In a move that promises to transform the very concept of global legal education, the NYU School of Law and the National University of Singapore’s (NUS) Faculty of Law launched a dual degree program in Singapore, Asia’s commercial and legal hub. The new program, entitled NYU@NUS, allows students from around the world to experience two educational universes, earning a Master of Laws (LL.M.) degree from both a leading U.S. institution and a leading Asian law school. The program attracts two broad categories of students: Asian students desiring proficiency in American law and a comparative understanding of Asian law, and students from elsewhere in the world who want to combine the rigor of an American law degree with proficiency in Asian law and institutions. The first cohort of 42 students began studies in May 2007; the student group is heavily international, coming from 23 countries across six continents.

The NYU degree offered is the LL.M. in Law and the Global Economy. Students can focus their studies in either U.S. and Asian business and trade law, or justice and human rights. Students may also take courses towards the NUS LL.M. degree and can focus their studies on one of five specializations, in corporate and financial services law, intellectual property and technology law, international and comparative law, maritime law, or Asian law. A distinct feature of the NYU degree is that, while it takes place in Singapore, the program will be taught predominantly by NYU faculty

in residence at NUS, primarily in four three-week intensive summer courses. There are also plans for collaborative teaching between NYU and NUS.¹⁷

MFA in Film Production, Singapore

The Tisch School of the Arts launched its first-ever branch campus in Singapore for the fall 2007 semester. The Tisch School of the Arts Asia, Singapore Campus offers an MFA in film production, with administrative and classroom facilities located in its own building in the city's main business district. The School enrolled 33 students for the fall 2007 semester, and expects ultimately to enroll approximately 250 students. The Tisch Singapore program offers the same curriculum as its New York counterpart, taught in English by New York Tisch faculty in residence on the Singapore campus. As in New York, the Singapore MFA is a concentrated three-year course of study integrating theory and practice designed to develop individual creative filmmaking potential. It provides detailed instruction and practical experience in the various aspects of filmmaking, including writing, directing, acting, cinematography, editing, and sound recording and mixing. Students enrolled in the program must study and complete their course work in Singapore.¹⁸

Executive MBA, London and Paris

The Stern School of Business has joined in alliance with the London School of Economics (LSE) and Political Science and the HEC School of Management, Paris to establish the TRIUM Global Executive MBA program. The 16-month program consists of six intensive modules. Of these, two are hosted at NYU Stern and one each is hosted at LSE, HEC Paris and two other international business centers. This integrated global program focuses on the economic, social and political context for business decisions. Faculty members from each institution teach at their home campuses, providing an educational experience that blends local business expertise with a broad international perspective. Graduates receive a single degree issued jointly by the three institutions.¹⁹

CATEGORY D. REGIONAL CAMPUSES OFFERING FULL DEGREE PROGRAMS

Regional campuses, offering NYU degrees with an extensive collection of undergraduate majors and some graduate programs, constitute another possible type of global program – a type that will be very important to NYU as a global network university. As yet, NYU has no such regional campuses – although studies for two sites (Paris and Abu Dhabi) are quite far along, and very early consideration is being given to a third site in China. These possibilities are each being explored in genuine partnership with leaders of the local government at each site and would not be pursued without it.

¹⁷ For additional information about NYU@NUS see <http://www.nyulawglobal.org/graduateadmissions/singapore/index.htm>

¹⁸ For additional information about the Singapore MFA see <http://www.tischasia.nyu.edu.sg/page/home.html>

¹⁹ For additional information about the Trium MBA program see <http://www.triუმemba.org/>

The rationale for regional campuses abroad is rooted in the special appeal and success of the American style research university. During the last half of the 20th century, vast numbers of students from around the world desired to study here, and many did. However, the number of international students studying in the United States has been declining in recent years.²⁰ Although the decline may seem to have stabilized, future growth cannot be assumed. The post 9-11 political environment within the United States, social attitudes, and increasing visa restrictions are reducing the pool of students willing or able to study here. At the same time, U.S. institutions that train international students are facing new sources of competition from universities around the world – from Europe, Australia, New Zealand, and China.

NYU's interest in regional campuses is motivated in part by these supply and demand conditions. But there are other reasons, as well. It is our firm belief that a liberal arts education, with its open access and traditions of scholarly investigation, debate, and critical analysis, is needed throughout the world. Further, in the 21st century, the world will be increasingly interconnected, with truly global universities having sites worldwide – sites that will provide students and faculty direct access to international collaborations, interactions, research, and scholarship. NYU has a long tradition of access, and a founding mission of “in and of the city” and hence today, “in and of the world.” Within this context, it will be natural for the NYU of the 21st century to have regional campuses throughout the world and especially in strategic areas, such as the Far East, the Middle East, and Europe. Given the opportunities and circumstances described below, and NYU's characteristic entrepreneurial spirit, the next stage of our development of global programs is focusing on possible regional campuses in Abu Dhabi, Paris, and China.

A Regional Campus in Abu Dhabi

The university is currently planning the opening of a full regional campus in the emirate of Abu Dhabi of the United Arab Emirates (UAE). This will be the first full university established by a major U.S. research university in the Middle East. As envisioned, NYUAD will offer a residential, NYU-style liberal arts college experience, with curriculum and resources of the standards of scholarly rigor, pedagogic creativity, and academic freedom that govern our Washington Square campus. The regional campus will offer NYU degrees to students who spend the majority of their time there, with the option of spending a semester or a year at the Square or a global site.

Background: In academic year 2005-06, as NYU was reviewing possible sites and regions to develop the new regional campus model, the leadership of the emirate of Abu Dhabi, which was seeking to form a partnership to bring the educational opportunities of a world-class research university to the region, approached NYU about collaborating to achieve their vision for higher education by establishing a branch of NYU in Abu Dhabi. They communicated their strong desire for NYU to create in Abu Dhabi a complete liberal arts research university of the highest quality to serve students from across an extensive geographic region. The school would be the flagship university of Abu Dhabi and would be a liberal arts program for undergraduate students, within the framework of a significant research and graduate university. When fully mature, the campus could serve 2,000 students; its size would be calibrated to ensure the highest academic

²⁰ According to the 2006 *Open Doors Report*, “in 2005/06, the number of international students enrolled in U.S. higher education institutions remained steady at 564,766, within a fraction of a percent of the previous year's totals. This marks the seventh year in a row that America has hosted more than half a million foreign students, with a peak of 586,323 three years ago followed by declines of 2.4% and 1.3% in the past two years.” See <http://opendoors.iienetwork.org/?p=89251>

quality, and therefore could be sized differently, and it would start out considerably smaller. The new university would be modeled after an NYU-style of a research university – centered upon a liberal arts core.

The leadership of Abu Dhabi envisions its emirate as the cultural and educational center of the extended region and was partnering with cultural institutions around the world to establish that presence. NYU was receptive to a partnership, having already an interest in establishing a presence in that part of the world. In the ensuing conversations, we found that the Abu Dhabi leadership and we had much in common. Not only did they express a deep vision and understanding of academic concerns and the determination and resources required to achieve that vision for higher education in Abu Dhabi, they also shared a focus on the future and the willingness to grasp great opportunities. The leadership of Abu Dhabi is offering NYU an unprecedented opportunity in higher education – an opportunity with remarkable potential, albeit with daunting challenges and with real risks.

Due diligence: Last year, immediately following initial conversations with Abu Dhabi, groups of faculty and administrators at NYU began initial discussions of the possible academic advantages and risks that this opportunity presented to NYU, as well as its academic and financial feasibility. Preliminary feasibility discussions were held with individual members of NYU’s faculty, with the Faculty Senators Council, and with the Faculty Advisory Committee on Academic Priorities.²¹ On July 11, 2006 NYU and the government of Abu Dhabi signed a “Letter of Intent,” which formally expressed the intent of both parties to study the feasibility of creating a branch of NYU in Abu Dhabi. The Letter imposed strict terms of confidentiality.

Immediately thereafter, faculty and administrative groups undertook academic and financial due diligence studies, within the confines of the confidentiality required by the Letter of Intent. The Faculty Senators Council formed the FSC Educational Policies Branch Campuses Committee to advise the administration.²² Two working committees were formed – the Legal/Administrative Committee²³ and the Faculty Steering Committee.²⁴ The former was to lead the legal due diligence and discussions with the government leadership in Abu Dhabi; the latter was to lead the academic due diligence and academic planning. As a part of this due diligence process, discussions continued

²¹ The Faculty Advisory Committee on Academic Priorities, chaired by Dean Richard Foley, is composed of distinguished senior faculty members from across the University, serving staggered three-year terms. The committee advises the President and the University administration on any and all academic matters, fosters a culture of teaching and research excellence throughout the University, and develops specific strategies for measuring, achieving, and sustaining excellence. For a list of current and previous members, see <http://www.nyu.edu/provost/about.office/committee.ap.html>

²² The *FSC Executive Committee* at the time was chaired by Virginia Black (Medicine) and included: Sylvain Cappell (Courant Institute), Jim Hinojosa (Steinhardt), Carl Lebowitz (SCPS). The *FSC Educational Policies Branch Campuses Committee* at the time was chaired by Sylvain Cappell (Courant), and included: Brookes Billman (Law), Raphael David (Medicine), Mona Mikhail (FAS), Jeffrey Simonoff (Stern), Paul Thompson (Tisch), Srinivasa Varadhan (Courant), and Daniel Zwanziger (FAS). For a full current listing of FSC committees, see http://www.nyu.edu/pages/facgov/refs.html#FSC_Comm

²³ The Legal/Administrative Committee includes: Robert Berne, Senior Vice President for Health; Martin Edelman, Counsel to NYU; Thomas Jackson, President Emeritus University of Rochester and Consultant to NYU; Cheryl Mills, Senior Vice President, General Counsel, and Secretary of the University; Jeanne Marie Smith, Senior Vice President for Strategic Business Development.

²⁴ The Middle East Faculty Steering Committee includes Brookes Billman (Law), Sylvain Cappell (Mathematics, Courant), Bernard Haykel (Middle Eastern & Islamic Studies, FAS), Tom Jackson (Consultant to NYU), Farhad Kazemi (Politics, FAS), David McLaughlin (Provost), Linda Mills (Senior Vice Provost), Ali Mirsepassi (Dean, Gallatin), Yaw Nyarko (then Vice Provost for Globalization and Multicultural Affairs), and Jalal Shatah (Mathematics, Courant).

within the Faculty Advisory Committee on Academic Priorities. Several groups of faculty and administrators took fact-finding trips to the region, most recently in January 2007.²⁵ Were NYU to go forward with this project, the Faculty Steering Committee, working through faculty sub-committees, would advise on the development of the entire academic plan for the new regional campus.

These studies confirmed the many advantages to NYU of establishing a regional campus in Abu Dhabi. The Middle East has been a major geographic center of history, economics, and culture in both the ancient and modern world. If, as a global university in the 21st century, NYU will have regional campuses outside of New York City, a campus in the Middle East will immerse NYU in that crucial part of the world. A presence in the region will enhance the ability of the University, its faculty, and its students to participate in a dialogue with the people of the Middle East. And an NYU campus in the region would provide students throughout the extended geographic region with access to an NYU liberal arts education.

A regional campus in Abu Dhabi would provide our graduate students and faculty with research opportunities in many disciplines, including on-site access to the geographic region, and significant funding in the form of peer reviewed grants from the government of Abu Dhabi for research projects, scholarly interactions, research conferences, and workshops. Immediate academic benefits could result for many disciplines at NYU – including the Institute of Fine Arts, the Institute for the Study of the Ancient World, the Departments of Fine Arts, Hebrew and Judaic Studies, Middle Eastern and Islamic Studies, History, Politics, Economics, Sociology, and many others.

Students at NYUAD would have the option of spending a year at Washington Square and/or a semester at one of NYU's global sites – enhancing the cultural experiences and interactions of New York-based NYU students. The regional campus could also serve the dual purpose of a global semester abroad site for NYU undergraduate students – one that could offer a rich set of studies about the Middle East, including immersion studies of the Arabic language.

If NYU is to develop educational programs in the Middle East, the United Arab Emirates stands out as a partner: it has the political stability, the financial resources, and the commitment to pursuing excellence that are essential to success. The government of Abu Dhabi will fully fund both the capital and operating budgets of NYUAD, providing resources to ensure the highest academic quality. Funds will be available for those departments at Washington Square whose faculty are deeply engaged in activities at NYUAD, including funding for departments to choose to increase in size by having some fraction of their faculty at any one time based in NYUAD. Funds will also be available to develop a modern technological infrastructure for library resources, teleconferencing and seamless collaborations with NYU in New York, which will facilitate close connections among all NYU sites, from Washington Square to Abu Dhabi, and from Buenos Aires to Shanghai.

In summary, within a few years, our goal is for NYUAD to be known as the finest research university in the region – recognition that will enhance NYU's position as a leading global research university.

²⁵ The faculty fact-finding team that visited the Middle East in January 2007 included: Marsha Berger (Computer Science, Courant), Farhad Kazemi (Politics, FAS), Jalal Shatah (Mathematics, Courant), Daniel Stein (Physics, FAS and Dean for Science), Paul Thompson (Tisch and Faculty Senator), Ron Zweig (Hebrew & Judaic Studies, FAS), as well as David McLaughlin (Provost) and Yaw Nyarko (then Vice Provost for Globalization and Multicultural Affairs).

Notwithstanding these benefits to NYU, the faculty committees identified important risks and concerns. Faculty members stressed the importance of protecting the basic academic freedoms that are an essential characteristic of a liberal arts education. They also raised concerns about open access to the campus for all religions and nationalities. Concerns were raised about ensuring non-discrimination with respect to religion, race, gender, or sexual preference; and about ensuring an admissions process based solely on academic credentials, with the availability of the sufficient and appropriate level of financial aid, to be assigned by NYU academics based solely upon academic credentials and financial need. Also raised were concerns that the academic programs, including course content, be determined solely at the discretion of NYU and its faculty. Faculty members pointed to the uncertainties in successfully recruiting students and faculty of the appropriate academic standard, and the importance of a detailed analysis of the available pools of student and faculty candidates in setting the proper size of NYUAD, both initially and at “steady state.” Concerns were raised about competition emerging in the region, which will further limit the available pools of students and faculty.²⁶ There was also discussion about financial risks, including the possibility that the regional campus could be forced to close – leading to further concerns that there be financial arrangements to ensure that students are able to complete their degree, and faculty on contract are fully compensated.

After fully considering the benefits and risks, those faculty members conducting these studies (which, consistent with the Letter of Intent, were conducted confidentially) recommended that NYU proceed with the planning toward creation of the regional campus NYUAD. They recommend proceeding cautiously, initially with a small student body, and operating with continuous due diligence. They believe the project presents NYU with a remarkable chance of setting up a world-class institution in the Middle East, a region of extreme importance to the world.

²⁶ There are other American (as well as UK and Australian Universities) operating in the region, some of which are “for profit” and most of which are limited to specific professional degrees. None have the scope and breadth proposed for NYUAD. In Qatar: Cornell established in 2004 the Weill Cornell Medical College; Texas A & M University-Qatar (TAMUQ) offers undergraduate degrees in chemical, electrical, mechanical, and petroleum engineering; Virginia Commonwealth University (est. 1999) offers arts and communications programs; Carnegie Mellon University (est. 2004) offers business and computer science programs; Georgetown University (est. 2005) runs an overseas branch of their School of Foreign Service. In the UAE, leading universities in the United Kingdom have formed a cooperative British University in Dubai (BUiD), with the U.K. partners providing oversight and expertise in key disciplines. For example, the BUiD Institute of Informatics is partnered with the University of Edinburgh, Engineering with Manchester, and Finance and Banking with City University, London. The Fletcher School of Law and Diplomacy at Tufts University recently signed a Memorandum of Understanding with the Abu Dhabi Education Council to establish a one-year M.A. program with specializations available in International Economics, Diplomacy, International Relations, International Security, and Political Science. Finally, Texas A&M and American University in D.C. have established partnerships with the American University Sharjah (AUS). Texas A&M provides expertise, and oversight of the engineering program at Sharjah, while American University has advised on overall management, including organizational design for student affairs, operations and its financial systems. American University, D.C. also utilizes AUS as a study abroad site for its students.

There are two programs in the UAE that resemble what is envisioned for NYUAD. The Universities of Paris (Paris 1 - Sorbonne) launched a new branch in Abu Dhabi in fall 2006. Its first such campus outside of France, the Sorbonne is currently utilizing the facilities at Abu Dhabi University but is building its own facility nearby. The Sorbonne will grant degrees recognized by both France and the E.U. and qualified students may opt to transfer to Paris or any E.U. institutions during their course of study, with French as the language of study. Additionally, Middlesex University has established a Branch Campus in Dubai. The program has the same curriculum as in London, with the same examinations taken simultaneously in both cities. The degrees awarded to Dubai campus students are identical to those achieved by students at the London campus, and students may transfer between campuses if they wish.

Framework: Legal agreement: Informed by these due diligence studies, the Legal/Administrative Committee developed with the leadership in Abu Dhabi a “Framework Agreement,” which sets NYU/Abu Dhabi on the path to creating the new regional campus, and states the terms under which the campus will be developed. New York University and the Executive Authority of Abu Dhabi (the “Authority”) signed and announced this Agreement to establish a branch campus of NYU in Abu Dhabi (“NYUAD Campus”) in October 2007, which also is subject to a confidentiality responsibility. NYU’s goal is to have the NYUAD Campus included within its current accreditation. The terms contained in this agreement are summarized below.

A. Summary description of NYUAD Campus: The NYUAD Campus will be established as a research and degree-granting branch campus of NYU, with a projected opening date of 2010. NYU and the Authority intend for the NYUAD Campus to be *the* flagship American-style degree-granting academic institution of Abu Dhabi. The objective is for NYU to develop and operate the Campus pursuant to NYU’s standards for academic excellence and in accordance with applicable U.S. education laws and regulations as well as applicable policies and procedures of Middle States and other relevant accreditors.

Students will be recruited from all over the world and will be admitted based upon their academic potential and qualifications, as determined by NYU. Instruction at the NYUAD Campus will be co-educational and conducted in the English language, excluding non-English language and literature courses. NYU will have absolute and unfettered authority over all academic matters, including but not limited to the selection of faculty, administrators, students, curriculum, student affairs and other educational matters. NYU will establish and implement academic and related policies and procedures for the NYUAD Campus comparable to those at NYU’s Washington Square campus. These policies are intended to include policies found in the NYU Faculty Handbook and the NYU Student Guide, NYU’s institutional policies and procedures on academic freedom – policies that protect the freedom to teach, critique, research, publish, and discuss ideas in public – intellectual property policies, disciplinary and grievance policies, and the like. NYU and the Authority will consult to ensure that the NYUAD Campus provides disciplines, types of degrees (including undergraduate and select graduate degrees), and a period of time over which programs should be phased in, to maximize the opportunity for the NYUAD Campus to attract the highest quality faculty and students.

B. NYU’s commitment to the NYUAD Campus: NYU will have absolute academic authority at the NYUAD Campus, with accountability for making final determinations relating to all academic programs, educational requirements and content for the NYUAD Campus, including size, curriculum design and development, faculty rights, selection and appointment, the conferring of degrees, student admissions, and student affairs and residential life. For instance, NYU will:

- determine the requirements for the degrees and disciplines that will be offered at the NYUAD Campus,
- establish the curriculum and processes for curriculum development,
- determine the appropriate size of the faculty and administrative staff in accordance with NYU’s policies and procedures under the authority of the President and Provost of NYU, with faculty selected from among NYU’s New York-based faculty as well as additional recruitment efforts,

- determine the appropriate size of the student body and, consistent with the prevailing quality standards at NYU, develop criteria for the selection and admission of students and otherwise make all decisions relating to admissions qualifications, admissions and administration of student affairs at the NYUAD Campus, and
- establish and implement academic and related policies and procedures for the NYUAD Campus comparable to those at NYU's New York campus.

NYU also will be responsible for the organization and staffing of academic support operations including at least the following:

- appointment, promotion, and tenuring of faculty (including faculty teaching, research, and institutional commitments and compensation, including dislocation perquisites to recruit and retain top quality faculty), student life and programming (including athletics), admissions, financial aid, student information, registration, class scheduling, grading, records and certification,
- sponsored research, intellectual property management, and research compliance (including compliance with applicable law regarding treatment of human subjects, conflicts of interest and other applicable obligations),
- libraries and electronic resources, information technology and network infrastructure, classrooms, laboratories, performance spaces, art studios, and other academic and research support resources, and
- health services (faculty, staff, and students), transportation, public safety (including enforcement of principles of academic freedom), mail and related services, human resources, facilities planning, faculty/administrator and student housing, legal advice and guidance, public affairs, community relations, advertising and publications, university bookstore, dining and catering services and student services; administrative systems, accounting and budget operations, payroll, payables, procurement, financial reporting, financial audit and compliance, bank operations, cash management, insurance, bursaring, billing, and collection of tuition and fees.

C. The commitment of the Executive Authority of Abu Dhabi to the NYUAD Campus: NYU and the Authority intend for the NYUAD Campus to be a major facility that will include academic and research facilities for classroom instruction, research and training, faculty and administrative offices, support functions such as libraries, athletic facilities, performing arts facilities, campus dining facilities, computing facilities, and residential housing for students, faculty and administrative staff. The Authority will provide the land, funding, and financing for the development, construction, equipping, maintenance, and facilities' operation of the NYUAD Campus. The Authority will build and equip the NYUAD Campus in accordance with the academic programs developed by NYU and with campus design plans that will be approved by NYU. It has also made a significant commitment to NYU to strengthen the long-term relationship between Abu Dhabi and the University, crucial for achieving the goal of providing world-class educational and research opportunities at the NYU Abu Dhabi campus.

In the event of a temporary or permanent suspension of the operations of the NYUAD Campus (other than a suspension caused by the gross negligence, criminal conduct or willful misconduct of NYU, NYUAD or specified senior officers of NYUAD), the Authority also agreed to pay all costs reasonably related to such closure or suspension of operations.

D. Organizational structure of the NYUAD Campus: NYU will establish a not-for-profit corporation registered as a branch²⁷ of a foreign corporation in Abu Dhabi (“NYUAD”). NYU will be the sole member of NYUAD, headed by the Vice Chancellor of NYUAD, who shall be the highest ranking official reporting directly to the President of NYU. The Executive Authority of Abu Dhabi will incorporate an entity in Abu Dhabi (the “Authority Entity”) to support the educational mission of the NYUAD Campus. NYU and the Authority will establish an Executive Committee of the Board of Directors of the Authority Entity, which will be responsible for the finances and operation of the NYUAD Campus. The Authority will have final approval over the budgets and funding for the NYUAD Campus. NYU will have final authority over the academic plan for the NYUAD Campus so that quality is not compromised by any budgetary decisions. Ultimately, all budgets will need to be formulated and approved in accordance with the academic plan developed by NYU.

NYU and the Authority also have agreed to certain exclusivity provisions with respect to the establishment of future degree-granting programs within a specific geographical area (“UAE Market Region”). With respect to undergraduate programs, the exclusivity period is 20 years from the date of execution of the initial agreement; with respect to graduate programs (excluding Law and Medicine, which are not included), the exclusivity period is 12 years. NYU will not pursue the establishment of a degree-granting program offered at the NYUAD Campus in any of the countries in the UAE Market Region.²⁸ The Authority will have the first right to implement any new degree-granting programs not currently offered at the NYUAD Campus, at NYUAD or in the region, provided it is branded NYUAD. Should the Authority decline to sponsor a new degree-granting program, NYU may elect to do so in any country, including those in the UAE Market Region.

Next steps: Having signed and announced the Framework Agreement to establish a Middle Eastern campus of NYU, NYU and our partners in Abu Dhabi are taking concrete steps to create our mutual vision of a comprehensive liberal arts campus of the highest academic quality. Administrative and academic leadership will be provided by Professor Mariet Westermann, presently Director of NYU’s Institute of Fine Arts, who has been named Special Assistant to the President for NYU-Abu Dhabi and Vice Chancellor for Regional Campuses. She will be responsible for establishing University processes to develop the academic program and campus planning for NYU-Abu Dhabi and to develop the requisite administrative organization and operational capacity to support the academic program. The Faculty Steering Committee, with its subcommittees and with the University Administration, will lead the planning processes.

Beginning immediately, the planning team will assess the available pools of students and faculty; help our partners in Abu Dhabi select the location of the regional campus; advise on the design of the facilities and infrastructure; design programs and facilities for student life and residential life; design the academic organizational structure of the campus, including its programs and departments; define the relationship of the regional campus with the faculty and departments at Washington Square; design, with the departments at the Square, the programs of study (general education,

²⁷ Under the laws of Abu Dhabi, to do business there, the new corporation will register as a “branch of a foreign company.” The use of the term “branch” in this context is not equivalent to the use of the term in the university context as is the case when referring to “branch campuses.”

²⁸ The UAE Market Region includes Libya, Egypt, Sudan, Saudi Arabia, Oman, the United Arab Emirates, Qatar, Jordan, Lebanon, Iraq, Syria, Iran, Bahrain, Kuwait, Yemen, India, and Pakistan.

majors, minors, graduate and research programs); with the faculty and departments at Washington Square, establish the procedures for faculty selection, for student admissions, and for the assignment of financial aid; and begin research programs immediately. The goal is to open the NYU Abu Dhabi Campus with its first class of students entering in Fall 2010.

A Possible Regional Campus in Europe

As part of its longer-term strategy of becoming a truly global university, NYU is currently engaged in active exploration of the possibility of establishing a regional campus somewhere on the European continent.

Why in Europe? Three primary considerations lie behind the interest in pursuing a regional campus in Europe:

- NYU's stated goal of being the American higher-education leader in global education. For NYU to be truly "global," its engagement abroad must become increasingly organic to its various contexts. That is, in addition to operating NYU sites abroad, it should also have full degree-granting campuses that are simultaneously part of NYU and shaped by – and a force within – higher education environments around the world. Clearly, Europe must be seriously considered as the potential location of one such campus, and makes particular sense alongside a campus in the Gulf, and a possible campus in East Asia.
- The desire to provide NYU faculty with easy access to the vast intellectual offerings of Europe – from contact and interactions with European colleagues, to access to archives, to the availability of a proprietary space NYU faculty can use as the platform for public events, meetings, and other activities. While many NYU faculty already have their own sets of European contacts, all would benefit from an infrastructure that facilitates more ready access to European academic resources, and a structure within which to spend time in Europe.
- The need to be ahead of the curve in the ability of American universities to hold onto their primacy in the global educational marketplace. As European universities become more "Americanized," on the one hand, and as on the other hand the United States becomes less accessible to some foreign students, NYU must position itself accordingly. In addition to these pressures, NYU – with its relatively small endowment – comes under increasing competitive pressure from top-tier, far wealthier institutions that can afford tuition incentives that are for now beyond NYU's reach. In more profoundly "globalizing," NYU is able to offer a more clearly distinctive educational experience vis-à-vis those offered by other major American research universities, and will better be able to attract strong students and faculty.

The European higher education context: Planning and shaping an NYU school in Europe begins with an understanding of the current higher education environment in Europe, particularly as emerging under the Bologna Accords. Signed by 29 European countries in 1999 (40 by 2007), the Accords call for the creation of a Europe-wide Higher Education Area by 2010. The Accords promise to significantly change Europe's traditionally nation-centric higher education establishment. Specifically, the accords are enabling:

- The creation of a system of comparable and understandable degrees throughout the EU;
- The establishment of a clear and standardized division between undergraduate and graduate studies;
- A quality-assurance process and governing body that is to ensure standard qualifications and quality throughout participating countries;
- The definition of a specifically European focus for higher education;
- Extraordinary mobility across Europe for students – students may complete their education by combining terms of study across an array of universities within participating countries.

Finally, the Accords – which have paved the way for European institutions to start charging tuition – are intended quite explicitly to strengthen European institutions in part by “Americanizing” them. In so doing, the Accords give them a competitive edge vis-à-vis those in America, which has long reigned as the undisputed world leader in higher education –something that may be starting to change.

Any major move NYU makes in Europe must take care to respond to and dovetail with these sweeping educational reforms across the continent.

Due diligence: Where and how? Increasingly, new universities are springing up in Europe that offer an Anglophone education and that attract an international student body. The best known of these offer graduate degree programs in targeted areas – business, for example, is the academic focus of Bocconi (Milan); INSEAD (Fontainebleau); and The European University (The Hague), among others. Others, most famously Central European University (Budapest – both graduate and undergraduate) and the European University Institute (Florence – graduate only) follow a more American-style “liberal arts” model. Nearly every country of Europe – from Macedonia to the United Kingdom – now is home to at least one “American Style” Anglophone institution. What used to be a rarity – a tuition-charging, Anglophone private institution – has recently become a recognized and accepted feature of the higher education landscape in Europe.

A. Accreditation: Such institutions for the most part follow one of four basic models in how they go about establishing themselves:

- Local accreditation only: the institution is accredited only by the accrediting board of the country of its location.
- U.S./local (dual) accreditation: the institution is accredited both by the accrediting board of the country of its location and by an accrediting board in the United States. An example is CEU in Budapest, which is accredited both by Hungarian norms and in the United States, where it is a New York Corporation, and by Middle States.
- Multiple accreditations, usually chosen according to the target student body. An example is the European University of Lefke, in Northern Cyprus, which is accredited locally by the Higher Education Council of Turkey (YOK), but also has two international accreditations as well as accreditations from Pakistan, the UAE, and the Sultanate of Oman.

- Solely US accreditation. In this circumstance the campus functions simply as a “branch campus” rather than “regional campus,” and grants only its home degree.

In establishing a campus in Europe, NYU would most likely wish to pursue the second model, that is, granting a degree recognized both by the accrediting board of the host country, and in the USA as an NYU Middle States-accredited degree. Having dual accreditation would make the campus of greater appeal to directly enrolling students (i.e., students who are not traveling to the site from NYU in New York but rather are completing the bulk of their education and taking their degree from the regional campus). In addition, such accreditation would allow NYU’s regional campus to participate more fully in the emerging Europe-wide higher education environment. In some scenarios, it could possibly be a partner within the current Europe-wide system.

Accordingly, one key component of the due diligence behind this initiative is to explore the possibilities (or lack there of) for such “dual accreditation” offered by various European venues. Having dual accreditation is certainly not required, but attaining it would be optimal.

B. Faculty: access for NYU faculty; the local talent pool: A second large component of the due diligence review of European regional campus prospects focuses on understanding the academic and financial implications of the local labor context of various sites. Most European labor law, particularly as it applies to academics, is quite different from its US counterpart. As an example, the concept of “tenure” is relatively meaningless in Europe; in many cases, all employees in all work sectors are by definition long-term. Some international institutions in Europe – INSEAD and EUI, for example – have managed to establish mechanisms for lessening the impact of this. INSEAD faculty agree voluntarily to be subject to tenure review, and agree to leave their post should they not be granted tenure – even though under French labor law they in fact enjoy job security regardless. As a second example, many European labor laws may make it difficult to delineate full and part-time faculty, a distinction that is important in the U.S.

This legal context is an important one: On the one hand, it means that hiring needs to be undertaken with great care. Access to a ready pool of talented faculty will be crucial. On the other hand, the legal context means that it can in some instances be difficult for NYU faculty to spend significant time teaching in given locations. A core feature of due diligence is a coming to a clear understanding of which contexts and circumstances are most likely to facilitate faculty flow to the site.

C. Building on NYU’s current assets and local knowledge: NYU already has a strong local presence in a number of European cities. Most logically, in creating a regional campus NYU will take advantage of the access to the resources of local knowledge, contacts, and historic student interest offered by its existing study abroad sites, and have one of these locations as its home. That is, NYU’s regional campus in Europe will likely grow out of, in some way, one of these pre-existing ventures. A further possibility is that NYU’s regional campus in Europe will *itself* consist of a network: one could envision a flourishing undergraduate presence in one location, with a graduate and faculty center in another. Considerations of NYU’s current strengths in Europe, local talent pool, desirability for NYU faculty, and local legal and accreditation factors will together determine the optimal location and configuration of a European regional campus.

A Possible Regional Campus in China

Currently, the possibility of NYU regional campuses in Paris is under study, and the pursuit of a regional campus in Abu Dhabi is under way, with the due diligence and feasibility studies quite far along in each case. China presents a natural site for a third regional campus, given its economic development and the international leadership role it is likely to play later in this century. Government administrators in Shanghai and the adjacent municipalities, as well as leaders in higher education there, have begun inquiring if NYU has interest in setting up a regional campus. It is important to note that these discussions are in their earliest stages.

Beyond this possibility of a site in China, there are no additional regional campuses in discussion or under consideration. Full regional campuses represent very big steps for NYU, with large risks and large advantages. In comparison, for semester abroad sites, further expansion will depend upon student demand and academic priorities in particular departments, constrained by the requirement that the new sites be cost neutral to NYU and at times revenue-producing. For focused regional campuses with specific degree programs, further expansion will depend upon student demand in the region. Full regional campuses are much larger undertakings. In the foreseeable future, other than the three possible sites in Abu Dhabi, Paris, and China, no campuses are envisioned.

CONCLUSION

This working paper has described NYU's global programs – their scope, current status, mission and goals, successes and challenges. Collectively, they will be the foundation of NYU as a ***global network university***. Clearly, much remains to be accomplished as we move NYU towards this network, including the establishment of new semester abroad sites, the nurturing of academic programs at existing sites, the development of graduate and research programs at each site, the development of academic identities for each site, the academic planning and implementation of regional campuses, and, overall, the strengthened and broadened engagement of Washington Square faculty and especially departments in the entirety of NYU's global programs.

Faculty leadership is essential to our success, and on behalf of NYU as a whole, I gratefully acknowledge the many faculty who work diligently on our global programs. Any faculty member who has expertise and interest in any of the global sites and programs and who would like to participate in the development of their programs, is encouraged to contact Ulrich Baer, Vice Provost for Globalization and Multicultural Affairs. He may be contacted at (212) 998-4833 or at ulrich.baer@nyu.edu.