MIA/MPA Capstone
SIPA Liaison Handbook

Fall 2016

All contents can also be found on the Capstone Wiki page:
http://sipacapstone.wikischolars.columbia.edu

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RECOMMENDED WORKSHOP TIMELINE | FALL 2016

May 6th	Capstone project descriptions are posted on SIPA's website for students to view
August 15th	Completion of project Terms of Reference (ToR) by client and faculty advisor
August 22nd -24th	**Second Round of applications for Fall Capstone workshops**
Start of the semester	Capstone team student assignments are announced
September 6th	**First day of classes**
Week of September 6th *(or date that is convenient for the client)*	Client meets/conferences with Capstone team
Week of September 6th	*Suggested:* Complete Project Teambuilding Form and develop team Code of Conduct (available at http://sipacapstone.wikischolars.columbia.edu/Forms+%26+Handbooks)
Week of September 12th	*Suggested:* Complete Project Control Plan (available at http://sipacapstone.wikischolars.columbia.edu/Forms+%26+Handbooks)
September 20th	**Faculty must select a SIPA Liaison and notify** Capstone Program Coordinator, Saleha Awal (sa3359@columbia.edu)
September 23rd	**Orientation for Capstone student and SIPA Liaisons** | Room 1512 IAB | 1:00-2:00pm
October 3rd	Deadline to confirm availability for your team's midterm presentation timeslot
October 11th	Deadline for SIPA Liaison to submit a 250-word abstract of Capstone project to be used for presentations. It is the responsibility of each team to bring supporting materials (i.e. PowerPoint, handouts, etc.) to the presentation via flash drive, email, DropBox, etc.)
October 18th	**SIPA Capstone Midterm Presentations** |Room 1512, IAB | 9:00am-1:00pm *Specific schedule will be sent out in early February*
Week of October 24th	Students complete first Peer Assessment Form
Week of October 24th *(or date that is convenient for the client)*	Midterm briefing to client on project's progress
Week of November 14th *(or date that is convenient for the client)*	Written draft report or initial findings submitted to client
Week of December 5th *(or date that is convenient for the client)*	Client briefing of Project findings
Before December 12th	Final Report and briefing due to client
Week of December 12th	Students complete final Peer Assessment Form
December 12th	**Final deliverables and an updated 250-word abstract are due to SIPA. All Travel/Business expense reimbursement forms are due to SIPA.**

PROGRAM OVERVIEW

Serving as a culminating educational experience for the Master of International Affairs and Master of Public Administration degree programs, students in all of concentrations, except for the Economic and Political Development (EPD) concentration, complete a Capstone workshop in their final semester. Students are organized into small consulting teams (6-8 students) and assigned a substantive, policy-oriented project with an external client. SIPA Capstone workshops are available to MIA/MPA students primarily during the spring semester of their final year. A small number of workshops are offered in the fall semester for students who are graduating at the end of the fall term.

A Capstone workshop is very different from other courses at SIPA in that the project is a live consulting project with an external client outside of SIPA. Like all consulting assignments, it is the job of the team to develop a work-plan and to finalize the scope and the final deliverables of the project. (Although the initial scope and project question is defined prior to the students joining the team most often, once the team begins to delve into the initial research, the team will further refine the project question so that it is more specific and targeted than the initial question). While it is reasonable to expect guidance from the client, it is the job of the team to determine how to achieve the final deliverables of the project. The faculty advisor is there to assist the team in this process.

Expectations of the Capstone Students

Like all classes:

- attendance and participation in class activities;
- timely completion of assignments;
- high-quality work

Unlike other classes:

- Meeting with the client outside of class;
- Conducting field work;
- Working out the logistics of the project with clients;
- Routine group discussions outside of the arranged class time;
- The preparation and presentation of professional, high-quality report and final presentation that is representative of SIPA.

The average amount of time spent on a weekly basis for each Capstone participant is roughly 8-12 hours per week. However, this will vary by project and by week. Like any project, there will be periods of high levels of work and periods where there will be less work required as the team moves through the work-plan and approaches deadlines for deliverables.

Grading

Student grades are derived from both the products they deliver to their clients and their level of participation and cooperation throughout the semester. Students receive individual grades.

Grades for the workshop will be based on the following criteria:

- Quality of individual written work (10%)
- Quality of participation in class, Peer review (20%)
- Feedback from the client (20%)
- Overall professionalism, including timeliness, ability to work with team, etc. (20%)
- Quality of team's final report and briefing (30%)

In additional to the course evaluations submitted via CourseWorks, students are required to submit a peer evaluation (for more information about the peer evaluation, see Appendix Six).

Professionalism and Teamwork

The most common problem with group work is gaining the wholehearted participation of all group members. In the workshop project, we hope to avoid this problem by clearly assigning responsibilities in a project plan and/or a code of conduct, and by constant interaction between faculty and students.

Other common problems are personality conflicts. Where problems develop, group members must deal with the problem forthrightly, and bring the problem to the attention of the faculty advisor before it gets out of hand. It is required for students to fill out an online Peer Evaluation Form in the middle and the end of the semester, where each individual student evaluates their team members.

Referencing the Capstone on a Resume

To acknowledge your SIPA Capstone workshop, you should note your workshop in the following manner:

United Nations, Division for Sustainable Development, New York, NY, Spring 2013
SIPA Capstone Workshop Consultancy

- Under the supervision of a faculty advisor, served on a team of graduate student consultants to produce a publication on the Clean Development Mechanism (CDM) of the Kyoto Protocol to serve as a capacity building document for the Division.
- Prepared a regional case study focused on Brazil's development and implementation of CDM project criteria; including an economic analysis, stakeholder review, and project analysis.

For more FAQ, please refer to the website:
http://new.sipa.columbia.edu/academics/workshops/student-faqs-workshops.

PROJECT MANAGEMENT RESOURCE MATERIALS

I. SUGGESTIONS FOR PROJECT MANAGEMENT

A. Defining the Problem

The first step in analysis is to define the problem you are analyzing. You will begin this process with several resources: (1) the faculty advisor's summary of the understanding between the client and Columbia; (2) a key contact, client or project officer at the client organization; and (3) your faculty advisor.

The process of problem definition begins by ensuring that there is a fit between the problem to be solved and the resources available to solve the problem. A workshop project is necessarily limited by student time and capability and the number of weeks in the semester. These constraints will affect the amount of data collection and analysis possible. The feasibility of data collection and analysis should be the chief non-analytic factors considered in problem definition.

Once an initial problem definition is agreed to by the research team, the faculty advisor, and the agency client, it should be further refined and operationally defined in the project control plan.

B. Client Relationships

There is no single model for research team-faculty-client relationships. The key variable will be the nature of the project and the role played by the client. In some instances, the client will provide a good deal of guidance and direction to the research team. In other cases, the client may play a less visible role or prefer to work through the student liaison. In any event, the customer or the client is always right. This does not mean that issues could not be discussed with the client; it means that the client has the last word. However, the client is not simply an authority figure. He or she is: (1) a guide to sources of data; (2) responsible for obtaining agency clearance to conduct interviews or obtain files; (3) the person best suited to evaluate the team's analytic framework and research questions; and (4) usually a subject matter expert in the field of inquiry. Therefore, it is essential that a good productive relationship be established with the client. The client's feedback should be sought on all key project questions and issues.

C. SIPA Capstone Midterm Presentations

The SIPA Capstone Midterm Presentations are intended to provide an opportunity for teams to present their initial findings and discuss analytical issues or problems they are having. Teams will briefly summarize their work to date and present expected outcomes. Teams will be grouped based on the nature of their workshop and will be given 15 minutes to present to a panel of Capstone advisors followed by 15 minutes of Q&A. All students are expected to attend the presentation. Panelists will be composed of Capstone faculty advisors and will respond with methodological and analytical suggestions.

In preparation for the SIPA Midterm presentations, each team will submit a 250-word abstract summarizing their initial findings and analytical issues or problems they are facing to the Office of Academic Affairs, which will be distributed to the panelists.

D. The Project Control Plan – To be completed by the student teams

The most critical early phase of a research project is the development of a plan to manage the project. For purposes of convention we have labeled that plan the Project Control Plan (PCP). Below is a sample outline for a PCP. All PCPs should include most of these elements, but this sample should only be seen as a model. Each element of the PCP should have an expected date of completion determined early on in the project. These dates will be modified as needed throughout the project.

Every PCP should include the following outputs and milestones:

(1) A midterm briefing submitted to SIPA Office of Academic Affairs
(2) An oral briefing of the initial findings and expected outcomes presented at the SIPA Midterm presentations
(3) A midterm briefing to the client on the project's progress
(4) A draft report
(5) A final report and a 250-word abstract submitted to the SIPA Office of Academic Affairs
(6) An oral briefing of the final report to the client.

The PCP is the first "deliverable" of the workshop project. It should be given to the faculty advisor early in the semester. At the first workshop session your advisor will arrange a due date.

II. CREATING THE PROJECT CONTROL PLAN

A. Operational Definition of the Problem

The first section of the PCP is a detailed definition of the problem. This section should not be more than one page. It should be developed in consultation with the client and should answer the question: What problem is the workshop team trying to develop solutions for?

B. Project Overview

The overview is a 3-5 page study prospectus. It should be a mixture of prose and outline. To write the overview the research team will need to catalogue and briefly review available data and literature. It will discuss the gaps in available data analyses that the project will seek to bridge. The overview should include a first draft of the final report outline, and the study design and methodology. It should also discuss the expected results and benefits of the study. It is always useful to compare these early expectations to the report finally submitted to the client.

C. Brief Task Descriptions

A detailed outline that describes the tasks, subtasks, and critical milestones that must be reached to produce the outputs required by the client and the workshop.

D. Assignment of Responsibilities

In this section you should answer the critical management question -- who does it? Who is responsible for completing the tasks you have just described? Who plays a supporting role?

E. Schedule of Tasks

All of this may seem terrific and complete, until you figure out that you have 6 person-months of work and only 3 person-months of labor. This section should address the following questions:

- When do tasks start and end?
- Are the tasks properly sequenced? If "A" must be completed to start "B", will "A" be ready on time?
- How many person-days are required for each task?

EXHIBIT 1: SAMPLE OUTLINE FOR A WORKSHOP PROJECT CONTROL PLAN

I. Operational Definition of the Analytic Research Problem

- **A.** What problem is the team trying to solve?
- **B.** What research will be necessary to provide a solution?

II. Project Overview:

Although the project will often determine the specific nature of the report, generally the overview could include:

- **A.** Description of Available Data and Literature
- **B.** Discussion of Data Needs
- **C.** "First Cut" of Study Design and Methodology
  - **1.** How data will be collected
  - **2.** Probable study hypotheses
  - **3.** Draft analytic strategy
- **D.** Draft Outline of Final Report
- **E.** Expected Result and Benefits

III. Brief Task Descriptions

- **A.** Develop Final Study Design and Methodology
  - **1.** Develop survey instruments and/or other data-collection strategies
  - **2.** Pose study hypotheses
- **B.** Collect Data
  - **1.** Interview (who, what, where, when, why, how)
  - **2.** File searches
  - **3.** Literature review
  - **4.** Other
- **C.** Analyze Data
  - **1.** Relate date to study hypotheses

2. Develop and implement final analytic strategy

D. Provide Recommendations to Solve the Problem

E. Develop Preliminary Report

1. Summarize preliminary findings

2. Brief client

F. Develop Draft Report

1. Outline draft report

2. Assigning writing tasks

3. Edit draft report

G. Develop Workshop Briefing

1. Assign responsibilities

2. Develop A/V materials (PowerPoint, etc.) and briefing book

3. Conduct dry run

H. Write Final Report

1. Write outline and review with client

2. Assign writing tasks

3. Edit final report

IV. Assignment of Possible Roles/Responsibilities

A. Project Manager/Client Liaison

1. Name

2. Specific lead responsibilities

B. Editor

1. Name

2. Specific lead responsibilities

C. Fieldwork Coordinator

1. Name

2. Specific lead responsibilities

D. SIPA Liaison (REQUIRED)

1. Name

2. Specific lead responsibilities

E. Other

1. Name

2. Specific lead responsibilities

V. Schedule of Tasks

A. Graphic display of tasks, responsibilities, milestones, and outputs

B. Week-by-week table of information summarized in the graphic display described above

III. GROUP RESEARCH

A. Common Problems

The most common problem with group work is gaining the wholehearted participation of all group members. In the workshop project we hope to avoid this problem by clearly assigning responsibilities in the PCP, and by constant interaction between faculty and students.

It is important to note that, while this is a collaborative project, each student will receive an individual letter grade. Therefore, if a student does not contribute equally to the project, he or she will not receive the same grade for the project as the other students.

Another common problem is scheduling. In order for the team to communicate effectively, it is necessary that the team set a time to meet as a group, independent of the weekly scheduled class meeting with the faculty advisor, to work through the research and development of the project. An effective tool to assist with scheduling this meeting is doodle.com. In the first class meeting, the team should find a mutually convenient time to meet as a team and agree to this time in their **Project Teambuilding Form**.

Other common problems are personality conflicts, varied skill levels within the group, and "grandstanding." It is not necessary for everyone on the team to be an expert in all areas of the project. It is expected that the team will work together and bring their collective strengths to the project. Students should look at the project as an opportunity to hone the skills they already possess and to work with their colleagues to share in the responsibilities of the project. When problems develop, group members must deal with the problem forthrightly and try to resolve the conflict first on their own as they would in any other professional setting. If this is not possible, bring the problem to the attention of the faculty advisor before it gets out of hand. If team dynamics are affecting productivity, it is possible to use the **Peer Evaluation Form** to address internal issues to resolve the problem.

IV. FIELDWORK AND DATA COLLECTION

A. How to Organize It

The client should play an active role in determining appropriate sources of data, including the individuals who should be interviewed. Since the workshop projects must be completed in three months, and since staff resources are extremely limited, fieldwork and data collection must be carefully targeted. As a rule of thumb no more than half the person-days in the project should be devoted to fieldwork and data collection. Time must be available for analyzing data, developing recommendations, and preparing reports and briefings.

Data collection should be a planned rather than haphazard activity. A strategy should be developed to enable the research team to focus its efforts on the collection of data directly relevant to the problem described in the PCP.

As a rule, a review of existing data should precede the collection of new data, and should be used to target personal interviews and other data collection activities. Bear in mind that collecting new data is quite time consuming for both the research team and individuals who are interviewed. Whenever possible, existing data should be used and new data only collected when truly needed.

B. How to Conduct Research

Data collection can be a frustrating, time-consuming activity. Having a data collection strategy helps, and using key contacts to help focus your activity can also be useful. Once you are at the data collection site (respondent's workplace or home, office files, data archive, newspaper morgues, library, etc.) you should always maintain two objectives: (1) gather the information you need as efficiently as possible, and (2) remain unobtrusive. Personal interviews and file searches are particularly sensitive situations. In both cases the researcher is intruding on the workspace and time of the individuals and organizations being studied.

1. Interviews

Remember that when you conduct an interview you are a representative of your client and the University. You should be cordial, respectful, and professional. At the beginning of the interview you should always identify yourself, the University, and your client -- and briefly explain the objectives of the study and the role the respondent plays in it.

Immediately upon leaving the interview, check your notes and add additional information you can remember, but didn't have time to write down during the interview. If your respondent wishes to see a copy of the study when it is completed, take down his or her mailing address or business card and promise a follow-up. Clients may have different policies regarding the release of reports but at a minimum the faculty advisor (or Client) can send a follow-up letter explaining that policy and including the abstract of the project report.

2. Access to Files

If you have obtained permission to search an office's files or other written records you must be certain not to interfere with the normal use of those files. Before leaving the office you should ask the individual responsible for giving you access to the files if he or she would like to review your notes or photo-copies.

V. REPORT WRITING AND BRIEFING

After you have collected and analyzed your data, it is necessary to communicate your findings. In the workshop this is accomplished through written reports and formal briefings. Other forms of communication typical in public sector agencies include memos, informal briefings, meetings, and audio-visual tools.

A. Planning a Report

Reports for workshop clients are not term papers. Term papers tend to be long. Useful policy-relevant reports tend to be short and to the point. When reviewing a draft report you should always ask: Is this (chapter section, paragraph, sentence, word) needed to communicate the point? One way of ensuring a succinct report is to think through the report before you begin writing. Before writing, always develop a logical, detailed outline.

The outline should be organized to answer the questions posed in the problem statement included in the PCP. The outline should be divisible into distinct units to facilitate the assignment of writing responsibilities. Every member of the group should be given responsibility for writing the first draft of one section of the report. Some advisors choose to select an editor for the group, while others prefer to divide up the task of editing equally among members.

B. Writing the Report

After preparing the report outline the project team should submit it to the faculty advisor. Once approved by the advisor the outline should then be submitted to the client. Report writing should not begin until the client, the advisor, and the group has agreed to a final outline. The PCP should include time to review and revise the outline.

Similarly, the PCP should allow enough time for multiple drafts of the report to be written, reviewed, and revised. First drafts of each section of the paper should be submitted to the faculty advisor for comment. Comments should then be incorporated into a second draft of the report which should then be submitted to the group's editor to consolidate and edit.

The editor's first draft is then presented to the client for comment. After discussing the client's comments with the faculty advisor, the editor (and possibly other members of the research team) prepares a draft final report for submission to the faculty advisor and client. If the draft final report is acceptable to the advisor and client, it becomes the final report. If further revision is needed, the report must be rewritten.

Multiple drafts may seem repetitive, however they are a necessary part of analysis in any work environment. Analysis will often raise sensitive issues that the client will be more conscious of than the research team. The client may have additional data or new considerations that need to be reflected in the report and the research team must comply with the client's needs.

C. Briefings

1. Planning and Conducting a Briefing

Each research team is responsible for presenting three formal briefings during the course of the semester. The first is a mid-term progress report presented to the Client. The second is presented during the **SIPA Midterm presentations** and is based on the PCP; teams are expected to present their initial findings and discuss analytical issues or problems they are having. Teams will briefly summarize their work to date and present expected outcomes. The third is the final client briefing. Briefings can run from five minutes to several hours. The faculty advisor will assign you a time limit for your workshop and client briefings.

Briefings should always be short and to the point. When reporting on a research project, they should include a statement of the problem, a brief discussion of the study's methodology, findings, and recommendations. Bear in mind that you are more familiar with the subject of your briefings than your audience. When preparing a briefing try to gauge the amount of knowledge your audience has. When in doubt, it is better to assume a lack of knowledge than to assume the presence of knowledge. Repetition is boring, but the absence of basic information is a significant obstacle to communication. It is better to be boring than incomprehensible -- although, naturally, it's best to be neither. Briefings should be lively and stimulating. Try to get your audience engaged in your topic. Explain your problem in terms that people can relate to and identify with.

A briefing should never be scripted. The group should prepare talking points to guide the presentation. Visual aids are an essential element of a good briefing. However, visual aids should serve and not dominate the communication process. Visual aids should illustrate key points. We recommend that the team provide a briefing book to each member of the audience.

It is essential that briefings be rehearsed. A "dry-run" will tell you if you are within your time limit, and will allow you to work out bugs before you appear in public. Although more than one person may speak at a briefing, there must always be a briefing leader. A moderator who acts like a TV news anchor person can help give the briefing coherence, and the appearance of organization. Finally, a formal briefing should allocate a few minutes to answer questions from the audience, facilitating interest and communication through dialogue.

MIDTERM PRESENTATIONS

October 18th | 9am-1pm | Room 1512 International Affairs Building

The Capstone Midterm Presentations are intended to provide an opportunity for teams to present their initial findings and discuss analytical issues or problems they face. Each team will briefly summarize their work to date and present expected outcomes. The presentations will only be open to Capstone participants, and the team will present to a panel of Capstone faculty advisors.

The SIPA Liaison is responsible for:

- Organizing team to prepare a PowerPoint presentation. Presentations should be for no more than 15 minutes followed by 15 minutes of Q&A.

- Coordinating with your team members and submit a 250-word project abstract and at least 3 project questions to the faculty panelists to Saleha Awal (sa3359@columbia.edu) by **October 11th** for distribution to the panel. Late submissions will not be distributed to the panel.
- Working with your team to produce a well-organized presentation, coordinate who will present and take on other roles as needed. All students are expected to attend their team's presentation and the other teams' presentation.

Some suggestions for the Midterm Presentations are as follows:

- A brief description of the project and the client
- Statement of the original question
- A description of your project methodology and why you chose it. What other methods did you consider? Why did you reject these other strategies?
- A description of the data/information you are collecting and your collection methodology. Was there any information that you wanted to collect, but could not? How did this shape the way you chose to conduct your analysis?
- A description of the major problems left to be resolved. These may be analytical problems or problems of some other nature such as problems in your relationship with your client or accessing data.
- A short summary of the tasks you have left to finish. Do you think you will be able to answer the initial question?

Following the group's briefing, the panel will have a brief period to ask questions. If you have any analytical problems that you think other students or faculty may be able to offer advice on, please submit questions (along with the abstract) by **October 11th** to be distributed to the panelists.

These midterm sessions should be a time for you to reassess your project and to get a fresh perspective from some interested parties who have not been directly involved in your work.

SIPA LIAISON RESPONSIBILITIES

The SIPA Liaison is the representative for the workshop team to the school. In order to make sure that all teams are successful, it is essential for the Office of Academic Affairs (OAA) to have a strong link to each group; the SIPA Liaison is intended to be that link. In that, the SIPA Liaison should provide feedback to OAA regarding the progress of their team throughout the duration of the project as needed. Like other designated roles in the group, the ability to successfully complete the assigned tasks will be a factor in determining your individual grade for the Capstone project.

Routine Responsibilities:

- Help to communicate messages from Capstone Program Director, Suzanne Hollmann (sph2103@columbia.edu) and Program Coordinator, Saleha Awal (sa3359@columbia.edu) to team as needed.
- Providing feedback to the OAA throughout the semester
- Ensuring that your team is prepared for the **SIPA Midterm Presentations** held on **October 18th** from 9am-1pm in room 1512 International Affairs Building.
- Arranging room reservations and conference calls, AV requests and photocopying
- If applicable, managing the team budget, ensuring each individual team member's expense reimbursement request forms are completed correctly, and submitting all individual team member forms to OAA for reimbursement.
- If applicable, coordinating travel plans (transportation, lodging, etc.).

- Submit final report, abstract, and all TBERS to OAA by email (sa3359@columbia.edu) or drop off to Saleha Awal (Room 1403 | IAB) by **December 12th.**
- Communicating Capstone publicity (photos, blogs, press mentions, etc.) with the SIPA communications officer, Marcus Tonti (mat2120@columbia.edu).

Arranging Conference Calls

Conference calls with the client should be scheduled during the Capstone workshop course time.

Only when this is not possible, the SIPA Liaison will have to reserve a room **at least three days** prior to the conference call. If you wait until the day of the call to try to reserve a space, you are very likely to be disappointed, and you will create a negative impression with your client. DO NOT WAIT UNTIL THE LAST MINUTE TO ARRANGE A CONFERENCE CALL.

Always check to make sure that a room is available prior to confirming the conference call. The best approach is to (1) obtain at least 2-3 confirmations of availability from the client, (2) inform the clients that you will be sending an email confirming the meeting once you've finalized the arrangements with the team and the school, and (3) finalizing the meeting arrangements. *Groups may only reserve rooms in two hour timeslots, one reservation per day.*

It is highly advised to test out the phone before the scheduled call with the client or interviewees. For instructions on using the phone, contact Saleha Awal (sa3359@columbia.edu).

Reserving a Conference Room

You have three options for reserving rooms for conference call. Please attempt to schedule the rooms in this order:

1. **Lehman Library's Presentation Room #2 (room 327.2).** Make reservations for this room online: https://roomreservations.cul.columbia.edu/. Once confirmed, pick up the key at the Lehman Library circulation desk. Like other library materials, the key is checked out on your library account.
2. **Rooms 324, 405A, 409, 501, 801, and 823 IAB** will be available for conference calling. To reserve the room, please fill out the online form: https://sipa.columbia.edu/sipa-room-request-form. Remember to specify the need for a conference phone.
3. If you are unable to get a room from any of these three options, please contact the Capstone Program Coordinator, Saleha Awal at sa3359@columbia.edu .

Room Reservation Policies

- **DO NOT EAT OR DRINK IN ANY OF THE ABOVE MENTIONED ROOMS**—there is a **$256 mandatory cleaning fee** for rooms where food or drink have been consumed.
- Theft and Vandalism: When you reserve a room you are responsible for the equipment in the room. If the door is locked when you arrive, please be sure it is locked when you leave. Please see the student handbook policy regarding theft and vandalism.
- **When you first enter the room**, check that it is clean and immediately report any problems with the room or its equipment. If there is an incidence any theft or vandalism when you enter the room, please report this to SIPA Public Safety immediately.
- **When you are finished**, leave the room clean and lock the door. When using the Lehman Library calling room, return the key to the circulation desk. If the key is returned late or lost, or if there is any damage to the room, fees will be assessed.

Conference Bridge for Multiple Callers

You may have multiple participants on a conference call through the SIPA Capstone conference bridge. Email Saleha Awal at sa3359@columbia.edu to reserve the conference bridge with the date and time of your call. You may also set-up your own account with Free Conference Bridge.

The information for the SIPA conference bridge number is as follows:

Conference Dial-in Number: (712) 451-0000
Host Access Code: 386733
Participant Access Code: 6670

To set up a conference call, provide participants with the date and time for your call, Dial-in Number and Access Code. At the scheduled time, all callers dial their local Dial-in Number and enter the Access Code followed by the pound/hash key(#).

Host: When prompted, enter the assigned Access Code, followed by the # key. To have host permissions, enter the PIN when prompted followed by the # key.

Participant: When prompted, enter the assigned Access Code, followed by the # key.
Once connected to the free conference call, every caller will be able to talk. Every caller will also have access to the touch tone commands listed below.

Recording Instructions

During the free conference call, the host can start recording at any time by pressing *9 and 1 to confirm. All attendees will be notified that the recording option has been started. To stop and save the recording, the host will press *9 again and 1 to confirm.

Please see the information to hear the recorded call afterwards:

Playback Number: (712) 451-0009
Access Code: 386733

International Calls

A conference bridge from Free Conference Bridge can also be used to make international phone calls. Some SIPA classrooms also has equipment to make international phone calls. For assistance, please contact Saleha Awal, sa3359@columbia.edu .

Video-Conferencing

Web-based services such as Skype, GoToMeeting, Adobe Connect, etc. are the easiest and most efficient method to videoconference with your client. Only Skype-for-Business is supported through classroom equipment, but regular Skype can be done easily on a personal laptop. High-definition webcams with microphones are available for checkout from Saleha Awal; if you need a webcam, email her at sa3359@columbia.edu . All Capstone classrooms have WiFi; and many classrooms have plugs to connect PC laptops to the projector.

If your client prefers official Video-Conferencing (VTC), please contact Saleha Awal at sa3359@columbia.edu two weeks prior to the video-conference so that the appropriate IT personnel can be scheduled to run a test call with the call recipient. Additionally, video-conferencing is only available from **9am-5pm Monday - Friday at SIPA**.

Because it is complicated to set up VTC, we recommend that students use Skype-for-Business or Skype when possible.

Ordering AV Equipment

Prior to ordering AV, you will need to reserve a room (refer to above procedures in order to reserve a room). For electronic classrooms, SIPA Liaisons must first verify the room is an electronic classroom online at https://sipa.columbia.edu/av/sipa-erooms. If the room is not an electronic classroom, submit an AV request online at least two business days in advance (submit AV request form here: https://sipa.columbia.edu/av/request-av). You must schedule the AV request one hour before and one hour after you have reserved the room.

Once your request is received you will be notified by sipaav@columbia.edu if equipment is available and if the request can be supported. SIPA AV will set up and dismantle the equipment for the class. You will be required to leave your CU ID card for this service. If you have any special requests such as a video-telephone conference, you must arrange this well in advance to get support from SIPA AV. SIPA AV cannot support any of the CUIT e-rooms (rooms 403, 410 and 417).

THE FINAL REPORT

Printing Final Report

Each team has been allotted up to $100 in copying costs to be used for printing the final copies of the report to be submitted to the client (this is not included in the team's budget). Please note that reports should be published in black and white; for graphs or images that require color, these should be printed separately and inserted into the report to manage the printing costs. SIPA will only cover printing done at Columbia University Printing Services (106 Journalism) up to $100.

SIPA Liaisons from each project are authorized to charge $100 towards the Capstone account when they visit Printing Services in the Journalism building. Email Saleha Awal at sa3359@columbia.edu for more information.

Publications & Citations

The Capstone final deliverables and any derivative report/article produced by or about the Capstone project must cite that the work was completed as a part of the Columbia University SIPA's Capstone project, under the guidance of a named faculty advisor and in collaboration in a student team.

See below for examples of how the final reports acknowledge the Capstone program.

Acknowledgements

Please remember to acknowledge the faculty advisor, the client, the interviewees, or other individuals that had contributed to the final deliverable. Please see following example:

"The Capstone team would like to thank the individuals who have guided and supported us throughout the spring 2014 semester and who have shared their valuable knowledge and expertise. We would like to firstly thank our SIPA faculty advisor, Professor Richard H. Clarida, for his invaluable advice and guidance. We would also like to thank members of the Markets Group at the Federal Reserve Bank of New York, especially Patrick Dwyer, for their continuous feedback and for challenging us to produce quality work."

"This study is the product of a Capstone team of graduate students from the School of International and Public Affairs (SIPA) at Columbia University at the request of Crédit Agricole Corporate & Investment Bank's Energy & Infrastructure Group (EIG). The authors would like to thank Jim Guidera, Dennis Petito, and Mischa Zabotin at EIG for their guidance. This study was undertaken with the support of faculty advisor Jason Bordoff. In addition, the authors would like to thank Carlos Pascual, Paula Pinho, Jean Arnold Vinois, Teddy Kott, Dominic Martin, James Henderson, Irina Markina, and Jean-Arnold Vinois for their valuable comments."

Using Logos and Photographs

Final reports and presentation may include logos of the client and Columbia SIPA, however logos are typically protected by copyright and trademark law. Therefore, students must always obtain approval from the client organization/company AND Columbia University in order to use their logo(s). Additionally, it is important to use the logo that is approved by the organization or company. DO NOT USE ANY LOGO WITHOUT THE WRITTEN CONSENT OF THE CLIENT AND UNIVERSITY.

If you would like to use any Columbia University logos, please email Saleha Awal (sa3359@columbia.edu) for the most current CU logo and approval for its usage.

Photographs, graphs, and other images are typically protected by copyright and trademark law as well. You must provide proper attribution to credit the photographer or cite the source. You may also have to ask the source for permission to use the image.

TRAVEL POLICIES & INSTRUCTIONS

Capstone teams with a client outside of New York City are allotted a budget to cover some of the travel expenses. All SIPA Liaisons, whose team will travel, will be notified and provided a budget; teams who have not been notified do not have a budget. Please note that the budget is provided to cover some of the costs, but not all. It is a possibility that students will have to put in additional money to cover other incidentals. These costs should be seen as basic class expenses, such as purchasing books for any other SIPA course.

Instructions for Domestic Travel

- ✓ Confirm all travel dates and locations with your client and faculty advisor. The team will receive a working budget and the Travel Coordinator/SIPA Liaison must review the budget and, as a team, determine how to allocate these funds (transportation, lodging, etc.) Send this information to Saleha Awal (sa3359@columbia.edu).

- ✓ Complete the Address Verification Form to start the reimbursement process. International students also need to submit a copy of passport, US visa and I-20 forms to be entered into the reimbursement system. Team liaisons should collect all documents from team members and submit it to Saleha Awal in room 1403 IAB *(Due to security concerns, these documents cannot be emailed, and must be dropped off in 1403 IAB).*

- ✓ After your profile is created in the reimbursement system, sign up for Direct Deposit.

- ✓ During travel, keep **all original [itemized] receipts** (including ticket stubs) for all meals, local transportation, and other approved expenses taken DURING travel. (Carefully review the expense policies below).

- ✓ After travel, complete the Travel and Business Expense Report (TBER). For detailed instructions on completing the form, see **Steps Receiving Reimbursement**, or click here.

    - The receipts must be taped, on all 4 sides with clear tape on one-side of a clean, white sheet of letter-size (8.5 in. x 11 in.) paper. Where a receipt is not available, please record your expenses on the Missing Receipt Form.
    - Receipts must be labeled with the corresponding expense number.
    - The credit/debit card statement is required to show proof of all purchases. You may redact all other irrelevant information (i.e. account number, other purchases, etc.) PLEASE DO NOT HIGHLIGHT YOUR PURCHASES. If a purchase was made in cash, please indicate so next to the receipt by writing "paid in cash."
    - The TBER and all documents submitted must be **single sided.**
    - Review the Do Nots section of the Expense Reimbursement Policy page to prevent delay in the reimbursement process

- ✓ Collect reimbursement forms from all team members, and return everything to Saleha Awal in Room 1403 IAB along with the Expense Supporting Documentation Form, which confirms the meeting and travel with client. Individual TBERs will not be processed until all forms from the team are submitted.

EXPENSES REIMBURSEMENT POLICES AND INSTRUCTIONS

Capstone-related travel expenses are paid by students upfront, and students will be reimbursed for their expenses by submitting an Address Verification Form, a Travel and Business Expense Reimbursement (TBER) form, original receipts, and credit/debit statement(s) or transaction history. (*International students must also submit a copy of passport, visa and I-20 form to be entered into the reimbursement system).*

If students are unable to front the costs, SIPA can offer to purchase the hotel accommodations (for domestic travel) or air travel (for international travel) directly through the travel agencies, STA Travel. Purchasing through these agencies are usually more expensive, and the costs will be deducted from the team’s overall budget.

Reimbursable Expenses

ONLY the following expenses are reimbursable:

- Transportation to/from New York City (i.e. Amtrak tickets, BoltBus/Megabus, car rental, gas mileage if using a personal car).
- Local transportation (i.e. the DC Metro, taxi, etc.)
- Lodging in the destination city (see reimbursement restrictions).
- One meal taken **with the client only**. Other meals are not reimbursable.

For all other expenses, you must request approval from Suzanne Hollmann (sph2103@columbia.edu) or Saleha Awal (sa3359@columbia.edu).

Reimbursement Restrictions

- All expense reimbursement requested must not exceed the Capstone team budget allotted. It is the responsibility of the **SIPA Liaison** to manage the budget accordingly and to be transparent to the team members about the budget.
- Transportation to/from New York City must be at the most economical level: First Class/Business Class Amtrak (Acela) tickets are unacceptable.
- Lodging costs must not exceed $125 per person, per night. Students are expected to share rooms where possible.
- Expensed meals MUST be taken with the client. Submission of an ITEMIZED RECEIPT is required to request for reimbursement for meals. The meals may not exceed the following (including tax & tip):

  $25 maximum for breakfast
  $35 maximum for lunch
  $50 maximum for dinner

- All expenses must be directly related to travel as part of the Capstone workshop project. If your Capstone workshop team was provided a budget but your travel was cancelled, you may not use the budget for other expenses. The budget that is not used will then be used to cover the expenses of other Capstone workshop teams who may need it.

Steps for Receiving Reimbursement

STEP #1: Get in the Columbia University Reimbursement System
In order to get into the reimbursement system, please complete and submit the Address Verification Form. Please complete this form **as soon as possible** so that the business office can create a profile for you for reimbursement. You cannot be reimbursed without the form (*please complete even if you have filed a similar form previously or if you are an employee at Columbia as these are separate systems*).

The address indicated on the email will be the location in to which the reimbursement check will be sent by default. The address on this form MUST match the address on the Travel & Business Expense Report (TBER) form (more on this form below).

Once input into the system, you will receive an automated email; a week from the day you receive this email, you will be successfully input into the system.

STEP #2: Sign up for direct deposit (highly recommended)

Receive your reimbursement via direct deposit, rather than via check. (Even if you are an employee and/or receive direct deposit from Columbia University (i.e. as a Teaching Assistant, Faculty, etc.), you will need to sign up for direct deposit using the instructions below. The reimbursement system is separate from the payroll system.)

Once input into the system, you can sign up for direct deposit. In order to sign up for direct deposit:

- Go to https://forms.finance.columbia.edu/vendor-request/, and type in your last name in the "New/Existing Vendor Information" field
- Click on the radio button next to your name, and click "Edit." If your name is not showing up, please wait a week and recheck if you are in the system.
- In the "Type of Modification" drop-down menu, click "Direct Deposit (ACH) Modification;" in "Reason for Modification," write "New." When finished, click "Continue."
- You will be prompted to log-in with your UNI/password and lead to a page to fill out direct deposit information. Fill out all required fields.
- In "Type of Disbursement Change," click "Switch from Check payments to ACH." Click "Review & Continue," and you are set.

  Important: Direct deposit can only be set up with a U.S. bank.

  Even if you sign up for direct deposit, the address submitted in the previous email MUST match the address on the Travel & Business Expense Report form (more on this form below).

  If you do not sign up for direct deposit, your check will be sent to the address indicated on the Travel & Business Expense Report (TBER). (This can, and has, caused major headaches for students who have moved prior to receiving their final reimbursement—therefore it is highly recommended to sign up for Direct Deposit).

STEP #3: Keep all itemized receipts & print out credit/debit card statement
Submit the original (physical) AND a credit/debit card statement of the purchases in order to receive a reimbursement.

The receipts must be taped, on all 4 sides with clear tape on one-side of a clean, white sheet of letter-size (8.5 in. x 11 in.) paper in the order that was listed on the TBER. Where a receipt is not available, please record your expenses on the Missing Receipt Form.

The credit/debit card statement is required to show proof of all purchases. You may redact all other irrelevant information (i.e. account number, other purchases, etc.). **PLEASE DO NOT HIGHLIGHT YOUR PURCHASES**. If a purchase was made in cash, please indicate so next to the receipt by writing "paid in cash."

All documents submitted must be single-sided.

STEP #4: Fill out the Travel & Business Expense Report (TBER) Form
List all expenses on this form.

For detailed instructions on the form, please click here.

After completing the TBER form, label your receipts with the corresponding expense numbers.

The corresponding receipts and credit/debit card statements must be attached to the TBER form with a paperclip (NO STAPLES; NO HIGHLIGHTING!) Should a receipt be missing, the Missing Receipt Form must be filled out and submitted along with the TBER.

The address filled out on this form MUST match the address sent in the email in Step #1.

STEP #5: **AS A TEAM- Submit Receipts, Credit Card Statements, Travel Approval and Expense Supporting Documentation Form and TBERS to Saleha Awal, Capstone Program Coordinator (room 1403 IAB)** ***All physical documents must be attached (by paperclip) and submitted to SIPA. Teams are asked to complete their TBERs together and hand these in as one complete package so that we can ensure each team remains within their allocated budget. Individuals TBERS will not be processed until all TBERs for the team are received.*** Each Capstone team must include the Travel Approval and Expense Supporting Documentation Form for each reimbursement form submission.

STEP #6: **Wait about 6 weeks to receive your reimbursement via direct deposit or check from Columbia Accounts Payable**
It takes 4-6 weeks to process the reimbursement requests.

Due to a large volume of reimbursement requests, we are not able to check up on the status of individual reimbursements. Please keep in mind that it takes about 4-6 weeks from the moment our office receives ALL of the team's forms (from your SIPA Liaison) in order to be processed.

Please check your bank account statement and your mail thoroughly for your reimbursement. If you do not receive your reimbursement within 6 weeks, email Saleha Awal, Capstone Program Coordinator at sa3359@columbia.edu.

It is the responsibility of each team's SIPA Liaison to submit your forms in a timely manner as to not delay your reimbursement process.

Tips on Completing the Travel & Business Expense Report

Following these guidelines will prevent delaying your reimbursement:

Do not wait to submit the Address Verification Form. If you have already made plans to travel, the entire Capstone team should submit their Address Verification Forms immediately. Do not submit the form along with the reimbursement request.

Do not write a different mailing address on your Address Verification Form and your Travel and Business Expense Report (TBER) form. Even if you sign up for direct deposit, the addresses must match. All change of address request will also delay the reimbursement.

Do not write a different name on the Address Verification Form and your Travel and Business Expense Report (TBER) form. Your name should match on all forms.

Do not miss any forms. All reimbursement forms MUST include a Travel & Business Expense Report (TBER), receipts (or the Missing Receipt Form), and credit card statement(s).

Do not forget to provide a signature on the Travel & Business Expense Report (TBER). You must provide a physical signature; you may not type it in. Please print and sign the TBER before submission.

Do not use anything other than a paperclip to hold the documents together. Do not staple. Do not glue. Do not fold. Do not place in individual envelopes or folders. Please use a paperclip. Anything else will be returned to you to fix.

Do not use a highlighter on anything. As these documents are scanned, highlighting a purchase on your credit card statement will black out that purchase. Please do not highlight your purchase; we will be able to find them on your credit card statement or on a receipt.

Do not tape the receipts on scratch paper or double-sided. Tape receipts on a clean sheet of letter-size (11 x 8.5) white paper on only one-side. Do not overlap the receipts. The receipts taped on the piece of white paper must be able to be fed into a scanner. Anything else will be returned to you to fix.

Do not submit receipts/invoices that do not show proof of purchase (i.e. stating that it was "paid by credit card" or "paid by cash") or lists the items purchased. A valid receipt contains a description of the transaction, which includes the items purchased, the date, the merchant name/location, and the amount. Do not JUST submit the credit card receipt, which does NOT include the items purchased. If a valid receipt is missing, you must submit a Missing Receipt Form.

Do not submit receipts/invoices that another team member had paid for. Students will only be reimbursed for charges made on their own credit/debit card. If multiple team members buy items on their own credit/debit card, each person will have to complete their own reimbursement request.

PUBLICITY FOR CAPSTONE WORKSHOPS

Increasing SIPA's Storytelling about Student Workshop Efforts

When and where possible – and with the client's permission – SIPA aims to publicize the excellent efforts of its workshop participants. This includes sharing photos and videos from field work, any essays or blog posts produced by students, and any local media coverage of their work.

Teams who are traveling are required to submit five photos documenting their fieldwork to help SIPA tell the story of the Capstone Workshop. Students are also encouraged to share their Capstone story on twitter- https://twitter.com/ using the hashtag: #sipacapstone.

SIPA's Office of Communications and External Relations (CXR) deploys a range of channels for sharing such stories and findings: SIPA's website and social media accounts (Facebook, Twitter, etc.), internal and outbound e-newsletters, SIPA News, the School's annual report, and sometimes *The Record* and other University-wide media. You can also keep in mind student media outlets such as *The Morningside Post*.

Feel free to contact Marcus Tonti at mat2120@columbia.edu with story suggestions or material that conveys the progress of your workshop. Please also feel free to include the following tips, or this entire memo, in workshop materials distributed to students.

PHOTOS: The best photographs are those that go beyond "vacation" photos and artistically illustrate the project or your work. A few photography tips are provided on the following page. High resolution photos of at least 300-dpi work best for print publications. Since photos of this size are difficult to e-mail, please share them with the Office of Communications and External Relations using one of the many photo-sharing options or on a CD/flash drive. Many students use Google's Picasa, Yahoo's Flickr, or Dropbox. A SIPA account is available at www.flickr.com for your use:

Login: SIPA.Columbiaphotos **Password**: capstonephotos

It would be useful to download the Flickr app on your smartphone to directly upload photos from your phone to the Capstone Workshop Flickr album.

VIDEOS: Videos are extremely helpful and can be shared through a variety of channels – webpage, Facebook, SIPA's YouTube channel, etc. You may also consider incorporating them into your final presentation.

BLOGS/WEBPAGES: Many workshop groups set up blogs or webpages to chronicle the progress of their work. If you choose to do so, please alert the Office of Communications and External Relations. We would love to share these insights.

NEWS MEDIA: Sometimes, workshop projects generate coverage from the news media, or a student will write an article or op-ed for a publication. If your project receives media coverage, or a call from a media outlet seeking to cover your work, please let us know. We can help you manage the coverage, if necessary, and we would like to share it with the SIPA and Columbia University communities.

Examples of Capstone press:

- *City of New York* (http://www1.nyc.gov/office-of-the-mayor/news/618-16/de-blasio-administration-releases-annual-to-open-data-plan) 15 July 2016
  Politico (online news) (http://www.politico.com/states/new-york/city-hall/story/2016/06/columbia-to-track-trash-for-dep-102736), 14 June 2016
  City and State New York (http://cityandstateny.com/articles/politics/new-york-city/new-york-city-working-to-help-communities-fight-%E2%80%98data-poverty%E2%80%99.html#.V3PynfkrKUl), 7 June 2016
- *Echoing Green* (blog) (http://www.echoinggreen.org/blog/impact-blueprint-building-tool-assess-potential-impact), 27 July 2013
- Migration Policy Institute (podcast) (http://migrationpolicy.podbean.com/2010/07/), 16 July 2010
- *SIPA News* (online news) (http://sipa.columbia.edu/news-center/article/capstone-13-terrorism-prosecutors-network), 30 May 2013
- *The Independent* (http://www.independent.co.ug/cover-story/5427-parliament-to-pass-weak-laws-on-oil), 17 March 2012

Photography Tips, from Harvey Branman, *Photography as an Art*

Rule of thirds: Divide up your viewfinder into a tic-tac-toe pattern in your mind and place the main subject near a point where a vertical and horizontal line intersect. Your images will be more interesting if you don't put your horizon in the center of the frame. If your foreground is more interesting than the sky, raise your horizon, and vice versa.

Composition: Take the same scenic image horizontally and vertically to see which you like better when you get back the results. By taking several different frames (or images) of the same scene, you will find yourself getting more creative. Try wide-angle settings as well as zooming in tight on the main subject. If possible, frame the main subject with objects in the foreground. Change where you are standing by going left and right a few steps as well as going higher and lower.

Placing People in the Image: Action or motion of objects such as vehicles, animals, or people should be moving into the image from the left (if possible) because we read from left to right. If you intend to see the facial expressions of the people in your scenic photographs, have them close to the camera, with just head and shoulders being sufficient. Fill the frame with just their faces if you are not interested in the background.

Lighting: This is one of the most important aspects of interesting and well-created images. Since many, if not most, of the photographs you'll take while on a cruise or other trip will include people in the foreground, you must learn how to use fill-flash. Unless the light in your background matches the light on the faces of the people in the image, you will have too much variance for the photo lab (or the automatic printing machines) to give good flesh tones. If your scene is in full sun, and the sun is not fully filling in all areas of the faces, you will get harsh shadows. You can mitigate this by using fill-flash if the subjects are relatively close to the camera. Remember, your flash will work for only up to 12 to 15 feet in most cases. If you know how to use the manual settings of your camera there are more options. When using window light for portraits, turn off your flash – otherwise it will prevent you from getting this lovely effect.

Posing People: Paying attention to the details of posing will increase the emotional impact of your photos. Where people place their hands, and even the way the fingers are spread out, makes a big difference. A small hug is certainly more fun than people just standing with their hands down at their sides. Turn people slightly towards one another or toward the middle if it's a group of people. Only rarely will you need to photograph anyone full length unless it's a large group – and then you never want to cut them off at the knees or ankles.

Know Your Equipment: Read your manual to learn the settings on your camera's menu. Each camera has a unique way of presenting menu options, so reading the manual is essential. You definitely want to learn how to change your ISO for different situations. The higher the number, the more sensitive the sensor. Most people now use digital cameras. For those still shooting film, 100 ASA is for bright light; the other extreme, for low-light situations, is 1600 ASA.

Depth of Field: This is another way to make your images more artistic. If you are photographing something and want the background to stay out of focus (to highlight your subject) you will need to learn how to control the aperture. A large opening (a small number - such as 2 or 2.8 on most short lenses, or 5.6 on a telephoto lens) will give the shortest depth of field (also known as depth of focus).

Camera Shake: Nothing is more aggravating than finding out later that the great image you thought you took is blurry. This generally happens in low-light situations and can be avoided by changing the ISO setting to a higher number (like 800 or 1600). There are also two easy ways to prevent blur by steadying yourself: lean against a wall and let your breath out before gently squeezing the shutter button; or rest the camera on something stationary, like a table top, car top or hood, or on the railing of the ship.

Final Tip: When considering taking a photo, think to yourself – "would I enlarge this and put it on my wall?" Or "how would this photo look on the cover of SIPA News or on the School's home page?"

Columbia University
School of International and Public Affairs
APPENDIX ONE: RELEASE AND IDEMNIFICATION AGREEMENT

Date: ____________________

I, ____________________,
(Name of Participant)

in consideration of my participation in the ***__________________________at Columbia University, do hereby, along with my administrators, executors, heirs, and assigns, release and forever discharge Columbia University and its trustees, officers, agents, students and employees, in both their official and individual capacities (collectively the "University") and the School of International and Public Affairs including individual members, from any claims, demands, actions, and causes of action of every name and nature I now have or may ever have arising out of my participation in the ***__________________________ including travel.

I understand that the University gives no assurance or warranties whatsoever as to the safety of participants in the ***________________________________.

I further acknowledge that I am aware of the risks to me of injury, property damage or loss, or even death entailed in my participation in this ***________________________________. I do fully and completely assume all risks solely to myself, and accept full responsibility for my individual physical fitness to participate in the ***__________________________ . I, along with my administrators, executors, heirs, and assigns, further agree to indemnify and hold the Trustees of Columbia University, its employees, and the School of International and Public Affairs, including its individual members, harmless from all expenses, losses, claims, causes of action or damages arising out of my participation in the ***__________________________ and related travel including any attorney's fees and court costs arising from the same.

____ ____________________
(Participant's Signature) (Date)

*** Fill in appropriate SIPA-related travel workshop/event/course/assignment, etc.

APPENDIX TWO: TRAVEL APPROVAL AND EXPENSE SUPPORTING DOCUMENTATION

Columbia SIPA | Capstone Workshop

Date: *[Insert date]*

Approved by: ________________________ *

1. List of Travelers

Last Name	First Name	UNI

2. Date(s) and Location(s) of Trip

Departure Date:		**Returning Date:**	
Departing to:		**Returning to:**	

3. Purpose of Trip

As part of the Capstone workshop program for Columbia SIPA, a workshop team of students and faculty member(s) is involved in the consulting project with *[insert Capstone client organization]*. The workshop team traveled to [insert city/state] in order to *[insert purpose of the trip, i.e. conducting interviews, presenting final report,…]*

4. **Attach itinerary** (if possible)

*This trip is coordinated and supported by the Office of Academic Affairs at SIPA. Unless approved and signed by the Capstone Program Director Suzanne Hollmann (sph2103@columbia.edu) or Capstone Program Coordinator, Saleha Awal (sa3359@columbia.edu), this travel expense is not authorized and should not be processed.

APPENDIX THREE: PRE-TRAVEL AUTHORIZATION FORM

Prior to contacting travel agencies and/or hotels, all departments/units **MUST** complete the **Authorization Form at least 1 week** Travel before making any travel/lodging arrangements. This pre-authorization form is submitted to your Approver and provides them with advance notice of your travel plans and allows them to work with you to avoid any potential issues that may interfere with payment.

Date: ________________________

Requesting Dept/ Student Group: _______________________ **Contact person:** ______________________

Names Traveler/Guest (s):____

Traveler (s) Visa Information (if applicable):____

***Please note: A copy of passport and visa information must be obtained upon traveler(s) arrival**

Description of Trip (Business Purpose):

____

____

____

Accommodation: **Hotel** **Meeting Room Catering** **AudioVisual**

Conference Fees **Other (_______________)**

Transportation: **Air** **Rail** **Bus** **Other (_____________)**

Dates: From: ____________________________ **To:** __________________________

Location: _______________________________

FAS	Bus-Unit	Department	PC-Unit	Project	Activity	Initiative	Segment
			GENRL		01		

Required Attachments: Flyer, E-mail, Invite, Agenda (or any other documentation) that supports the Travel and/or Lodging. [See cover e-mail]

(***NOTE:** Only travel on US-flagged carriers may be charged to government grants)

**** Without approval of this form, no travel or hotel charges will be authorized.**

Approver Signature: ____

Dean, DAF or Business Manager

APPENDIX FOUR: TRAVEL & BUSINESS EXPENSE REPORT (TBER) INSTRUCTIONS

Revised Jan 9, 2007

TRAVEL & BUSINESS EXPENSE REPORT

***Do not fill out and submit this printed form; please click here for the TBER Excel sheet: http://finance.columbia.edu/content/travel-business-report-form-workbook**

Columbia University in the City of New York
OFFICE OF THE EVP OF FINANCE

DATE RECEIVED BY DEPARTMEN

Important: Use this form to report **travel** and all associated expenses from ONE TRIP (leave and return to NYC area, including multiple c
for misc. **business** expenses and/or local transportation (within the tri-state area, where no overnight stay occurred).

Please check only one bo
Then, enter dates in the box
(using format **MM/DD/YY**), according to the report category box checked (Travel OR Business).

Check only "Travel Expenses"

☐ **Travel Expenses** >>>

☐ **Business E**

Date of First Expense (not first day of travel; MM/DD/YY

FIRST DATE OF EX

TE <<<

F EXPENSE

PERIOD END DATE

PE

Date of Return to NYC; MM/DD/YY

Please note: For **TRAVEL EXPENSES** the AP/CAR invoice number format is TEMMDDYY and refers to the **return date to NYC** or TRAVEL END DATE.
For **BUSINESS EXPENSES** (including local transportation) the AP/CAR invoice number format is PEMMDDYY and refers to the LAST DATE OF EXPENSE (Period End date).

EMPLOYEE (PAYEE) NAME

Official Full Name - (not nickname)

TRAVEL ADVANCE # T

PAYEE'S HOME ADDR

Address must match address in the Address Verification Form.

CITY | STATE | ZIP

DEPARTURE & ARRIVAL POINTS

FROM | TO

Traveling From and To

FROM | TO

Traveling From and To

PAYEE'S SIGNATURE

X *Print & Sign*

DATE

MM/DD/YY

☐ Please check box if your home address has changed.
NOTE: Your Dept. AP/CAR Processor must contact Vendor Maintenance with new info.

PERSONAL VEHICLE MILEAGE

# OF MILES	RATE	AMOUNT
	0.585	

I certify that these expenses were actual and reasonable and incurred in accordance with University policy for the official business of Columbia University.
I certify that no portion of this claim was free of charge, previously reimbursed from any other source, or will be paid from any resource in the future.

DAF'S NAME (Print):

DEPT. NAME / NUMBER

DAF'S SIGNATURE

X

DATE

☐ CHECK PICK-UP (OPTIONAL) Check box to request check pick-up. NOTE: Dept. Processor must select "Check pick-up" option in AP/CAR.

I certify that I have reviewed all claims associated with this reimbursement. I have found them to be in accordance with both Columbia University policies and procedures and the policies of any sponsoring agencies funding these activities and I hereby authorize payment.

DEPARTMENT CONTACT

NAME

PHONE

OVERALL BUSINESS PURPOSE (for conference, attach flyer or forms)

(i.e. Capstone Workshop - World Bank trip to DC for final presentation)

ITEMIZED EXPENSE DESCRIPTIONS

EXPENSE NO.	DATE OF EXPENSE	BUSINESS PURPOSES	In the space below, describe each expense, including the business purpose. For meals/meetings of 1-10 people, document names and relationships to CU. For groups of over 10, document total number of attendees only. For **ALL** expenses remember to segregate "unallowable" amounts to column B (such as any alcohol, etc.).	UNSEGREGATED EXPENSES A	SEGREGATED EXPENSES B
Numbers must correspond to receipts	*Date of Expense (must match receipt)*		*Description of EACH expense (include where to and from if travel); (i.e. lunch in DC, cab fare to hotel from train station in DC,...)*	*List expense amount on this column (must match amount on receipts)*	*Do not write expenses in THIS column!*
Totals from Extra Page					
Totals from Average Rate Currency Conversion Worksheet					
Totals from Daily Rate Currency Conversion Worksheet					
			TOTALS		

ACCOUNT NUMBER	SUB-CODE	AMOUNT		
			TOTAL EXPENSE (COLUMNS A&B)	
			LESS PREPAID EXPENSES	
			SUBTOTAL	
			LESS TRAVEL ADVANCE	
			AMOUNT DUE UNIVERSITY	
ACCOUNT DISTRIBUTION TOTAL		**$0.00**	**AMOUNT DUE EMPLOYEE**	

Automatic total, but check if it all adds up

EVP Finance Exp Report WB 1/9/07 B. Vos

Revised March 5, 2007

EXPENSE REPORT EXTRA PAGE

Page _____ of _

Columbia University in the City of New York	PAYEE NAME	INVOICE #
OFFICE OF THE EVP OF FINANCE	Official Full Name - (not nickname)	

DESCRIPTION OF EXPENSES / ITEMIZED BUSINESS REASONS

EXPENSE NO.	DATE OF EXPENSE	BUSINESS PURPOSES In the table below describe each expense. Please provide the full names for business meals/meetings attendees along with the meeting agenda (or topic of discussion).	UNSEGREGATED EXPENSES A	SEGREGATED EXPENSES B
	Date of Expense (must match receipts)	Description of EACH expense (include where to and from if travel); (i.e. lunch in DC, cab fare to hotel from train station in DC,...)	Expense Amount (must match amount on receipts)	
Numbers must correspond to receipts				
		TOTALS	Automatic total, but check if it all adds up	

EVP Finance Unlocked Exp Report WB 4/5/07 B. Vos

APPENDIX FIVE: PROJECT TEAM BUILDING FORM

One of the key factors in the success of a workshop project is the effectiveness of the project team in maximizing its diverse mix of skills and experience, and in managing interpersonal dynamics and project-related tasks. Research indicates that virtually all teams "evolve" through several stages of development, and that this process is facilitated when (1) team members first assess their own strengths and weaknesses related to their participation in the team, and (2) the team sets clear objectives and ground rules to guide its activities.

These initial team-building activities are intended to help you and your workshop team get off on the right track and maximize your enjoyment of the workshop experience. Individual team members will complete **Part I (Self-Assessment)** on their own and will email their self-assessment to each of their team members by early September. Each team will work on **Part II (Team Guidelines)** and will post their team guidelines and related self-assessments (as one file) in the CourseWorks drop-boxes prior to the start of the spring semester.

I. **Self-Assessment** (to be completed by each team member)

Analyze your particular **strengths** and **weaknesses** related to working on your workshop project, your **expectations** for the workshop (i.e. what you want to get out of it by the end of the semester, and any **constraints** on your full participation in team meetings, field travel or other aspects of the workshop project (e.g., other fall 2013 course requirements, work-study or internship requirements, family responsibilities, etc.). Summarize this self-assessment in a "SWEC" matrix as shown below. (Bullet points are fine. Your "SWEC" matrix should easily fit on one page.)

Name:

Team Client's Name: ___________________________

Self-Assessment

Strengths (related to the team project):	**Expectations** (about the team project and workshop experience):
Weaknesses (related to the team project):	**Constraints** (on full participation in the team project):

II. **Team Guidelines** (to be developed by each team)

After reviewing individual team members' self-assessments, each team will develop basic guidelines for its activities over the next three and a half months. Each team's guidelines should cover at least the following basic topics, but teams should feel free to include other topics or team management mechanisms that they think would be useful.

Team members will be expected to follow these guidelines. Teams are also encouraged to revise their guidelines periodically, as needed (e.g., to address any unanticipated issues or to further improve their performance). The guidelines shouldn't be longer than 2 pages.

Team Client's Name:

Team Members: ____

1. **Team Objectives**

2. **Shared Principles**

3. **Potential Obstacles or Challenges to Achieving the Team Objective(s)**

4. **Key Team Functions** (faculty contact; client contact; project manager; SIPA liaison; etc.)

5. **Core Meeting Times** (in addition to class time, at least 2 additional hours when everyone is available per week)

6. **Ground Rules** (should cover topics such as communications; setting and management of meetings including agenda/conduct/minutes; possible rotation of roles/responsibilities; decision-making; allocation of work; and consequences for team members who don't follow the rules)

7. **Resolution of Problems** (the team's strategy for minimizing and resolving disagreements or other problems that may arise – e.g., regular communication; regular "check-in" on team dynamics at the start of meetings; brainstorming or use of a mediator

APPENDIX SIX: PEER EVALUATION FORM

This team assessment is intended to give you an opportunity to reflect on the experience of your workshop team thus far. Your individual responses are confidential and will not be shared with other members of your team. Your responses will help identify teamwork issues that your team and your faculty advisor may want to address to ensure that the remainder of the workshop is as enjoyable and productive as possible. Your responses will also help your faculty advisor assess the contributions of individual team members.

Please email your completed assessment by ________________________________. (Please include your name in the file name for your assessment.

Name: __________________________   Uni: __________________

SAMPLE CLIENT NAME	**SIPAU9000.022**	**61647**
Albert	Apple	aa1234
Briana	Babble	bb1234
Carl	Cassey	cc1234
Denali	Dangerfield	dd1234
Eliza	Eggerstein	ee1234
Farah	Friedland	ff1234

Using the following scale, please assess each member of your team (including yourself) on the listed characteristics by marking the appropriate number.

2 A clear strength

1 Fairly strong

0 Neither strong nor weak

-1 Fairly weak

-2 A clear weakness

N/A Not applicable

Individual Assessment	Albert	Briana	Carl	Denali	Eliza	Farah
Attending team meetings						
Contributing to team assignments						
Communicating and coordinating with other team members						
Balancing other commitments with team participation						
Quality of work						