

Spring 2017

Preamble

Global Education is both education intended to prepare students for the changing circumstances of globality, and education that takes place under these circumstances but that, in many other ways, resembles activities that were previously undertaken under different rubrics, such as “international education” or, simply, “study abroad.” While immersive education about the cultures, histories and natural environments elsewhere comprises a significant strand of such activity, we define global education in a manner that also encompasses teaching and learning which, though situated elsewhere, is not necessarily *about* that location. Thus, education that involves work in laboratories or observatories outside of the US, or that includes American Studies conducted elsewhere, or that engages foreign scholars in their respective formulations of questions about global phenomena, is encompassed in the category of global education— as are more conventional forms of immersive study abroad.

General Principles

The schools of the Arts and Sciences pursue global education for the intrinsic goods that it offers: forms of understanding and learning that will enhance our teaching and equip our students to enter a rapidly changing world with necessary critical skills and knowledge. However, educational standards must be rigorously upheld and protected in all venues, and the reduction of study abroad to tourism must be avoided. The Arts and Sciences supports and encourages immersive learning off-campus, including but not limited to that conducted in other languages, and believes that an overall benefit to the university community has accrued from the many excellent programs that are currently operated by Columbia. However, to the extent that global education is realized through learning and teaching abroad —activities that are particularly resource- and time-intensive— it should not be pursued at all costs.

Arts and Sciences should pursue off-campus global education in a manner that maintains or enhances the academic standards of the University, and with a view to providing these opportunities to all our students. Regardless, the maintenance of the scope and quality of the Morningside Campus curricula and overall mission constitute an absolute priority in all decision making about teaching and programming abroad.

Teaching abroad should not be a primary means of promoting study abroad, and should be pursued in limited degree, and if appropriate financial resources are available. Leaving aside standard questions of rigor and excellence, courses taught abroad should be selected on the basis of the following considerations, which will vary depending on when the course is taught, including:

1. The value of teaching the course or program in the proposed location, rather than on the Columbia campus, as well as the extent to which it will enhance the students’ overall educational experience;
2. The role for foreign language instruction in the course or program;

3. The role of local institutional partners, including the inclusion of local students and whether Columbia students will have the opportunity to take additional classes at such institutions;
4. The potential for building upon the connections established abroad and whether aspects of the experience can impact other students back on the Morningside campus;
5. The replicability of the course;
6. The collaborations and networks that the course enables with faculty and students elsewhere;
7. The departmental and or institute capacity to function in the absence of the faculty person and/or the plans to compensate for it (financial, advisory, etc.).

Items 1-4 fall within the purview of the Committees on Instruction, while items 5-7 fall with the purview of the Executive Committee – see specific policies below.

Arts and Sciences will prioritize financial resources for teaching abroad as follows:

1. Financial aid for students in the College and GS, particularly for summer study (in the case of CC).
2. Enhanced research opportunities abroad, designed to both extend student access to laboratory and other experimental contexts, and to permit exposure to the institutions and intellectual traditions of scholars in non-US contexts.
3. One-to-one substitutions for instructional faculty on the Morningside Campus, to prevent adjunctification from becoming a corollary of teaching abroad.
4. Support for visiting faculty (salaries, housing and office space, and logistical support), to allow Columbia to become thoroughly inserted into a global network as a destination and not merely a departure point for global scholarship.

Arts and Sciences will continue to support the Language Resource Center (LRC) with a focus on technological enhancement, enabling a more visible LRC role in graduate education, and international collaborations.

Graduate education

There is currently a great deal of global research among graduate students that is demanded by their discipline or chosen topic. Doctoral students already travel with funding during the

academic year while on a Dissertation Fellowship, a GSAS International Travel Fellowship, or outside funding or fellowship; they may travel in the summer on a FLAS, a GSAS Summer Language Fellowships for International Students, or if supported by departmental funds. The Arts and Sciences will continue its efforts to identify further sources of funding to enhance these programs.

The report's call for expanded global travel and study by graduate students is compelling, but there are structural impediments to an increase in international mobility by graduate students. At present, several opportunities available through MOUs with overseas institutions go unused by our doctoral students because they are difficult to reconcile with the typical pedagogical and programmatic expectations of our students. Such generalized mobility would require that students be able to travel instead of teach in at least one of their six teaching semesters — an arrangement that would have a non-trivial impact on the pedagogical enterprise of many of our departments. These issues are not intractable, but would require a systemic rethinking of the role that our doctoral students play in supporting the undergraduate curriculum. Further, the cost of the proposed extension of the seven- and nine-year rules of funding and to complete the degree, respectively, would be prohibitive; would extend time to degree just when we have managed to reduce it appreciably; and would decrease our students' standing in the job market.

The proposal to create an entity that would have responsibilities in the graduate realm that would parallel those that OGP has in the undergraduate context will be put to the consideration of the Executive Committee of GSAS.

Specific Policies

Since Columbia courses offered by Arts & Sciences faculty at a location other than our New York campuses are part of the overall academic program of its departments and schools, the Office of Global Programs will ask that the Executive Committee of Arts & Sciences approve the offering of a course abroad in a particular academic session, whether the course is new or has been offered in a previous academic session. Since Arts & Sciences is responsible for setting the overall compensation of the faculty member involved, the Office of Global Programs will ask that the Executive Committee set the compensation for teaching a course that is supported by the OGP.

If the course being proposed has not been offered before, the Office of Global Programs will refer the course proposal to the Columbia College/General Studies Committee on Instruction if the course is being offered to Columbia College or General Studies students, and/or to the Executive Committee of the Graduate School of Arts & Sciences if offered to graduate students. Whether a course is offered at the New York campuses or elsewhere, approval of a course by the CC/GS Committee on Instruction and/or the GSAS Executive Committee is required for students to receive academic credit for the course.

A standing subcommittee of the EPPC on “Global Education” will advise the Executive Committee on global educational policy. It will help the EC generate policy to guide decision making and to prioritize requests for resource allocation based on a long-term strategy for global education and for the overall health of the Morningside curriculum. It will advise on communication strategies linked to global activities, and help articulate the global interests of the Arts and Sciences in relation to the University.