

Committee on Global Education Annual Report 2022-23

Over the 2022-23 academic year, the Committee on Global Education both met bi-weekly to review the regular charges of our committee and continued the undertaking begun in 2021-22 of department listening sessions across the campus. Regular committee business included reviewing new programs for approval, reading incoming and outgoing exchange applications and student petitions to non-approved programs, and awarding a small number of students fellowships for summer study abroad programs. The committee advocated for the inclusion of the costs of optional pre-semester language courses in tuition costs. We completed a tour of academic departments across campus in order to discuss with faculty the role of study abroad for their majors and to share the impact study away enrollments have on college operations. In sum, our findings indicate that while many departments have a clear understanding of how study abroad relates to their curriculum, some still seek more clarity on several issues that we discuss below. Our work both in our listening sessions and across our regular business included clarifying and reminding departments, faculty, and students of the deadline for study away applications, as well as the need to create a better balance between students studying away in Fall and Spring semesters. This academic year saw a repeat of the trend of a striking imbalance between the number of students studying abroad between the Fall and Spring. This imbalance creates significant burdens for many divisions on campus, including housing, dining and facilities. It also creates challenges for departments in predicting enrollments and staffing majors appropriately. Given both the careful work of balancing effects of the Fall/Spring imbalance and the pressure on departments across campus that manage expectations of the number of students on campus per semester, our committee will continue to strictly adhere to the College's single deadline for study away, which helps manage semester enrollment.

Academic department listening tour summary

The CGE embarked on a "listening tour" of academic departments in the fall of 2021 which concluded in the spring of 2023. Our goal was to learn about best practices in departments for encouraging and supporting students who choose to study away. We also asked departments what global education means for their majors and how the Office of Global Education and the committee might be a resource for them. We took the opportunity to share the significant impact the imbalance in enrollment between fall and spring has on campus operations and to promote the single deadline for students to indicate their plans to study away.

We met with over 70% of academic departments and several themes emerged from our conversations, which are shared below.

- Double majors are common among Amherst students and the perception is that this may complicate study away, should students need credit in at least one of their majors. Some also expressed concern that students choose to study away for personal reasons rather than academics.

- Summer funding for language study, research, and/or internships abroad is lacking and would enhance the academic experience for many majors.
- There is some apprehension about the rigor of courses on study away and the challenge of finding courses that would be the equivalent to an Amherst course. There are challenges in accessing syllabi for some study away courses which enhances skepticism around the academic experience. Some faculty in different departments also expressed concern about transferring credit from courses not offered in English.
- Students with certain identities might find certain parts of the world challenging or even unsafe, e.g., being gay in Russia.
- STEM departments fall at both ends of the spectrum in regards to flexibility with study away. Some have integrated study away programs well into their majors. Others look for exact replicates in terms of lecture and lab that may be difficult to find outside of Amherst.
- Some departments are agnostic about study away. They are supportive of students who decide to go, but they are not necessarily encouraging majors to choose study away. Students who declare their major “late” may find it more challenging to study away because of major requirements.
- Some departments were more familiar with study away programs in Europe, compared to Africa, Asia, Central and South America, and the Middle East.

The conversations highlighted the range of knowledge of study away at Amherst as well as apprehension among some faculty. Similarly, department websites have a wide range of information about study away for their majors; some have well-developed sites while others have basic information about credit transfer. While the Office of Global Education has already followed up with many departments who expressed interest in more information, the CGE has recommendations for the Provost to encourage departments to reduce what we believe are barriers to study away:

- Ask departments to consider what a global education means for their majors, beyond credit transfer. Departments could be encouraged to include this information on their Study Away site.
- Encourage departments to view study away courses as potentially meeting an expanded range of learning goals, rather than serving as strict substitutes for courses offered at Amherst College. By thinking about study away in this way, departments can offer more flexibility for their majors who wish to study away but are impeded by the availability of major course credit.
- Ask the academic departments to liaise with the Global Education and the Registrar’s Office to create a repository of courses that count towards majors, including collecting syllabi, if possible.
- Provide more funding for students to enroll in summer programs and pre-semester language immersion programs as a matter of equity. Presently, some students are able to participate in these enriching optional activities while others cannot afford to. We recommend that the College work with Advancement to identify donors who might provide more support for such programs.

CGE Members:

Amelie Hastie (Chair)

Sanam Nader-Esfahani

Ashwin Ravikumar

Janna Behrens, *ex officio*

Becky Catarelli, *ex officio*,

The Annual Report of the Committee on Global Education

AY 2021-2022

Among all aspects of college life, study abroad and domestic study were among those most deeply impacted by the global COVID-19 pandemic. Nonetheless, despite many restrictions still in place, the current academic year saw some return to normalcy, and the Committee on Global Education was able to return to most of its usual tasks. These are the highlights of the committee's work for the AY 2021-2022:

1. The faculty members of the Committee on Global Education would like to express their profound gratitude to Janna Behrens and Chelsi Colleton in the Global Education Office for their work in supporting our students' interest in studying away and the work of this committee.
2. With the return to a semblance of normalcy in study away, we returned to one of our most basic tasks, which is to examine petitions to attend programs that are not pre-approved.
3. We reviewed and made recommendations on applications for incoming and outgoing student exchanges with our partner institutions in India, Lebanon, Singapore, and South Korea.
4. We read and approved student applications for fellowship funds for summer language study.
5. With the granting of a pandemic exception to the usual rule prohibiting study away in the final semester at Amherst, the CGE read and approved one petition by a senior to take advantage of this exception.
6. With study away numbers increasing again, the CGE engaged in extensive department outreach during the spring 2022 semester in order to: 1) Learn about department policies and priorities with regard to semester or year-long study away; 2) Get ideas for helping to correct the growing imbalance between fall and spring study study away enrollments. We spoke with the Departments of Music, Political Science, Computer Science, Mathematics and Statistics, American Studies, Sexuality, Women's, and Gender Studies, Classics, Russian, Biology, German, Anthropology and Sociology, Law, Jurisprudence, and Social Thought, Spanish, English, Chemistry, and Economics. We will continue our outreach to remaining departments in the fall as some (i.e., Philosophy) have requested meetings next semester. Some of the most important points from those meetings can be found in the appendix to this report.
7. We began a discussion of a wide range of issues surrounding summer language study, with special attention this semester devoted to pre-semester, optional language courses abroad, as well as academic and financial support for such opportunities. The CGE plans to devote much of next academic year to continuing discussion of expanding summer opportunities for students.
8. At the request of several faculty members, we discussed and supported a proposal to expand our existing relationship with the American University of Beirut to include faculty exchanges. This is one of many initiatives being pursued to help the College reach institutional goals about internationalization stated in the Strategic Plan of 2015. A final decision will be made after a faculty delegation can visit AUB to discuss viable options for exchange.

9. This was our first year fully operating under a new policy: students are now required to declare their intention to study away and which semester(s) they intend to study away by a single deadline each year, which is April 1.
10. We discussed the function of the Committee on Global Education in light of the college-wide push to rethink the committee structure in general at Amherst.

Respectfully submitted,

Janna Behrens, Addy Free, Catherine Infante, Raphael Sigal, and Tim Van Compernelle

Appendix

We include here some of the common or important points we learned from our extensive meetings with academic departments on campus:

- Many departments are interested in funding/programs for summer language study and summer research.
- Many departments are interested in updated information about specific programs suited for their majors (i.e., Music, SWAG, LJST). The Office of Global Education will follow up with these departments in the summer months.
- A few departments discussed the role of athletics in study abroad timing and program selection, noting that some students choose programs with their teammates.
- At least a couple departments commented on how faculty are informed about study away programs, especially new faculty.
- Some departments have few parameters when transferring credit from study away to the major; others have more requirements. The College does not (yet) have a system for tracking which courses count towards particular majors and some departments are doing this themselves. Students do not necessarily know which courses on some programs have counted for other students. There are mixed responses on the level of transparency for these kinds of lists.
- There is no “magic bullet” for solving the current imbalance between fall and spring study away numbers. There also appear to be few structural reasons why students gravitate toward spring study away. We will continue to work on this next year.

The Annual Report of the Committee on Global Education

AY 2020-2021

As with everything this past year, the work of the committee on global education (CGE) was significantly disrupted by the global COVID-19 pandemic. Given the specific ways it impacted study away, the CGE had a busy and challenging year adapting to a set of highly unpredictable circumstances. These are the highlights of the committee's work for the AY 2020-2021:

1. The faculty members of the Committee on Global Education would like to express their profound gratitude to Janna Behrens and Chelsi Colleton for their work in supporting our students' interest in studying away. Their work of adapting and readapting to ever-shifting restrictions and their tireless efforts to reimagine study away for our students this past year was inspiring.
2. The committee spent a great deal of time discussing the various ramifications of the global COVID-19 pandemic on study away: Should students be allowed to study abroad given the high rates of COVID-19 infection in the US? Should international students unable to get back into the US be allowed to participate in study away programs in their home countries? How might remote learning options approximate study away experiences for students?
3. Hopeful that many travel restrictions will be lifted next year, we reviewed and made recommendations on applications for incoming and outgoing student exchanges with our partner institutions in South Korea, Lebanon, and Singapore; we read and approved student petitions to attend programs that are not pre-approved; and read and approved student applications for fellowship funds for summer language study. As would be expected, there was a precipitous drop in the number of applications and we were thus able to fund all students.
4. Although faculty exchange programs were suspended this year, we reviewed and forwarded to Provost Epstein a candidate for the Doshisha faculty exchange program.
5. Given the disruption in global travel, we reviewed options for students to participate in domestic study away programs (e.g., UC Berkeley's Global Access Programs and Middlebury's Study Away Semester at Monterey Institute of International Studies).
6. We reviewed and updated the personal statement requirements for outgoing exchange applications.
7. We updated the study away evaluation forms and discussed the current practice of placing a hold on student registration until the evaluation is completed. We decided that, for the time being, this practice will stay in place.
8. We continued to discuss the plans of the CGE to reach out to individual departments to discuss study away. Due to the current conditions, we thought it best to delay this until at least next year.
9. We discussed and supported a proposal for a faculty-taught intensive language short course accompanying the API in Cádiz study abroad program. This is one of many initiatives being pursued to help the College reach institutional goals of encouraging fall study away, expanding global opportunities for faculty, and increasing language study for students.
10. Students are now required to declare their intention to study away and which semester(s) they intend to study away by a single deadline in the 2021-2022 academic year, which was April 1. Recognizing the need to be flexible during these unpredictable times, we reviewed and approved (and continue to review and approve) requests for exceptions to this deadline.

Respectfully submitted,

Janna Behrens, Chris Dole, Addy Free, Catherine Infante, and Tim Van Compernelle

CGE Annual Report. The faculty committee on global education (CGE) had a productive year shepherding global initiatives at the college and supporting the work of the Office of Global Education. These are the highlights for AY 2019-2020:

1. We commend Janna Behrens and Chelsi A. Colleton for their hard work in helping all of the students who were studying abroad during the outbreak of Covid-19, either return home or move to another location. Thanks to their work and that of providers, all of these students successfully finished their semesters.
2. We discussed Janna Behrens' report on the growing semester imbalance between fall and spring study away enrollments, and support the report's four recommendations, including the implementation of a single annual deadline for study away, with the single deadline to begin in spring 2021. Because academic advising is a significant element in helping students determine which semester is most appropriate for them to study away, we also recommend that all departments announce their course offerings for the following academic year early in the spring semester. This will allow students and advisors to plan accordingly and may help address the semester imbalance.
3. We reviewed and made recommendations on a draft of new academic policies for study away, written by Janna Behrens and Jesse Barba. The document has since been forwarded to the CEP.
4. We discussed the composition of the CGE and recommend that it always have at least one representative from the STEM fields, one from the social sciences, and one from the humanities. In addition, we recommend that the representative from the humanities be someone from one of the foreign language departments since so much of the work we do revolves around study abroad in non-English speaking countries.
5. We reviewed and updated the list of pre-approved study abroad programs.
6. We submitted to Provost Epstein a ranked list of candidates for the Doshisha and the Ashoka faculty exchange programs.
7. We reviewed and made recommendations on applications for incoming and outgoing student exchanges with our partner institutions in South Korea, Lebanon, and Singapore; read and approved student petitions to attend programs that are not pre-approved; and read and approved student applications for summer language study, including those whose programs switched to online because of Covid-19. We were able to fund all students in this last group.
8. We supported allowing students to pursue shortened study abroad programs during the Fall 2020 semester, in response to the fact that many consular services are closed or limited in their services because of Covid-19. Under these shortened programs, students will begin the semester remotely from their homes, and then live and study abroad just short of the 90 days allowed with a tourist visa.
9. We reviewed and supported a request from the German department to have the non-credited, pre-semester language course offered by our exchange partner, Göttingen University, be included in a student's financial aid budget.
10. We discussed two applications for exceptions to the Global Education Office's housing policy while abroad, including one from a group of student athletes who wanted to live together in Rome. We did not support this particular application for a number of reasons outlined in our response.

Respectfully submitted,

Jesse Barba, Janna Behrens, Chris Dole, Paul A. Schroeder Rodríguez (chair),
and Olufemi Vaughn, on May 20, 2020.

CGE Annual Report. The faculty committee on global education (CGE) had a productive year shepherding global initiatives at the college, and advising; and supporting the work of the Office of Global Education. These are the highlights for AY 2018-2019:

1. We supported a faculty proposal to create an institutional partnership between Amherst College and the two top universities in South Korea: Yonsei and Seoul National University. The College has since established a bilateral student exchange program with Yonsei University's Underwood International College, and is looking to develop other student and faculty opportunities at both institutions.
2. We provided feedback on a new tuition model for study away proposed by Director of Global Education Janna Behrens and Director of Finance Systems and Projects Katie O'Hara Edwards. In the current system, students pay the tuition and fees of their selected program. Starting with the class of 2022, students will be charged Amherst tuition and pay local room and board fees. Aid will remain portable.
3. We updated the list of pre-approved study away programs.
4. Given the many benefits of student internships during study away, we believe that the faculty at large should revisit the current policy of not accepting any credit for internships. Not all internships are the same, yet many of the ones that are offered through our approved programs abroad are academically grounded and offer students learning opportunities that cannot be replicated in a traditional classroom setting.
5. We reviewed fifteen student applications for student exchange; over thirty student petitions to attend non-approved programs; and over twenty summer study abroad applications, of which we were able to fund eight.
6. We reviewed Amherst faculty applications to do short-term faculty exchanges at two of our partner institutions in Japan and India, and made recommendations to the Dean.
7. With the help of the Dean, we defined evaluation criteria for future applications to these short-term faculty exchanges to partner institutions. The new criteria will be included in next year's call for nominations and self-nominations.
8. We clarified with the Dean that departments will be consulted about potentially hosting faculty from partner institutions before any such recommendation is made to the partner institution.
9. We shared with the Dean the importance of language study, not just in study abroad programs but also in new and existing exchange programs.
10. We reviewed the demographics of students studying away, for class of 2006 to class of 2015. Generally speaking, more women (47%) than men (31%) study away for a semester or a year. Otherwise, study away is more or less evenly distributed regardless of race, class, or ethnicity. The exception is students in three sports: male and female basketball (8% and 14%, respectively), male and female ice hockey (3% and 10%, respectively), and male golf (13%). We plan to reach out to the coaches in these sports next academic year, to begin a conversation about ways to possibly increase these percentages.

Respectfully submitted,

Janna Behrens, Chris Dole, Ewa Nowicki, Paul A. Schroeder Rodríguez (chair),
and Olufemi Vaughn

The Committee on Global Education
Report to the May 17, 2018 Faculty Meeting

The Committee on Global Education has a new name and a new charge, both approved by the faculty in 2017 and 2018. After our new charge was approved, we revised our mission and vision statements as well as the learning goals for study away, and we launched a number of new initiatives that reflect these new goals. In all our work, we are enormously grateful for the knowledge, responsibility, generosity, and creativity that Janna Behrens and Amanda Wright bring to the Office of Global Education. Supporting the work of this committee is one of the many hats the amazing Jesse Barba wore last fall, and this semester it has been a pleasure to work with our new registrar Ewa Nowicki, and to welcome her to Amherst.

The embrace of the “global” in our committee name and charge reflects two facts: that Amherst students come from many countries, so for them studying at Amherst is already an international experience; and that Amherst students study away from campus in other countries but also in the United States. In light of this, the committee took on the added responsibility of vetting new domestic programs, in addition to international ones. This new responsibility led us to ask ourselves: what does our programmatic goal of “immersion” entail for a program based in the United States? We concluded that regardless of location, immersion means having structured opportunities for sustained and intense interaction.

With this in mind, please let Janna Behrens know if you have ideas about specific domestic or international programs that you would like to see on Amherst’s approved list, or if you are traveling and would be interested in visiting particular programs and helping us to assess them. She can further research the institution using the committee’s rubric for assessing programs and bring the recommendation to the committee.

Our new charge gives the committee responsibility for evaluating a wide range of faculty and institutional partnerships as well. We aim not only to send individual students on individual intellectual adventures elsewhere, but we want beyond this to build other sorts of ongoing relationships including faculty exchanges and various kinds of long-term partnerships. This was the first year that the committee held responsibility for reviewing applications for the faculty exchange with Doshisha University; we also reviewed student applications for our bilateral exchanges with Yale-NUS College in Singapore and with The American University of Beirut; and we advocated for Amherst becoming an associate member of CASA (Consortium for Advanced Studies Abroad). Initiated by Brown University, associate membership not only facilitates Amherst students participating in CASA programs but also enables Amherst faculty to make use of CASA centers and networks in Latin America and Europe. If you are interested, please contact Janna. We have begun to discuss other possible partnerships (an HBCU? The University of Puerto Rico? Boğaziçi University in Istanbul?). If there are universities or other educational institutions where you have strong contacts or are presently involved in collaborations, and where you can imagine a mutually beneficial structured partnership—bring your ideas to the committee, we have now drafted a proposal process for considering such institutional partnerships.

The work the committee did under its old name and charge continues as well. Every semester we have lots of student petitions to non-approved programs to assess and placements to vet. The responsibility of distributing limited fellowships for summer international language study among too many worthy students, emphasizes the value of augmenting those funds as a highly desirable goal for Amherst College's capital campaign. Summer international language study after the first or second year at Amherst is a powerful tool for raising fluency and cultural competency, and makes it possible for more students to take advantage of the College's curriculum and of semester or year-long study away programs.

We see the Committee on Global Education and the Global Education Office as important participants in the ongoing work of living up to the "globalization" goals articulated in the college's strategic plan.

Sincerely yours,

A handwritten signature in black ink, appearing to read "K. Sánchez-Eppler". The signature is fluid and cursive, with a long horizontal stroke at the end.

Karen Sánchez-Eppler
Chair, Committee on Global Education

Activities of the Committee on International Education (CIE) 2015-2016

Fall Semester 2015 (Vanessa Fong, Chair)

- Lauren Clarke's proposal to join the CIE was approved, and she officially became a member of the committee.
- As per the Dean's request, the CIE offered a list of priorities for raising funds in accordance with one of the goals of the Strategic Plan, namely "Preparing students for increasing global interdependence by cultivating international programs and perspectives."
- The CIE reviewed recommendations by the Spanish Department to add several new programs to the pre-approved list. The programs were approved and added.
- The Study Abroad Office proposed that questions about learning goals be incorporated into the two forms students must fill out before studying abroad, and into the evaluation that they must fill out upon completion of the study abroad program. These questions are designed to encourage students to reflect on their learning goals as they relate to the programs that they choose, and allow them to assess whether or not those goals were met during the time they spent abroad. The members of the CIE endorsed the proposed revisions.
- Committee members read eighteen petitions from students seeking to study abroad on non-approved programs in the spring of 2016, of which seventeen were approved.
- The CIE read and discussed a proposal for an external review of the Study Abroad Office. It also reviewed the draft of the charge to the visiting committee, and revised the list of questions that the visiting committee will consider.
- Members of the CIE reviewed seven applications to New College at Oxford University. We nominated four students to enroll directly in New College for the 2016-17 academic year.

Spring Semester 2016 (Rosalina de la Carrera, Chair)

- The committee read sixteen petitions from students seeking to study abroad on non-approved programs in the fall of 2017. Of these petitions, fourteen were approved fully, and two conditionally.
- To gather additional information for the Study Abroad Office's self-study, the CIE solicited responses from department chairs regarding the actual or potential impact of study abroad on each department's major.
- We read twenty-one applications for summer fellowship funding, and ultimately awarded seven fellowships.
- The CIE considered and approved the one application to our new exchange partner, Yale-NUS (National University of Singapore) College.
- Members of the CIE reviewed the approved program list and made adjustments based on the recommendations submitted by the Study Abroad Office and by academic departments.