March 24 2015

ASCC ad hoc committee on Global Option in Arts and Sciences

Present: Janice Aski, Meg Daly, Garrett Heysel; Pok Sang Lam; Kendra McSweeney; Carmen Taleghani-Nikazm

**How can we adopt a Global Option that is meaningful and practical for students in ASC?**

We engaged in a broad discussion of the goals of a transcript-tagged Global Option and how these goals might be enacted within ASC. This discussion identified several roadblocks to developing an ASC-wide GO and highlighted some opportunities for GO programming within ASC.

**Roadblocks**

* Cost prohibitive for students of limited financial means and for students with full programs.
* May effectively compete with enriched experiences like research, service learning etc because of time and opportunity constraints
* May divert students away from programs in languages, area studies, etc
* Some models of language proficiency add burden to ASC language programs (testing, etc) but may reduce enrollment. This outcome is bad for ASC because it compromises our programs (relevant to all GO programs but likely to have less traction in Engineering or Business)
* NMS students take more credits within their major programs and have more constraints on scheduling because of labs. Language requirement likely to be an obstacle.
* Students going abroad cannot have foreign institution credit transfer to GE. This makes these programs particularly less attractive for NMS students because of the credit issues
* The point of a GO is for students to engage in local culture, and some experiences in NMS are in English and multicultural but not “culturally aware” of host country
* Programs, courses less available for students in NMS and some areas of SBS. Advising and “culture” of these programs needs to build demand

**Solutions and opportunities**

* Possibly tap URO as a source for funding these experiences? This is foundational to international research, could be tied into some summative assessment of their experience.
* GO activities and opportunities should be integrated into STEP
* Have a research component as part of the global option?
* Allow courses taken at foreign institutions count towards GE. This would make programs appealing to NMS and SBS students, who might have fewer options for credit and thus less incentive
* Maymester tuition waivers for Study Abroad or GO-participating classes (could be extended to other enriched experiences like Service learning or Research)
* Expansion and development of direct enrollment programs avoid OSU credit (so reduce cost) but have clear correspondences to specific OSU courses for transfer credit. This helps alleviate costs but is counter to developing capacity within OSU

From discussion of these concerns and opportunities, a consensus emerged that GO for many programs in Arts & Humanities or Social & Behavioral Sciences is redundant with existing programs and likely to confuse students and burden departments and programs with additional advising and transfer credit evaluation. The benefit of the GO for students in A & H or SBS is suspect. Our discussion identified two significant points of consensus that will guide subsequent discussion and likely frame our recommendations to ASCC.

**ASC is leading the University in training globally aware and engaged students**. These programs already provide a global option for students through courses, research experiences, and study abroad. Global thinking is part of our GE. The freedom for students to design a meaningful, globally-informed program of study within their major or through a minor in a language, area studies, or international affairs is a benefit that would be curtailed by a more proscriptive GO.

**Students in STEM fields (including NMS, Allied Medical, Speech and hearing, and programs like Neuroscience or Psychology) would benefit from more international opportunities.** A focused effort to build opportunities within these programs and for students in these programs through other units within ASC would benefit the students and ASC. A “GO-STEM” program would be more focused (and thus easier to develop and implement), leverages the strengths and expertise of A & H and SBS, and provides an innovative angle to STEM training (and thus recruitment/retention) for NMS.

Moving forward, our task is to demonstrate that the competencies and goals of the University-Wide GO are integral to many ASC programs already and to develop a meaningful and attractive GO for STEM fields. This will be the focus of our meeting on March 31 (110 Denney, 1-2 pm)

**Points to develop to explicate the role of GO competencies within ASC**

* Obtain data on participation in GO-relevant programming

**Points to consider in the development of a GO-STEM program**

* Research abroad (including volunteer experiences) could (should?) be part of this program. May entail additional advising and reporting options or additional activities (journaling, visits to or collaboration with foreign nationals, participation in research for a) to make the experience more GO relevant and more transparent in terms of its appropriateness
* Arts Honors might be a model for a GO-STEM program. Identifies a handful of experiences outside of the normal program that students need to complete. Offers flexibility within a clear set of goals and criteria.
* CLLC (Center for Languages, Literature, and Cultures) might be an ideal coordinating body or participant in the refinement of the GO-STEM