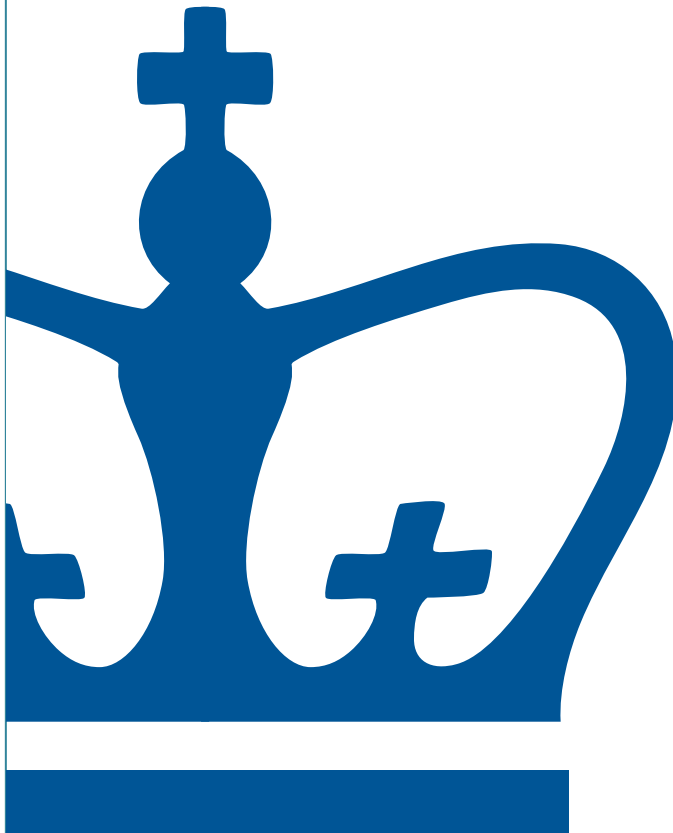




# GLOBAL INITIATIVES AT COLUMBIA UNIVERSITY

REPORT AND RECOMMENDATIONS OF THE  
UNIVERSITY SENATE TASK FORCE ON GLOBAL INITIATIVES

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## EXECUTIVE SUMMARY

This report describes the findings and recommendations of a joint faculty-student Task Force on Global Initiatives, conducted under the auspices of the University Senate. The Task Force considered the following key question: given our peer schools' move to expand their global presence, how can Columbia University leverage the enormous amount of activity currently underway to maintain our pre-eminence in this space?

The Task Force first identified the following current best practices, which are numbered according to their section headings in this report:

- 2.1 All schools promote a rich array of study and research abroad opportunities.
- 2.2 Columbia has an institutional focus on the challenges of globalization.
- 2.3 The faculty have an impressive record for “academic diplomacy” and international engagement.
- 2.4 Many schools already integrate global elements into their curricula.
- 2.5 The Columbia Global Centers (CGC) are an innovative and cost-effective addition.

The Task Force identified the following opportunity areas:

- 3.1 Responsibility for global initiatives is subdivided across the university, with little strategic alignment among these initiatives at various levels.
- 3.2 The CGCs can better define themselves, their mission, and their function. In particular, funding and staffing priorities can shift toward sustaining the CGCs and linking them more closely to current academic priorities. Crucially, the CGCs should disseminate information more broadly on opportunities offered.
- 3.3 Information benchmarking Columbia's global initiatives relative to Ivy Plus peers will help refine our strategy and define long-term success.

Based on these findings, the Task Force developed the following recommendations:

- 4.1 Consolidate functions and reorganize lines of authority governing Columbia's global initiatives under the Provost, including the CGCs once firmly established.
- 4.2 Define a system of benchmark metrics to review the CGCs and a governance and advisory structure to assist the VP for Global Centers. Identify additional resources and incremental revenue opportunities to strengthen the CGCs financially.
- 4.3 Improve awareness and availability by creating a list of baseline functions for each Global Center, in consultation with stakeholders.
- 4.4 Improve access for faculty and students by allocating a common pool of grant monies (perhaps endowed) to support faculty global initiatives.

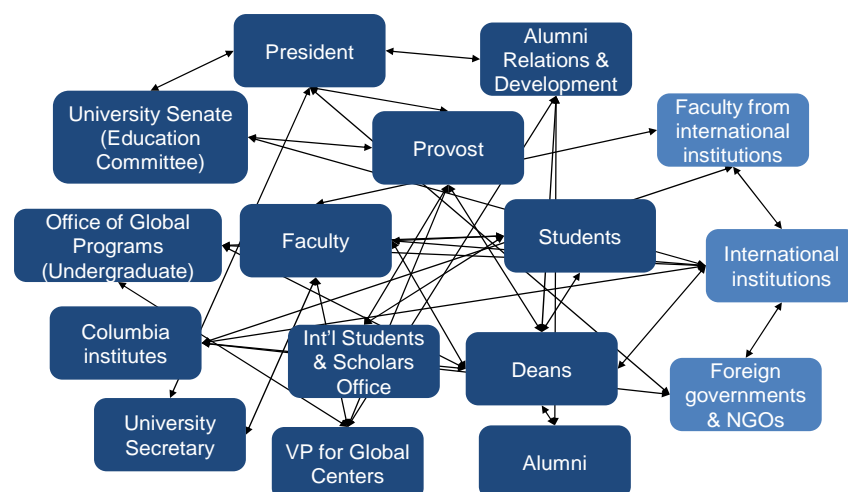
## 1. INTRODUCTION

Columbia's history, location, and makeup position it well to be the leading global university. With the recent introduction of the Columbia Global Centers (CGCs), the question arises how best to use this broad pool of global resources to further Columbia's research and educational mission. The University Senate created a Task Force on Global Initiatives with the mandate to review the global strategy of the University and provide a set of strategic recommendations.

First and foremost, Columbia is and has always been the quintessential global university, where international collaboration and comparative methods deeply permeate the research and educational work of the faculty. At present, the University offers students many opportunities to study abroad that are closely integrated with support structures and the goals of individual schools. Faculty and researchers can make use of Columbia's numerous regional institutes (Weatherhead Institute, Harriman Institute, etc.) and international institutes (Committee on Global Thought, Earth Institute, etc.). In addition to their own grant initiatives, the Columbia faculty's record of success in these areas is well documented.

As a starting point, the Task Force sketched out a high-level framework of available global initiatives and the various constituent bodies involved in either their administration or oversight. Besides the obvious visual dexterity required, Exhibit 1 nevertheless demonstrates both the rich opportunities available to the Columbia community, and its complex underlying framework of overlapping and sometimes conflicting lines of authority and decision-making, isolated in dispersed silos.

### Exhibit 1: Columbia's rich global opportunities are difficult to navigate



The introduction of the new Columbia Global Centers (CGCs) to our rich portfolio is an exciting, innovative, cost-effective, and above all, welcomed development. Under the leadership of Professor Safwan Masri, Vice President for Global Centers, the CGCs are poised to materially

advance Columbia's global profile. The CGCs currently provide sites in eight countries (on five different continents) for activities including conferences, exhibitions, workshops, and substantive international fieldwork. The CGCs do not attempt to be satellite campuses, which often fall victim to a host of problems. Instead, they function as hubs for expanding Columbia's mission, and do so in a financially sustainable manner based on targeted donor relations.

Many other universities have recently pursued a variety of strategies to expand their global presence, mostly by creating satellite campuses and increasingly "globalizing" their curriculum offerings. These alternative strategies have met with varying degrees of success.

Given Columbia's comparative advantage in the global space, the key questions before us concern how we leverage the enormous amount of activity currently underway to maintain Columbia's pre-eminence, and how the CGCs can:

- Expand Columbia's intellectual engagement within the regions through enhanced opportunities for research and educational activities.
- Deepen our outreach to the regions, to Columbia alumni, local businesses, government officials, and local academic communities.
- Promote and burnish Columbia's brand throughout the world, associating its reputation with quality.

This report is the culmination of two years of ongoing discussions with faculty, alumni, students, trustees, and administrators on the best direction for Columbia's global orientation in a rapidly changing and interconnected world. (Appendix 1 provides a roster of the Task Force's members.) Its purpose is to provide an integrated review of global initiatives, broadly defined, and the role that the CGCs can play in enhancing them. Input for the report was solicited widely in efforts to ensure representation of views from all parts of the University.<sup>1</sup>

The report is organized as follows: Section 2 reviews current best practices, illustrating Columbia's many strengths as a global university. Section 3 identifies areas that will enhance Columbia's current opportunities. Section 4 highlights key strategic initiatives to further Columbia's global efforts. The final section provides a timeline and path toward implementation. Appendices follow.

<sup>1</sup>The Task Force is indebted to Professor Safwan Masri, Vice President for Global Centers, for his assistance. We also thank Professor Myron Cohen for his feedback.

## 2. CURRENT PRACTICES

Columbia University has developed a strong culture of global knowledge and inquiry. Columbia has distinguished itself as a university that provides its community with a unique set of opportunities, ranging from international travel grants to world leaders as guest speakers to access to global think tanks, expanding and deepening its global perspective and engagement.

### 2.1 RICH STUDY AND RESEARCH ABROAD OPPORTUNITIES

Students and faculty currently have a broad range of offerings to study and conduct research abroad. This section will not attempt an exhaustive description of all activities across all schools, but rather will highlight superlative implementations of different types of programs.

Grants for academically-relevant travel are important to students in particular. The Graduate School of Arts and Sciences (GSAS) offers a Conference Matching Travel Fund to enable doctoral candidates to present at professional conferences. GSAS also provides International Travel Fellowships for some doctoral students to aid the completion of their dissertation research. At the Graduate School of Architecture, Planning, and Preservation (GSAPP), graduating students are eligible for the William Kinne Fellows Travel Prize, a fellowship which provides a travel stipend enabling postgraduate research.

Traditional study abroad programs based in individual schools have a solid record of success. Appendix 2 provides an overview of Columbia's study abroad programs and associated enrollment and demographic statistics. The Office of Global Programs (OGP) serves most of the undergraduate population, including Columbia College (CC), the Fu Foundation School of Engineering and Applied Science (SEAS), and the School of General Studies (GS). OGP offers seven international programs during the academic year, as well as eight international summer programs. OGP also provides a list and facilitates applications to Columbia-approved but not Columbia-administered study abroad programs for students who seek a broader range of options.

Another emerging example of a successful program is the Global Scholars Program Summer Research Workshop (GSP), which offers Columbia undergraduates the opportunity to conduct field research using social science methodologies abroad under the supervision of Columbia faculty and in collaboration with local universities. For a detailed overview and self-assessment of the GSP's pilot year of operation including critical takeaways, please see Appendix 3.

The professional schools also offer an array of exchange programs. Columbia Business School (CBS) mounts the Chazen Language Program, eight-week courses that focus on business communication, to students, alumni, faculty, staff, and their spouses. Additionally, CBS students can participate in the Chazen MBA Exchange Program, which provides a chance to study at one of 24 leading graduate management institutions around the world.

The School of International and Public Affairs offers numerous joint degree programs, including those with the London School of Economics, Sciences Po (the Paris Institute of Political Studies), the National University of Singapore and the Hertie School in Berlin. It also has a vast network of partnering institutions through its participation in the Global Public Policy Network, which aims to promote student and faculty exchanges, jointly sponsored research and academic conferences.

In a similar vein, Columbia has networks in place to facilitate original research and fieldwork abroad. One particularly successful network linked to the infrastructure of the CGCs is GSAPP's Studio-X, a global network of advanced research laboratories focused on urban space and the future of cities with locations in Amman, Beijing, Moscow, Mumbai, New York, and Rio de Janeiro. Studio-X programming, which is open to the global design community, has enabled students and faculty to travel internationally to study, conduct research, and attend workshops, conferences, and exhibitions.

Columbia faculty have extensive opportunities to conduct research abroad, either through the regional institutes (e.g., the Weatherhead East Asian Institute, the Institute for Latin American Studies, the Harriman Institute, and the Middle East Institute) or international institutes (e.g., Institute for Comparative Literature and Study, the Columbia National Resource Center for Global Studies, the Committee on Global Thought, and the Earth Institute). Faculty also support their own international research with funding from organizations such as the Ford Foundation, the National Science Foundation, and the World Bank.

The Weatherhead East Asian Institute serves as a model for an integrated, collaborative approach, bringing together faculty, research scholars, and students. The Institute unifies teaching and research on Asia, incorporating meetings, lectures, conferences, travel, and other activities.

## 2.2 INSTITUTIONAL FOCUS ON THE CHALLENGES OF GLOBALIZATION

Columbia has long possessed a strong institutional focus on the challenges presented by globalization. The strength of this focus comes from a variety of factors, first and foremost from faculty support. In 2006, Columbia established the Committee on Global Thought under the joint leadership of Nobel laureate and University Professor Joseph Stiglitz and Robert S. Lynd Professor of Sociology Saskia Sassen. The Committee brings together 18 distinguished faculty to address a broad spectrum of issues including global political economy, global governance, global culture, and global urbanism. Each region served by a CGC also has its own Faculty Steering Committee, and each chair of these regional committees serves on a Global Faculty Steering Committee, providing the institutional guidance and structure for inter-regional dialogue.

These faculty efforts have also been supported by strong administrative leadership to develop a global strategy. Several deans have set a goal to eventually have all students spend time abroad during the course of their Columbia education. Notably, Dean of Columbia College and Vice



President for Undergraduate Education James J. Valentini has articulated a concrete goal of providing a fully-funded summer experience to every undergraduate.

The School of the Arts (SoA) has been particularly proactive in pursuing global opportunities, with a portfolio of initiatives spanning courses, public programs, formal exchanges, and inbound international programs. For an overview of SoA initiatives, please see Appendix 4.

One of President Bollinger's first acts upon arriving in 2002 was to create the annual World Leaders Forum, which brings prominent speakers, including heads of state, to campus to advance lively, uninhibited dialogue on the large economic, political, and social questions of our time.

All of these programs and initiatives stem from a commitment to deepen the Columbia community's global perspective. Our goals of global engagement have been manifested through every means on- and off-campus.

*"We simply do not know enough about a world that's really being transformed by forces of globalization that are driven largely by economic markets and new technologies... We have a long history of engagement in the world and international study, but we've chosen a distinctive path toward deepening our global perspective across many continents and many parts of the University community here in New York."*

- President Lee C. Bollinger

## 2.3 RECORD OF ACADEMIC DIPLOMACY AND GLOBAL COLLABORATION

In addition to bringing international scholars to Columbia to teach and engage with the community for special events, Columbia's faculty have made "academic diplomacy" an institutional goal.

The faculty engages the international community in a variety of contexts, from the personal to the institutional. Activities typically include attendance at international conferences, collaboration with scholars at universities abroad, and consulting with foreign governments on such topics as AIDS mitigation in Africa, global financial regulation in the United Kingdom, and labor markets in Eastern Europe.

*"The production and dissemination of new knowledge through research and innovation—or "knowledge production" for short—is changing rapidly, and that relative insularity does not serve the interests of a great university well. The Columbia Global Centers program is a response to the new paradigm arising from a global revolution in the world of knowledge production and transmission."*

- Jorge Balan, Senior Research Scholar, SIPA and CGC

Trans-institutional collaboration has been made possible not solely through travel and exchange programs, but also through Columbia's embrace of emerging communication technologies and championing the importance of a free press.

Creating global media and championing freedom of the press are especially relevant given the reputation of Columbia's School of Journalism. In 2010, the School helped organize the "Free Press for a Global Society" forum with conferences, roundtables, and webcasts at CGC Middle

East in Amman, CGC East Asia in Beijing, CGC South Asia in Mumbai, and CGC Europe in Paris.

## 2.4 EMERGENCE OF A GLOBAL CURRICULUM

Many Columbia schools have independently made impressive strides with the integration of global study into their primary curriculum. The University at large has also made an effort to facilitate these initiatives and create a culture of global thought and inquiry.<sup>2</sup>

At the undergraduate schools, the Columbia Global Scholars Program allows students from diverse disciplines to research and immerse themselves in another culture and adopt a more global perspective. The program includes a course, the Colloquium, co-taught by Columbia faculty and visiting international scholars. The new Fifth Year Fellow program allows recent graduates to extend their education with a year of individualized itineraries of travel and learning. The program includes on-campus seminars, individual travel, and a customized research project supervised by faculty. Completion of the program leads to a certificate, not a degree, from Columbia.

*“The Task Force on [Undergraduate Education] supports a significant increase in the number and range of international experiences available to students. As Columbia opens global centers in various parts of the world, undergraduate programs should be integrated into their mission at an early point.”*

- Task Force on Undergraduate Education Report (April 2009, p.16)

Numerous opportunities also exist at the graduate schools. The College of Physicians and Surgeons (P&S) has been incorporating global health issues into its curriculum in recent years, enabling a wide range of international experts to speak and lead seminars for students.

Columbia Business School offers upper-level “Master” classes, hands-on, project-based electives, many of which have significant international immersion components of travel, study, and work abroad. One course in particular, “Entrepreneurship in Africa,” led a Columbia team to assist a Tanzanian entrepreneur with applying for, receiving, and using a \$2 million loan from the East African Development Bank to transform a mid-range hotel into a five-star property, and to franchise the new brand to additional locations.

<sup>2</sup>Consistent with the recommendation of the Task Force on Undergraduate Education, the Arts and Sciences Policy and Planning Committee is currently undertaking a study to globalize the undergraduate curriculum. One possibility is mounting at one or more of the Global Centers a “globalized Core,” an offering that allows students to explore global cultures and thinking through two types of course: those that focus on a specific culture or civilization and those that address several world settings or cultures comparatively in terms of a common theme, a set of analytic questions, or interactions. This core offering is required for College students and one of three tracks for undergraduate students in the School of Engineering and Applied Science.

Students of the School of International and Public Affairs (SIPA) each work on capstone projects jointly with not-for-profit or private sector clients, often in developing and emerging markets. Columbia Law School (CLS) offers programs of study organized by geography, including courses in international peace, global trade, and communication flow.

The global curriculum extends to international career education. Teachers College (TC) offers career counseling and other job support for students looking to teach internationally. CLS's various interview programs and Overseas-Trained LLM Job Fair provide students with the opportunity to meet potential employers from abroad, in both the public and private sectors.

## 2.5 GLOBAL CENTERS ARE INNOVATIVE AND COST-EFFECTIVE

Columbia is unique in its global strategy among peer institutions in its creation of innovative and cost-effective initiatives. Specifically, the Columbia Global Centers (CGCs) provide regional sites available for conferences, exhibitions, workshops and research.

The CGCs have demonstrated success. To date, some 700 students, 160 faculty, and more than 2,000 alumni have used the Global Centers to varying degrees. Most Columbia schools are directly involved with at least one Global Center and half have contacts with multiple CGCs. In addition, some 150 members of the faculty sit on various steering committees for the Global Centers. Appendix 5 provides an overview of the Global Centers, including their programmatic impact.

*"The Global Centers are nimble hubs that provide a foundation for students, faculty, affiliates, and alumni to explore academic opportunities. Because the Centers do not have the structural rigidity of the branch campus, they allow the University to increase its global scope and enrich diversity of academic experience, while maintaining strong connections with the home campus."*

- Safwan Masri, VP for Global Centers

The CGCs' strategy allows Columbia to avoid the problems associated with establishing satellite campuses, which have plagued many of our peer institutions, while allowing the adaptability and flexibility necessary to thrive in the ever-increasing speed and interconnectedness of the globalized world. The Global Centers are an effort to push Columbia faculty and students out into the world where they can work on substantive projects in collaboration with local institutions and peer faculty and students

The financial methods by which Columbia established the CGCs were deeply in our favor. In contrast to the tens of millions of dollars that our peers have spent establishing and operating satellite campuses in Europe, the Middle East, and Asia, the startup costs for CGCs were in all cases supported by incremental donor gifts or, in the case of CGC Europe at Reid Hall in Paris, reused existing assets. We were fortunate that many of these donors were specifically interested in high-priority areas, including Asia and the Middle East. Moreover, the CGCs' lean staffing model and relatively low operating costs significantly reduce Columbia's institutional risk.

## Exhibit 2: The CGCs are innovative and cost-effective

Location	Established	Square footage	Staff	Funding notes
CGC   Middle East <i>Amman, Jordan</i>	March 2009	45,000	33	<ul style="list-style-type: none"> <li>Made available to CU by local partners</li> </ul>
CGC   East Asia <i>Beijing, China</i>	March 2009	9,000	6	<ul style="list-style-type: none"> <li>Office space rent-free for 4 years through local donor</li> <li>Renewable for another 4 years</li> </ul>
CGC   Europe <i>Paris, France</i>	March 2010	23,000	14	<ul style="list-style-type: none"> <li>Based in Reid Hall</li> <li>CU-owned since 1964</li> </ul>
CGC   South Asia <i>Mumbai, India</i>	March 2010	2,500	10	<ul style="list-style-type: none"> <li>Center pays market-rate rent</li> </ul>
CGC   Turkey <i>Istanbul, Turkey</i>	November 2011	3,000	3	<ul style="list-style-type: none"> <li>Center pays market-rate rent</li> </ul>
CGC   Latin America (I) <i>Santiago, Chile</i>	March 2012	4,000	2	<ul style="list-style-type: none"> <li>Center pays market-rate rent</li> </ul>
CGC   Africa <i>Nairobi, Kenya</i>	January 2012	14,000	35	<ul style="list-style-type: none"> <li>Center pays market-rate rent</li> </ul>
CGC   Latin America (II) <i>Rio de Janeiro, Brazil</i>	March 2013	2,500	N/A	<ul style="list-style-type: none"> <li>Office space is rent-free for 1.5 years through the Office of the Mayor of Rio</li> </ul>

## 3. OPPORTUNITY AREAS

A number of key opportunities exist for Columbia to build on its current best practices and leverage its institutional strengths, brand, and people to further develop Columbia's goal to be the premier global university. We note three types of opportunities. First, Columbia's other global initiatives (as distinct from CGCs) can communicate and align with each other. Second, CGCs must communicate better with each other. Third, all global initiatives (including the CGCs) should circle back to align with Columbia University's broader educational mission and presence in New York City.

### 3.1 STRATEGIC INSTITUTIONAL ALIGNMENT

Responsibility for global initiatives is currently subdivided across the university. This is a crucial factor that should be addressed. There is a lack of strategic alignment and communication among global initiatives at various levels. This is a legacy of the organic growth of Columbia's global engagement, which occurred without advance comprehensive planning of Columbia's overall global footprint on an institutional level. Thus, many different offices are responsible for many different functions. As a result, current global initiatives are associated with overlapping, and sometimes, conflicting lines of authority, isolated in dispersed silos.

For example, Exhibit 3 shows various functions falling under key stakeholders (faculty, students, and alumni) and institutional priorities (collaborative research, government and public relations,

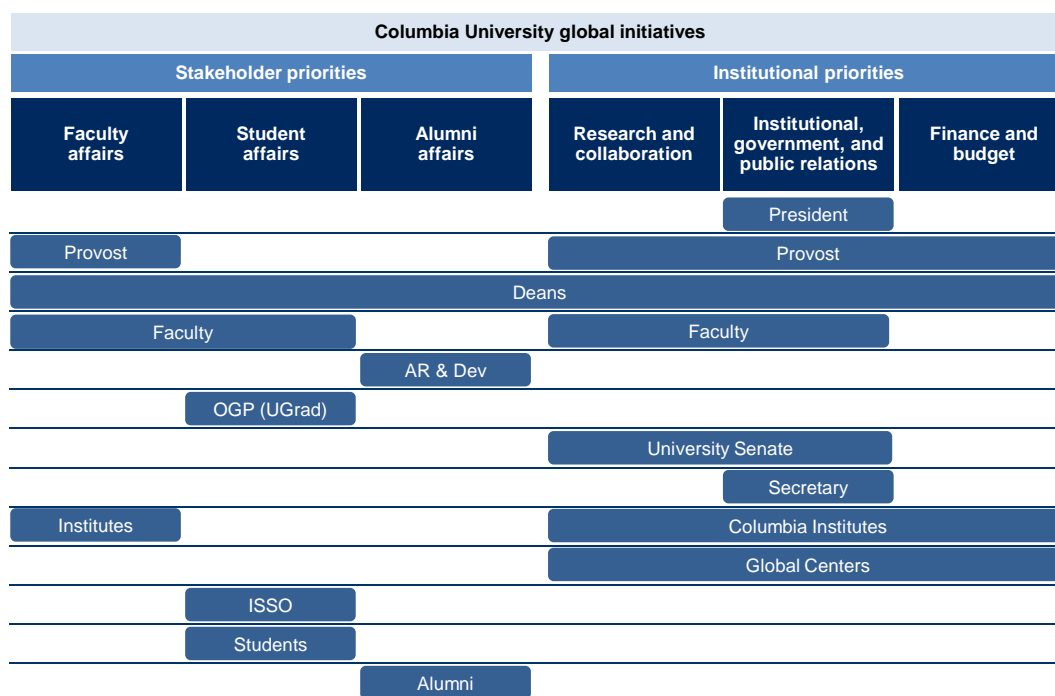
and budgeting). Exhibit 4 highlights the numerous decision makers and overlapping lines of authority associated with the execution of these functions, by stakeholders and institutional priority. Combined, exhibits demonstrate the difficulty in getting all the potential veto players to agree on a common agenda.

The charts also raise questions whether the current structure allows for the most effective use of our marginal dollars and if faculty and student needs are best met with the current array of decision making authority and resource allocation. Greater communication and strategic alignment at all levels of the global initiatives are the first significant opportunity.

### Exhibit 3: Many key functions fall under different priorities

Columbia University global initiatives					
Stakeholder priorities			Institutional priorities		
Faculty affairs	Student affairs	Alumni affairs	Research and collaboration	Institutional, government, and public relations	Finance and budget
<ul style="list-style-type: none"> <li>• Research and scholarship collaboration</li> <li>• Faculty development programs, with focus on international work</li> <li>• Cross-faculty initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Study and research abroad</li> <li>• Student travel and study trips</li> <li>• Distance- and blended learning</li> <li>• Fifth Year Fellows program</li> <li>• Career development and network</li> <li>• Admissions events</li> </ul>	<ul style="list-style-type: none"> <li>• CAA programming for overseas networks</li> <li>• Alumni travel study trips</li> <li>• Mentoring &amp; externships / internships</li> <li>• Industry partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Visa and other logistical services for visiting scholars</li> <li>• Access / office / library privileges</li> <li>• Research registration and clearance</li> </ul>	<ul style="list-style-type: none"> <li>• Joint degree administration</li> <li>• Logistical aspects of World Leaders Forum</li> <li>• Global Center administration</li> <li>• Governmental, IGO, and NGO relations</li> <li>• Safety and security for Columbia affiliates overseas</li> <li>• Blue Seal Letters for faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Major global initiatives</li> <li>• Development priorities</li> <li>• Grant monies to support cross-faculty initiatives</li> </ul>

## Exhibit 4: Decision-making is split among different functions



## 3.2 GLOBAL CENTERS

### 3.2.1 DEFINED MISSION

The Columbia community currently does not perceive the CGCs' mission, resources, and capabilities as clearly defined. A first step to developing a comprehensive strategy, mission, and conditions of success is better understanding of the approach and conditions of success of peer institutions.

Students and faculty, whether rightly or wrongly, appear to see the CGCs as lacking purpose. Different CGCs under different leadership set their own priorities. The CGCs as a whole have no clearly articulated goals in terms of concrete deliverables. They envision a future state of "connectedness and interdependence", but no defined path to get there. In particular, there is no "list" of suggested or baseline functions each Global Center must provide.

- "I believe that the GCs are the future of elite higher education... [They] are valuable and give undergrads the opportunity to engage in extremely valuable research" – Student
- "If there is some way of bringing the resources of the Centers to the attention of faculty and researchers, perhaps highlighting ongoing research and opportunities for collaboration, that would be excellent." – Faculty
- "At the moment, it seems very ill-defined what a Global Center is, or what their purpose is, beyond 'NOT branch campuses' " - Student
- "Is it a planetarium?" - Student

Consequently, it is unclear how the CGCs fit into the rest of Columbia’s global initiatives. The CGCs are envisioned as the unifying backbone; however, it is uncertain what new value they bring to Columbia’s rich existing partnerships. Existing programs, such as the Columbia Global Scholars, have received mixed reviews for their tentative nature and unclear goals.

### 3.2.2 FUNDING AND STAFFING STRATEGY

The current funding model of the CGCs rests predominately on startup funds from local donors and overhead raised from faculty-led research projects and educational programs.

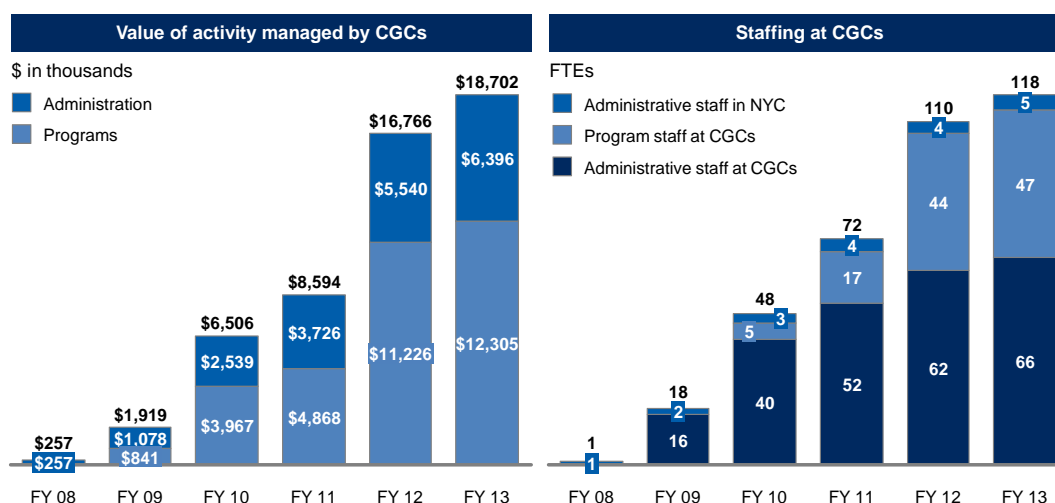
The annual budget of each CGC ranges from \$500,000 to \$2 million US dollars. The budget for the central office of Global Centers on the Columbia campus in New York, funded by the University, is currently \$1.5 million.

Research and education programs are self-funded through restricted-use giving, including grants and gifts from partners, as well as revenues from tuition and other income-generating opportunities. Exhibit 5 shows the value of all activities managed at the CGCs, which has risen to almost \$19 million in 2012, with program funding representing some \$12 million of the total.

*“Within the next three to five years, the Centers hope to cover at least half of their operational budgets. Fundraising efforts in the immediate future will focus on ensuring financial viability of the various Centers, and over the coming years on developing endowment funding to ensure this financial stability continues for decades to come.”*

- Safwan Masri, VP for Global Centers

**Exhibit 5: Funding and staffing levels at the CGCs**



Current staffing levels at the CGCs have increased to approximately 140 employees, predominantly based directly at the CGCs. Program staffing, which is directly linked to funded research and revenue-generating ventures, represents approximately 50% of the total personnel.



Exhibit 5 shows that both staffing and funding have increased precipitously, with funded programs representing some two-thirds of the value of activities.

Looking back at Exhibit 2, we also note considerable variation in staffing, space and overhead among the Centers. For instance, the Amman Center in Jordan occupies 45,000 square feet with 33 full-time staff and its rent is funded by local partners. In contrast, the Center in Istanbul, Turkey, occupies only 3,000 square feet of space, has three staff members, and pays market-rate rent. Providing a minimum level of base-line support for each Center is clearly an opportunity area.

- *"The program was launched without much reflection and without adequate resources. Future planning should be more deliberate and consultative."* - Faculty
- *"I hope they will be funded sufficiently so that Columbia students and faculty can take advantage of them in great numbers."* - Faculty

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### 3.2.3 KNOWLEDGE OF CAPABILITIES

The current mechanisms and progress for information dissemination on the CGCs have seen limited success. In many ways, this will resolve itself with time. Information flow will improve as a result of the previously defined opportunities. More consistent and robust information will also be available once the mission of the global initiatives and CGCs is clearly defined. The delivery of that information will be easier once there is alignment of the different global initiatives within the global program.

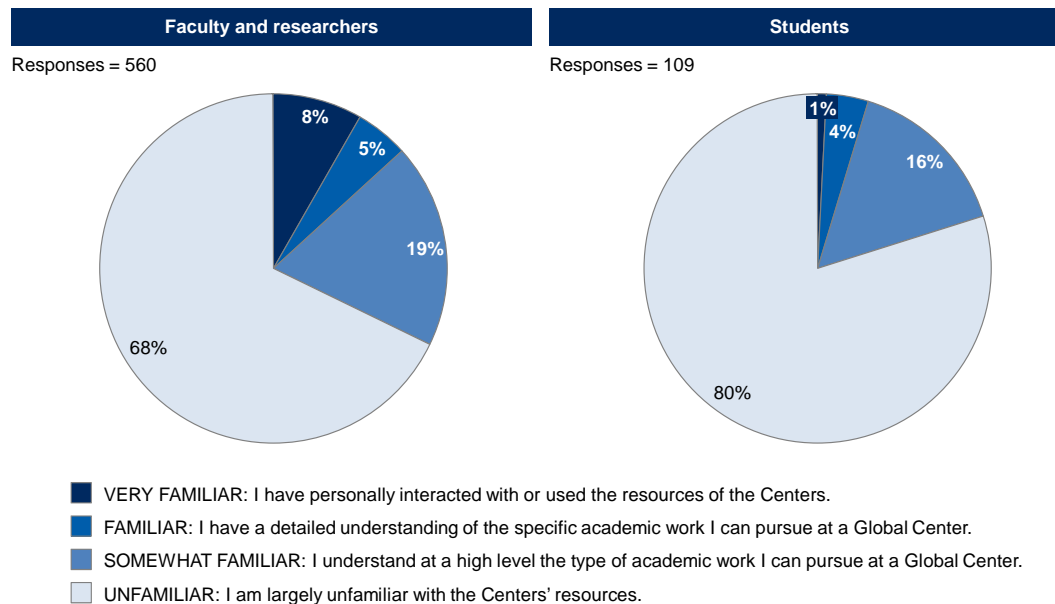
- *"I think the faculty would benefit from knowing more about what they do. Might open new possibilities. We need contact info; info on facilities. Priorities for use, etc."* - Faculty
- *"Would like to know more about them. There is little known about these centers at our school... Need to advertise more!"* - Student

As a result, faculty and students have varying perceptions of the benefits of the CGCs. We conducted surveys to benchmark these perceptions, which may be found in Appendices 7 and 8.<sup>3</sup> In our survey, 13% of faculty and 5% of students were "familiar" or "very familiar" with the CGCs. On the other hand, 68% of faculty and 80% of students were "unfamiliar" with the CGCs.

<sup>3</sup> The Faculty and Researchers survey was distributed to all full-time Officers of Instruction and Officers of Research from November 19 to November 27, 2012. The total responses were 560. The student survey was distributed to the student senators and their representative councils, to ensure a representative response from both undergraduate and graduate students. Total responses were 109.



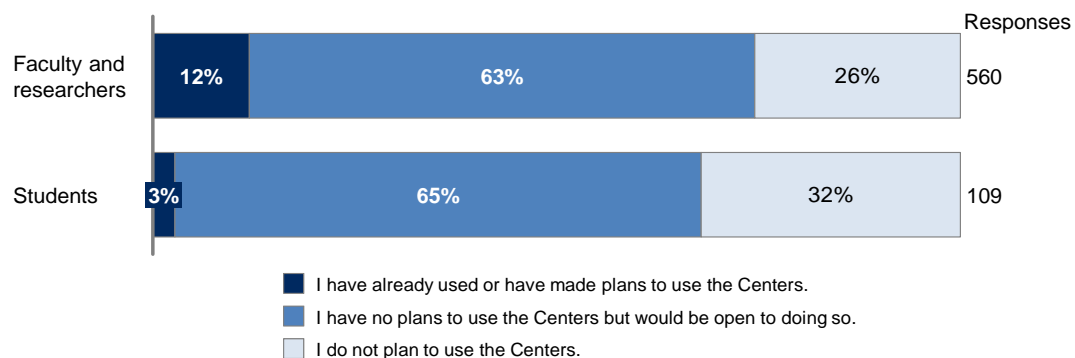
## Exhibit 6: Knowledge of CGC capabilities is low



Currently, there is no “one-stop shop”—either virtual or physical—for faculty or students to learn about Columbia’s global initiatives. Short of Safwan Masri, the VP for Global Centers himself, there is no single individual to whom anyone can address specific questions, such as “How can I access the resources of a Global Center?”

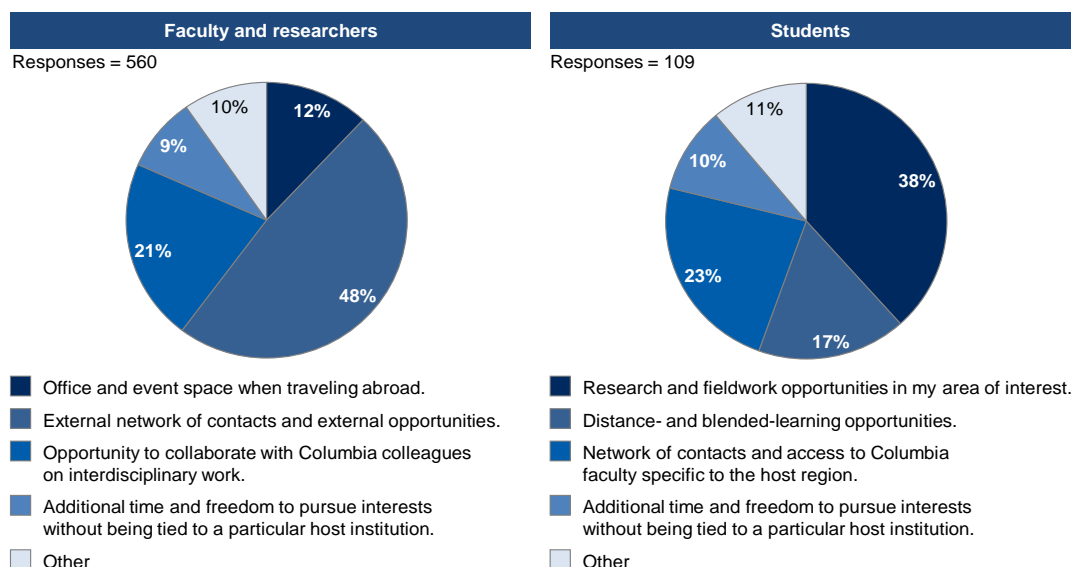
Despite the lack of deep familiarity with the CGCs, there is a marked openness to using them. A full 75% of faculty and researchers and 68% of students surveyed indicated they either have used, have made plans to use, or would be open to using the CGCs.

## Exhibit 7: Faculty, researchers, and students are open to using the CGCs



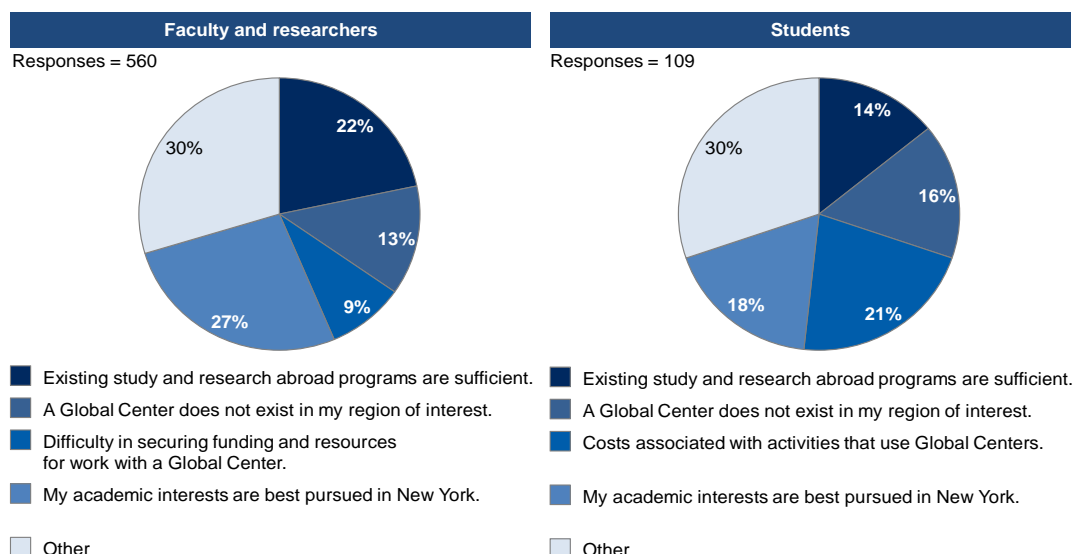
The CGCs' comprehensive capabilities also appeal broadly to faculty, researchers, and students, even if they are not fully understood. Students view the various resources of the CGCs fairly evenly, while faculty appear to gravitate toward the external network of contacts and collaborative opportunities offered by the CGC.

### Exhibit 8: Faculty and students appreciate the CGCs' capabilities



Faculty and students differ, however, in reasons they would not use the CGCs. Students are relatively evenly distributed. A large portion of faculty and researcher concerns predictably deal with the difficulty of securing funding for using the CGCs. Surprisingly, a sizable percentage of faculty (27%) also feel that their academic interests are best pursued in New York.

### Exhibit 9: Faculty and students diverge on why they would not use the CGCs



An openness to use CGCs combined with a lack of deep familiarity with the services and opportunities available suggests that the CGCs' potential is not being fully leveraged. A central repository and clearinghouse for information or at least a defined point of contact will significantly aid efforts to improve knowledge of and access to all levels of Columbia's global initiative, including the CGCs. Such a clearinghouse will aid efforts to inform faculty and staff at each the CGCs of each other's efforts, and of new opportunities in New York.

### 3.3 BENCHMARKS AND DEFINITION OF SUCCESS














#### 3.3.1 DEFINITION OF SUCCESS

We believe a reason for this current lack of information comes from inadequate information benchmarking Columbia to its peers. In order for Columbia to be a thought leader in global initiatives and the custodian of a unique value proposition for global activities, it needs to better understand what peer institutions are doing.

Currently there is only a high-level understanding of peer institutions' initiatives, such as Yale's branch campus in Singapore. Evaluating best practices of other institutions on a more granular and tactical level will be fundamental for Columbia to best understand how to approach, understand, evaluate, and implement changes that best serve the interests of Columbia's unique strategy and global presence.

Columbia's Office of Global Centers has prepared an overview of the global portfolios of our Ivy Plus peers, which we updated for the present purposes (see Appendix 8). Exhibit 10 presents a "heat map," analyzing at a high level the depth and intensity of peer institutions' programming. The initiatives fall into four broad categories: satellite campuses, research centers, school-administered study abroad, and none.

## Exhibit 10: High-level overview of global programming among peer schools

Peer school	Presence by region					
	Africa	Middle East	Europe	South America	Asia	Oceania
 Columbia	Research center	Research center	Both	Research center	Both	None
 Brown	None	None	None	None	None	None
 Cornell	Research center	Both	Research center	None	None	None
 Dartmouth	None	None	None	None	None	None
 Harvard	None	None	Research center	Research center	Research center	None
 Penn	None	Research center	None	None	None	None
 Princeton	None	None	None	None	Research center	None
 Yale	None	None	None	None	Both	None
 Chicago	None	None	Both	None	Both	None
 Duke	None	None	None	None	Both	None
 Hopkins	None	None	Both	None	Both	None
 MIT	None	None	None	None	Research center	None
 Stanford	None	None	None	None	Both	None

### 3.3.2 BENCHMARKS AND PEER SCHOOL COMPARISON

Looking at the directly administered global initiatives of Columbia's peer schools in the Ivy-Plus, a number of points about Columbia's uniquely advantageous position stand out. First, out of all its peer institutions, Columbia is the only one to have a global presence on all four of the key continents Asia, Africa, South America, and Europe. The only other school with an established presence in Africa, for instance, is Cornell. Two schools, Brown and Dartmouth, have no global programs of their own on any continent.

Second, it is clear that Columbia's model of non-satellite campuses is decidedly different from the norm, with five of the 12 other schools maintaining some form of academic campus abroad. This naturally bodes well for Columbia's goal to differentiate itself by avoiding a possibly intrusive presence in other countries, as well as maintaining the consistently exceptional quality of a Columbia education.

Last, research opportunities available abroad at institutionally sponsored facilities are limited, often being restricted only to faculty members. Harvard Business School, for instance, has an international portfolio of exclusively research centers, but only one, the Asia-Pacific Research

Center based in Hong Kong, is available for use by MBA students as well. The rest, all also sponsored by Harvard Business School, are primarily for faculty research and the cultivation of faculty–business relationships.

A clear opportunity area is to define concrete terms and conditions for the success of the CGCs. Without a clear definition of a mission or conditions for success, it is difficult for the CGCs to develop and align on a cohesive strategy. There are insufficient distinct performance goals for CGC leaders about what their particular Centers should achieve.

These conditions are exacerbated by the inherently “transient” nature of the CGCs, with faculty and students coming and going. Due to their lack of consistency and alignment, students and faculty may not feel ownership for the CGCs as entities.

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### 3.3.3 BEST PRACTICES

Three benchmarking criteria worth consideration in the evaluation of global initiatives are research opportunities for faculty, student-faculty interactions, and incremental revenue generation.

Two instances of exemplary faculty access and research in global initiatives can be found at Harvard Business School and Stanford University. Harvard operates six Global Research Centers, located in Hong Kong, California, Paris, Mumbai, Tokyo, Buenos Aires, and Shanghai. Through a budget of approximately \$97 million for faculty research, which also provides a range of support services, the Centers help generate global research, in addition to their role in developing links with governments, institutions, and corporations. Thus, in fiscal 2011, 52% of all cases produced by HBS faculty were global. In March 2012, Stanford University opened a center at Peking University (Stanford Center at Peking University or SCPKU) whose mission is to serve as a base for research, teaching, training and outreach activities in China for Stanford faculty and students across the humanities, natural and social sciences, engineering, medicine, law, business and education. Its location at Peking University facilitates China-based fieldwork, coursework, internships, and collaboration with Chinese scholars. Additionally, beginning in 2013, the SCPKU will offer fellowships to faculty engaged in research in China, supporting them for up to three months in residency in Beijing.

Student-faculty interactions are also important in defining the success of a global program. The “Cornell in Rome” program is one example. It is a semester-long experience open to students in the disciplines of architecture, visual arts, and urban studies, as well as related fields such as art history, landscape architecture, classics, international studies, medieval studies, and sociology. In the 2010-2011 session, a ratio of 3.67 students for every faculty member resulted in high student-faculty interaction. Specifically, faculty from each of the three architecture, art, and planning departments reside in Rome for the semester, with this core group supplemented by adjuncts such as archaeologists, classics scholars, and architecture and art historians. Blog posts recount

multiple different points of professor access during the program, including guided tours of artistic venues and class lectures.

Promising incremental revenue opportunities can also be found in the Cornell in Rome program, Brown's Global Conversation forum, and the University of Chicago's centers in Beijing, Singapore, and London. The Cornell program is open to non-Cornell students, allowing the program to reach out to additional individuals outside the Cornell community. Brown's Global Conversation forum relies on corporate grants, specifically from the AT&T Foundation and Corporation, suggesting additional expansion potential—organizations can associate their name with a top university at no added cost to Brown. As for the University of Chicago, its most significant international presence is a center in Beijing that, in addition to serving the university's entire community in areas such as research and student experiences, hosts professional development programs, lectures, events, conferences, and workshops, which can all charge for admission and create sponsorship opportunities for the University of Chicago. Single-building presences in Singapore and London run through Chicago's Booth School of Business serve as campuses for the executive MBA program and non-degree executive education programs, and space for conferences and meetings.

## 4. KEY STRATEGIC INITIATIVES

From the previous review of current practices and opportunity areas, we recommend a series of strategic initiatives. The purpose of these initiatives is to improve accountability, transparency, and information flow across the various units engaged in global activities, and thereby ensure that the allocation of resources align with the university's overall goals for teaching and learning.

### 4.1 REALIGN GLOBAL INITIATIVES

#### 4.1.1 CENTRALIZE A LIMITED NUMBER OF FUNCTIONS

A wide variety of administrative and logistical functions are dispersed across Columbia, leading to confusion from faculty and students as to where, when, and how to engage global initiatives outside of their immediate departments. To that end, **we recommend that a limited subset of functions be consolidated under central administration.**

Care and diligence should be exercised in selecting these functions, as it is intended that the establishment and operation of academic exchanges of any type remain with the deans and their respective faculty. Specifically, these functions should be administrative and logistical only and deal with situations where more than one school is involved, or where the global initiative in question represents the university as a whole. Broadly, these functions should unify both Columbia's own global initiatives, and Columbia's role in hosting initiatives with global partners. We separate them into three categories: newly centralized operations, new informational resources, and administration of existing operations.

Examples of new or widely dispersed operations with no single point of responsibility and therefore ideal candidates for consolidation include:

1. Logistics of hosting visiting scholars, including housing, library, and access privileges.
2. Official institutional exchanges and visits, including high-level or ceremonial functions where institutional representation is necessary.
3. At times and when appropriate, assist individual deans with establishing cross-faculty partnerships.

Information resources are one key function in particular which should merit strong consideration for creation and centralization:

1. Make additional full-time hires, serving as a “one-stop shop” resource for students, faculty, and researchers. Assist with faculty and student inquiries in a pan-university context, specifically in context of global initiatives their “home” faculty or school may be unable to offer.
2. Maintain up-to-date information and strong relationships with every global-facing program across all schools and faculties within Columbia. Information should be used to assess the level and frequency of international programming, to aid in deciding where resources should be directed, and to enable unplanned and “serendipitous” interaction and collaboration.
3. Maintain up-to-date location information for all Columbia faculty and researchers when out of the United States to enable unplanned and “serendipitous” interaction and collaboration.

In order to reduce administrative overlap and to improve communication, certain existing functions with a single point of responsibility should be centralized as well. These functions may include:

1. “First point of contact” for faculty seeking credentials such as Blue Seal letters, with the goal of providing the Office of the Secretary with a completed application ready for approval.
2. International Students and Scholars Office (ISSO), currently tasked with providing visa and other support services for international students currently studying at Columbia.
3. Support services, including safety and security, for students and faculty studying or working overseas.

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#### 4.1.2 REORGANIZE GLOBAL INITIATIVES UNDER THE PROVOST

We note and understand that for a variety of purposes the VP for Global Centers currently reports to the President. At the CGCs' current state of awareness and activity, this organizational structure is optimal, notably from a development standpoint. However, as the CGCs mature and build a record of activity over the next three to five years, **we recommend that the lines of authority governing Columbia's global initiatives, including Global Centers, be reorganized under the Provost.**<sup>4</sup> This three to five year period is tentative, a decision to reorganize would be conducted after careful review, bearing in mind the maturation and record of the CGCs in their term since launch.

Such a move would facilitate greater organizational efficiency of the global initiatives as a whole, especially in their academic mission. The success of the global centers' academic mission, which would benefit from direct interaction with the Provost's office, is essential to the long-term sustainability of the global centers strategy. Further, functions associated with the Global Centers like admissions, which already report through the Provost through the deans of individual schools, align well with existing components of the Provost's side of the organizational chart.

As the Global Centers become the primary "face" for Columbia's international research and collaboration efforts, placing them under academic (as opposed to administrative) oversight is the best way to complement and coordinate Columbia's rich portfolio of global initiatives, many of which are established and administered at the faculty and school level. In addition, academic oversight at the provostial level will continue to ensure high academic quality and deter haphazard programming.

We propose three possible reorganizations to reflect these expanded requirements for the functions under the supervision of the Provost. These are purely illustrative and should be understood to reflect possible configurations:

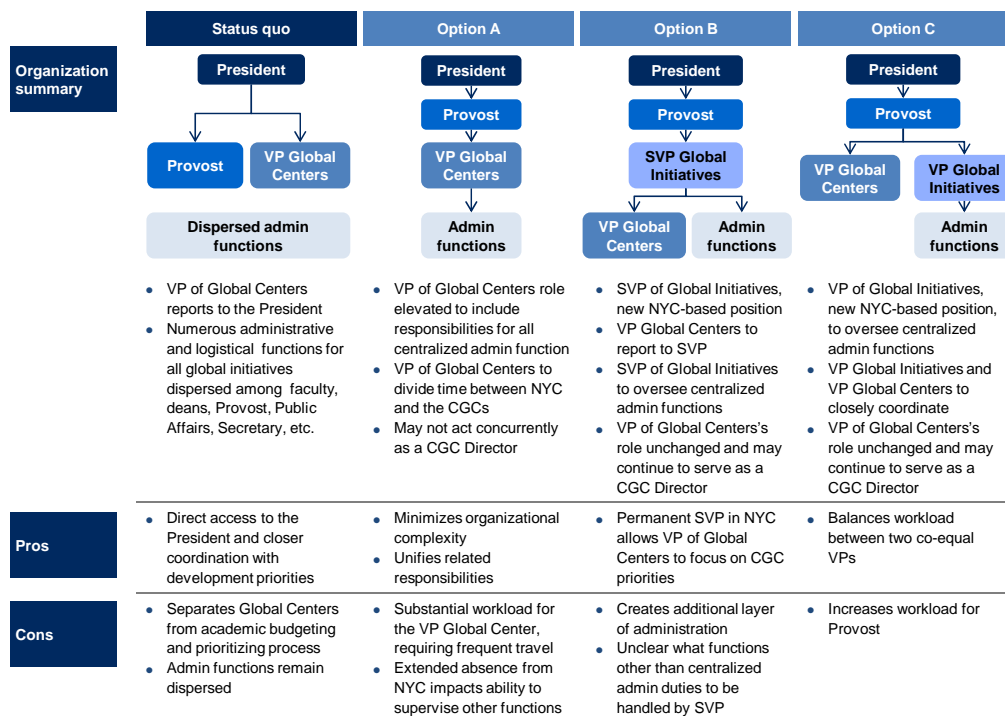
1. The portfolio of the VP for Global Centers will be expanded and elevated to include responsibilities for the centralized functions as described above. The VP for Global Centers will divide his time between Morningside and the Centers. The VP for Global Centers may not act concurrently as a director for a Global Center.

<sup>4</sup> We recognize that such a transition should not take place until the Global Centers are firmly established, both financially and intellectually. We are also aware that there are good reasons to have decision-making decentralized at various units. For example, the international exchange programs must be tightly linked to the oversight of the undergraduate curriculum to ensure the adequate transfer of credit and the Global Centers have certain functions including, but not limited to, alumni outreach and communications that do not directly fall under the Provost's purview. However, given the growth in global activities facilitated by the creation of the Global Centers and a Global Core, some degree of centralization may better utilize economies to scale than the current fractured structure.



2. A new administrative position, VP for Global Initiatives, will be created. The VP for Global Initiatives will take primary responsibility for centralized functions as recommended above, and be permanently resident in Morningside. The VP for Global Initiatives and the VP of Global Centers will be co-equal, and coordinate closely in their activities. The VP of Global Centers' role will remain unchanged and may continue to serve concurrently as a director for a Global Center.
3. A new administrative position, SVP for Global Initiatives, will be created. The VP for Global Centers will report to the SVP for Global Initiatives, who will be permanently based in Morningside. The SVP for Global Initiatives will also oversee the centralized functions as recommended above. The VP of Global Centers' role will remain unchanged and may continue to serve concurrently as a director for a Global Center.

### Exhibit 11: Proposed organization structures



We will hereafter refer to the new authority in charge of centralized administrative functions (whether an elevated VP of Global Centers, a supervisory SVP of Global Initiatives, or a co-equal VP of Global Initiatives)<sup>5</sup> as the “New VP”. The “VP of Global Centers” will continue to refer to the role as it currently exists.

<sup>5</sup> Alternatively, this new position could be an Executive Vice President with reporting lines to both the president and provost. The real opportunity in the reorganization is to look to enhance accountability, transparency and

## 4.2 STRENGTHEN THE GOVERNANCE OF THE CGCS

### 4.2.1 DEVELOP METRICS TO EVALUATE THE CGCS

To address the opportunity areas of a lack of a defined mission and benchmarks for success, **we recommend that, in consultation with stakeholders, a review system based on a series of metrics be developed for the Global Centers.** This review system should address the following questions:

1. Is the CGC being effectively utilized?
2. Is the CGC improving Columbia's global profile and presence?
3. Is the CGC facilitating collaborative efforts that otherwise would not have taken place?
4. What additional resources would the CGC require to better address its mission?

The set of specific metrics should be developed in consultation with all stakeholders. At minimum, the metrics should include:

1. Number of students and faculty served by the CGC
2. Programs and partnerships and pioneered and administered by the CGC
3. Conferences and events hosted by the CGC
4. Revenues, costs, and cost-effectiveness of the CGC

Accordingly, a comprehensive review of each Center should be undertaken at least every two years by the VP for Global Centers to reassess resources and needs.

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information flows across the various schools and program engaged in global activities to better align resource allocation decisions with the overall missions and goals of the university.

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#### 4.2.2 CREATE AN ADVISORY AND GOVERNANCE STRUCTURE

To assist the VP for Global Centers in oversight and governance, **we recommend additions to the existing advisory and governance structure.**

The group will serve a dual mandate, both to advise the VP for Global Centers on decisions requiring broad stakeholder input, in particular the recommendations listed above, and to represent the interests of their constituencies.

The advisory and governance structure should be modeled on similar existing structures throughout the university, notably the Columbia University Arts Initiative. A recommended membership list may be found in the box at the right.

##### **Membership with recommended additions:**

1. Global faculty steering committee
2. Faculty steering committee for each center
3. Advisory boards for each center with donors, regional thought leaders, and alumni
4. Fiduciary boards for each center comprised of members from key offices
5. At least 1 dean of an undergraduate school
6. At least 1 dean of a graduate school or faculty
7. At least 1 director of a Global Center
8. Tenured faculty
9. Full-time researchers
10. Student Advisory Council
11. University Senate representative
12. Alumni representative

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#### 4.2.3 IMPROVE FINANCIAL SUSTAINABILITY

The expanding activity and growing participation of faculty, students and alumni with the CGCs warrants a careful assessment of how best to invest strategically in an increasingly valuable resource. Over time, the CGCs must evolve from an “early-stage startup” to a “mature business model”, directly linked to Columbia’s academic priorities.<sup>6</sup>

**We recommend investigating the following means of sustainably financing the CGCs and their activities.**

1. **Creating an endowment:** Finding local and strategic partners willing to endow the ongoing operating costs of the CGCs.
2. **Funding research projects:** Identify donors (public and private) with interests in funding faculty research projects tackling global issues. For example, a cross-disciplinary, comparative study on financial regulatory structure could use CGCs in Paris, Rio and Beijing. A joint project between the Mailman School of Public Health and the

<sup>6</sup> Dean Kristine Billmyer of the School of Continuing Education has submitted a strategic framework on this topic, which is annexed in Appendix 9.

Fu Foundation School of Engineering and Applied Science could address poverty alleviation in the slums of Rio and Mumbai. Such projects could be linked to the Global Scholars Program, offering training to undergraduates students in related fields.

3. **Distance and hybrid learning:** The CGCs could serve as regional sites for students enrolled in “blended programs” that have a significant distance-learning component, punctuated by short periods of face-to-face interactions with Columbia faculty. These sites could also anchor purely online or distance programs. Distance learning offers a unique opportunity to generate incremental revenues to support ongoing activities at the CGCs, and it expands our programmatic reach to audiences heretofore outside Columbia’s customary ambit.

#### 4.3 IMPROVE AWARENESS AND AVAILABILITY OF THE CGCS

To provide further clarity on the capabilities and resources of the CGCs, **we recommend that, in consultation with stakeholders, a list be developed of baseline functions and concrete services that each CGC must provide.** This will contribute to a sense of common expectations, improving the CGCs’ profile. Such a list may include:

1. Sites for regional conferences
2. Sites for students enrolled in “blended programs” with distance learning and face-to-face components
3. Sites for group videoconferencing
4. Meeting space for academic and research exchanges
5. Office space for visiting faculty
6. Limited admissions information for prospective students

In addition, the CGCs should increase outreach efforts about their capabilities and resources through mechanisms such as town hall meetings and faculty presentations.

#### 4.4 IMPROVE ACCESS TO THE CGCS

##### 4.4.1 ACCESS FOR FACULTY AND RESEARCHERS

To improve access to the resources of the CGCs and indeed all other global initiatives, **we recommend that a common pool of grant monies be allocated to global initiatives to support individual faculty research and scholarship.**

The New VP should administer this pool of discretionary money, available to faculty upon application. The pool's governance and spending principles should be based on the existing Academic Quality Fund, currently administered by the Office of the Provost.

This pool will support cross-faculty research and cross-institutional work involving global collaboration. Three criteria should be satisfied to access these funds:

1. The cost of the global initiative cannot be borne by the individual faculty unit;
2. Grants for the global initiative cannot be secured by the faculty member from other sources;
3. The global initiative would otherwise not occur.

Decisions on the amount allocated *in toto*, to individual projects, as well as the application procedures and any levels of "targeted spend" should be subject to consultation by the advisory and governance committee as described in Section 4.2.2.

It is envisioned that this pool will eventually be funded from an endowment of funds raised specifically for this purpose. Until this endowment has been raised, current-use funding should be assessed from the individual faculty units based on factors including the size of the faculty, the record of past global initiatives, and plans for future work, as determined by the advisory and governance committee.

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#### 4.4.2 ACCESS FOR ALUMNI

A key method for improving access for alumni is creating value-added programs for alumni to engage with the CGCs. To that end, and pursuant to the ideas presented in Section 4.2.3, **we recommend that the CGCs create distance learning, hybrid learning, and on-site executive education programs.** Such programs will serve the dual purpose of engaging alumni while generating incremental revenues to further advance the CGCs on the path to financial sustainability. In Appendix 10, the Senate Alumni Relations committee review steps the Global Centers can take to enhance Columbia's lifelong connection with alumni.

## 5. TIMELINE AND IMPLEMENTATION

Many of the initiatives recommended here are currently underway. The Global Centers are actively shoring up their business model and expanding their access to various constituent groups. The president's office is developing a web-based portal on the Global Commons at Columbia, cataloguing ongoing global initiatives in the various schools. The provost's office is actively considering centralizing the administrative functions under a Vice Provost of Global Initiatives. The Arts and Sciences Policy and Planning Committee is undertaking a

comprehensive review of undergraduate education, with the possibility of introducing a “Global Core” and exploring the extent to which the Global Centers can facilitate the globalization of the curriculum.

Nonetheless, considerable work remains. The following action items are numbered according to the relevant section heads in the report, divided by two and three to five year time frames.

Over the next two years, reasonable goals include:

- 4.1.1 Launch the Global Commons portal to serve as a one-stop-shop for faculty and students.
- 4.1.2 Consolidate non-CGC administrative functions under a New VP.
- 4.2.1 Create an advisory and governance structure to review the CGCs.
- 4.2.3 Experiment with various distance learning models, perhaps linked to more traditional programs like the Global Scholars and study abroad. Finalize the business models and create endowment targets for the CGCs.
- 4.3 Advertise the CGCs at a series of town hall meetings, highlighting their activities and ongoing research projects.
- 4.4.1 Create a pool of money to support faculty research using the CGCs.

Within three to five years, once the Global Centers have been firmly established and endowed, reasonable goals include:

- 4.1.2 Consolidate oversight and administrative functions of the Global Centers under the Provost’s portfolio of responsibilities.
- 4.2.3 Identify “Portals of Knowledge” that link interdisciplinary faculty research projects with local public and private sector partners through the Global Centers.  
  
Expand Columbia’s traditional constituency base by local outreach and expanding our menu of options through online and distance learning.
- 4.3 Create a base-line level of support available at all Global Centers, ensuring that each has adequate staffing and resources to meet these requisites.
- 4.4 Align the Global Centers’ mission more closely with the academic priorities of the University at large, including undergraduate education.

## APPENDIX

### 1. ROSTER OF GLOBAL INITIATIVES TASK FORCE

Name	Affiliation	E-mail
James Applegate	A&S/NS	<a href="mailto:jha@astro.columbia.edu">jha@astro.columbia.edu</a>
Kristine Billmyer	SCE	<a href="mailto:billmyer@columbia.edu">billmyer@columbia.edu</a>
Matthew Chou	Stu., CC	<a href="mailto:mc3429@columbia.edu">mc3429@columbia.edu</a>
Bette Gordon	SoA	<a href="mailto:bg22@columbia.edu">bg22@columbia.edu</a>
Soulaymane Kachani	Eng	<a href="mailto:kachani@columbia.edu">kachani@columbia.edu</a>
Daniel Libby	Alum	<a href="mailto:kdl26@columbia.edu">kdl26@columbia.edu</a>
Jenna Miller	Stu., GSAPP	<a href="mailto:jm3544@columbia.edu">jm3544@columbia.edu</a>
Letty Moss-Salentijn	CDM	<a href="mailto:lms23@columbia.edu">lms23@columbia.edu</a>
John Mutter	A&S/NS	<a href="mailto:jcm7@columbia.edu">jcm7@columbia.edu</a>
Sharyn O'Halloran, Chair	SIPA/A&S	<a href="mailto:so33@columbia.edu">so33@columbia.edu</a>
Gerry Sherwin	Alum	<a href="mailto:gs481@juno.com">gs481@juno.com</a>
Richard Sun	Stu., CC	<a href="mailto:rs2991@columbia.edu">rs2991@columbia.edu</a>
Debra Wolgemuth	P&S	<a href="mailto:djw3@columbia.edu">djw3@columbia.edu</a>

## 2. OVERVIEW OF COLUMBIA STUDY ABROAD PROGRAMS

Study abroad programs are administered through the Office of Global Programs (OGP) and include a wide array of options for students, including Columbia administered programs, direct enrollment in a foreign university, exchange programs, field-based programs, intensive language programs and numerous summer programs including language and summer field programs among many others.

**Columbia Programs** are programs which are managed by the Office of Global Programs on behalf of the academic departments at Columbia and our partner institutions. All students including Columbia/Barnard, consortium member students, and students from other universities can find detailed information about each of the programs.

**Columbia-Approved Programs** are for students who are interested in studying abroad in other locations; there are a large number of approved programs, as well as exchange agreement and direct enrollment options with partner institutions. These programs may be managed by another university's international office (e.g., Middlebury's Programs in Russia), an academic third-party provider (e.g. CIEE in Brazil), or an outside organization in partnership with local institutions (e.g., Interstudy at the University of Cape Town). Some examples of study abroad programs:

### Semester/Academic Year

Barcelona:	<a href="#">Consortium for Advanced Studies in Barcelona</a>
Beijing:	<a href="#">Columbia in Beijing at Tsinghua University</a>
Berlin:	<a href="#">Berlin Consortium for German Studies</a>
Kyoto:	<a href="#">Kyoto Consortium for Japanese Studies</a>
Nanyuki:	<a href="#">Tropical Biology and Sustainability in Kenya</a>
Paris:	<a href="#">Columbia-Penn Program in Paris at Reid Hall</a> <a href="#">Global Scholars Program in Paris</a>

### Summer

Amman:	<a href="#">Summer Arabic Program in Amman</a>
Beijing:	<a href="#">Summer Language Program in Beijing</a>
Kyoto:	<a href="#">Summer Program in Advanced and Classical Japanese</a>
Paris:	<a href="#">Summer French Studies in Paris at Reid Hall</a> <a href="#">Paris Then and Now: Creative Writing in Paris</a>
Rio:	<a href="#">Summer Portuguese Program in Rio de Janeiro</a>
Shanghai:	<a href="#">Summer Business Chinese and Internship in Shanghai</a>
Venice:	<a href="#">Italian Cultural Studies in Venice</a>



Some summary statistics of students going abroad for 2011/12 including summer 2011 for Columbia College, General Studies, and SEAS Undergraduate Students:

	Fall Only	Spring Only	Fall & Spring	Total Academic Year	Summer Credit	Total for Credit
<b>By Standing Year</b>						
First-years				0		
Sophomores		9		9	46	55
Juniors	50	116	27	193	68	261
Seniors	10	2		12	25	37
<b>Total</b>	<b>60</b>	<b>127</b>	<b>27</b>	<b>214</b>	<b>139</b>	<b>353</b>
<b>By Financial Aid Need</b>						
On Federal Aid	20	39	6	65	40	105
On CU Grant	36	73	15	124	60	184
On CU Grant & Fed Aid	20	38	6	64	39	103
Officer Child	2	1		3	5	8
Not On any Aid	22	53	12	87	99	186
<b>By Region</b>						
Africa	9	9		18	3	21
Asia & Middle East	9	7	3	19	52	71
Europe	30	91	24	145	60	205
Latin America	10	14		24	22	46
Oceania	2	4		6	2	8
Multilocation		2		2		2
<b>By Major/Concr. Division</b>						
Arts	4	9		13	7	20
Humanities	25	51	19	95	67	162
Interdisciplinary	29	45	3	77	35	112
Sciences	13	33	3	49	32	81
Social Sciences	27	64	15	106	62	168
Undeclared				0	3	3
Pre-Law	15	27	5	47	18	65
Pre-Med	5	4	1	10	9	19
<b>By Program Type</b>						
Columbia-run Programs	18	46	8	72	112	184
Non-Columbia Programs	42	81	19	142	27	169
<b>By Gender</b>						
Male	21	40	12	73	61	134
Female	39	87	15	141	78	219
<b>By School</b>						
Columbia College (n=4,550)	57	112	24	193	86	279
General Studies (n=2,038)	3	6	2	11	43	54
SEAS UG (n=1,515)		9	1	10	10	20

Data Source: Office of Global Programs. Data Source for total student enrollments by school for fall 2011: Provost's Office of Planning and Institutional Research.

Please see <http://ogp.columbia.edu> for more information. For specific questions, please contact Michael Pippenger at [mp2496@columbia.edu](mailto:mp2496@columbia.edu).

### 3. GLOBAL SCHOLARS PROGRAM SUMMER RESEARCH WORKSHOP

The Columbia University **Global Scholars Program Summer Research Workshop (GSP Program)** offers a cohort of Columbia undergraduates the opportunity to conduct comparative field research using social science methodologies under the supervision of Columbia faculty and in collaboration with local universities and local students in two different regional locations. Students have the ability not only to observe how global phenomena play out in different locations, but meet the actors involved in shaping local responses to these phenomena in the “real world”. This summer’s program studied the theme of “environment and urbanization” and took eleven undergraduate students to Beijing, Shanghai and Mumbai. Students met with environmentalists, urban planners, community groups, NGO’s and government officials. They visited slums, eco-restoration sites, farms, waste dumps, remote mountain villages and other relevant sites to gather research data. The students learned through experience how scholars deal with government and advocacy groups and will return to Columbia to debrief each other and the rest of the scholarly community in a follow-up seminar course, as well as a Global Scholars Symposium during the fall semester.

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#### ENHANCING AND IMPROVING COLUMBIA'S GLOBAL INITIATIVES

The GSP program was conceived to address specific concerns about Columbia’s current curricular offerings. It seeks to leverage the unique resources and cross-regional networks provided by Columbia’s eight global centers to provide students with not just an international but a truly global learning experience. While Columbia offers thousands of courses with in-depth regional content, in undergraduate focus groups conducted by the WEAI between 2006 and 2009, many undergrads voiced a need for more courses that put regional knowledge into a more global comparative framework. Students deeply appreciated the depth and breadth of Columbia’s regional offerings, but did not want to learn about issues in Asia, Africa or elsewhere in isolation. Rather, they wanted to understand how issues in one region are connected to events in other parts of the globe and how the approaches we take to these issues are changed as we seek to apply them in real world contexts. Thus, the Global Scholars Summer Research Workshop is designed to train young scholars in the skills and approaches needed to confront important global issues across regions, and to introduce students to the challenges of the global work environment.

Eleven students and two teaching assistants participated in this summer’s pilot program. The initial evaluations and feedback from the students has been extremely encouraging. Without exception, all the student participants who have returned their surveys to date have either reported that this has been either a “life-changing” or a career-changing experience. One student said his participation in the program had helped him to “think more deeply” before making assessments about issues. Another reported that it helped him view issues in wider perspectives. Others appreciated the unique opportunity to work alongside two very accomplished professors in the field. The two teaching assistants in the program were “greatly struck” by the difference in teaching methodology under field conditions versus in the classroom.

The intellectual benefits were not just confined to students. Faculty participants also spoke about the program as being a “deep personal and professional learning experience.” For many of the faculty members who collaborated on the GSP syllabus, it was a rare opportunity for them to team up with faculty from another regional institute on a cross-regional, interdisciplinary approach to a global issue. In particular, the two faculty research directors who led the cohort in China and India (Guobin Yang and Robert Barnett) were struck by the difference between teaching in a classroom setting and teaching in the field. They had the opportunity to observe students’ reactions to the different environments, their peers, and the various local and international actors involved in this issue, as well as observe the reactions of the locals to the Columbia students. It was evident early on in the program that teaching approaches had to be adapted to these new dynamics. Soon after the arriving in the field, both instructors decided to dispense with more formal lectures and let the interactions and guided discussions between Columbia students and their local interlocutors become the primary teaching tool. In the process, the instructors themselves broadened their own perspectives.

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#### UNIFYING ADMINISTRATIVE AND LOGISTICAL FUNCTIONS

Given the level of local knowledge required to mount such a logistically and intellectually challenging program, this kind of program would not have been possible or even conceivable without the strong partnership between the Columbia Global Centers and Columbia’s regional institutes. The WEAI chose to launch the GSP through the Global Centers in Beijing and Mumbai because these were the two centers which during the initial program design phase had the greatest logistical capacities.

However, in this pilot year of collaboration, many questions were raised about the scope of responsibilities of the Global Centers and what it means to partner with them. For example, are the Global Centers essentially overseas “service departments” and should they be providing a basic level of administrative services? If so, what are those services and how should payment for those services be structured? Or are the Global Centers independent entities that define their own research and programming agendas much like the regional institutes? If so, what is their core mission and how is their work related to the work of other Columbia units? These questions at present remain largely unanswered but our ability to continue with the GSP is determined by the answers.

In terms of our own experience with GSP, we would recommend that the Global Centers look at the following issues:

- Define the core mission of the Global Centers and clarify the type and extent of administrative and logistical services they should provide.
- Improve the human resource capacity of the Global Centers to reflect the skills needed to run complex educational and research programs. This includes having program officers on staff who have experience in program implementation and who have an understanding of

Columbia's financial, HR and academic policies and standards. It also includes local support staff with the skills and knowledge to navigate the local environment, purchase local services, and advise on local requirements and customs and who have the ability to develop extensive local networks.

- Encourage greater collaboration and knowledge sharing between the Global Centers and the Office of Global Programs. The latter has extensive experience in sending Columbia students and faculty overseas, which would be beneficial to the Global Centers as they develop their own operational protocols.
- Give each Global Center the operational funds and necessary fiscal mechanisms to provide a basic level of logistical and fiscal transactional support for Columbia units running projects overseas. Columbia's central financial systems are not geared around overseas programs and paying for overseas vendor services is difficult and cumbersome. Moreover, cash payment options are often restricted. This caused many logistical difficulties with the GSP, which required a fast turnaround of payments in order to lock in essential on-the-ground services and in many cases required payments in cash.

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#### EXPANDING INTER-DISCIPLINARY SCHOLARSHIP

Given the initial feedback from this year's pilot, we are convinced that GSP is a valuable program for students and faculty alike. But how to replicate this program on a larger scale in order to give more students and faculty the opportunity to participate in this unique kind of teaching and learning experience still remains a huge challenge. There are currently many obstacles to large-scale replication:

- A dwindling body of faculty with the deep regional expertise and local knowledge resulting from changing priorities among social science departments means fewer faculty able to plan and implement such programs.
- Planning a GSP syllabus is time-intensive. With current faculty teaching loads, even the current limited scale of the program puts a strain on faculty resources. We recommend that faculty members planning a GSP syllabus be given relief of one course by their home departments to incentivize participation.
- A lack of staff capacity in some of the Global Centers and regional institutes: moving a relatively large body of students from site to site (often multiple sites per day) is labor-intensive. Outreach, transportation, security, lodging, food, communications, and fiscal management for this program are currently shared among the staff of the regional institutes, the Global Centers and the Office of Global Programs. If this program were to be replicated on a larger scale, there would need to be a dedicated GSP program staff.
- Fiscal sustainability: in designing the GSP program, we tried to strike a balance between affordability and fiscal sustainability. To remain competitive with Columbia's overseas summer language programs, the program is currently priced at a similar tuition level. Tuition revenues therefore only cover about 75% of the program's direct costs (not including staff support costs, which are currently absorbed by the three main collaborative units, or

student financial aid). This year's pilot program received a grant from the President's office, which covered both the shortfall in direct costs and provided financial aid for approximately half of the program participants. Thus, to both continue and expand the GSP, we would need to raise endowment funds to cover the shortfall in future years. That said, we believe that the overall program cost of approximately \$127,000 (covering travel, lodging, teaching costs for 11 students, two TA's and two faculty members for the six-week duration of the program, in addition to financial aid) is extremely reasonable for the type of intensive overseas learning experience that the program provides.

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#### INCREASING AWARENESS OF COLUMBIA'S GLOBAL INITIATIVES.

One of the key objectives of the GSP program is to encourage undergraduate learning by giving undergraduates the *analytical tools and frameworks* to understand the world from a truly global perspective. Regardless of a student's major or discipline, the skills they learn through the GSP will help them better analyze and, we hope, formulate better responses to transnational problems. It was therefore important for us to encourage the participation of a diverse body of students. In planning and promoting the GSP, we sought the input of the deans of Columbia College, SEAS, the School of General Studies and Barnard College. Their input into the GSP and their unique capacity for student outreach were critical to the successful recruitment of a truly diverse cohort of students for the Pilot Program. However, for some students, especially those in engineering and the sciences, whose programs of study had particularly intensive mandatory requirements, the lack of flexibility in their schedules ultimately presented an insurmountable obstacle to participation in the GSP. Removing this obstacle would require disciplines to recognize the importance and to prioritize the acquisition of global analytical tools.

The GSP is just one among several global initiatives created by the Weatherhead East Asian Institute, in partnership with other regional and international units across campus (such as the Harriman Institute, the Institute for Comparative Literature and Study, the Columbia International NRC, and the Committee on Global Thought), to increase the number of multi-regional, interdisciplinary and cross-comparative curricular offerings to undergraduates. We will continue to work through the colleges to increase awareness of these and other global initiatives among students and we hope that these activities, including the Fall 2012 Global Scholars Symposium, will create an ongoing dialogue within the Columbia community about what we mean by "globalization" and "global education."

#### 4. SCHOOL OF THE ARTS GLOBAL INITIATIVES

School of the Arts faculty and students have worked abroad extensively since the founding of the school, and in 2009 SoA launched a formal global initiative with a printmaking exhibition in Beijing, China, to celebrate the 60<sup>th</sup> anniversary of the Weatherhead Institute. Since then, we have significantly expanded the programmatic diversity and geographic scope of our global initiative.

SoAGlobal Programs tend to fall into three basic categories, though we are always innovating new models and open to new ideas and opportunities.

##### 1) Arts Programs at the Columbia Global Centers

- **Credit-bearing courses**, geared to Columbia undergrads, grads, and international students, i.e., *Inside Contemporary French Theatre* 2010; *Circles of Influence: Paris Then & Now* (2011 and 2012); *Advanced Painting Intensive/Paris* (2012) – and for 2013, plans for an Advanced Painting Intensive in China with Tsinghua University.
- **Non-credit courses**, geared to SoA and other CU graduate, visiting, and post-professional international students *as well as* (in separate cohorts) local communities, where appropriate, i.e., the upcoming 2013 *Literary Translation Seminar in Paris*; a series of Cinema Studies courses at various global centers with Professor Richard Pena; and a possible travel writing and photography course in Amman, Jordan.
- **Public arts programs at the global centers**, designed to build constituency and draw local support of the global centers. Examples include *A Critical Mirror: America Looks at the Iraq War* (2010), a five-day film festival in Amman, Jordan; 2012 Creative Writing events with author and Writing Program Chair, Binnie Kirshenbaum, in Amman, Jordan (2012); an upcoming Creative Producing workshop in Rio de Janeiro, Brazil; a major literary conference in partnership with CGC/Europe for spring 2013.

##### 2) Multiple International Collaborations, Exchanges, and Public Programs

- **Examples include:** *Word for Word* Global Literary Translation Project (2012 pilot project with University of Leipzig and Goethe-Institut; upcoming with various European partners); Cuban cinema course with a spring break trip to Havana; the annual World Economic Forum Global Leadership Fellows in Residence at the School of the Arts (July, annually); Maisha Film Lab in Uganda; various initiatives in China; and collaborations with international partner schools, such as Baden-Württemberg film school, and ongoing collaborations with schools such as La Fémis, FAMU film school in Prague, RITS film school in Brussels, or London Film School.

##### 3) Inbound International Programs

- **The World Economic Forum Global Leadership Fellows in Residence at Columbia University School of the Arts:** Funded by the Office of Global Programs, this annual event brings 50 Fellows from the WEF in Geneva to SoA for an intensive week of arts workshops

in theater and filmmaking. The program also features a series of major events in the evenings on campus and around New York City.

- **Summer courses at SoA designed for specific international cohorts:** New for 2013, we will work with international collaborators to design tuition-based credit or non-credit summer courses for a preselected cohort from another school or country. Likely 2013 collaborators include Tsinghua University in Beijing and Universidad de los Andes in Bogota, Colombia.

## 5. DETAILED OVERVIEW OF THE COLUMBIA GLOBAL CENTERS

### OVERVIEW

Each Columbia Global Center is advised by a university-wide faculty steering committee that provides academic and intellectual input, leadership, and direction and supports the center's engagement with faculty, helping to create innovative and sustainable programming at and through the center.

In addition to faculty steering committees, the Centers are also guided by an advisory board that provides ongoing strategic leadership and counsel regarding the Center's activities and plans, as well as supports the Center's networking and fundraising efforts. Three of the eight global centers have functional advisory boards: Amman, Beijing, and most recently, Istanbul, with plans to establish boards for the remaining five centers underway. The Global Centers report to Professor Safwan Masri, Vice President for Global Centers and Director of the Columbia Global Centers | Middle East.

### CENTERS AND LEADERSHIP

- **Columbia Global Centers | Africa:** opened in January 2012, but will be officially launched in January 2013. The Center is based in Nairobi, Kenya, and is directed by Dr. Belay Begashaw, a former Minister of Agriculture in Ethiopia and Director of the Millennium Development Goals Center for East and Southern Africa. Faculty Steering Committee Chair: Mahmood Mamdani, Herbert Lehman Professor of Government and Professor of Anthropology; Staff: 35 employees (many of whom are employed under the MVP Project); Facility: a modern, 14,000-square-foot building.
- **Columbia Global Centers | East Asia:** launched in March 2009, and is based in Beijing, China. The center is directed by Dr. Joan Kaufman, who most recently was a lecturer in Global Health and Social Medicine at Harvard Medical School. Faculty Steering Committee Chair: Merit Janow, Professor in the Practice of International Economic Law and International Affairs at Columbia University's School of International and Public Affairs; Staff: six employees; Facility: 9,000-square-foot office space in west Beijing's tech-hub of Zhongguancun; China's "Silicon Valley."
- **Columbia Global Centers | Europe:** inaugurated in March 2010 and is based in Paris, France. Dr. Paul LeClerc, former president of the New York Public Library and a noted scholar of French literature, directs the center. Faculty Steering Committee Chair: Mark A. Mazower, Ira D. Wallach Professor of History and Department Chair; Staff: 14 employees; Facility: located at Columbia's historic Reid Hall, which measures a total of 23,000-square-feet of linear space and 9,000 square feet of garden space.



- **Columbia Global Centers | Latin America (Rio de Janeiro):** official launch will be in March 2013. Dr. Thomas Trebat, former Executive Director of Columbia's Center for Brazilian Studies, directs the Center. Faculty Steering Committee Chair: José Antonio Ocampo, Professor of Professional Practice in International and Public Affairs; Staff: none formally appointed yet; Facility: 2,500-square-feet of office space in a handsome building in the heart of the commercial center of Rio.
- **Columbia Global Centers | Latin America (Santiago):** launched in March 2012 and is based in Santiago, Chile. The Center is directed by Karen Poniachik, a SIPA graduate and former Minister of Mining and Minister of Energy in Chile. Faculty Steering Committee Chair: José Antonio Ocampo, Professor of Professional Practice in International and Public Affairs; Staff: one full-time staff member based in New York, and a part-time assistant in Santiago; Facility: a 4,000-square-feet, two-suite office on the first floor of the Flacso building in the Vitacura neighborhood of Santiago.
- **Columbia Global Centers | Middle East:** launched in March 2009 and based in Amman, Jordan. Professor Safwan Masri, Vice President for Global Centers, directs the Center. Faculty Steering Committee Chair: Timothy Mitchell, Professor of Middle Eastern, South Asian and African Studies and Department Chair, and Professor of International and Public Affairs; Staff: 24 full-time professional employees; Facility: a stately 45,000-square-foot building in the Dabouq region of Amman.
- **Columbia Global Centers | South Asia:** launched in March 2010, based in Mumbai, India. The Center is directed by Dr. Nirupam Bajpai, who is also a Senior Development Advisor at Columbia's Earth Institute. Faculty Steering Committee Chair: Sheldon Pollock, Arvind Raghunathan Professor of South Asian Studies; Staff: 10 employees; Facility: 2,500-square-foot office space in the heart of Mumbai's business district.
- **Columbia Global Centers | Turkey:** launched in November 2011, based in Istanbul, Turkey. It is currently the only country-specific center. Ipek Cem Taha, a Turkish businesswoman, journalist, Co-Founder and Director of Melak Investments, and a graduate of SIPA as well as Columbia's Graduate School of Business, directs the center. Faculty Steering Committee Chair: Holger Klein, Professor of Art History and Archaeology and Department Chair; Staff: three professional employees; Facility: 3,000-square-foot office space in a historic building just off of the famous Istiklal Avenue in the central Taksim area.

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#### CONTACT INFORMATION

Vice President for Global Centers: Professor Safwan Masri ([smm1@columbia.edu](mailto:smm1@columbia.edu))

Communications Officer: Farrah Bdour ([fb2322@columbia.edu](mailto:fb2322@columbia.edu))

## Exhibit 12: Representative CGC programming

Field	Programs	Host Center
Economics	<input type="checkbox"/> Summer Palace Dialogue	CGC East Asia
Speaker Series	<input type="checkbox"/> Weatherhead Forum in Beijing <input type="checkbox"/> Public Speaker Series <input type="checkbox"/> Distinguished Lecture Series	CGC East Asia CGC Middle East CGC South Asia
Urbanization and Environment	<input type="checkbox"/> Urban China Initiative <input type="checkbox"/> Global Scholars Program <input type="checkbox"/> Summer Ecosystem Experiences for Undergraduates Program (SEE-U)	CGC East Asia CGC South Asia CGC East Asia CGC Middle East
Sustainable Development	<input type="checkbox"/> Institute for Sustainable Development Practice <input type="checkbox"/> Millennium Villages Project	CGC Middle East CGC Africa
Social Work	<input type="checkbox"/> Jordan Social Work Education for Excellence Program <input type="checkbox"/> Community-Family Integration Teams (C-FIT) Project	CGC Middle East
Public Health	<input type="checkbox"/> Public Health Program <input type="checkbox"/> Master's Program in Public Health <input type="checkbox"/> Model Districts Projects: Health and Education	CGC Middle East CGC Europe CGC South Asia
Education/ Teacher Training	<input type="checkbox"/> Queen Rania Teacher Academy/ Teachers College <input type="checkbox"/> Model Districts Projects: Health and Education	CGC Middle East CGC South Asia

## 6. SURVEY QUESTIONNAIRE TO FACULTY AND RESEARCHERS

The survey was sent to all faculty members and research officers on November 19, 2012 and ran until November 27, 2012. A total of 560 responses were collected.

### **1. How familiar are you with the resources of the Global Centers?**

- a. VERY FAMILIAR: I have personally interacted with or used the resources of the Centers
- b. FAMILIAR: I have a detailed understanding of the specific academic work I can pursue at a Global Center
- c. SOMEWHAT FAMILIAR: understand at a high level the type of academic work I can pursue at a Global Center
- d. UNFAMILIAR: I am largely unfamiliar with the Centers' resources

### **2. Do you plan to use the Global Centers in the next 2 years?**

- a. I have already used or have made plans to use the Centers.
- b. I have no plans to use the Centers but would be open to doing so.
- c. I do not plan to use the Centers.

*If the answer to #2 is “a. I have already used or have made plans to use the Centers” or “b. I have no plans to use the Centers but would be open to doing so.”*

### **3. If you do plan to use the Centers, or would be open to doing so, what is the most valuable resource for you in a Global Center?**

- a. Office and event space when traveling abroad.
- b. External network of contacts and external opportunities to collaborate when working with a host region.
- c. Opportunity to collaborate with Columbia colleagues on interdisciplinary work.
- d. Additional time and freedom to pursue interests without being tied to a particular host institution.
- e. Other (please specify)

*If the answer to #2 is “c. I do not plan to use the Centers.”*

**3. If you do not plan to use the Centers, what is the greatest impediment for you using a Global Center?**

- a. Existing resources in my faculty or department are sufficient for my needs. Using a Global Center does not add sufficient incremental value.
- b. A Global Center does not exist in my region of interest.
- c. Difficulty in securing funding and resources for work with a Global Center.
- d. My academic interests are best pursued in New York.
- e. Other (please specify)

*Every responder will then be forwarded to the last question.*

**4. Please enter any other comments you have about Global Centers.**

## 7. SURVEY QUESTIONNAIRE TO STUDENTS

The survey was sent to student members of the University Senate on November 13, 2012 and ran until November 27, 2012. Student senators were asked to forward the survey to their respective student councils. Student senators were *not* asked to forward the survey to their student bodies at large. A total of 109 responses were collected.

### **1. How familiar are you with the resources of the Global Centers?**

- a. VERY FAMILIAR: I have personally interacted with or used the resources of the Centers
- b. FAMILIAR: I have a detailed understanding of the specific academic work I can pursue at a Global Center
- c. SOMEWHAT FAMILIAR: understand at a high level the type of academic work I can pursue at a Global Center
- d. UNFAMILIAR: I am largely unfamiliar with the Centers' resources

### **2. Do you plan to use the Global Centers in the next 2 years?**

- a. I have already used or have made plans to use the Centers.
- b. I have no plans to use the Centers but would be open to doing so.
- c. I do not plan to use the Centers.

*If the answer to #2 is “a. I have already used or have made plans to use the Centers” or “b. I have no plans to use the Centers but would be open to doing so.”*

### **3. If you do plan to use the Centers, or would be open to doing so, what is the most valuable resource for you in a Global Center?**

- a. Research and fieldwork opportunities in my area of interest.
- b. Distance- and blended-learning opportunities in my area of interest.
- c. Network of contacts and access to Columbia faculty specific to the host region.
- d. Additional time and freedom to pursue interests without being tied to a particular host institution.
- e. Other (please specify)

*If the answer to #2 is “c. I do not plan to use the Centers.”*

**3. If you do not plan to use the Centers, what is the greatest impediment for you using a Global Center?**



- a. Existing study and research abroad programs in my school or department are sufficient for my needs. Using a Global Center does not add sufficient incremental value.
- b. A Global Center does not exist in my region of interest.
- c. Costs associated with activities that use Global Centers.
- d. My academic interests are best pursued in New York.
- e. Other (please specify)




*Every responder will then be forwarded to the last question.*

**4. Please enter any other comments you have about Global Centers.**



## 8. PEER SCHOOL COMPARATIVE STUDY

### Exhibit 13: Detailed overview of global programming in the Ivy League



School	Types present	Detail
 Brown	None/other	<p><b>Name:</b> Global Conversations</p> <p><b>Location:</b> Worldwide</p> <p><b>Description:</b> Online forum for global conversations across the university. Funded by a grant from AT&amp;T Foundation and AT&amp;T Corporation. Anyone with a brown.edu email address and the AT&amp;T New Media Fellows working on the project can access.</p>
 Cornell	Satellite campus School-administered study-abroad	<p><b>Name:</b> Weill Cornell Medical College</p> <p><b>Location:</b> Doha, Qatar</p> <p><b>Description:</b> Established in 2002, offering a unique six-year American curriculum, which includes premedical and medical education, leading to the same M.D. awarded to graduates of Weill Cornell Medical College in New York City. Partnered with Qatar Foundation, Hamad Medical Corporation, Aspetar, National Health Authority, New York Presbyterian Hospital, Sidra Medical and Research Center.</p>
		<p><b>Name:</b> Cornell in Rome</p> <p><b>Location:</b> Rome, Italy</p> <p><b>Description:</b> The semester-long program is open to Cornell and non-Cornell students in the disciplines of architecture, visual arts, and urban studies, as well as related fields such as art history, landscape architecture, classics, international studies, medieval studies, and sociology. All courses are taught in English and designed for third- or fourth-year students.</p>
		<p><b>Name:</b> Cornell University's Master of Professional Studies (MPS) degree in international agriculture and rural development</p> <p><b>Location:</b> Ethiopia</p> <p><b>Description:</b> The program is offered entirely in Ethiopia at Bahir Dar University, but students receive degrees from Cornell. Cornell faculty travel to Ethiopia to offer courses in 3-4-week blocks with faculty from BDU. Cornell and BDU faculty jointly supervise students'</p>



		<p>research and development projects. The interdisciplinary program includes courses in engineering, agriculture, management and the social sciences to provide students with the skills needed to manage watersheds. The World Bank provides funding for African students to participate.</p>
		<p><b>Name:</b> Ecole Centrale 2-2-1 Program</p> <p><b>Location:</b> Paris, France</p> <p><b>Description:</b> Students admitted to the Cornell/École Centrale 2-2-1 Program spend their freshman and sophomore years at Cornell and their junior and senior years at École Centrale. They enroll in the Master of Engineering Program at Cornell for their fifth year. At the end of five years of study, they receive a Diplôme d'Ingénieur from École Centrale and a co-terminal Bachelor of Science and Master of Engineering degrees from Cornell.</p>
 Dartmouth	None/other	<p>Several partnerships with foreign universities, no established centers of study abroad.</p>
 Harvard	Research centers (Business School only)	<p><b>Name:</b> HBS Research Centers</p> <p><b>Locations:</b></p> <p>Hong Kong</p> <p>Tokyo, Japan</p> <p>Buenos Aires, Argentina</p> <p>Mumbai, India</p> <p>Paris, France</p> <p><b>Description:</b> The HBS research centers, which were established starting in 1999 in Hong Kong, are centers for HBS faculty to develop links with governments, institutions, and corporations while simultaneously pursuing their own research in the development of case studies for the HBS curriculum. Fifty-two percent of cases produced by faculty were global in 2011.</p>
 Penn	Research centers	<p><b>Name:</b> American Research Institute in Turkey</p> <p><b>Location:</b> Istanbul/Ankara, Turkey</p> <p><b>Description:</b> The American Research Institute in Turkey (ARIT) is a non-profit educational institution dedicated to promoting North American and Turkish research and exchanges related to Turkey in all fields of the</p>




		humanities and social sciences. ARIT provides support for these scholarly endeavors by maintaining research centers in Istanbul and Ankara, and by administering fellowship programs to support research in Turkey at doctoral and advanced research levels.
 Princeton	None/other	<p><b>Name:</b> Princeton in Asia</p> <p><b>Location:</b> 18 countries.</p> <p><b>Description:</b> Provides transformative, service-oriented experiences for talented graduates and serves the needs of Asia as determined by our Asian partners. Princeton-in-Asia is a private, independent, non-profit organization 501(c)(3) affiliated with Princeton University.</p>
 Yale	Satellite campus	<p><b>Name:</b> Yale-NUS</p> <p><b>Location:</b> Singapore</p> <p><b>Description:</b> Planning new campus with National University in Singapore, employing 100 faculty to teach 1,000 students from around Asia.</p>

## Exhibit 14: Detailed overview of global programming among other peer schools

School	Types present	Detail
 Chicago	Satellite campus Research center	<p><b>Name:</b> University of Chicago Centers</p> <p><b>Location:</b></p> <p>Beijing, China</p> <p>Paris, France</p> <p>New Delhi, India (forthcoming)</p> <p><b>Description:</b> The centers create a base for faculty, graduate students, and undergraduates working in the host country. Centers typically sponsor language programs, fellowships for graduate students, and regional conferences</p>
		<p><b>Name:</b> Booth School of Business Executive MBA</p> <p><b>Location:</b></p> <p>Chicago, USA</p> <p>London, UK</p> <p>Singapore</p> <p><b>Description:</b> The Chicago EMBA program has three campuses, two of which are overseas. In addition to its EMBA function, the London campus also hosts Booth's Global Leadership Series and Business Forecast Forums, as well as non-degree Executive Education Programs.</p>
 Duke	Satellite campus	<p><b>Name:</b> Duke Kunshan University</p> <p><b>Location:</b> Kunshan, China</p> <p><b>Description:</b> A partnership between Duke University, Wuhan University, and the city of Kunshan, China, DKU will offer liberal education programs to students from China and around the world. Pending final establishment approval from the Chinese Ministry of Education, operations are expected to begin during the 2013-2014 academic year.</p>

	<p><b>Name:</b> Duke-NUS Graduate Medical School</p> <p><b>Location:</b> Singapore</p> <p><b>Description:</b> Duke-NUS is intended to complement the National University of Singapore's existing undergraduate medical school, based on the British model of medical education. The school's curriculum is patterned after that of the Duke University School of Medicine. The school is part of the National University of Singapore system, but unique in that it is overseen by a Governing Board, including a Duke representative who has veto power over any academic decision made by the Board.</p>
 <p>Johns Hopkins</p> <p>Satellite campus School-administered study-abroad</p>	<p><b>Name:</b> School of Advanced International Studies (SAIS)</p> <p><b>Locations:</b></p> <p>Bologna, Italy</p> <p>Nanjing, China</p> <p><b>Description:</b> SAIS has two international campuses. Bologna has 190 full time students, Nanjing has 160. The Bologna program is the only full time international relations program in Europe that operates under an American higher-education system. The Nanjing program is jointly administered with Nanjing University.</p>
	<p><b>Name:</b> Johns Hopkins Fall Institute in Health Policy and Management</p> <p><b>Location:</b> Barcelona, Spain</p> <p><b>Description:</b> The Johns Hopkins Bloomberg School of Public Health and the Agència de Salut Pública de Barcelona (Public Health Agency of Barcelona, Spain), with the collaboration of the Universitat Pompeu Fabra jointly administer the institute. The institute provides a unique opportunity for short-term, intensive educational courses in a variety of public health disciplines.</p>
 <p>MIT</p> <p>Research center</p>	<p><b>Name:</b> Madrid – MIT M+Vision Consortium</p> <p><b>Location:</b> Madrid, Spain</p> <p><b>Description:</b> Established to capitalize on significant public investments in medical and research technology and expertise, and to help establish Madrid as a global biomedical research center. The mission is to foster</p>

	<p>multidisciplinary research and training, and to forge strong ties among research enterprises, governments, and companies that can together realize the promise of biomedical imaging innovations. Offers the M+Visión Fellowship in Translational Biomedical Imaging. Founded in November 2010.</p> <hr/> <p><b>Name:</b> Singapore-MIT Alliance</p> <p><b>Location:</b> Singapore</p> <p><b>Description:</b> Founded in 1998, the Singapore-MIT Alliance is an innovative engineering and life science educational and research collaboration among three leading research universities in the world: the National University of Singapore (NUS), the Nanyang Technological University (NTU), and the Massachusetts Institute of Technology (MIT).</p>
<div data-bbox="245 982 339 1083"></div> <div data-bbox="243 1092 344 1123" data-label="Text"> <p>Stanford</p> </div> <div data-bbox="496 1039 677 1068" data-label="Text"> <p>Research center</p> </div>	<p><b>Name:</b> Stanford Center at Peking University</p> <p><b>Location:</b> Beijing, China</p> <p><b>Description:</b> SCPKU provides a welcoming environment for anyone in the Stanford community seeking to advance research or education by spending time in China. This includes those looking to pursue fieldwork, coursework or internships; to collaborate with Chinese colleagues; to examine world issues as they play out in China; or to study China, its people, and its policies through firsthand experience.</p>

### **School of Continuing Education Global Centers Framework and Strategy**

Kristine Billmyer

November 19, 2012

#### **Mission**

SCE identifies *global understanding* and *impact* as core elements of its mission and seeks to achieve the following goals:

- To promote learning between peoples and cultures worldwide and enhance students' knowledge, skills, and abilities for effective participation in a global society.
- To build a global perspective into the center of our programs and our student and faculty experiences.
- To create leaders who will know the world and find integrative approaches to society's challenges and opportunities -- throughout their lives.
- To support Columbia's global mission, vision, and strategy.

#### **Core Capabilities**

Several foundational capacities and assets developed at SCE are now pointed toward the evolution of an SCE-Global Centers strategy. SCE's current mix of professional and cross-disciplinary program content serves to define and advance emerging professions that are international in scope and growth potential. SCE faculty, scholars and sector professionals see the affordances of incorporating an international perspective into SCE curricula are eager to do so. SCE's capacity to create varied program packages and deliver them in face-to-face, online and hybrid formats through a sophisticated and highly interactive networked learning platform is essential to a vibrant and flexible global educational strategy. SCE students are smart, well-educated pre-professional and professional audiences who know that their career advancement demands knowledge of the world and the ability to move nimbly across frameworks, cultures and ever-changing contexts.

#### **Strategy and Framework**

SCE's global strategy will leverage Columbia's Global Centers and their relationships with regional institutions, professional networks, local expertise, and alumni. Through these partnerships we expect to focus on CGC's pillars of *scholarship*, *education and outreach* and create joint educational opportunities for SCE and Arts and Sciences students and faculty, as well as local audiences, faculty, and professionals in regions served by the CGC network, including:

- Educational programming
- Faculty collaborations
- Institutional partnerships for joint and dual certificate and degree programs

At the center of the educational model is core interdisciplinary content developed by faculty and sector professionals, problem-driven case analysis, simulations, and lectures. This content can then be packaged in a variety of ways:

- MS degree programs – full course of graduate study leading to degree
- Certificates
  - Deep exploration of specialized areas of study and application, 4 to 8 courses
  - Certificates can stand alone and/or build into MS program requirements
- Courses, workshops, seminars
  - Short, just-in-time, rigorous content delivered by top experts in the field
  - Each experience designed to stand alone or stack into courses, certificates, or degrees

Finally programs can be delivered in a variety of ways at various locations:

- Offered through highly interactive online format designed to sync with other offerings (non-credit and certificate) in the system
- Low-residency model leveraging New York campus, and/or in locations abroad that complement and extend the program's academic focus and target audiences

**Report on the Columbia Global Centers**

**Columbia University Senate**

**Alumni Relations Committee**

April 7, 2012

CONFIDENTIAL

FINAL

The mission of the Senate Alumni Relations Committee (ARC) is to consider areas that are of strategic importance in the university's quest to enhance its lifelong connection with alumni/ae. ARC has undertaken a review of the Columbia Global Centers (CGC) beginning more than a year ago. The questions we have been concerned with are how can alumni (both internationally and domestically) contribute best in the activities of the CGCs and how can the CGCs be of service to our alumni in the region? We believe our alumni represent a vast wealth of intellectual and experiential resources that are critically important to the mission of the university in nearly every sense – the GCs being one facet of Columbia's mission.

First of all, we are pleased with the progress made by Ken Prewitt, Vice President for Global Centers, during his stewardship in these critical early years. In just a few short years, Ken and his team have opened up eight CGCs around the world and initiated many programs throughout these far-reaching regions. However, as with any young initiative – especially one with the ambitious goal of bringing Columbia University out into the world, literally – now is an appropriate time for university leadership to take a moment to evaluate what is working well and what could be done differently to better achieve Columbia's goals for the CGCs. The purpose of this report is to provide several possible suggestions that could be helpful to the development of the CGCs. We regret that a report such as this must necessarily omit many positive successes that have been realized by the CGCs to date.

We have been struck by the diversity of opinion on what the CGCs are intended to accomplish, by what means, how quickly and at what expense. Faculty members have expressed concern that no clear guidance exists as to what the CGCs can do for them. To illustrate this point, the following are a sampling of questions from various constituencies that we have heard while performing our review.

## Alumni

1. How can alumni be more involved in the overall mission of the CGCs?
2. Does a budget plan exist to lay out what are expected to be future developmental needs?
3. Does a funding/marketing plan exist to partner with alumni or institutions financially or strategically?

## Faculty

1. Can/will the faculty be able to use the CGCs to be in residence while conducting research overseas?
2. Can/will the CGCs be able to advise faculty on limitations on academic freedoms while working at a CGC?
3. How might extended time served at a CGC affect a faculty member's tenure and/or sabbatical eligibility etc?

## Students

1. Are the CGCs equipped to offer support to students studying abroad or in a fifth-year program (i.e. legal, medical, logistical etc)?
2. How will academic standards be aligned and enforced for academic programs emanating from the CGCs?

We believe these questions reflect a lack of consensus view of how the CGCs can be used by students, faculty and alumni and a vacuum of actionable information for these same three core constituencies. To solidify a consensus view, it may be helpful to **internally develop a long-range plan for the CGCs, perhaps with the assistance of a consulting or market research firm.** Such a plan should include an agreed upon vision of the future of the CGCs with actionable steps these constituencies can use to take advantage of them and metrics to gauge success.

Regardless of the final vision of how our constituencies can broadly take advantage of the CGCs, it is reasonably certain that **the CGC would be best positioned for success if they were incorporated within the overall array of global initiatives at Columbia University.** Logistics, funding, governance and branding decisions among others are best handled when considered jointly. More important, Columbia's international presence and effectiveness are enhanced by coordinated global policies, information flow and resource utilization.

Enhanced information flow and effective communication are recurring themes. Certainly there has been widespread information about the CGC in outlets such as the university website, alumni magazines, online newsletters and the mainstream press. This has succeeded in raising the visibility of the CGCs. However, heightened visibility brings with it increased responsibility to fulfill the promise of what the CGCs are destined to one day become. The CGCs will be Columbia's outposts in an increasingly interconnected world for the mutual benefit of its three



core constituencies and the local people, culture and environment.

However, as we suggested above, it is actionable information to its core constituencies that is needed. In particular, students, faculty and alumni would benefit greatly from clear **guidelines of how they can interact with the CGCs and what services they can expect**. Of course such a set of guidelines must be consistent with a consensus vision of the CGCs, but we should not hesitate to initiate this task in the absence of such a consensus vision. In fact, the discipline brought to bear in completing such a task will assist in bringing the long-term plan for the CGCs into sharper focus.

A nontraditional form of “communication” might also be very helpful in furthering the mission of the CGCs. Specifically, disseminating the important message that the university greatly values strategic partnerships with alumni (and potentially other people and organizations as well) that promote the development of the CGCs would do much to build a community of support for the CGCs. Toward this end, it might make sense to **create an ad-hoc committee to explore the creation of a means to recognize and honor such individuals and/or institutions that have contributed greatly to the development of the CGCs and the promise they represent**. This ad hoc committee would be charged with deciding the criteria and the means by which such honors would be bestowed and other accompanying details.

While there have already been alumni and other individuals who have contributed greatly to the creation and early development of the CGCs, more external support of both a financial and strategic nature will always be needed. This reflects in part the fact the CGCs exist outside of the traditional geopolitical sphere of the Morningside campus. For the CGCs to flourish and grow they will continually require engagement in the world in which they exist locally. The Columbia community should **think expansively about the development of a dedicated effort to engage the CGCs in strategic partnerships with local industry, governmental and cultural institutions**. Such partnerships could work with the CGCs to provide academic or consultative opportunities for Columbia faculty, students and alumni. While such a suggestion offers significant potential, we note that it will be important to monitor the costs and benefits of any new initiative, especially in its early stages.

Last, we note the Advisory Boards and Faculty Steering Committees, convened for purposes of assisting the development of the CGCs, have met infrequently and have been mostly ineffective to date. It may be helpful to **develop a set of guidelines or an operating agreement for these Advisory Boards and Committees**. Such a document might provide guidance as to how these groups can contribute to the development of the CGCs. In addition, it may be worthwhile to include representation from alumni leadership on each of these Advisory Boards – both local alumni leadership (e.g. leaders of the local alumni clubs) and central CAA alumni leadership.

This report represents the consensus opinion of the Columbia University Senate Alumni Relations Committee. Please direct inquiries to ourselves as co-chairs.

Respectfully submitted,

K. Daniel Libby and Gerald Sherwin

Senate Alumni Committee, Co-chairs

cc: Senate Alumni Relations Committee

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