

Decennial Accreditation Report: The Globalization of a Columbia Education

**Institution: Columbia University in the City of New York
CEO: Lee C. Bollinger, President**

Presented to the Middle States Commission on Higher Education

January 2016





Self-Study on the Globalization of a Columbia Education

<i>Table of Contents</i>	<i>Page</i>
Executive Summary & Certification Statement	3
Chapter 1: Overview of the University	6
Chapter 2: Mission and Organization of the University	28
Chapter 3: Undergraduate Education at Columbia	41
Chapter 4: Graduate and Professional Education at Columbia	54
Chapter 5: The Role of Columbia Global Centers	68
Chapter 6: Cross-Cutting Themes and Recommendations	80
 <i>Appendices</i>	
Appendix A: Columbia University Facts 2014	
Appendix B: Results of Survey of Global Center Directors	
Appendix C: Overview of Global Centers for PGIF Awards	

Executive Summary & Certification Statement

Global Columbia

Columbia University is actively engaged in an intensive analysis of its mission and objectives as a global university in the 21st century. It has launched and continues to maintain a series of initiatives aimed at enhancing its global reach and ability to examine the great issues confronting us now and for decades to come. These efforts and discussions have involved the entire Columbia community.

Given the University's focus on global education, we requested permission from the Middle States Commission on Higher Education to pursue the "selected topics" model for our accreditation self-study. The self-study process has provided a unique and invaluable opportunity to reflect thoughtfully on our mission as a global research university, and the steps we need to take to reach that outcome. Beyond meeting the needs of the Middle States Commission, the re-accreditation process has afforded us the opportunity to develop guidelines and goals that will inform new directions for the institution, strategic planning initiatives, and decisions on resource allocation, policies, and future priorities. As the Columbia community continues to grapple with how we will define ourselves as a global university, this review and its recommendations enable us to mindfully examine our current status and organization, and align our aspirations with the resources and infrastructure needed to achieve them.

Columbia's self-study addresses in part 11 of the Middle States Commission's 14 standards of excellence (specifically, Standards 1-3 and 7-14). However, given the Commission's guidelines on the depth of analysis required within a selected topics model, Columbia opted for a comprehensive document review covering all 14 standards. Our full compliance with the 14 standards was confirmed in a report generated by our evaluation team after their preliminary visit in October 2015.

Major Recommendations

The recommendations specified in this self-study emerge from the outstanding contributions of our Steering Committee, the four Faculty Subcommittees, the Student Advisory Committee, and the diverse voices participating in the University Forum on Global Columbia. These entities have taken great care to select the goals most appropriate to our institution at this point in its history, and to begin to develop a set of specific objectives and benchmarks for us to use to monitor our progress towards achieving our objectives over the coming five years. The major recommendations are divided into four broad categories, described below.

Administration and Infrastructure for a Global University

It is well understood by both faculty and students that in order for Columbia to expand its global agenda, it must go beyond the current divisions of schools and disciplines, develop a rigorous academic content for its Global Centers, and take greater advantage of communication technology. The recommendations in this category focus on access to support for global engagement, and touch on practical issues around maintaining and promoting global interactions, such as: logistical support to Columbia faculty and students, as well as to visiting faculty and students, with respect to such as travel, visa restrictions, and housing considerations; and improvements to IT and AV capacities at the Global Centers and here on the New York campus.

Curriculum Development and Improving the Student Experience

As an internationally renowned University, Columbia's main focus is on the excellence of the education offered to its students at all levels – undergraduate, graduate, professional, and executive. The recommendations in this category address the issues of program development, access to financial support for international experiences, internships at the undergraduate and graduate levels, collaboration with the Global Centers and their local partners (faculty, universities, and other institutions), and recruitment of international students.

Enhancing the Culture and Faculty Opportunities for Global Collaboration

Columbia has engaged in a wide-ranging discussion on what is involved in becoming a global university in the 21st century. The recommendations in this category bring together some of the strongest ideas about how we can enhance a culture of global engagement at Columbia, and focus specifically on communications strategies and ways of promoting and encouraging faculty collaboration.

Measurement and Data Collection for Informing Decisions

For many of the recommendations proposed in this self-study, there is a clear way to measure progress (e.g., proportion of students pursuing study abroad, number of global pilot grants awarded to faculty across schools). However, for many others, measurement is not obvious; for example, how do we “measure” students’ level of global awareness, or ability to demonstrate knowledge of and sensitivity to differences in culture and tradition? The recommendations in this category might be viewed as a “starter set” for tackling these important challenges, and focus primarily on data collection and utility for informing decision-making throughout the University.

Complete descriptions and details on the recommendations are presented in Chapter 6.



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:

Compliance with MSCHE Requirements of Affiliation

[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation* (12th ed., 2006)]

Effective August 1, 2015

The Trustees of Columbia University in the City of New York
(Name of Institution)

is seeking (Check one):

☐ Initial Accreditation

☒ Reaffirmation of Accreditation through Self Study

☐ Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation* (12th ed., 2006).

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

☐ Exceptions are noted in the attached memorandum (Check if applicable)

[Signature]
(Chief Executive Officer)

(Date)

[Signature]
(Chair, Board of Trustees or Directors)

1/13/12
(Date)

Chapter 1: Overview of Columbia University

Introduction to the University

Columbia University is an independent, privately supported, non-sectarian institution of higher education. It is the oldest institution of higher learning in the State of New York and the fifth oldest in the United States. Columbia comprises 16 schools and colleges and currently employs about 5,000 salaried faculty and enrolls nearly 30,000 students. One of the country's leading research universities, it seeks to make significant original contributions to the development of knowledge, to preserve and interpret humanity's intellectual and moral heritage, and to transmit that heritage to future generations of students. It pursues these missions through educational and research programs in a wide range of disciplines in the humanities; the social sciences; the natural, biomedical and applied sciences; and various professions, and through cooperative agreements with other educational institutions, research centers, and hospitals in the greater New York region, throughout the country, and abroad.

The University was founded in October 1754, when King George II granted a charter to a group of New York citizens to establish King's College. Following the American Revolution, the Legislature of the State of New York confirmed its charter, with amendments, in 1787 and furnished it with the more patriotic name of Columbia College. Over the next two decades, the Charter underwent a series of further revisions, the last of which occurred in 1810. It is under that amended Charter that the University operates today. In 1896, the Trustees formally designated Columbia a university, and in 1912, its corporate name was changed to "The Trustees of Columbia University in the City of New York" by order of the State Supreme Court of New York. Columbia was first located in lower Manhattan near the present-day City Hall. In 1857 it moved to midtown and in 1897 to its current location on the island's Morningside Heights. The University's Medical Center similarly migrated north, before being permanently situated in Manhattan's Washington Heights in 1928.

The University's Charter empowers the Trustees to act in all matters on its behalf. The University Statutes, which were adopted by the Trustees and are amended by them as the need arises, define the constituent units of the University and describe the various types of officers who serve the University, their duties and prerogatives. The President is the chief executive officer of the University. Assisting the President is the Provost (who is the University's chief academic officer), several academic and administrative executive vice presidents, and the deans of the Faculties, all of whom are appointed by the Trustees on the nomination of the President. In addition, the University Senate, which represents all stakeholders including faculty, students, research officers, librarians, administration, staff, and alumni throughout the University, makes policy on a range of issues that affect Columbia as a whole, or more than one school. Its policies address issues relating to educational programs and priorities, the budget, academic freedom and tenure, the conduct of research, the libraries, information technology, Columbia's external

relations, and rules of conduct. Trustee concurrence is required for acts of the Senate. As is clear from this description, Columbia's governance structure ensures key input from its Trustees, senior administrative leaders, and faculty from across the University.

Mission

The University's mission statement highlights its dedication to global education and global impact:

"Columbia University is one of the world's most important centers of research and at the same time a distinctive and distinguished learning environment for undergraduates and graduate students in many scholarly and professional fields. The University recognizes the importance of its location in New York City and seeks to link its research and teaching to the vast resources of a great metropolis. It seeks to attract a diverse and international faculty and student body, to support research and teaching on global issues, and to create academic relationships with many countries and regions. It expects all areas of the university to advance knowledge and learning at the highest level and to convey the products of its efforts to the world."

Appendix A gives the annual summary of the University for 2014.

Academic Organization of the University

Faculties and academic departments form the basic organizational units of the University. The Faculties are commonly referred to as schools or colleges, depending upon historical conventions. In general terms, the Faculties organize the curricular programs of the University, while the academic departments provide the instruction required by those programs. The organizational relationship between Faculties and departments at Columbia is a complex one. Some Faculties are also departments; others contain multiple departments; and still others have none. Conversely, some departments are part of a single Faculty, while others belong to more than one.

Currently, the University has 16 schools and 79 departments of instruction. The organizational structure is presented in Table 1, below.

Table 1.1: Structure of the University

Major Divisions	Schools	Departments	
Arts & Sciences	• Columbia College • Graduate School of Arts & Sciences • General Studies • School of the Arts • School of Professional Studies <i>(formerly known as School of Continuing Education)</i>	1. Anthropology 2. Art History & Archaeology 3. Arts 4. Astronomy 5. Biological Sciences 6. Chemistry 7. Classics 8. Continuing Education 9. Earth & Environmental Sciences 10. East Asian Languages & Cultures 11. Ecology, Evolution & Environmental Biology 12. Economics 13. English & Comparative Literature 14. French & Romance Philology	15. Germanic Languages 16. History 17. Italian 18. Latin American & Iberian Cultures 19. Mathematics 20. Middle Eastern, South Asian & African Studies 21. Music 22. Philosophy 23. Physics 24. Political Science 25. Psychology 26. Religion 27. Slavic Languages 28. Sociology 29. Statistics
Morningside Professional Schools	• Architecture, Planning and Preservation • Business • Engineering & Applied Science • Journalism • Law • International and Public Affairs • Social Work	1. Applied Physics & Applied Mathematics 2. Architecture, Planning & Preservation 3. Biomedical Engineering 4. Business 5. Chemical Engineering 6. Civil Engineering 7. Computer Science	8. Earth & Environmental Engineering 9. Electrical Engineering 10. Industrial Engineering & Operations Research 11. International & Public Affairs 12. Journalism 13. Law 14. Mechanical Engineering

Major Divisions	Schools	Departments
Health Sciences (CUMC)	- Dental Medicine - Medicine - Nursing - Public Health	- Anesthesiology - Biochemistry & Molecular Biophysics - Biomedical Informatics - Biostatistics - Dental Medicine - Dermatology - Environmental Health Sciences - Epidemiology - Genetics & Development - Health Policy & Management - Medicine - Microbiology & Immunology - Neurological Surgery - Neurology - Neuroscience - Nursing - Obstetrics & Gynecology - Ophthalmology - Orthopedic Surgery - Otolaryngology – Head & Neck Surgery - Pathology & Cell Biology - Pediatrics - Pharmacology - Physiology & Cellular Biophysics - Population & Family Health - Psychiatry - Radiation Oncology - Radiology - Rehabilitation & Regenerative Medicine - Sociomedical Sciences - Surgery - Systems Biology - Urology
Special Programs	- Teachers College - ROTC - University-wide	- Education - Naval Science - Physical Education

Affiliated with the University are three neighboring but corporately distinct institutions in Morningside Heights: Barnard College (for undergraduate women), Teachers College, and Union Theological Seminary. These institutions are accredited separately by the Middle States Commission on Higher Education. The activities of the Columbia University Medical Center are inextricably tied to those of the New York-Presbyterian Hospital with which the University established a permanent affiliation in 1921, thereby creating the country's first academic medical center. In addition to the New York-Presbyterian Hospital, the University also has agreements of affiliation with eleven other hospitals and health sciences research institutes in the greater New York region.

With the explosion in knowledge over the past few decades, much of the innovative scholarship no longer fits neatly within the intellectual confines of individual departments or schools. Increasingly, that work emerges in the interstices between traditional disciplines or transcends the boundaries between them. As a result, interdisciplinary research and education, which combines the talent found in different Faculties and departments, have become the norm at Columbia.

To manage research and instruction that cross departmental and Faculty boundaries, the University establishes institutes, centers, laboratories and interdepartmental programs. Centers and laboratories are organized primarily to conduct research, while interdepartmental programs provide instruction. Institutes combine research and teaching. These units vary

considerably in size, personnel, financial resources and importance to the University. Some are bigger and intellectually more influential than a number of academic departments. Others are highly specialized and narrow in their scope. Currently, there are more than 200 of these units at the University.

Educational Programs

The University currently awards 23 different types of degrees (Bachelor's, Master's, first professional, and research doctoral) across about 400 distinct educational programs. The number of programs by degree type appears below in Table 1.2:

Table 1.2: Degrees, Programs, and Conferrals (2013-2014)

Degree Category (Count)	Degrees offered	Number of Programs	Conferrals
Bachelor's (2)	BA, BS	93	2,065
Master's (11)	MA, MS, MPhil, MArch, MBA, MFA, MIA, LLM, MPA, MPH, MHA	219	7,159
First Professional (5)	DDS, MD, DNP, DPT, JD	11	760
Research Doctoral (5)	PhD, EngScD, DMA, DrPH, JSD	76	10,619

In addition, the University offers 72 programs leading to statutory certificates. More than 80 of its programs permit students to obtain a combination of two University degrees, while approximately 40 are offered jointly with other educational institutions.

In addition to its accreditation by the Middle States Commission on Higher Education, a number of schools and programs are accredited by professional associations, as seen in Table 1.3:

Table 1.3: Schools at Columbia with programs accredited by other professional associations

School/Program	Accredited by:
School of Nursing	• Accreditation Commission for Midwifery Education • Commission on Collegiate Nursing Education • Council on Accreditation of Nurse Anesthesia Educational Programs
School of Law	• American Bar Association, Council of the Section of Legal Education and Admissions to the Bar
College of Dental Medicine	• American Dental Association, Commission on Dental Accreditation (dentistry)
Programs in Occupational Therapy	• American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education
Programs in Physical Therapy	• American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education
Mailman School of Public Health	• Council on Education for Public Health • Commission on the Accreditation of Healthcare Management Education
College of Physicians & Surgeons	• Liaison Committee on Medical Education • American Psychological Association, Commission on Accreditation (Internship Programs)
School of Professional Studies	• Commission on English Language Program Accreditations

School/Program	Accredited by:
School of Journalism	Accrediting Council on Education in Journalism and Mass Communications
School of Business	Association to Advance Collegiate Schools of Business
Graduate School of Architecture, Planning and Preservation	Planning Accreditation Board
School of International and Public Affairs	Network of Schools of Public Policy, Affairs, and Administration
School of Social Work	Council on Social Work Education
Fu Foundation School of Engineering and Applied Science	Accreditation Board for Engineering and Technology, Inc.

Support for Teaching: The Columbia Center for Teaching and Learning

Columbia has just launched a new Center for Teaching and Learning (CTL), to be available to all faculty and graduate student instructors university-wide as a central resource for improving student learning and supporting innovative educational efforts. With the recent recruitment of an extraordinary leader, Dr. Kathy Takayama, the CTL supports excellence and innovation for all educational programs across the University. Services for instructional staff include support for a range of teaching approaches and technologies. Instructors may avail themselves of a wide array of offerings, including: individual consultation and teaching observations; programs in course and curricular design; support for documenting teaching development and effectiveness; workshops in subjects such as effective communication, inclusive teaching, and active and collaborative learning; use of digital media and emerging technologies; and a range of learning communities and professional development institutes. The CTL also supports research into the effectiveness of teaching approaches, both traditional and online. This substantial investment by Columbia in its educational mission demonstrates its dedication to promoting pedagogy that is inclusive, learner-centered, and research-based.

Faculty and Staff Resources

In fall 2014, Columbia had a total salaried staff of 15,945. In addition, it appointed 3,023 students as instructors and research assistants. Columbia's staff consists of several different types of personnel. At its core are the faculty, a body of teachers/scholars who bear the primary responsibility for furthering the University's missions of education and research. Assisting the faculty in the development and transmittal of knowledge are the University's professional librarians and its officers of research. The latter consist of individuals who conduct research, independently or in cooperation with faculty, but who do not teach as a primary part of their appointment.

Together, these three groups of officers make up the University's academic staff. To support their academic work and maintain its operations, the University employs administrative officers and a sizeable supporting staff, many of whom are unionized. The table below divides the salaried staff of the University by these five categories. It also shows the staff's distribution by full-time and part-time status.

Table 1.4: Total faculty and staff (Fall 2014)

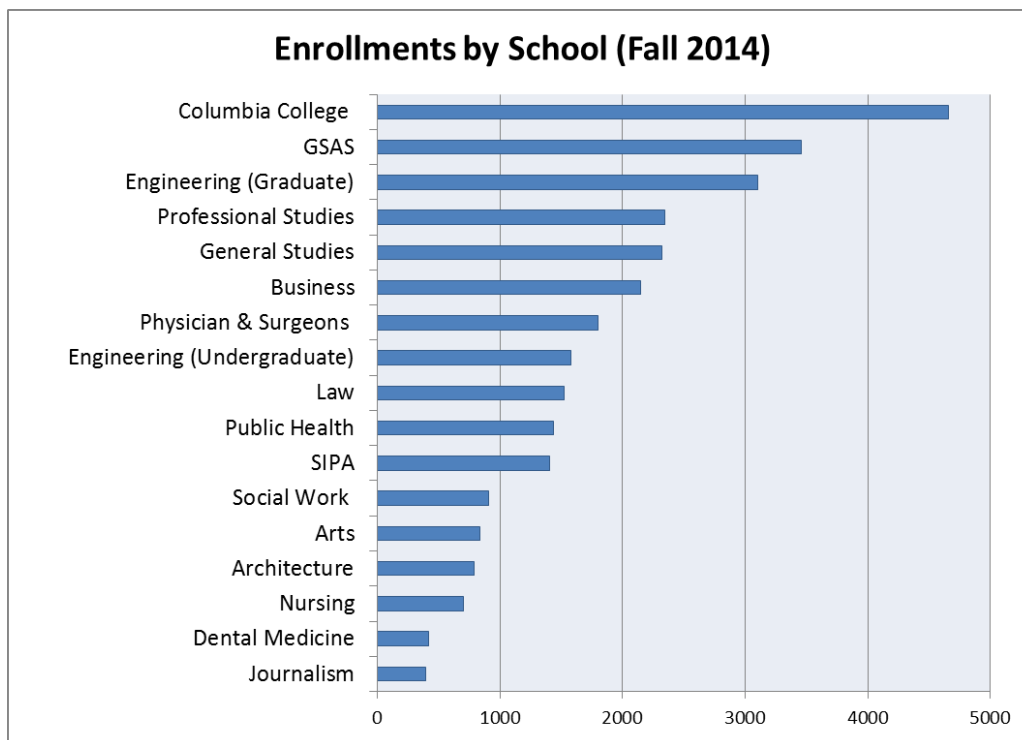
	Full-Time	Part-Time
Faculty	3,806	1,613
Researchers	2,280	133
Librarians	150	1
Administrators	6,504	544
Staff	3,205	239
Grand Total	15,945	2,530

In addition to the faculty listed above, there are another 4,000 who do not receive salary from the University, such as adjunct faculty and practicing medical affiliates employed by New York-Presbyterian Hospital but who hold courtesy appointments at Columbia. Counting these individuals, the total number of faculty approaches 9,000.

Students

In fall 2014, Columbia enrolled 29,870 students across all schools at the University. The largest enrollment for a single school is at Columbia College, with 4,657 undergraduate students.

Figure 1.1: Enrollments by school in Fall 2014



Research

In Fiscal Year 2014, the University submitted almost 3,800 proposals for \$3.3 billion to external funding sources to support research, training, and public service. It received awards for 3,300 sponsored projects, with a total value of \$937 million, of which \$791 million came from federal agencies, and the remaining \$146 million from other, chiefly non-governmental, sources. Eighty-four percent of the sponsored funding was for research; training and public service accounted for the remainder.

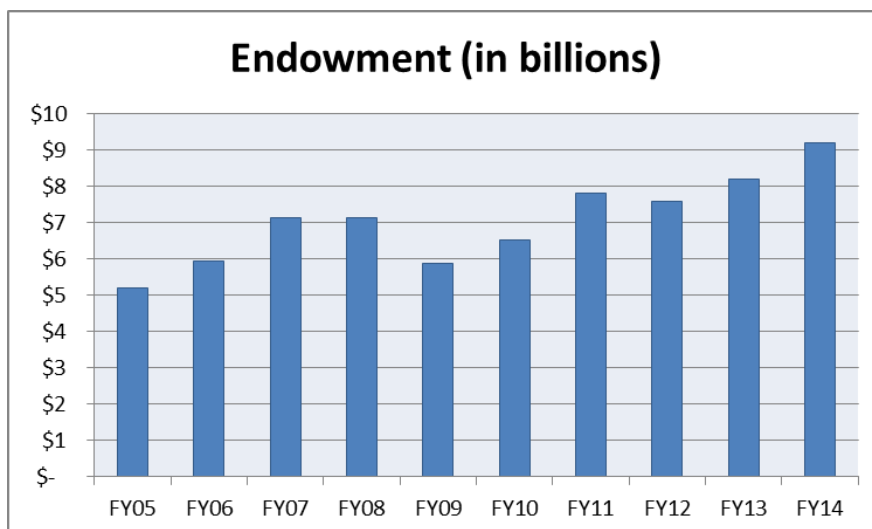
Academic Information Resources

Columbia University Libraries/Information Services is one of the top five academic research library systems in North America. The collections include over 12 million volumes, over 160,000 journals and serials, as well as extensive electronic resources, manuscripts, rare books, microforms, maps, and graphic and audio-visual materials. The Libraries employ more than 450 professional and support staff and host over three million visitors each year.

Finances

Columbia's revenue for Fiscal Year 2014 was \$3.843 billion. Its expenses totaled \$3.606 billion, yielding an operating surplus of approximately \$237 million. The largest portion of the operating budget, 39%, was devoted to educational programs. Fifteen percent was devoted to research programs, while 21% went to patient care expenses. The primary sources of revenue were tuition and fees (23% after accounting for financial aid grants), income from government grants and contracts (20%) and revenues from patient care (24%). Its endowment has nearly doubled over the past ten years, and now totals just over \$9 billion:

Figure 1.2: University endowment values 2005-2014



University Expansion: Columbia's Manhattanville Campus

One of the signature achievements of Columbia's President, Lee Bollinger, is the development of a new campus in Manhattanville in West Harlem, approximately half a mile north of the boundary of Columbia's Morningside campus. President Bollinger began to pursue the idea of campus expansion in 2004, noting that the nation's universities must grow given their expanding missions in teaching, research, public service, and patient care. Columbia has an especially critical need for more space, since it currently has only a fraction of the space enjoyed by its peer institutions across the country, and faces limitations imposed by its location in a dense urban environment. Final approvals for the Manhattanville campus were obtained from New York State's Public Authorities Control Board in May 2009, and the first building on the new campus is slated to open in 2016. Manhattanville covers 17 acres, and will include more than 6.8 million square feet of space for teaching, research, and conferences, as well as support services and underground parking. It will feature new facilities for civic, cultural, recreational, and commercial activity. Its improved, pedestrian-friendly streets and publicly accessible open space will reconnect West Harlem to the new Hudson River waterfront park.

The graphic below, printed in the *Columbia Spectator* in April of 2011, describes Phase I of construction and the initial occupants of the new space:

Manhattanville: Phase I

1 SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS

ARCHITECTS: Renzo Piano Building Workshop and Skidmore, Owings and Merrill.

FUNDING: "Further away" than the other Phase I buildings, according to President Bollinger. SIPA has prioritized its current academic programming over future fundraising.

STATUS: Piano has not begun a preliminary design. The building is not scheduled for completion until at least 2020.

One of the difficulties in the move will be that SIPA shares many of its faculty members with the Faculty of Arts and Science.

2 BUSINESS SCHOOL

ARCHITECTS: Diller, Scofidio + Renfro

FUNDING: \$400 million goal. Includes a \$100 million gift from Henry Kravis, Business '69. Bollinger says "they're really on their way."

STATUS: In a preliminary design phase. Schematic design will begin by the end of summer 2011. No opening date has been set.

Two buildings, located between 130th and 131st Streets in the block between Broadway and 12th Avenue.

The buildings will be separated by a 40,000-square foot recreational green space open to the public.

Architect Liz Diller compared the two buildings to "Fred and Ginger," the '30s tap-dancing duo. "They don't look alike but they work synchronously and in step."

3 SCHOOL OF THE ARTS

ARCHITECTS: Renzo Piano Building Workshop and Skidmore, Owings and Merrill.

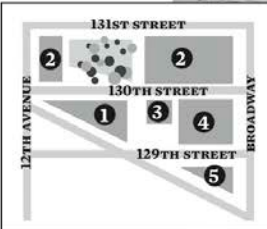
FUNDING: "Very close," according to Bollinger.

STATUS: Construction will begin after the completion of the slurry wall. The building should open with the science center and the academic conference center in fall 2016.

Located just west of the science center in the middle third of the block between 129th and 130th Streets and Broadway and 12th Avenue.

Dubbed "the Lantern" by Piano because "the center of gravity is here and the campus will radiate out from there," according to Joe Ienuso.

Home to a film screening center, flexible performance and reading spaces, and a first-floor gallery. One of the smallest buildings in the plan.



5 ACADEMIC CONFERENCE CENTER

ARCHITECTS: Renzo Piano Building Workshop and Skidmore, Owings and Merrill.

FUNDING: Ongoing. Bollinger is "optimistic" about the progress.

STATUS: Construction will begin after the completion of the slurry wall and the building should open with the Lantern and the academic conference center in 2016.

Located in the triangle of land formed by the intersections of 129th Street, 129th Street, and Broadway. The triangle has a symmetrical opposite down the street, and the two triangles together inspired Piano to nickname this building "the Bow Tie."

The University has no one unified location to host a conference. This building will connect the Morningside, Medical School, and Manhattanville campuses as a central meeting spot.

4 JEROME L. GREENE SCIENCE CENTER

ARCHITECTS: Renzo Piano Building Workshop and Skidmore, Owings and Merrill.

FUNDING: Complete. Includes a \$200 million gift from Dawn M. Greene, wife of Jerome L. Greene, CC '26, Law '28.

STATUS: Construction will begin spring 2013 and the building will be complete and usable by fall 2016.

Located in the eastern third of the block between 129th and 130th Streets and Broadway and 12th Avenue.

Will host 70 faculty members, from fields as varied as neuroscience, applied mathematics, biology, statistics, and computer science. Will contain 70 labs a Biosafety Level-3 facility to research "severe to fatal" diseases.

Only building whose architectural design is completely finished.

GRAPHIC BY REBECCA SCHWARZ, FINN VIGELAND, AND JEREMY BLEEKER

Manhattanville represents the largest campus expansion at Columbia in a century, and the entire project is expected to extend over three decades. For further details, please visit the Manhattanville website: <http://manhattanville.columbia.edu/>.

Columbia as a Global University

As is clear from our Mission Statement, Columbia is dedicated to global research and education. Its guiding vision, with its global focus, is at the heart of the University's work today and in the future, and is the focus of our self-study. Columbia has had a long history of international involvement. From the admission of international students in the 19th century to the increasing international content of its curricula, Columbia has become a global university in its ambitions and engagement with the rest of the world. As President Lee Bollinger, has written, "the university is not apart from the activities of the world, but in them and of them. In an era when the economic, environmental, and social challenges we face are truly global in nature, Columbia is building programs and creating the right kind of intellectual and physical infrastructure to deepen our mission of teaching and learning, scholarship and service around the world." His vision for global education is one that leaps forward, surpassing the more limited concept of "international education" that has typically focused on siloed knowledge of a particular region in isolation. Rather, globalized education embraces a new interconnected vision, one that is interdisciplinary, which allows for comparative study and learning across geographic regions and areas of inquiry, and which is conceptualized and developed in partnership with local/regional collaborators, faculty, alumni, and students. This commitment is evidenced by the many long-standing partnerships of various types between Columbia schools and a host of foreign institutions. These partnerships take the form of two-way faculty exchange programs, editorial collaborations for major academic journals, and diverse research endeavors. While not designed explicitly for educational purposes, these programs clearly serve as fertile breeding grounds for future educational initiatives.

Columbia Global Centers

In recognition of its mission, the University has adopted multiple strategies for increasing its international educational engagement in recent years. It has created a network of Global Centers to serve as bases from which the University's schools and their faculty can create cooperative partnerships with scholars and educators in the regions in which they are located. The University currently operates eight Global Centers located in: Amman, Jordan; Beijing, China; Mumbai, India; Paris, France; Istanbul, Turkey; Nairobi, Kenya; Santiago, Chile; and Rio de Janeiro, Brazil. According to their mission statement, Columbia Global Centers "promote and facilitate the collaborative and impactful engagement of the University's faculty, students, and alumni with the world to enhance understanding, address global challenges, and advance knowledge and its exchange." Distinct at every level from "branch campuses," their mission includes promoting educational cooperation with partners throughout the world, contributing to the enrichment of the Columbia education by increasing international content in the classroom; supplementing the curriculum with international study abroad, internship opportunities, and course offerings; providing resources to attract students and faculty from abroad; facilitating research opportunities for Columbia students and faculty; and providing a point of continuing engagement for international alumni. The Global Centers are distinguished by robust and dynamic relationships with local and regional stakeholders that foster

collaboratively-developed “project-based scholarship.” Unlike branch campuses, they are comprised neither of separate faculty nor of separate students outside of the larger Columbia University community. Rather, the curricula and projects associated with each location evolve as the needs, interests, and priorities of the region and Columbia faculty and students grow and change.

The Global Centers function as a network, encouraging educational and research programs that require working across disciplinary boundaries, having a presence in multiple regions, and engaging non-Columbia experts and scholars from those regions. They enable cross-regional discussion and comparison, allowing for events and outcomes that occur in one part of the world to be recognized and usefully applied in another. While some of the Centers’ programs and research initiatives are country- or region-specific, an increasing number are multi-regional, and even global. They leverage the University’s diverse intellectual capacities from across the undergraduate, graduate, and professional schools, and pursue a set of university-wide core activities that evolves over time based on the active engagement of faculty and students. For example, through the efforts of the Istanbul Center and Columbia’s Center for Democracy, Toleration and Religion, professors from the Arts & Sciences and the School of International and Public Affairs have established an ongoing conversation with the Turkish Economic and Social Studies Foundation and Boğaziçi University on issues related to democratization in Turkey. They plan to expand this discussion into a regional, comparative context with institutions in Egypt and Tunisia. In another example, Columbia undergraduates have the opportunity to gain first-hand research experience, in collaboration with Columbia faculty, in subjects of transnational importance from a comparative perspective across several locations through the Columbia University Global Scholars Program Summer Research Workshop. The Workshop is a three-year pilot program initiated by the Weatherhead East Asian Institute, in collaboration with Columbia Global Centers, the Office of Global Programs (which manages undergraduate study abroad), and the Institute of Latin American Studies. In another example, the Global Centers facilitated a project-based effort to develop sustainable youth centers in Russeifeh, Jordan, emerging from collaboration between the Graduate School of Architecture, Planning and Preservation and Jordan’s Ministry of Social Development. Additionally, the School of Nursing collaborates with the Mailman School of Public Health on the ICAP Global Nurse Capacity Building Program, which aims to increase the capacity of nurses and midwives, at pre- and in-service, regulatory, and policy levels. The program is situated under the leadership of Ministries of Health to ensure country leadership, ownership, and sustainability. This partnership operates in South Africa, Swaziland, Lesotho, Malawi, Zambia, Mozambique, Democratic Republic of Congo, Kenya, Ethiopia, and Cote D’Ivoire. All of these examples demonstrate the wide-ranging, problem-based, interdisciplinary, outward-looking education and scholarship that can develop at a global research university.

Global Educational Partnerships

Many of the University’s schools have developed dual-degree programs with educational institutions in other countries. Through these collaborative programs, they have expanded the

educational opportunities available to their students while attracting additional international students from their partner institutions. The schools have also established other types of relationships with universities throughout the world that give their students the opportunity to integrate international study into their educational programs. Undergraduates interested in studying abroad can choose to spend a semester or a full year in more than 150 separate programs in many different countries. The University's graduate schools have similarly promoted international partnerships to allow and encourage their students to complete a portion of their studies overseas. They also offer a wide range of international internships and clerkships through which their students can put the knowledge and skills they have gained at Columbia to use on behalf of non-governmental organizations (NGOs), governmental bodies, international agencies, and for-profit corporations.

President's Global Innovation Fund

In an effort to provide support to faculty who would like to use the resources or facilities of one or more of the University's eight Global Centers, President Bollinger launched in 2013 a new, competitive funding mechanism: the President's Global Innovation Fund (PGIF). The PGIF provides grants to faculty members to leverage and engage Columbia's Global Centers network. The program is designed as a "venture fund" to enable the development of projects and research collaborations within and across these sites, in order to increase global opportunities for research, teaching, and service. The requirements of the award stipulate that the projects must engage with at least one of the eight Global Centers to pursue work in that city or region. In three rounds of awards thus far, 49 faculty teams have received funding to pursue collaborative work with all eight Global Centers, with diverse project titles such as:

- Global Antibiotic Resistance Surveillance and Epidemiology using Whole Genomics
- Colonization and Decolonization in the Making of the Modern World: an Intensive Summer course Taught in Rio de Janeiro and New Delhi
- Collaborations for Developing the Science Base for Improved Air Quality in India
- Building Human Capital in Developing Countries: An Interdisciplinary Research Program with Adaptive Technologies
- China's Aid to Africa: Achievements, Challenges, and Opportunities
- International Legal Dialogue – Middle East North Africa
- Mapping Mesopotamian Monuments
- Advancing Sustainable Waste Management in Latin America
- The Columbia Global Humanities Project
- De-Provincializing Soft Power: A Global-Historical Approach
- Teaming Up to Prepare for the Next Decade in Time-Domain Astrophysics: A Joint Workshop with the Pontificia Universidad Católica de Chile

Full details on the awards and the projects above can be viewed on the PGIF website:

<http://globalcenters.columbia.edu/presidents-global-innovation-fund>.

World Leaders Forum

Established in 2003 by President Bollinger, the World Leaders Forum is an internationally recognized year-round program series serving as a platform for heads of state and other thought leaders from all regions of the world to address global issues and advance lively, uninhibited dialogue on the large economic, political, and social questions of our time. Meaningful exchange is a hallmark of the Forum, which brings a variety of perspectives together on a wide range of topics. Discussions with faculty, student, and alumni audiences have sparked conversations that have resonated across campus and, at times, throughout the world, furthering robust discussion of global issues and the University's commitment to freedom of speech. Through initiatives such as the World Leaders Forum, Columbia prepares its students to navigate and lead in an increasingly interconnected world. Past participants include Presidents Bill Clinton, Nicolas Sarkozy of France, Vladimir Putin of Russia, Michelle Bachelet of Chile, Václav Klaus of the Czech Republic, and the Dalai Lama. More information can be found online at <http://www.worldleaders.columbia.edu/>.

Committee on Global Thought

Founded in 2006, the Committee on Global Thought (CGT) is an interdisciplinary initiative dedicated to developing the necessary concepts and methodologies to interpret globality and globalization. The CGT is composed of 31 scholars from over 15 disciplines and 11 of Columbia's 16 schools. Together, these participants pursue research projects, host high-profile conferences and lectures, and develop educational programs that emphasize new frameworks for understanding globalization and for developing new ways to think about global issues. For example, the MA in Global Thought, administered by this group, includes core coursework in global governance, the global political economy, and global politics and culture. Students then pursue additional, specialized coursework in one of these three areas of emphasis. In addition, students must achieve advanced proficiency in a language other than English. They complete a Master's thesis on research pertaining to globalization or transnational issues.

University Forum on Global Columbia

The University Forum on Global Columbia (UFGC) is a university-wide group of faculty and senior administrative leaders who came together in 2014 to discuss the nature, purpose, and possibilities of a global university. This group met throughout the 2014-2015 academic year, concurrently with the accreditation self-study activities, and the activities of both groups informed each other in synergistic ways. As a result of their many discussions, meetings, and town hall-like events involving faculty, staff, and students university-wide, the UFGC has produced a series of background notes that document their ongoing work and serve as facilitators of continued discussion. These background notes are divided into two sections: information notes, designed to create shared understanding about the globalization landscape which Columbia is now navigating; and discussion notes, designed to identify questions and issues that can help frame a broader exchange of ideas. These notes, posted publicly at <http://beta.global.columbia.edu/institutes-programs-initiatives/university-forum-global-columbia>,

provided an excellent springboard for accreditation subcommittee activities. UFGC activities and output are more fully described in Chapter 2.

Columbia Global Policy Initiative

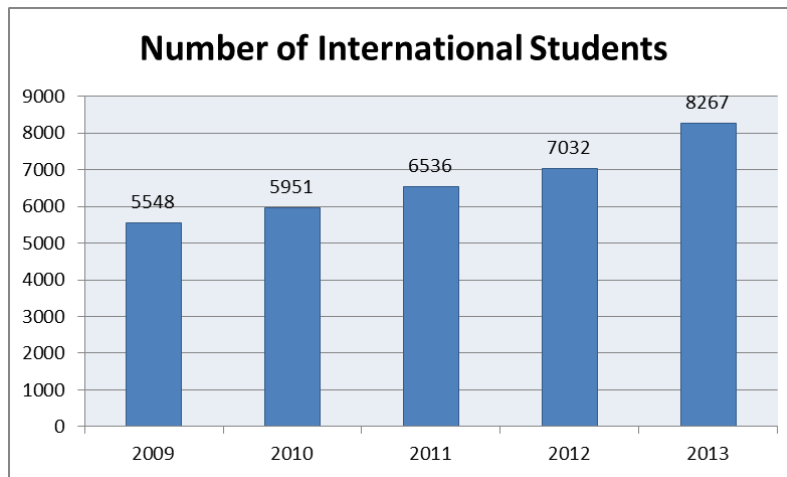
The Columbia Global Policy Initiative seeks to foster research on global problems and to find effective ways of influencing global policy by engaging stakeholders and public policymakers. It brings together Columbia faculty members from a wide range of relevant disciplines to address global problems and forges interdisciplinary collaborations. Created in 2013, the Initiative combines independent, objective academic research with policy analysis tied closely to the implementation of policy recommendations. The Columbia Global Policy Initiative is project focused, searching for applied solutions; research based, drawing on in-depth, rigorous analyses; multidisciplinary, combining arts and science with the expertise of the professional schools; multi-university, welcoming co-sponsored projects, nationally and globally; and, responsive to the needs and voices of stakeholders. Many projects are conducted in partnership with other universities or institutions. The Initiative administers an annual Faculty Grant program to support research that addresses global policy issues. Three Global Policy Faculty Grants are awarded annually. Projects must have two principal investigators, from two separate disciplines, at least one of whom must be a member of the Columbia University faculty.

Level of Global Engagement

According to the International Scholars and Students Office, Columbia University hosts the fourth largest international student community in the U.S. During the 2013-2014 academic year, the University enrolled more than 8,000 international students, provided oversight to another 2,000 international students engaged in optional practical/academic training, and assisted nearly 3,000 international faculty members, researchers, visiting scholars and scientists meet their academic aims. Columbia also hosts the nation's fifth largest complement of international faculty and scholars. More than 25% of Columbia's faculty and research staff were born outside the U.S., and one-quarter or more of University enrollments are international students, placing Columbia among the most internationally diverse educational communities in the country. The top five countries from which our international faculty and scholars come include: China, France, Germany, Spain, and Italy.

Over half of Columbia's enrolled international students are age 26 or older, more than 2,600 are women, and 18% are fully funded by Columbia. In addition, the number of international students has increased by 49% over the period from 2009-2013:

Figure 1.3: Number of international students over time (2009-2013)



Most of these students hail from one of the following five nations: China, India, South Korea, Canada, and France. Sixty percent of them are enrolled in Master's programs, while 13% are pursuing Bachelor's degrees and 17% are pursuing doctoral training.

The table below provides summary data on the numbers of Columbia students who have pursued study abroad, global internships, or education-related travel from selected schools throughout the University. Note that these numbers are higher than those reported annually to the Middle States Commission, because these numbers represent all student travel, and not just those students who study abroad at locations where Columbia directly controls the faculty and/or curriculum (as required by the instructions for the annual institutional profile).

Table 1.5: Number of Students who Studied/Traveled Abroad in 2013-2014

School	Number of students who have studied/traveled abroad by category during the 2013-2014 academic year:			
	Study Abroad (defined as one semester or longer)	Global Internship	Other Education-Related Travel	Total
Architecture Planning and Preservation	32		789	821
Business	9	53	823	885
Columbia College, General Studies and Engineering (Undergraduate)	384	80		464
Professional Studies			20	20

	Number of students who have studied/traveled abroad by category during the 2013-2014 academic year:			
Dental			50	50
Engineering (Graduate)		2	25	27
Graduate School of Arts & Sciences			22	22
Journalism			24	24
Law	50			50
Nursing		9	2	11
Physicians & Surgeons (includes Occupational Therapy and Physical Therapy)		4	89	93
Public Health		110	12	122
School of International and Public Affairs		298		298
Social Work	3	5		8
TOTALS:	478	561	1856	2895

All of the University's schools are committed to making international content an integral part of their curricula. Some have developed global tracks in selected programs for students interested in international careers. Columbia College and General Studies have added an international component to their liberal arts requirements for undergraduates; the "Global Core" requirement (described in detail in Chapter 3) is still evolving and undergoing regular assessment by faculty to ensure that all undergraduate students are exposed to perspectives and skills that are essential in a globalized world. The School of International and Public Affairs (SIPA) has incorporated a global perspective throughout its curriculum—from its focus on global issues that require global solutions (e.g., climate change) to comparative analyses of diverse national approaches to issues facing nations around the world (e.g., migration, internet governance). Other schools have developed clusters of courses designed to give students an understanding of the increasingly global nature of the disciplines they cover. Individual faculty weave international content into many of their courses, even when those courses do not have an explicitly global focus. Our students tell us that they see enriched international content in their studies due to their exposure to international faculty and students from outside the U.S., both of which contribute to transformation of classroom dialogue and the overall classroom atmosphere.

Goals for Re-accreditation Review

Columbia's global initiatives have already exercised a strong influence over the shape of the educational programs the University offers. That influence is likely to grow in the future.

Therefore, Columbia faces a future that will require it to define even more clearly what it means to be a global university and what sort of education it should offer. We are taking steps to better articulate that vision. As proof of this commitment, Columbia University President Lee Bollinger has organized a committee of more than 20 faculty from across the University to lead a University-wide discussion on what is a global university; and more specifically, what is a global Columbia. This group, the University Forum for Global Columbia (described earlier), has coordinated University events over the 2014-2015 academic year, touching on such critical issues as the future direction of scholarship needed for the world ahead, the subjects and experiences we should be teaching and providing for our students, and the ways in which we must be organized in order to meet our responsibilities and remain consistent with our own values. We are fortunate that one of the Co-chairs of the President's Global Forum, Kenneth Prewitt, also serves as a member of the Accreditation Steering Committee (see below), ensuring that the accreditation process has been well integrated with the University Forum.

The University has approached the accreditation review as another opportunity to contribute to what will be an on-going institutional effort to make sure that its students are intellectually equipped to live in an increasingly interconnected world. The members of the Accreditation Steering Committee represent a cross-section of schools and programs across the University. Below are their names and titles at the time of self-study activities:

- **John Coatsworth, Chair of the Steering Committee**, Provost of Columbia University, Professor of International and Public Affairs and of History
- **Melissa Begg**, Vice Provost for Academic Programs, Co-Director of the Irving Institute for Clinical and Translational Research, and Professor of Biostatistics at the Columbia University Medical Center
- **Andrew Davidson**, Vice Provost for Academic Planning and Professor of Population and Family Health
- **Wafaa El-Sadr**, University Professor, Professor of Epidemiology and Medicine, and Director of ICAP at Columbia University and of the Global Health Initiative at the Mailman School of Public Health
- **Jim Glover**, Associate Provost for Academic Programs
- **Merit Janow**, Dean of the School of International and Public Affairs and Professor of Professional Practice
- **Holger Klein, Chair of Working Subcommittee #2**, Professor and Chair of the Department of Art History and Archaeology
- **Safwan Masri**, Executive Vice President for Global Centers and Global Development
- **Letty Moss-Salentijn**, Edward V. Zegarelli Professor of Dental Medicine, Vice Dean for Academic Affairs in the College of Dental Medicine, and Co-chair, Education Committee for the University Senate
- **Stephen Nicholas, Chair of Working Subcommittee #3**, Professor of Pediatrics, Associate Dean for Admissions for the College of Physicians & Surgeons, and Director of the Columbia University International Family AIDS Program

- **Justin Pearlman**, Chief of Staff, Provost's Office
- **Kenneth Prewitt, Chair of Working Subcommittee #1**, Carnegie Professor of Public Affairs, Special Advisor to the President, and Co-chair of the University Forum on Global Columbia
- **James Valentini**, Dean of Columbia College, Henry L. and Lucy G. Moses Professor, and Vice President for Undergraduate Education
- **Katja Vogt, Chair of Working Subcommittee #4**, Professor of Philosophy, Chair of Columbia's Interdepartmental Classical Studies Graduate Program

The Accreditation Steering Committee has identified several overarching questions to guide the wide-ranging discussions and preparation of the University's self-study. These include:

- What are the hallmarks of a globalized education? How do we define a "globalized" education (and global thinking) at both the undergraduate and graduate levels at Columbia University?
- What are the expected outcomes and long-term benefits to our students of engaging in a globalized education? What are the benefits to society? (These aspects may well inform questions above about how to motivate schools to take on the challenge of building/improving global education.)
- What are the specific methods and approaches that we should use in order to instill a global perspective in students across all of our educational programs, regardless of discipline? What is the evidence for claiming that our approaches represent "best practices," or that they are, at the very least, proven effective in terms of student learning and instilling the ability to engage in global thinking?
- How should the University utilize partnerships with institutions in other countries to enhance the global content of the education our students receive? What form should those partnerships take? How should the University take advantage of the Global Centers to promote those partnerships and otherwise promote the internationalization of its educational programming?
- How will we know if we've succeeded in attaining our educational aims? Measurement is a particular challenge in this realm. Assessing whether or not a student has a "global perspective" or the ability to "think globally" is, like interdisciplinarity, a lofty goal that can be extraordinarily difficult to measure. What metrics can we employ to demonstrate our teaching effectiveness and student proficiency? How do we provide convincing evidence that we have the capacity to both deliver a globalized education and measure our effectiveness?

To address these questions (which were not generated with prescriptive intent, but rather, to serve as launching points for thorough discussion), four working subcommittees were formed in addition to the Accreditation Steering Committee. These groups were presented with charges relating to:

- Mission and organization of international education at Columbia
- Globalizing the undergraduate education
- Globalizing the graduate education
- The role of the Global Centers in the University's educational programs.

Each of the working subcommittees was chaired by a member of the faculty (also a member of the Steering Committee) and included other faculty and senior administrative officers as members. Membership of the working subcommittees is provided below:

Faculty Subcommittee #1: Mission

Name	Title
Kenneth Prewitt (chair)	Carnegie Professor of Public Affairs
Elaine Abrams	Professor of Pediatrics and Epidemiology
Richard Deckelbaum	Robert R. Williams Professor of Nutrition (in Pediatrics) and Professor of Epidemiology; Director, Institute of Human Nutrition
Vishakha Desai	Special Advisor for Global Affairs; Co-chair, University Forum on Global Columbia; Professor of Professional Practice in the Faculty of International and Public Affairs
Thomas DiPrete	Giddings Professor of Sociology
John Donaldson	Mario J. Gabelli Professor of Finance
Joseph Graziano	Professor of Environmental Health Sciences and Pharmacology
Kathleen Hickey	Associate Professor of Nursing at the Columbia University Medical Center
Shunichi (Nick) Homma	Margaret Milliken Hatch Professor of Medicine (in Biomedical Engineering)
Jean Howard	George Delacorte Professor in the Humanities; Chair, Department of English and Comparative Literature
Bruce Kogut	Sanford C Bernstein & Co. Professor of Leadership and Ethics
José Antonio Ocampo	Professor of Professional Practice in the Faculty of International and Public Affairs
Richard Peña	Professor of Professional Practice in the School of the Arts
Mabel Wilson	Associate Professor of Architecture, Planning and Preservation

Faculty Subcommittee #2: Undergraduate Education

Name	Title
Holger Klein (chair)	Professor of Art History and Archaeology and Department Chair
Charles Armstrong	The Korea Foundation Professor of Korean Studies in Social Sciences
Patricia Grieve	Nancy and Jeffrey Marcus Professor of the Humanities
Barclay Morrison	Associate Professor of Biomedical Engineering, Vice Dean of Undergraduate Programs, Fu Foundation School of Engineering and Applied Sciences
Anne Paxton	Associate Professor of Epidemiology and Population and Family Health at the Columbia University Medical Center
Michael Pippenger	Dean of Undergraduate Global Programs/Assistant VP for International Education
Victoria Rosner	Senior Associate Dean for the Postbaccalaureate Program & Academic Affairs, Adjunct Associate Professor of English and Comparative Literature
Gayatri Spivak	University Professor
Kathryn Yatrakis	Dean of Academic Affairs and Senior Associate Vice President for Arts and Sciences

Faculty Subcommittee #3: Graduate & Professional Education

Name	Title
Stephen Nicholas (chair)	Professor of Pediatrics and Population and Family Health at the Columbia University Medical Center
David Albert	Associate Professor of Dental Medicine (Community Health) (in Health Policy and Management)
Akeel Bilgrami	Sidney Morgenbesser Professor of Philosophy
Lori Damrosch	Hamilton Fish Professor of International Law and Diplomacy
Neeraj Kaushal	Associate Professor of Social Work
Arthur Langer	Senior Lecturer in Technology Management in the Faculty of Professional Studies
Reinhold Martin	Professor of Architecture, Planning and Preservation
Saskia Sassen	Robert S. Lynd Professor of Sociology
Debra Wolgemuth	Professor of Genetics and Development and Obstetrics and Gynecology

Faculty Subcommittee #4: Global Centers

Name	Title
Katja Vogt (chair)	Professor of Philosophy, Chair of the Classical Studies Program
Anu Bradford	Henry L. Moses Professor of Law & International Organization
Vishakha Desai	Special Advisor for Global Affairs; Co-chair, University Forum on Global Columbia; Professor of Professional Practice in the Faculty of International and Public Affairs
Shantanu Lal	Associate Professor of Dental Medicine (Pediatric Dentistry) at the Columbia University Medical Center

Name	Title
Rachel Moresky	Assistant Professor of Population and Family Health and Medicine at the Columbia University Medical Center
Shahid Naeem	Professor of Ecology, Evolution and Environmental Biology
Benjamin Orlove	Professor of International and Public Affairs
Neil Schluger	Professor of Medicine, Environmental Health Sciences and Epidemiology at the Columbia University Medical Center
Bruce Shapiro	Senior Executive Director of Professional Programs; Executive Director of the Dart Center for Journalism and Trauma

Student Advisory Committee:

Name	School
Juan Azares	Architecture, Planning and Preservation
Christina Ciocca	Graduate School of Arts & Sciences
Jennifer Ginestra	Physicians and Surgeons
Chris Godshall	Columbia College
Mark Hendricks	Graduate School of Arts & Sciences
June Hu	Law
Britt Johnson	Architecture, Planning and Preservation
Alexandra Kamler	Public Health
Gillian Kupakuwana	Physicians and Surgeons
Jason Mann	General Studies
Gatsby Miller	Law
Ming Jack Po	Physicians and Surgeons
Alejandro Stein	Architecture, Planning and Preservation
Abigail Thacher	Columbia College
Elburg van Boetzelaer	Public Health
Jonah Weinstein	Columbia College
Brennan Rhodes-Bratton	Public Health
Fahad Al-Witri	Graduate School of Arts & Sciences

To prepare this report, members of each Working Subcommittee came together at committee meetings and working group sessions, as well as independently and in small subgroups outside of meetings. Minutes and proceedings from the other committees were made available to all, as were multiple relevant documents that were made available by the Provost's Office.

The faculty committees' analyses and findings are described in Chapters 2 through 6 of this self-study, and reflect the input of members of the Student Advisory Committee.

Chapter 2: Mission and Organization of the University

Summary of the Group's Charge

The Faculty Subcommittee on the mission and organization of international education was invited to focus on the broad issues of the University's goals for internationalizing its education, and the organizational structures and resources needed to pursue them. Among the questions it was asked to consider are these:

- How is the mission of global education consistent with the university's overall mission and goals?
- Does Columbia need to develop a University-wide set of goals and strategies for promoting the internationalization of its educational programs or should that be left to the individual schools?
- In what ways does the organization and leadership structure of the university support or impede global education? Does the University need to develop additional organizational structures to support the growth of a globalized education?
- What types of central utilities are required to support international education? How effective are those that currently exist? Are additional ones needed? How will we gauge their effectiveness?

Mission of the University & Existing Support Structures

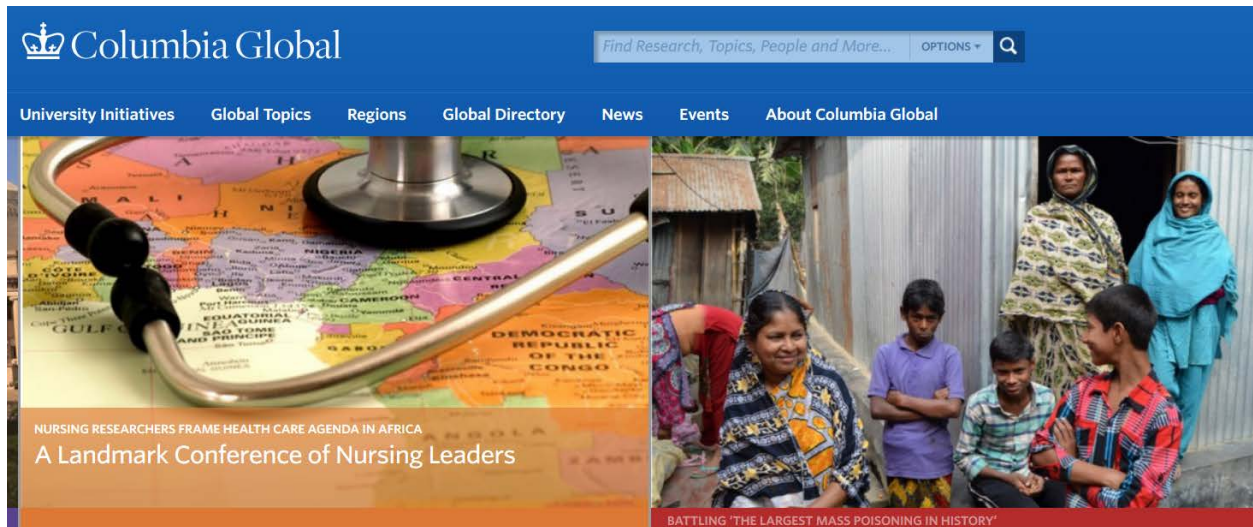
Global Columbia

As noted in the previous chapter, the mission of global education is entirely consistent with the University's overall mission and goals:

"Columbia University is one of the world's most important centers of research and at the same time a distinctive and distinguished learning environment for undergraduates and graduate students in many scholarly and professional fields. The University recognizes the importance of its location in New York City and seeks to link its research and teaching to the vast resources of a great metropolis. It seeks to attract a diverse and international faculty and student body, to support research and teaching on global issues, and to create academic relationships with many countries and regions. It expects all areas of the university to advance knowledge and learning at the highest level and to convey the products of its efforts to the world."

There is considerable interest on the part of all members of the Columbia community – faculty, students, and staff – in furthering Columbia’s global mission. As a reflection of this interest, Columbia launched a website dedicated to Columbia’s global initiatives:

<http://beta.global.columbia.edu/>:



We all need to be explorers again, rediscovering what the world is like and what it means to think globally, so that we can identify the right questions to ask and answer. *President Lee C. Bollinger*

As stated on the website:

“Columbia Global aims to capture the importance of relationships among traditional disciplines. The University has myriad centers, institutes, programs, and initiatives that are global in scope, and Columbia Global serves to complement these, adding to our global story. Users can explore issues thematically, by topic, and by geography. We have only begun the collection of content that illustrates the depth of our story; in time, as this site becomes more robust, the vastness of Columbia’s reach will become more evident.”

This website brings together, in one easily accessible location, information on: university global initiatives; global topics being discussed by faculty and students; ongoing projects in various regions across the globe; a searchable “global directory” with information on projects, departments, research, and people; and opportunities for community members to join in the conversation by adding their own notes and responses to others’ notes, as well as options to upload content from news articles, events, PowerPoint presentations, links to blogs or videos and reports, and receive email notifications of upcoming events.

Finance Gateway: Global Support

In addition, the University has developed a “Global Support” administrative and finance website with a focus on the logistics of working abroad

(<http://finance.columbia.edu/departments/global-support>), which serves as a central point of access for information, guidance, and resources to help facilitate international activities, travel, and program administration:



Developed and administered by the Office of the Executive Vice President for Finance, this resource provides useful advice on such topics as: how to staff an overseas project, purchasing equipment abroad, cash management in another country, guidance on following U.S. laws in overseas work, tax policies, safety and emergency preparedness, and details on making vendor payments outside of the U.S.

International Students and Scholars Office (ISSO)

Columbia's International Students and Scholars Office (ISSO) currently serves more than 13,000 international students, interns, research scholars, faculty members, and accompanying family members from over 150 countries. Given Columbia's objective to become a global university, the Office of the Provost undertook an external review of the ISSO in the spring of 2014. Based on the recommendations from the report, the University recruited a new Associate Provost and Director of the ISSO, Dr. David Austell, who joined the Columbia community in August 2014. Dr. Austell has developed an ambitious strategic plan to help the University realize its global goals. Over the coming five years, the office will be significantly enhanced, re-organized, and supplemented to become a state-of-the-art example of the “new service model,” designed to meet the needs of faculty, students, and staff in their international engagements. Its new mission statement captures its new aims and objectives:

The International Students and Scholars Office (ISSO) at Columbia University supports the global mission of the University through effectiveness and excellence in:

- *Ensuring federal compliance related to the immigration needs of our international community;*
- *Advising faculty, staff, and students;*
- *Designing and maintaining specialized administrative processes and procedures;*
- *Developing collaborative technical and cultural programs; and*
- *Advocating effectively and compassionately for the needs of Columbia University's international community.*

Its capabilities will be expanded dramatically to include higher quality services to the rapidly growing international student, faculty, and research scholar communities, permanent residence advising and processing, comprehensive outbound immigration and relocation services, cutting-edge file management/federal reporting interface with strong technical support and greater flexibility, re-engineered and state-of-the-art web presence and use of new media/social media, and new collaborative programs supporting special needs in the international community. To meet these ambitious new goals, the ISSO will build a larger and stronger staff (growing from 14 to 35 staff members by fiscal year 2019). Through significant investment by the University, the ISSO will grow in size and expertise, further advancing Columbia's global agenda.

University Forum on Global Columbia

In spring of 2014, at the same time that the University began its re-accreditation activities, President Lee Bollinger invited a select group of faculty and academic officers to begin a university-wide discussion of what it should and could mean for Columbia to be an effective global university. From the summer of 2014 through the spring of 2015, the committee for the University Forum on Global Columbia (UFGC) met on a regular basis to articulate the issues to be discussed by the university community, to organize a wide variety of forums for face-to-face discussions, to present short thought pieces on the Forum website, and to develop a set of recommendations for the President. These activities have led to a report, incorporating the many robust discussions among the committee members as well as more than 30 meetings around campus throughout the academic year. The summary below articulates the intellectual framework for Columbia's global agenda and describes the current state of global work. We have used this as the foundation for developing specific recommendations for further action to enhance Columbia's global and overall mission.

UFGC: The Intellectual Framework

A. From International to Global: Why Global is not just more International

Columbia started as a college, became a research university, and then, nearly simultaneously, an international research university. This internationalization unfolded in two phases: First, starting in the late 19th century, as *international cooperation* with overseas partners – primarily exchange students, visiting faculty, memoranda of understanding (MOU's); and second, the more ambitious and intense 20th century project of *international activities*: regional studies, language skills, junior year abroad, etc.

International *cooperation* and *activities* continue into the 21st century, but we now find reason to add a third phase – a *global operational presence*: Global Centers, Studio X (<http://www.arch.columbia.edu/studio-x-global>), International Center for AIDS Care and Treatment Programs (ICAP) (<http://icap.columbia.edu/>), Millennium Development Villages (<http://www.earth.columbia.edu/articles/view/1799>), the GK (Gonoshasthaya Kendra) Project in Bangladesh (<http://nursing.columbia.edu/moving-agenda-forward-nursing-and-midwifery-clinical-research-southern-and-eastern-african-countries>), etc. These and related initiatives across Columbia's schools require hundreds of Columbia employees in continuous residency in many locations scattered around the globe.

Such a global presence should not be seen simply as international taken to a new level. It involves structures (e.g., the internet) and more informal practices (e.g., family remittances) in which events, processes, and decisions that occur in one part of the world have consequences for all other parts, in varying degrees and forms. These events, processes, and decisions are dispersed across space and time zones, with effects that travel by virtue of broader technological, financial, and environmental institutions that envelop everyone.

The term global, then, names something new – interconnectedness that strengthens mutual and reinforcing dependencies but also, yielding the potential for addressing societal fissures and inequalities with a more global mindset.

It is this emerging global reality that necessitates new ways of thinking and working across geographies and disciplines and schools, and a new operational phase for Columbia as a global research university.

B. Implications

There are important university-wide considerations that require attention as Columbia engages the global: a) *thinking globally*; b) *structural changes to undergird thinking globally*; c) *protecting university balance*; d) *designing ways to assure fundamental ethical principles*.

1) Thinking Globally: Regional Studies in its early design (though much modified in recent periods) grew out of foreign policy concerns – evidenced in Title VI funding – that resulted in American scholars studying and teaching about “the other” and “the elsewhere.” In this American-centric (and British-centric, French-centric, etc.) epistemology, we designed the research and the related curriculum, interpreting the world from our perspective, and (mostly) publishing the results in our (English language) journals.

An American-centric epistemology doesn’t work in the 21st century. Epistemologically, we need to replace an American-centric focus with a broader, more inclusive perspective. The European Organization for Nuclear Research (CERN) is one example of a non-nation-centric project, facilitated because physics doesn’t recognize borders and boundaries. But there are many disciplines that remain shaped by boundaries and borders. Global financial flows, global public health or global sustainable development, for example, with their respective legal, economic, biological, and ecological borders, cannot be understood and taught solely with a nation-centric epistemology, whether that of the U.S., China or Brazil. Neither can population movement or the information technology (IT) revolution or contemporary art. *If the idea of regional studies was primarily America studying others, understanding global conditions and processes requires studying with others.* It involves thinking about forms of connectivity, new modes of comparative thought, and methods for understanding the specifically extra-local and multi-dimensional causes and ramifying effects of changing world conditions.

2) Structural Changes: Columbia’s late 19th century transformation from college to research university established procedures and structures that successfully undergirded and enforced the new ideal – academic research, a specific, well-defined activity – around which Columbia’s core processes were newly defined. This made the research university possible, and made opting out of the new ideal impossible.

Columbia has made significant strides towards becoming a “global university” or, perhaps more accurately, a leading research university in the era of globality. One obvious strategy is the campus abroad model. Columbia has rejected this in favor of a lighter and more flexible operational presence, designed to advance a model that embraces a state of mind – “thinking globally” – rather than a defined activity. It is not easy to build an institutional system around a state of mind.

But it necessarily involves approaches and arrangements that link diverse disciplines and schools, that increase our presence “in the world” through multi-institutional partnerships and networks, and simultaneously bring more international scholars and practitioners to campus to enrich the global dialogue. Much is already occurring, both at the departmental and school levels (ICAP, Studio X, various capstone projects with clients around the world, etc.) and at the university level (Global Centers, CGT, etc.). New initiatives such as Columbia’s physical expansion in Manhattanville and greater IT connectivity add important dimensions to Columbia’s global agenda.

Additionally, there are smaller-scale steps, illustrated by the following possibilities:

- A decision, backed up with admission policies and financial aid, to create a more globally representative study body
- On some matters, university-wide faculty governance rather than, as now, governance mainly at the level of schools and departments
- Faculty recruitment and promotion that rewards some degree of global consciousness/awareness
- Movement toward a global-centric curriculum and degree structure
- An academic calendar that facilitates international mobility for students and faculty
- IT that allows seamless face-to-face exchange irrespective of physical separation
- Internal funding incentives for research that takes global processes as the unit of analysis, and incentives for courses that do the same.

The Forum found widespread agreement across Columbia – faculty, students, and administrators – that Columbia should refashion itself for the global era, an effort both necessary and desirable. This agreement does not imply uniform views on the merits of particular implementation steps of the sort noted above, or how far to take them. Put differently, framing a University strategy in terms of selected university-wide initiatives and leaving additional implementation to schools and departments is generally acceptable. Framing institutional change as a transformation similar in magnitude to Columbia’s earlier adoption of the research university model is problematic, notwithstanding the fact that the new global conditions require new modes of thinking about them and creating structures that enhance and encourage their study.

The Forum Committee, based on the university-wide deliberations, believes that Columbia’s global initiative should retain the strengths of its established international profile, but now add to it a greater global intellectual dimension and a stronger operational presence – without radically changing the university structure in the same manner that privileging academic research circa 1880 did.

3) *University Balance*: Associated with global initiatives in many of our peer universities, European as well as American, is a major focus on solving global problems – climate change, mass migration, infectious diseases, proliferation of weapons of mass destruction, etc. In research universities this focus is more likely to be found in professional schools than in the liberal arts. But for many faculty members the underlying factors of globality and its nuanced understanding can be addressed more fully with the active involvement of the liberal arts disciplines. Thus, engaging globally only from the perspective of “problem solving” puts at risk the healthy balance and desired interaction between professional schools and the arts and sciences. Our challenge is to leverage the complementary aspects of problem-solving and critical thinking, incorporating more global perspectives in both.

The issue of “balance” is not merely an intellectual/philosophical concern; it has practical, governance-related dimensions. The University should avoid practices and structures that create a situation in which it is overwhelmed by the homogenizing tendencies of globalization. We must not narrow the focus to already-identified problems and their particular solutions. There is a strong recognition of the important contributions of faculty within and beyond the arts and sciences pursuing scholarship whose outcomes are not yet known. Understanding and addressing the interconnected whole that is the world, in all of its dimensions, now and in the future, requires continuing and fresh inquiry to recognize and anticipate emerging issues. To be equipped to do so, we must hold fast to the pursuit of knowledge in the humanities, social sciences, and natural and applied sciences across the University as the necessary foundation for critical thinking, creative research, and careful analysis.

4) *Fundamental Ethical Principles:* Like all research universities, Columbia honors academic freedom, transparency, collegiality and cooperation, confidence in peer review, diversity along many dimensions, teaching and mentoring, and basic human rights for all associated with it. These principles travel unevenly and often uneasily across national borders. Even the most basic principle, academic freedom, is limited in many countries where Columbia is active. Columbia is often at the forefront of addressing these thorny issues because of its extensive global engagements. Although Columbia has avoided the kind of issues that have created major problems for some other research universities, it must continue to balance its goals to globalize and expand its operational presence while ensuring that it upholds its core principles.

The American Association of Universities, to which Columbia and its peer research universities belong, has issued academic freedom guidelines relevant to expanding a global footprint. We welcome these guidelines, but note that they leave much discretion in interpretation and implementation to individual universities.

Columbia should promptly engage interpretation and implementation along two dimensions: a) to monitor its own behavior; and b) to decide how best to respond when governments or academic institutions with which it engages violate standards we insist on at home, that is, where dissenting voices are imprisoned; gender equality is absent; conflicts-of-interest are brushed aside; protection of human subjects is ignored. Deciding how to respond is a university-wide task, not to be left for the individual project, department, or school.

Columbia’s Strengths

There is no going back from a global world; we are there. However, the same world is also deeply local. But we have yet to work out how internationally-oriented research universities such as Columbia will develop modalities of research and pedagogy appropriate for the complex conditions at the interstices of global and local. Columbia does, however, have relevant strengths and early initiatives, including:

- Strong international platform, including our worldwide contacts and reputation as an international university.
- New York City – and its attraction to international students, visiting faculty, and scholars.
- Disciplinary expertise with strong international experience in A&S (especially regional institutes) and across professional schools
- Leadership commitment involving trustees and donors, and realization that Columbia should approach its global agenda comprehensively
- University-wide decision to create a self-study on global efforts and evaluate our progress as part of the accreditation process
- Recent university-wide initiatives to promote the study of global processes, forms and conditions and to strengthen the university's global operational presence: Global Centers, Global Policy Institute, Committee on Global Thought (CGT), the Global Columbia website, and dozens of school-based projects

Current Efforts

Almost every school and department of Columbia is now engaged in some form of internalization and global effort, be it in the form of attracting more international students, partnerships with other universities, or simply supporting faculty research on global topics. Presidential initiatives have further strengthened Columbia's global agenda.

Given the decentralized nature of the university, many schools, institutes, and departments have developed their own initiatives, sometimes resulting in duplication of efforts. For example, the School of International and Public Affairs (SIPA), the Graduate School of Architecture, Planning and Preservation (GSAPP), the Fu Foundation School of Engineering and Applied Science, and the Earth Institute all focus on urbanization with a great deal of overlap. Faculty members in other schools, including A&S, also work on the issues relating to cities and rapidly urbanizing populations in the world. CGT will take on this issue as one of the research priorities for the coming year, but it remains difficult to develop a more comprehensive agenda for the study of such an important global issue without an enabling academic infrastructure.

Notwithstanding this handicap, there is a great deal of global work going on at the university, often developed out of research based on individual faculty member's deep expertise on specific regions and local issues.

Faculty research often naturally gravitates to major challenges facing our world today such as our urban future. This leads to organic nucleation of faculty research in this area across numerous different departments and schools, which is now also leading to a coalescence of these efforts into high impact multidisciplinary research efforts that cut across our Schools. One example in urban research pertains to the new Livable Cities Research Project (funded by the National Science Foundation, or NSF), which brings together faculty from Civil Engineering, Earth and Environmental Engineering, Arts and Sciences, International and Public Affairs, Architecture, and Mechanical Engineering.

Scientific and engineering research is often highly interdisciplinary and collaborative in nature – not only within the university, but with peers and collaborators at other universities across the nation and around the globe. Many faculty have very active research collaborations with colleagues at universities around the world and/or are engaged in field work that takes them to distant regions of the world. The faculty engage their graduate students and post-doctoral scholars in these collaborations which provide deep, enriching technical experiences as well as cultural experiences. Additionally, faculty and their students engage in international scholarly exchanges on a regular basis through technical conferences around the globe – presenting their research, learning of others’ research, and engaging with experts from around the world.

ICAP at Columbia University, situated at the Mailman School of Public Health, is another such example. Other initiatives are developed with a goal of creating global networks, or looking at specific issues from a trans-national perspective. Examples include: Global Leadership Matrix (GLaM) at the Business School, Global Public Policy Network (GPNN) at SIPA, Center for Global Legal Transformation at the Law School, Studio X network at GSAPP, and Institute for Comparative Literature and Society at the Heyman Center for Humanities. Across the board, it is felt that rather than start new programs, it will be advisable to further strengthen and expand existing programs.

While there is increasing focus on research related to global issues and developments, it does not always manifest in the classroom. In other words, teaching around global topics lags behind the research priorities of the university, and it is noted by the students at all levels of the university. For example, undergraduate students want a more substantial global component to the core curriculum. Graduate students in professional schools (Public Health, Social Work, Journalism, and Engineering) want to have faculty with more diverse perspectives (regional as well as disciplinary) to create a more nuanced global outlook to their area of specialization.

One of the special global strengths of Columbia is the presence of international students on campus. All schools have a substantial number of international students, ranging from 15% to more than 50%. Greater attention should be given to making this an asset in the university’s globalizing efforts.

Increasingly, some schools and programs are developing a specialization around a global issue or a theme for their students. These are some examples: the Mailman School of Public Health has a certificate in Global Health; General Studies and the College of Physicians & Surgeons have two programs in development to bring medical students from East African universities at a reduced cost; SIPA has several concentrations (majors) that focus on inherently global topics - such as energy markets, environmental challenge, and financial flows - and it is developing a Global Executive MPA program; the Chazen Institute at the Business school has a *Global Immersion Program* (GIP); CGT started its first MA class with a specialization in global thought in the fall of 2015; and the School of the Arts has a translation program called *Word for Word* to build literary relationships across the globe. Undergraduates are asking for more globally themed courses as well as a specialization in Global Studies.

Barriers to Global Research and Teaching

It is understood by the leadership of most schools and many departments of the university that while they have been engaged with the specific parts of the world for a long time, it is difficult to develop a multi-regional, interdisciplinary perspective in research or in teaching without stronger university-wide facilitation.

In other words, it is easier to develop global skills and expertise in the geographic sense of the term but more challenging to develop the intellectual underpinnings of global issues that require working across school, disciplinary, and geographic borders. Several major issues concerning the development of global programs have been identified by deans, faculty and students.

Deans:

- Limited administrative infrastructure to develop the interdisciplinary frame necessary to tackle global issues
- Difficulty in judging the significance of collaborative work across geographies and disciplines, especially in the promotion process
- Need to strengthen faculty expertise and training to develop a broad-based thematic global curriculum with sufficient intellectual depth
- Shortage of opportunities for visiting faculty (both financial and residential) to address global ideas and issues appropriately

Faculty:

- Challenges of working collaboratively across schools and disciplines, especially in creating courses that are team taught

- Limited opportunities to learn from the successes of schools in developing global agendas and globally-oriented programs
- Need to expand incentives to develop global programs involving collaboration across regions and disciplines (either in the form of financial incentives, or in the form of course release for developing special courses outside of the departmental requirements)
- Strengthen online infrastructure in classrooms and at Global Centers to bring the global perspectives in the classroom

Students:

Across the university, students were more vocal than faculty about the need to have stronger global perspectives in their curriculum. While graduate students in the professional schools and in A&S understandably had different attitudes, they were united in their interest in increasing opportunities for global learning. Undergraduate students also expressed their desire for greater emphasis on a curriculum with global themes, to include:

- Greater systematic focus on global issues
- More opportunities for students interested in global issues to meet informally across schools and departments
- Greater focus to utilizing the considerable presence of international students on campus to develop greater global awareness among all Columbia students
- Greater need to coordinate the academic learning in the classroom and internship-based experiences in the field
- More professors with “world experiences,” especially in professional schools
- Expanded options for graduate students in A&S to expand their knowledge of the larger global context, given the intense focus on specialization of their thesis subject

Summary and Conclusions

Over a period of 12 months, the Faculty Subcommittees and the University Forum for Global Columbia (UFGC) worked continuously to develop questions, formulate conceptual frames around a more subtle understanding of global issues and agendas, and sort through the

materials developed by individual schools and departments. These conversations have led to a series of recommendations, touching upon the broad areas of research, teaching, and administrative leadership. These recommendations spring from the broad-based discussions that took place all around the University, as well as on the considerable debates at committee meetings and over email. Many of the topics discussed share considerable overlap with discussions conducted within the other three Faculty Subcommittees. Hence, the recommendations have been consolidated across the four subcommittees, and are presented together in Chapter 6 of this report as a unified roadmap for the University.

We hope that the recommendations will help shape the work plan for Columbia's growth as a global university over the next decade. To our knowledge, very few peer institutions have undertaken such a broad-based exercise to hear from all of its constituents. The emerging collective definition of "global," distinct from the previous focus on the international, but taking advantage of the deep knowledge of the world as a result of it, is also unique. Columbia has a very special opportunity to take a lead in developing a comprehensive vision for what it means to be a research university in a global era. We hope that this report will help refine and strengthen that vision.

Chapter 3: Undergraduate Education at Columbia

Summary of the Group's Charge

The Faculty Subcommittee on globalizing the undergraduate education conducted a detailed evaluation of how the University can strengthen the international dimensions of the education it offers to its Bachelor's degree students. The subcommittee considered the following questions:

- What are the knowledge and skills that every Columbia undergraduate student should acquire to reflect global awareness and the ability to function in and contribute to a global environment?
- How effectively do the international experiences available to undergraduates, such as study abroad, joint-degree programs, internships and study tours, support the University's goal of globalizing the education it offers them?
- How can the undergraduate schools use the Global Centers to enrich the international content of their programs?
- How should the University measure whether its efforts to globalize the undergraduate curriculum are successful?
- How do the University's admission and recruitment policies enhance our ability to meet our goal of global education at the undergraduate level? In what ways could admissions efforts be enhanced to better support the goal of a global education? How can the presence of a growing number of international undergraduates be used to promote the University's goal of developing educational programming with a stronger international orientation and greater international content?

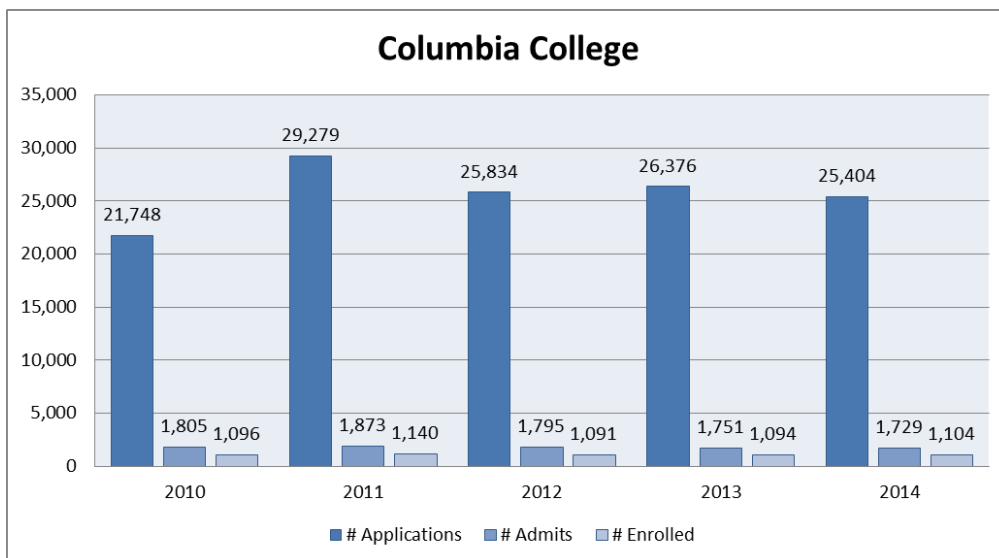
Overview of Undergraduate Education at Columbia University

Columbia University comprises three undergraduate colleges: Columbia College (CC), Columbia Engineering, and the School of General Studies (GS). All three offer rigorous, traditional educational programs. Columbia College and the School of Engineering are designed to serve full-time students only. The School of General Studies is designed for returning and non-traditional students; that is, students who have taken a break of more than a year in their education (except for those who completed mandatory military service), and students who wish to attend a part-time program for personal or professional reasons. CC and GS offer the

same sets of majors and concentrations, and are also governed by the same curriculum committee (the CC-GS Committee on Instruction), since their educational offerings are so similar.

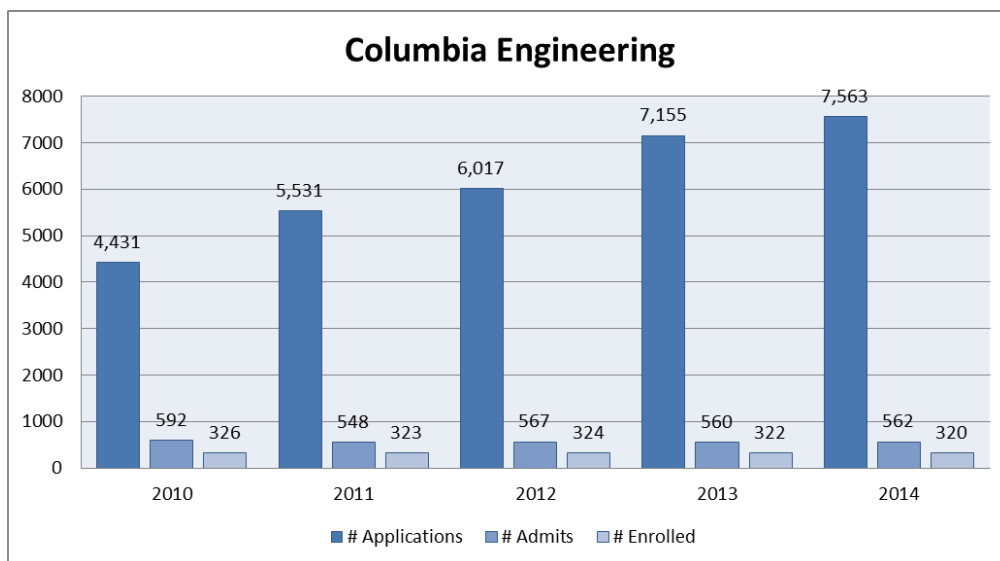
Columbia College and the School of Engineering are some of the most competitive undergraduate schools in the country. In the Fall of 2014, Columbia College received 25,404 applications. It admitted 6.8% of applicants, and 63.9% of those applicants chose to matriculate at Columbia. These numbers and rates have remained fairly steady over the past five years:

Figure 3.1: Applications, admissions, and enrollments at Columbia College, 2010-2014



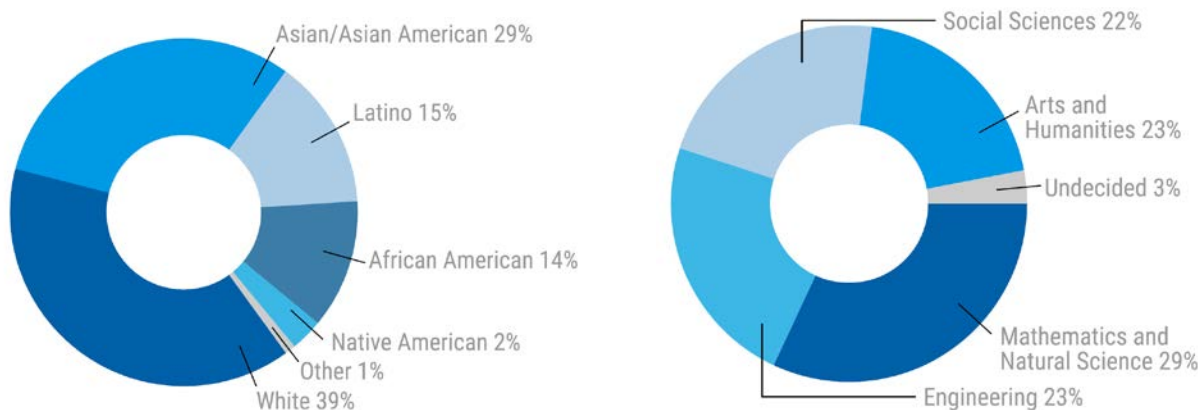
While the number of applications is not as high, the undergraduate program of Columbia Engineering is similarly selective. Its 2014 admission rate was 7.4%, and its yield was 56.9%. It has enjoyed a steadily increasing number of applications over the past five years, but has kept the number of admitted students fairly constant, thereby increasing selectivity over time.

Figure 3.2: Applications, admissions, and enrollments at Columbia Engineering, 2010-2014



Composition of the 2014 Incoming Columbia College and Engineering Class

About half of the incoming students to Columbia College and Engineering in 2014 were women. Seventeen percent received Pell Grants, and 16% reported that they were the first generation in their family to attend college. The ethnic diversity and the choices of possible first majors are described in the graphics below.



U.S. citizens and permanent residents comprise about 87% of the incoming class, and come from 48 different states. The proportion of African-American students in the incoming class is the highest among the nation's large research universities. Approximately 19% of the incoming undergraduate class in 2014 are international students (13% are non-resident alien students), hailing from 62 different countries, with the strongest representation from South Korea, China, India, the United Kingdom, and Canada.

The Core Curriculum

The Core Curriculum, consisting of a set of courses taken by all Columbia undergraduates, has created and sustained a community of discourse shared by the current student body with generations of alumni. A hallmark of a Columbia undergraduate education, the Core was instituted in 1919, and is thus one of the oldest and most well-known Core programs in the U.S. and the world. The Core is considered a necessary general education for all students, regardless of their choice of major. Its most distinctive features include communal learning, with all first- and second-year students encountering the same literary, philosophical, and political texts at the same time, as well as the critical dialogue experienced in seminars. The Core courses are small, seminar-style classes with limited enrollments led by instructors from over 20 departments throughout the University. Over the last 100 years, the Core Curriculum has remained stable but not static, focusing on an essential skill set: analysis, argument, quantitative reasoning, logical inference, and creative thinking. Its primary components include the following courses:

- **Contemporary Civilization:** Founded in 1919 as a course on War and Peace Issues, the central purpose of Contemporary Civilization is to introduce students to a range of issues concerning the kinds of communities – political, social, moral, and religious – that human beings construct for themselves and the values that inform and define such communities; the course is intended to prepare students to become active and informed citizens.
- **Literature Humanities:** Lit Hum, as it is commonly known, is designed to enhance students' understanding of the main lines of literary and philosophical development that have shaped Western thought for nearly three millennia. Much more than a survey of great books, Lit Hum encourages students to become critical readers of the literary past we have inherited. Although most of our Lit Hum works (and the cultures they represent) are removed from us in time and space, students nonetheless learn much about themselves in struggling to appreciate and understand them.
- **University Writing:** University Writing is designed to help undergraduates read and write essays in order to participate in the academic conversations that form Columbia's intellectual community. The course gives special attention to the practices of close reading, rhetorical analysis, research, collaboration, and substantive revision. By writing multiple drafts of essays typically ranging from three to ten pages, students learn that writing is a process of forming and refining their ideas and their prose.
- **Art Humanities:** Part of the Core Curriculum since 1947, Art Hum (as it is commonly called) teaches students how to look at, think about, and engage in critical discussion of the visual arts. The course focuses on the formal structure of works of architecture, painting, and sculpture, as well as on the historical context in which these works were made and understood. In addition to discussion-based classes, all sections of Art Hum make extensive use of New York City through field trips to museums, buildings, and public monuments.

- **Music Humanities:** Since 1947, Music Humanities has awakened in students an appreciation of music in the Western world, helped them respond intelligently to a variety of musical idioms, and engaged them in the debates about the character and purposes of music that have occupied composers and musical thinkers since ancient times.
- **Frontiers of Science:** Frontiers of Science is a one-semester course that integrates modern science into the Core Curriculum to challenge students to think about questions of science and about the world around them. The course's focus is the commonalities of the scientific approach to inquiry, as these are expressed in four disciplines. On Mondays throughout the semester, leading scientists present up to three lectures in each of the four modules. During the rest of the week, senior faculty and Columbia post-doctoral science fellows (research scientists selected for their teaching abilities) lead seminars to discuss the lecture and associated readings, to undertake in-class activities, and to debate the implications of the most recent scientific discoveries.

Other Graduation Requirements

In addition to the Core, students must also satisfy the following curricular requirements:

- **Science Requirement:** The objective of the science component of the Core is to help students “to understand the civilization of their own day and to participate effectively in it” (<https://www.college.columbia.edu/core/classes/science.php>). The science component is intended specifically to provide students with the opportunity to learn what kinds of questions are asked about nature, how hypotheses are tested against experimental or observational evidence, how results of tests are evaluated, and what knowledge has been accumulated about the workings of the natural world. Students must complete at least three courses (ten credits) of approved coursework in the sciences, comprised of the “Frontiers of Science” core course, plus two additional courses in any of the natural science departments.
- **Physical Education:** All students must complete the C1001-C1002 sequence (two credits). In addition, students at Columbia College must also pass a swimming test.
- **Foreign Language:** Every Columbia undergraduate student is expected to demonstrate intermediate proficiency in a foreign language. The foreign language requirement forms part of Columbia College’s mission to prepare students to be tomorrow’s conscientious and informed citizens. Knowledge of another’s language and literature is the most important way to begin to know a country and people. The study of a foreign language:
 1. Sensitizes students to world cultures, simultaneously making them aware of their own culture within that context;

2. Introduces students to the differences in structure, grammar, and syntax that distinguish two languages, and to the intimate links between language and cultural meaning; and
3. Contributes to the development of students' critical, analytical, and writing skills.

Students must demonstrate intermediate competence in a foreign language through, for example: satisfactory completion of the second term of an intermediate language sequence, satisfactory performance on a language exam (SAT II, AP, or Columbia placement test), or successful completion of an advanced-level foreign language or literature course.

Columbia University offers language instruction in over 40 languages. Its Language Resource Center supports the instruction of many languages less commonly taught in the U.S. and promotes the adoption of valuable technologies for language study. Students who are not native English speakers but wish to improve their English fluency may also take courses in Columbia's American Language Program.

In addition to the above requirements, Columbia has established a Global Core Requirement, which is described in full in the next section.

Global Education for Columbia Undergraduates

The Global Core Requirement

As noted previously, the Core Curriculum is a dynamic set of course offerings that is periodically revisited and updated based on faculty and student feedback; its full history is presented online (<https://www.college.columbia.edu/core/timeline>). In 1990, the Standing Committee on the Core created a "Major Cultures" requirement, mandating that students take courses in cultures not already covered in the Contemporary Civilization or Humanities Core courses. This was followed in 1993 by the addition of "experimental" sections of Contemporary Civilization, which incorporated non-Western texts into the syllabus. These changes foreshadowed the introduction of the "Global Core Requirement," instituted in 2008 for the Class of 2012. While many aspects of the Columbia Core Curriculum teach students global awareness, it is the Global Core requirement which is most directly focused on this goal.

The Global Core requirement asks students to engage directly with the variety of civilizations and the diversity of traditions that, along with the West, have formed the world and continue to shape it today. Courses in the global core typically explore the cultures of Africa, Asia, the Americas, or the Middle East in an historical context. These courses are organized around a set of primary materials produced in these traditions and may draw from texts or other forms of media, as well as from oral sources or performance, broadly defined.

Students must take two courses from a list of classes that have been approved by the Committee on the Global Core. Global Core courses fall into two categories: those that focus on a specific culture or civilization, tracing its appearance and/or existence across a significant span of time and sometimes across more than one present-day country or region; and those that address several world settings or cultures comparatively (and may include Europe and the West), in terms of a common theme, a set of analytic questions, or interactions between different world regions.

Broader Goals of Undergraduate Education

In its draft statement of learning outcomes for Columbia undergraduates, the CC-GS Committee on Instruction indicates that “intercultural effectiveness” and “global learning” are central goals for all undergraduates, and towards these goals, undergraduates should demonstrate the following interrelated outcomes by the time they reach graduation:

- Cultivate an appreciation and respect for global diversity and difference without attributing primacy to one's own location, experiences, expectations, or identity
- Engage with and learn from perspectives and experiences different from one's own
- Value the historical, political, cultural, and socioeconomic and interdependencies among local, regional, national, and global communities
- Apply knowledge, diverse cultural frames of reference, and alternative perspectives to critically and ethically engage with the world and address global challenges
- Seek to understand different world views, including communication in the language of one's interlocutors.

In addition to these broad provisions, many curricular and co-curricular programs at Columbia offer additional relevant characterizations of the knowledge and skills they expect students to acquire to reflect global awareness and the ability to function in and contribute to a global society. It is clear that the Core, the foreign language requirement, and the Global Core requirement support these goals. In addition, Columbia offers many other opportunities that build global perspectives, including international study.

The Engineering Curriculum

Students who enroll in Columbia Engineering (Fu Foundation School of Engineering and Applied Science, or SEAS) are generally attracted to an engineering education because of their enjoyment of mathematics and science and a strong desire to develop solutions to challenges facing our world. To obtain a BS from SEAS, students must take a minimum of 128 credits to meet degree requirements in one of nine different departments/disciplines. Although specific requirements differ by major, students start by taking approximately 6 courses of basic math and science requirements followed by an additional 5 major-specific math and science requirements to serve as a foundation for upper level courses. As students specialize in a discipline, they will take approximately 18 upper-level, technical courses consisting of 8 core major requirements, 5 major-related electives, and 5 technical electives, the latter providing

students flexibility to tailor their study to their interests either in a sub-discipline or to broaden their knowledge base. Indeed, the curriculum was streamlined in recent years to enable the greatest flexibility for students to tailor a multidisciplinary curriculum around their foundational major. Students also have ample opportunities to engage in hands-on research either for academic credit or on a volunteer basis.

Knowledge of the humanities is also recognized by the Engineering School as a foundation for an engineer as a citizen of an ever-shrinking global society. To this end, a student's in-depth technical education is supplemented with key components of the Core Curriculum consisting of 9 non-technical courses including University Writing, humanities foundations (two semesters of Masterpieces of Western Literature and Philosophy, Contemporary Western Civilization, or global core), Principles of Economics, plus 3 non-technical electives.

Students also participate in a wide range of technical and non-technical co-curricular activities, from vehicle teams to dance teams, from individual research with a faculty member to team-based global experiences such as Engineers without Borders, from summer government internships in Washington DC to internships in New York City to internships in Silicon Valley to internships across the globe including England, France, Germany, China, Korea and Japan. The hundreds of co-curricular opportunities further deepen our students' experiences with others and with the world.

Opportunities for Study Abroad

Columbia undergraduates have diverse opportunities to participate in educational programs for credit abroad, all of which are coordinated by the Office of Global Programs (OGP). Students engaged in international study discover insights into other cultures, develop new perspectives, and learn to reflect on how their own culture has shaped their understanding of the world. OGP works with Columbia faculty to develop "international educational opportunities that provide intellectual rigor, cultural immersion, and personal, academic, and professional growth."

The Office of Global Programs (OGP) was established in its present form in 2011 to ensure international educational opportunities that provide intellectual rigor, cultural immersion, and personal, academic, and professional growth by:

- Working closely with Columbia faculty and partner institutions worldwide in designing, developing, and supporting programs that encourage students to study in other countries;
- Advising Columbia undergraduates on potential programs internationally and ensuring that their time abroad supports their academic goals at home;
- Providing information about and support in applying for national and international fellowships and scholarships;
- Developing and managing international collaborations and strategic direction for undergraduate study and research abroad.

OGP provides students with individual advisement, online resources, peer advisors, guidance on financing, and general support for the pursuit of overseas study. Its staff of 16 individuals in New York offers one-on-one support to all interested undergraduates in the Columbia community. One particularly helpful aspect of the OGP website resources is the ability to search a password-protected database with study abroad program evaluation data from other Columbia students, so that prospective students can learn from the experiences of previous participants as they choose which programs to pursue. In addition, there are other resources, including a peer mentoring and advising program, information sessions for our students from scholars and representatives from universities and foundations around the globe, pre-departure and re-entry sessions to prepare students for their experiences, an annual study abroad fair, and other kinds of outreach activities targeting specific populations.

Overall, about 22% of Columbia College undergraduates pursue study abroad for a summer, a full semester, or a year; the percentages at General Studies and Engineering are lower. Note that these figures do not include students who pursue global experiences that are not for credit, or that are managed by the Center for Career Education, Student Life, or individual courses or departments.

New Fellowship Programs for Global Study

Three programs have been developed in part to provide Columbia undergraduates with global awareness and the ability to function in and contribute to a global society. These are the Presidential Global Fellows Program, the Mellon Global Liberal Arts Program, and the Minority Health and Health Disparities Research Fellowship Program.

- **The Presidential Global Fellowships** provide first-year CC, GS, and Engineering undergraduates who are seeking to develop a strong global foundation and a deeper understanding of the world around them with a unique opportunity to enrich their Columbia education in the summer after their first year of college. Each fellowship underwrites participation in a Columbia summer study abroad program (including tuition and fee waivers, round-trip travel to the program site, and a living allowance recommended by the program), and also provides enhanced advising and programming before, during, and after the summer that supports the recipient in developing personal global education plans. Fellows have special meetings with President Bollinger before and after the summer to help them develop their thinking about global education and their development as global citizens.
- **The Mellon Foundation Global Liberal Arts Program**, funded by a grant from the Andrew W. Mellon Foundation, is designed to allow Columbia to “globalize” its liberal arts curriculum. With Mellon support, eight academic departments in the Arts and Sciences proposed undergraduate and Core courses to be taught abroad during the summer and academic year. Two of those courses are part of Columbia’s Core

Curriculum (namely Art Humanities and Music Humanities, to be taught at Columbia Global Centers | Paris). These and other courses developed as part of the Mellon Initiative allow students to compete Core and other undergraduate requirements while studying abroad for a semester or a full academic year.

- **The Minority Health and Health Disparities Research Fellowship Program**, based in ICAP at Columbia University and funded by a grant from National Institutes of Health, provides training in global health research for undergraduate students from under-represented groups. Students receive on-site foundational training, followed by eight weeks of intensive training based in four countries around the world. This has allowed research teams at some sites, like ICAP-supported sites in Central Asia, sub-Saharan Africa, and La Romana in the Dominican Republic, to include undergraduate students to work alongside medical, nursing, and public health students. The goal is to stimulate the interest of minority and under-represented students in careers in global health research.

Educational Opportunities at the Global Centers

As noted earlier and as described more fully in Chapter 5, Columbia has developed a network of eight Global Centers (GCs) situated on four continents. The GCs are located in: Amman, Jordan; Beijing, China; Istanbul, Turkey; Mumbai, India; Nairobi, Kenya; Paris, France; Rio de Janeiro, Brazil; and Santiago, Chile. They serve as hubs for a wide range of activities that enhance the quality of research and learning at the University. Each Global Center has its own network of partner universities, civil society organizations, and governmental entities. They form the base for research, educational, and service partnerships with Columbia faculty and students. The GCs are increasingly playing host to a number of global opportunities for students, including short-term training opportunities, full-semester courses, and summer language and other programs. Some examples include:

- **Global Scholars Program:** The Global Scholars Program allows students to conduct fieldwork in one area of the world and then test their findings in a second host country that offers a new set of assumptions and variables. This program relies on the expertise, resources, and cross-regional networks offered the GCs. Each summer, a group of undergraduate students is led by Columbia faculty members on a multi-week, multi-country research workshop on a theme of global importance. The program provides students with the opportunity to augment their field research by interacting with the key actors of specific regional issues: important leaders from government, business, and civil society, as well as ordinary citizens. They are also paired with local university students and professors to build an understanding of how theoretical and practical approaches to particular global problems differ from one regional community to another. In the past three years, these programs included visits to the GCs in Beijing, Mumbai, and Santiago – in addition to other international locations (Berlin, Moscow, and Ulan Bator).

- **Academic Year and Summer Programs at the GC in Istanbul:** The Columbia Global Seminar in Byzantine and Modern Greek Encounters is a semester-long program, through which Columbia undergraduates complete a course taught by Professors Martha Howell and Karen Van Dyck at Boğaziçi University in the spring semester. The Columbia- Boğaziçi Summer Program in Byzantine and Ottoman Studies, now in its third year, gives undergraduate (and graduate) students an opportunity to spend seven weeks in Istanbul to study the history, culture, and monuments of the Byzantine and Ottoman city in three interrelated on-site seminars taught by the program's director, Professor Holger A. Klein, and other Boğaziçi and Columbia faculty members. Finally, the Columbia Summer Program in Tunis and Istanbul: Democracy and Constitutional Engineering is an intensive, three-week program focused on the concept of democracy, the challenges of democratic transitions and consolidation, and trade-offs associated with different ways of organizing democratic institutions. In 2015, the program enrolled Columbia undergraduates, alongside students from leading universities in the Middle East, North Africa, and Turkey.
- **Summer Ecosystem Experience for Undergraduates:** In collaboration with Columbia College and the Earth Institute Center for Environmental Sustainability at Columbia University, the Amman GC offers the Summer Ecosystem Experience for Undergraduates (SEE U) Program in Jordan. The five-week program runs in late spring and provides undergraduates from Columbia and other accredited universities with a global understanding of ecology, biodiversity, and environmental sustainability. The program also offers students the opportunity to combine classroom lectures and lab work with fieldwork in unique natural settings.
- **Middle-East/North Africa Summer Institute in Amman and Paris:** This program builds on recent efforts in the Humanities and Social Sciences to bring Middle East and North Africa Studies into a closer dialogue. This President's Global Innovation Fund (PGIF) project provides much-needed summer opportunities to learn both Modern Standard Arabic (MSA) and Maghreb dialects and to take courses in Middle East and North African history and culture. The eight-week program draws on the resources of Amman and Paris, allowing students to hone their language skills while being exposed to the most recent developments in the scholarship on the Middle East and North Africa as well as to cultural products from the region (cinema, art, music, urban planning, and architecture).
- **Tropical Biology and Sustainability:** A joint team of students from Columbia and Princeton Universities attended a course in Nairobi at the GC in Africa as part of their Sustainable Development in Practice program. The course is designed to give the students a practical but broad-based understanding of sustainable development in East Africa. The course started in Nairobi in February 2015 and included a field visit to the Sauri Millennium Village in Kenya as well as the Mpala Research Centre.
- **Columbia Undergraduate Programs in Paris (CUP):** Drawing upon the resources of Paris, CUP helps students gain both the knowledge and confidence necessary to live and communicate in a French-speaking environment. It challenges students to step outside

the boundaries of a traditional French language program and use French as a means to further their understanding of their own areas of study. It also attracts students who wish to broaden their understanding of France's sociocultural heritage, its position in the European community and the Francophone world, and its role in global politics and international relations. It is also appropriate for science majors as CUP has special relationships with the Institut Pasteur, Université ParisDiderot – Paris 7, and the École Polytechnique, where France's leading research laboratories are located. Students can enroll in the fall, spring and/or summer terms. They take classes at both the Center and in the French University system. Since spring 2015, Columbia College students are able to complete two of their Core requirements, namely Art and Music Humanities, while studying in Paris.

- **The Shape of Two Cities Program:** This one-year intensive liberal arts program with a strong studio component introduces undergraduate and graduate students to the disciplines of architecture, urban studies, and planning as practiced in New York (fall location) and Paris (spring location). It is housed within the Paris GC. With a cross-cultural perspective, and guided by leading specialists, students explore the historical, social and political development of urban form, and the roles played by architects, planners and preservationists in this development. Open to applicants from diverse academic and professional backgrounds, the program offers two studio options, Architecture and Urban Studies, with a core curriculum supporting both concentrations.
- **Kraft Global Fellows Program:** In 2014, University Chaplain Jewelnel Davis visited the Santiago GC for two weeks in the summer, accompanied by three undergraduate students. The fellowship, designed to raise intercultural and interfaith awareness, enabled the students to conduct research on the role of the Catholic Church in post-dictatorship Chile, the rise of the Evangelical movement, and young people's views about the Pinochet dictatorship.
- **Columbia Experience Overseas (CEO) Program:** The CEO Program, offered in partnership with the Center for Career Education at Columbia, is a unique eight-week program that offers Columbia undergraduates high-quality internships developed through alumni and employer partnerships. Internship opportunities span a diverse array of fields, such as the pharmaceutical industry, banking, non-governmental organizations (NGOs), consulting, and finance. This program is currently hosted at three GCs: Amman, Beijing, and Mumbai.

International Dual Degree Programs for Undergraduate Students

In addition to a robust selection of study abroad experiences, Columbia is pleased to welcome undergraduate students enrolled in dual degree programs with international partners. The partner institutions include the University of Hong Kong and the Institut d'Études Politiques (Sciences Po) in Paris. Qualified applicants from these universities apply to the School of General Studies, and if admitted, complete their final two years of study at Columbia, earning two Bachelor's degrees (one from Columbia, and one from the partner institution).

Summary and Conclusions

The subcommittee has identified a number of strengths and challenges relevant to the goal of ensuring that Columbia undergraduates receive a “global” education that will prepare them for becoming productive contributors to a world that is changing dramatically. According to the Association of American Colleges and Universities¹, a liberal education should provide students “with broad knowledge of the wider world” and “in-depth study in a specific area of interest.” We want to ensure that students graduate with a strong sense of social responsibility, combined with the “intellectual and practical skills such as communication, analytical, and problem-solving skills” to improve society and advance the public good. What does this mean for an increasingly globalized world? Students need to have an appreciation of the interconnectedness of global economies, environmental threats, and the fluidity of population movements around the world. What happens in one location reverberates across borders and continents to a degree never seen before. Our educational systems need to evolve to catch up with these realities.

The work of this subcommittee, focused on undergraduate education, has overlapped to some degree with that of the other three subcommittees – but the overlap was most substantial with Faculty Subcommittee #3, which studied global education in our graduate and professional schools. Like that subcommittee, we devoted considerable effort towards defining “global” education, and what it means for our students (for more on this, please see Chapter 4). We have identified a number of strengths and critically important developments in educational offerings for our undergraduate students, most notably the expansion of the Office of Global Programs, the creation of new fellowship opportunities, the launch of the Global Core requirement, and the growth of study abroad and internship possibilities, many of which are housed in or connected to our Global Centers or partner universities abroad. Continued enhancements to global education will certainly involve the establishment of new courses and programs, new support systems for students studying or conducting research abroad, support for departments and faculty to make global educational programs, once established, a sustainable part of their curricular offerings abroad, incentives for new educational approaches, and ways to provide funding for students to increase access to and utilization of global opportunities. The committee recommendations, which have been blended together with those of the other subcommittees, are presented in Chapter 6.

¹ Association of American Colleges & Universities, “What is a 21st Century Liberal Education?” <https://www.aacu.org/leap/what-is-a-liberal-education>.

Chapter 4: Graduate & Professional Education at Columbia

Summary of the Group's Charge

The Faculty Subcommittee on globalizing graduate education conducted an evaluation of the University's post-baccalaureate curricula in both our graduate and professional schools (hereafter referred to as graduate schools):

- What are the knowledge and skills that every Columbia graduate student should acquire to reflect global awareness and the ability to function in and contribute to a global environment?
- How effectively do the international experiences available to graduate students, such as study abroad, joint-degree programs, internships and collaborative research agreements, support the University's goal of globalizing the education it offers them?
- How can the graduate schools use the Global Centers to enrich the international content of their programs?
- How should the University measure whether its efforts to globalize the graduate curricula are successful?
- How do the university's admission and recruitment policies enhance our ability to meet our goal of global education at the graduate level? In what ways could admissions efforts be enhanced to better support the goal of a global education? What is the optimal size of the international graduate student population? How can their presence be used to promote the University's goal of developing educational programming with a stronger international orientation and greater international content?

While focused on graduate education, we note that many of the observations and perspectives from this Faculty Subcommittee would apply equally well to undergraduate education, discussed in the previous chapter.

Defining "Global Education"

A central and persisting challenge has been to define the terms "global," "globalization," and "globality." The latter term, used by some in the business world to denote a state of worldwide

hyper-competition², and some here at Columbia³, without a clear definition, may not be best-suited to capture the spirit of the Global University we envision and for which we hope. The concept of “global citizenship education” has been championed by UNESCO⁴ and many other groups, with definite relevance to the topics under consideration by this Committee. However, we have chosen not to use the term “global citizen” because of its association with this almost-doctrinal worldwide movement. While “global” has, in many academic circles, replaced “international” in usage, many organizations such as the Institute of International Education and NAFSA (Association of International Educators) continue to publish widely about the importance of comprehensive internationalization of higher education⁵. Many individuals within, and certainly beyond academia, continue to use the terms interchangeably. One committee member commented that “global” is “an insider’s term lacking in clarity.” Despite the lack of a uniform definition of “global,” “globalizing,” or “global education,” there are shared assumptions.

The globalization of education has been described as a “big-tent” process, one that emanates from curricular content, pedagogical techniques, the surrounding academic culture, and first-hand experiences in study, service or research, which lead students, armed with new insights and interactions, to “global thinking.” Global education is an effort to understand ways in which local events or decisions can result in regional or worldwide consequences, a connect-the-dot process born of comparative thought and synthesis made possible by the wide availability of information. The globalization of education at Columbia University, to be effective, must involve leadership, governance, faculty, students, and all academic and support staff. The process of globalizing education will have an effect on life throughout the campus, for it will change the University’s external frames of reference, reconfigure the use of its resources, redefine collaborative relationships at home and abroad, and look more closely on the impact of global forces on life in New York and the U.S.

Global is not necessarily international: it can be local

Although the discussion about global education has been dominated by consideration of how to educate our students about world events, and emphasis has been placed upon defining the relevance and potential of the eight Columbia Global Centers located internationally in the regions of the world, there is an important need to emphasize that “global is also local.” Students’ global thinking can be supported through local studies and experiences (for example, the community of Harlem, adjacent to the main Columbia campus, has large numbers of West

² <http://en.wikipedia.org/wiki/Globality>. “According to [multiple] authors, globality is what comes next after globalization: a new state of worldwide hyper-competition.”

³ Morris RC. Globality: The Task of the University Now. University Forum on Global Columbia
<http://beta.global.columbia.edu/node/9100?nocache=1433775525>

⁴ UNESCO (2015). Global citizenship education: topics and learning objectives.
<http://unesdoc.unesco.org/images/0023/002329/232993e.pdf> Accessed May 25, 2015.

⁵ <http://www.nafsa.org/>. The official website of the Association of International Educators. Accessed May 25, 2015.

African residents while Washington Heights, which surrounds the Columbia University Medical Center, is a community where 70% of the residents are from the Dominican Republic). Sending students to study in China or Haiti, for example, and having them return to New York City to learn about Chinese or Haitian immigrants, respectively, would be an important form of global education.

Availability of Information

The Committee felt, in general, that having systems for more regular and in-depth data collection would have enabled it to provide deeper responses to many of the questions that were posed. However, the combined expertise of the Committee members, in tandem with multiple documents concerning the Global University, the Global Centers, and other discussions of globalizing education, allowed us to develop thoughtful responses and several recommendations that we believe will be helpful to the University as it further develops its global education program during the coming five years.

Global Education for Graduate and Professional Students

Columbia University provides education annually for about 21,000 graduate and professional students at 14 schools through nearly 300 degree programs (see Chapter 1). Not surprisingly, the knowledge and skills required by a medical student are quite different from those needed by a graduate student in journalism, business, law, engineering, or comparative literature. Nevertheless, there are types of knowledge that are common to the global education for students in all areas of study, which are outlined below.

Global Learning and Student Outcomes

Global learning involves the acquisition of knowledge, skills and attitudes, gained primarily on campus through reading, listening, discussion, debate, and being surrounded by a faculty and student culture that emphasizes an analysis of history, ideas, events, and problems through the prism of global systems. On-campus global learning whenever possible should be augmented by off-campus experiences that add knowledge and perspective, enhance communication skills, provide the opportunity to interact with and adjust to a different cultural setting – in many instances, one that is previously unexperienced – and give insight to the many variables that result in different ways of living, thinking, and reacting to the challenges of every-day living.

Global Curriculum

The undergraduate curriculum at Columbia University now has a Global Core course requirement that can be fulfilled from courses that fall into two categories: those with a comparative, multidisciplinary or interdisciplinary focus on specific cultures or civilizations, tracing their existence across a significant span of time; and those that address a common theme or set of analytic questions comparatively.

There is no core curriculum that is common to all of Columbia's graduate and professional schools, and the degree to which "global thinking" is represented within each school's curriculum appears to vary widely. For example, the SIPA curriculum focuses on diverse global challenges, from international flows of capital and people, to the conundrum of energy, economic growth and climate. Within the health sciences schools, the topic of global health is well developed at Mailman School of Public Health, with the offering of a global health certificate. It is increasingly included as a topic at the School of Nursing, but there is relatively little global health content in the formal curricula of the College of Physicians and Surgeons and the College of Dental Medicine. However, there are new elective courses in global health that are open to medical, dental, nursing, and other health sciences students. Other disciplines have adjusted their curricula accordingly to incorporate global education; while for others, there is little evidence of curricular modification. Even though the Law School has multiple internationally-oriented programs, centers, and activities, it does not yet have a clearly-identified global curriculum. The Law School faculty are actively addressing this issue under the direction of a Global Initiatives Task Force appointed by Dean Gillian Lester.

If the University seriously seeks to pursue a global agenda, each school, program, and professional training program should be actively encouraged to reconsider its curriculum through the lens of "global education," reviewing course content, suggesting modifications to existing syllabi, or proposing the creation of new courses that would include or expand global topics.

The Challenges in Globalizing Education

Introducing the concept of "global education" in the context of a University and its enormous variety of disciplines brings with it specific difficulties and specific opportunities. The difficulties concern the existence of well-established paradigms in all major disciplines and professions, and resistance to potentially disruptive innovations. Rather than contest such paradigms, a better approach might be to constitute new "knowledge spaces," which might be described as interdisciplinary centers or programs that permit and encourage faculty and students to explore intersecting paradigms across the humanities, social sciences, and natural sciences. Their purpose is to probe the ambiguity at the interstices between disciplines in a global context, rather than identifying prescriptive or disciplinary-based approaches that may constrain methods or perspectives. We should endeavor to capture novel formations involving multiple disciplines, including social, economic, narrative, literary, legal, scientific (including the natural sciences), and more. Perhaps these activities might be conceived of as operating at the fuzzy edges of paradigms, rather than at the central core of well-established paradigms. A university should be a place where experiments and discoveries at a paradigm's fuzzy edge are welcome and are given support. No paradigm continues to live on in its original state. The result of this type of opportunity is to improve students' capacity to respond to complex, global issues, accessing varied and overlapping perspectives, so as to see the world through multiple paradigms and engage on a variety of levels.

Thinking of the global as a condition that a growing number of disciplines need to incorporate into their knowledge space, and to do so partly on their own terms, is a different way of thinking about Columbia's efforts, rather than forcing the "global" (whatever that might be) into a discipline. Indeed, many disciplines are already exploring the *de facto* global conditions without necessarily positioning them as "global." Further, the global often is not something that stands out as a ready-made reality (as do global financial markets, for example) that we must deal with. In many ways, it is a set of features, constraints, and options that have long been part of at least some disciplines, but may have been far weaker in the past, and is typically conceptualized as "international" or "foreign." A global approach entails a recognition that there are multiple entry points and centers of gravity that we need to recognize or constitute so as to gain adequate knowledge about a growing range of issues.

This type of understanding about "globalization" takes us well beyond familiar notions of interdependence and global institutions. The fact that the global is not necessarily a geographic or institutional event opens up a vast research agenda that remains largely unaddressed. In this regard, Columbia's efforts play out partly inside the University. It is not merely "study abroad" in its multiple incarnations. It is, rather, a multi-center knowledge space that needs points of gravity across the globe whether the student or researcher travels there, or inserts those other points of gravity into Columbia-based knowledge creation.

Knowledge spaces relevant to globalizing education for all disciplines, from mathematics to natural sciences to social sciences to humanities to the health professions, are listed below:

- Relational thinking: gaining a critical understanding of the complexity and interrelationship between systems, cultures, histories, economic forces of peoples around the globe;
- Imagine and respect differences: developing an ability to understand one's own culture, history, language and recognize fundamentally different perspectives, beliefs, and experiences elsewhere in the world;
- Ability to think at multiple spatial scales simultaneously (i.e., go beyond simplistic global-local, etc.);
- Ability to think at multiple time scales simultaneously (immediate, long-term, short-term, deep historical, distant future, etc.);
- Ability to deal with contradictions;
- Interdisciplinary collaboration and problem solving: the use of knowledge, different professional, educational and cultural frames of reference, and opposing perspectives to develop critical thinking skills and do problem-solving;
- Work across languages, both linguistic/cultural and disciplinary. All graduate and professional students should be encouraged to study a foreign language, particularly one that has relevance to their area of study or concentration;
- Use technology to participate in global communication, the discovery and sharing of information, and working collaboratively.

Preparation and Support of the Students

While part of globalizing education involves many factors that must occur in the classroom or on campus, a critical part of being a global university is giving students the opportunity to leave campus and experience the world beyond, whether by going to study in Nairobi at Columbia Global Centers | Africa or working in the South Bronx at a neighborhood clinic.

If we are serious about recognizing and supporting the importance of such experiences, we must make them “equal opportunity.” A few schools have limited support for student travel, but there is concern that study abroad at Columbia may be disproportionately available to students who can afford to pay for these expenses, thus potentially excluding students with greater financial need as well as many international students. The University must find ways to provide financial support for travel and living expenses for students of limited means.

Whether working internationally or locally, students need a (1) pre-departure process that includes a discussion of ethics, cultural awareness, safety and security, and practical issues; (2) reasonable degree of support and supervision while in the field, tailored to the maturity and previous experiences of the student; and (3) post-return closure process in which students reflect on and discuss their experiences. Some schools are already combining some or all of these elements. For example, the international capstone workshops and summer practica for SIPA students already embrace these dimensions.

Global education is characterized by the expanded potential for acquiring a broad perspective with nuance and depth of insight that derives from working collaboratively with individuals from other disciplines or professions, of different ages, cultures, religions, or beliefs and values. Such experiences may be complex, enjoyable, frustrating, or threatening, but their value can be significantly enhanced through appropriate preparation, support, and reflection throughout, guided and supported by faculty and staff.

The University will soon announce the requirement that all students traveling internationally must be registered through *ISOS MyTrips* tracker system, so that data on their journeys can be centralized in a single data system, allowing easier follow-up in times of distress, as well as facilitating the implementation of surveys on overseas experiences. As part of the roll-out of this new requirement for students, instructions will be provided to clarify how and when to use ISOS. Information will also be provided about issues such as health care insurance in the event of illness abroad. The University will need to continue to ensure that students have a clear understanding of these important matters, and we are confident that the planned expansion of the International Students and Scholars Office described in Chapter 2 will make a valuable contribution towards achieving this goal.

International Experiences for Graduate and Professional Students

The committee's ability to assess the international experiences available to graduate and professional students was somewhat constrained by the limited availability of detailed data. Nevertheless, there is clear evidence that a significant number of students from each of Columbia's 14 graduate and professional schools study or travel abroad during each academic year. To illustrate this, we provide brief case studies from the four health sciences schools of the Columbia University Medical Center and from other schools at Columbia.

The College of Physicians & Surgeons (P&S) has significant strengths, as well as some challenges, in the area of global health. P&S has formal affiliations, many of them long-standing, with 29 international medical schools, located on every continent except Antarctica. Although a large number of P&S faculty are involved in *ad hoc* collaborative international research or service-related work, many have voiced the need for greater global health training and support. P&S plans to develop a uniform process of student pre-departure preparation, in-field support, and post-return closure. There is an interest in creating stronger institutional support for global health programs and leadership. There are opportunities for increasing global health research collaboration between the medical school and the other three health sciences schools. International students are under-represented at P&S as well as in most medical schools in the U.S. Many of these challenges have been significantly addressed by the International Family AIDS Program (IFAP), located administratively in the Department of Pediatrics at P&S, which has provided support for Columbia medical, public health, nursing, dental, and undergraduate student and faculty research and service projects in the Dominican Republic and many other countries since 2002

(<http://ps.columbia.edu/education/academic-career-planning/research-global-health-opportunities/global-health-programs>). It has a formalized process for pre-departure preparation, in-field support and post-return closure. In response to the limited amount of global health content in P&S's core curriculum, IFAP has recently developed two new elective global health courses⁶ (*Introduction to Global Health* and *Research Methods in Global Health*) as well as a global health concentration in a newly approved MD-MS dual degree program. Large numbers of faculty are involved with teaching these global health courses and serving as mentors for students' global health research projects. Students have multiple opportunities during medical school to involve themselves in global health activities, at home and abroad, and around 25% of all students participate (and half of these activities are sponsored by IFAP). In recent years, students have received stipends that cover the cost of travel and living while abroad, thus ensuring that international experiences can approach the goal of "equal opportunity." IFAP also sponsors interdisciplinary Spanish and Chinese language and cultural immersion programs. Whenever possible, IFAP has sought to link students' international or domestic global health

⁶ These courses give priority to medical students but also include students from public health, dentistry, nursing, SIPA, and Columbia College.

experiences—whether gained through research, patient care, or service—to efforts to improve the health care of immigrants in the U.S.

There are noteworthy strengths at the other health sciences schools. The Mailman School of Public Health, with a large number of faculty involved in global health, has a formal global health program with dedicated staff, a strongly-developed global health core curriculum, a global health certificate combined with its MPH degree, a model process for pre-departure, in-field and post-return support, and a large number of formal and *ad hoc* collaborative relationships with international scholars and institutions. Approximately one-third of its MPH students pursue their required field placement in overseas locations, and the School has expanded its offerings of “school-wide” practicum sites (sites that may be chosen by groups of students from all the School’s departments and programs) in locations including Uganda, the Dominican Republic, and France. The School of Nursing has a global initiatives office with dedicated leadership and staff, and a World Health Organization collaborating center of nursing. The College of Dental Medicine has the least-developed global health curriculum and infrastructure, though it offers multiple international experiences to its students.

The ICAP program (<http://icap.columbia.edu/student-center/>) provides opportunities for students from the four schools at the medical center campus to gain global experiences in the countries where it works. It has developed robust methodology for preparing the students prior to departure, ensured that they have a defined project on which they will work during their overseas deployment, established a strong mentorship program for the students (with one mentor at Columbia and one mentor in the country where the student is deployed), constructed effective methods for monitoring student progress during their postings abroad, as well as a structured approach not only to debrief upon their return but also share their achievements with other students and faculty from across the medical center. In addition, it has sought to partner students from units across the medical center in their placements in order to instill learning across their disciplines and to generate an interest in interdisciplinary collaborations.

Similar to Public Health, SIPA has integrated global education into many dimensions of its student experience. Collectively, a large proportion of faculty work on global issues, including finance, energy, economic development, environment, and security, among other areas. Nearly one half of its two-year students pursue their required capstone workshops or field placements outside of the U.S. An even larger proportion of students pursue topics that transcend borders and require a global approach. Nearly all of the international projects entail pre-departure, in-the-field, and post-return support for students. SIPA also has in place both formal and longstanding informal arrangements with diverse institutions that host student placements outside the U.S.

At the Law School, a large percentage of students report that they chose the school in part because of the internationally-oriented experiences it offers both in New York and around the

world. Among the former are four student-run international journals, several international moot court teams, the U.N. externship, the Salzburg Global Seminar, and numerous international student associations. These complement workshops, conferences, and other events presented by over a dozen global Centers and Institutes, including Centers for Chinese Legal Studies; International Commercial and Investment Arbitration; Israeli Legal Studies; Japanese Legal Studies; Korean Legal Studies; European Legal Studies; and others. Law students may opt to pursue study abroad and internship programs with one of more than 30 semester- or year-long overseas study programs that the Law School has organized through partnerships with many of the world's leading law faculties. Overseas experiences are also available through the Social Justice Initiative's Spring Break Pro Bono Caravans and the Law School-funded Human Rights Summer Internship Program. Graduating students may apply for the Law School's nomination to fellowships at the International Court of Justice, the Court of Justice of the European Union, and other overseas post-graduate opportunities.

International Dual Degree Programs for Graduate & Professional Students

Columbia maintains or is pursuing dual degree programs with a number of international institutions. These partner institutions include: London School of Economics, University of Frankfurt, Université Paris 1 – Panthéon-Sorbonne, Institut d'Études Politiques (Sciences Po), National University of Singapore, Hertie School of Governance in Berlin, University of Tokyo, University of Hong Kong, and Fundação Getulio Vargas in Brazil. SIPA has long-standing dual degree programs with a number of these institutions. There is also a joint degree engineering program between École Polytechnique and Columbia Engineering in which students receive a BS from Columbia and an MS from École Polytechnique. The School of General Studies and P&S are currently developing a BA-MD dual degree program with the University of Nairobi.

Inclusion of Undergraduate Students

P&S's IFAP Global Health Program is working with Columbia College and the School of General Studies to include eight undergraduate students in a year-and-a-half longitudinal global health research experience that includes global health courses at the medical school; a summer research internship working with Columbia dental, medical, public health or nursing students in Haiti, the Dominican Republic, or Kenya; and a semester of mentor-supervised independent study to produce a research capstone paper.

In addition, ICAP supports undergraduate students from Columbia College, Barnard College, and the School of General Studies in a global health research program. The program is focused on recruiting students from under-represented groups and aims to instill in them an interest in pursuit of a career in global health research. They receive intensive foundational training in relevant topics in New York, followed by an eight-week posting in one of various countries around the world where they participate in ongoing research endeavors.

Global Centers as a Resource for Graduate Education

Graduate education, as opposed to undergraduate education, provides students with deeper, specialized learning in a discipline so they may develop more expertise in a particular area of study. Within this context, incorporating international content allows graduate students to gain a better understanding of the global challenges facing their discipline.

The Global Centers (GCs) offer unique opportunities for Columbia graduate students to expand their knowledge and understanding of the world. A 2013 University Senate Task Force on Global Initiatives found them to be innovative and cost-effective.⁷ Specifically, the GCs could provide:

- Connections with their local communities, which include political, social, and business sources to enhance student learning
- Better opportunities to gain first-hand experience of the local cultures, languages, and infrastructures that will allow students to reflect on their own culture
- A broader exposure to the specific challenges facing other regions of the world before students contemplate solutions to the problems they study
- Joint research, think tanks, government interfaces and community exchanges that expose students to multiple sources of knowledge that can support their organic growth
- A network to develop strategic alliances with thought leaders, third party organizations, and global alumni to promote and facilitate student projects
- Available resources and people for students to learn with and learn from, and supporting a way for students to connect their experiences to coursework on campus
- Opportunities for research for Master's and PhD students and connections for faculty/students in areas of clinical research, experiments, and health.

A thorough understanding and appreciation of what the GCs currently are, or could be, is a challenge because of their evolving mission. How may they become optimally useful? GCs are poised to become a new progressive model for global education, and may lead the way in which modern universities think about global education; yet it is also clear that not all units of the University will pursue deep engagement with the GCs.

Therefore, key questions that need to be addressed include: for what types of research, education and training, or service provision are GCs likely to be most (or least) useful? What would it take to make use of GCs potential? Financial resources are an issue. The current funding available to the GCs appears to provide a baseline operating budget but not funds targeted for growth. Further resources will be required to expand the scope of activities of the

⁷ Global Initiatives at Columbia University: Report and Recommendations of the University Senate Task Force on Global Initiatives (2013).

GCs and allow their success. An endowment needs to be created by local, international, and strategic partners to strengthen the financial support of the Centers' operating costs.

There are many important, ongoing University global research and educational activities that pre-date the creation of the GCs. To what degree are the GCs mindful of these activities, and able or willing to serve as a source of support or a leveraging force? Can the Centers serve to coordinate work across a vast region? How, for example, should the two centers in South America become the rubric through which all the South American and Caribbean activities communicate? To be successful as global regional hubs, the GCs must have a vision that is inclusive of such programs.

While the GCs will continue to need additional resources if they are to be successful, key questions are: Are we sharing resources with our internationally-based collaborators? How do support them in a meaningful way? One simple, good-faith, low-cost way we could give back to our local academic partners is to give Columbia UNI's to collaborating professors abroad so that they can access our electronic library system. If these are to be seen as true partnerships, real resource-sharing is essential.

Strategies for Measuring Success

There are no uniformly agreed-upon indicators for measuring global education learning outcomes, and a measurement framework with evidence-based outcome indicators is urgently needed.

In the meantime, a mix of traditional methods of assessment, together with reflective and performance-based methods, will be required to measure whether the University's efforts to globalize the graduate and professional curricula are successful and effective.

Contextual Measurement

Measuring the structural changes wrought by globalization will be critical to determine how well the planning and implementation process is occurring, as measured by:

- Administrative commitment and support
- Adequate institutional resources
- Sufficient global education programmatic leadership
- Degree of centralization of global education activities
- Sufficiency of information technology to support global activities
- Support of a campus-wide global learning environment

- Adequacy of the process of student pre-departure preparation, in-field support, and post-return closure
- Assessment of international or local partnerships after collaboration with faculty and students

Globalizing the Curriculum and Measuring Outcomes

If we are to have a global university, there must be a University-wide effort to increase the inclusion of global topics with learning objectives in the curriculum taught to every student. Success of the efforts to globalize the curriculum should measure whether students are informed and critically literate or applying their knowledge and skills by measuring:

- Individual and group knowledge and thinking skills
- Process evaluation (teaching and learning evaluation)
- Degree of learner engagement
- Values and attitudes
- Scholarly or service-related achievements.

The University needs to support a campus-wide culture for faculty and students that upholds the values, attitudes and social skills that enable global collaboration and lead to understanding the complex relationship between diversity and commonality. Possible metrics and strategies might include:

- Reflective methods, such as self-assessment and peer assessment, as well as descriptive feedback provided to students by their teachers, are useful forms of evaluation
- The types of collaboration or interdisciplinary involvement that students experience in their global studies or research should be documented
- The number and percentage of international graduate and professional students should be tracked in tandem with stated recruitment goals.

Admission and Recruitment Policies

Roughly 28% of the overall student population at Columbia is comprised of international students. Table 4.1 gives the total enrollments at each graduate and professional school, and the number and percent of international students.

Table 4.1: Student enrollments and proportion of international students at Columbia graduate and professional schools in Fall of 2014

School	Total Enrollment	Number of Non-Resident Aliens (NRA)	% NRA
<i>MORNINGSIDE GRADUATE & PROFESSIONAL SCHOOLS</i>			
Architecture, Planning & Preservation	788	373	47%
Arts	841	221	26%
Business	2,152	661	31%
Engineering	3,101	2,109	68%
GSAS	3,460	1,657	48%
International & Public Affairs	1,410	695	49%
Journalism	392	126	32%
Law	1,528	416	27%
Social Work	906	93	10%
<i>HEALTH SCIENCES GRADUATE & PROFESSIONAL SCHOOLS</i>			
College of Physicians & Surgeons	1,797	107	6%
Dental Medicine	420	16	4%
Nursing	700	15	2%
Public Health	1,438	248	17%

As can be seen from the table, there is substantial variation in the proportion of international students across schools. Several schools have expressed interest in trying to increase their international student enrollment. The College of Physicians and Surgeons is currently working with the School of General Studies to develop a Dual BA-MD Degree Program for International Scholars in sub-Saharan Africa and the Caribbean for four students per year, and if the pilot is successful there is interest in replicating it at the Mailman School of Public Health, the College of Dental Medicine, the School of Social Work, and possibly the School of Nursing.

The University's admission and recruitment policies can enhance the ability to meet the goal of global education at the graduate and professional levels by:

1. Seeking graduate and professional students with experience and/or an expressed strong interest in global scholarly investigation or activities
2. Providing greater financial support for travel and scholarly activities for a subset of those students with a greatest demonstrated strength of interest in global education (for example, there is a new MD-MS dual degree program with a global health concentration at the College of Physicians and Surgeons that will allow a fifth-year option for a year of international research)

3. Schools should determine whether increasing the number of international students is feasible and, if so, develop a plan to increase the number admitted and the amount of financial aid available to those with demonstrated financial need
4. Including international students and faculty in the development of global curricula
5. Increasing the number of international faculty who lecture at the University or participate in teaching activities
6. Increasing videoconferencing from the Global Centers and making the schedule available campus-wide.

Summary and Conclusions

It is clear from the examples presented in this chapter that a number of the graduate and professional schools at Columbia are consciously moving towards offering greater opportunities for global engagement through their curricular and extracurricular programs. This mirrors the developments in undergraduate education described in Chapter 3, and demonstrates the many commonalities between the work and discussions of the two Faculty Subcommittees. There were also significant intersections between the work of this subcommittee and that of the subcommittees focused on the University's Mission and Organization (Chapter 2) and the Global Centers (Chapter 5).

Global education at the graduate level is strengthened by the substantial amount of international and domestic work being done by faculty, and the decision by many schools to implement curricula that include global topics. However, there are also challenges ahead in developing a cohesive global education program and culture in a highly decentralized university such as Columbia. Throughout the Committee deliberations, it was recognized that some types of information could be difficult to obtain, and that improved centralized structures and processes could make data collection more consistent and accessible. As a result, the Committee recommendations, which have been combined with those of the other Faculty Subcommittees in Chapter 6, focus on centralized data collection and maintenance, curriculum development, incentives for faculty collaboration across the University and beyond, and improvements to information technology.

Chapter 5: The Role of the Columbia Global Centers

Summary of the Group's Charge

The network of Global Centers is one of the central elements in Columbia's strategy for becoming a truly global university. Each of the other subcommittees has taken into account the significance of the Centers for the portion of the analysis they will be assigned. The Faculty Subcommittee on the role of the Global Centers has conducted a more comprehensive review of their role in the future development of Columbia's educational programming by considering the following questions:

- How can the Columbia Global Centers contribute to the development of stronger international programming on the New York campuses?
- How can the Global Centers be used to promote opportunities abroad that will strengthen the global perspectives and global thinking among the University's students?
- How can the Global Centers help to identify and recruit students from international locations?
- How can the Global Centers be used to enhance our ability to recruit outstanding faculty worldwide?
- What are the most significant barriers to utilization of the Global Centers by New York-based faculty and students? How can the central administration encourage individual faculty and students, as well as schools, to access the connections and resources available to them through the Global Centers?
- How should the University measure whether the schools are effectively utilizing the Global Centers to enhance the international dimensions of their programs?

Global Centers and their Impact on Educational Programs

As noted earlier in this report, Columbia University currently has eight Global Centers, located in: Amman, Jordan; Beijing, China; Istanbul, Turkey; Mumbai, India; Nairobi, Kenya; Paris, France; Rio de Janeiro, Brazil; and Santiago, Chile, as reflected in the image below:

Figure 5.1: Columbia Global Centers worldwide



Image from: <http://www.college.columbia.edu/cct/winter13/features0>

Each center has a different history and profile. As a unified initiative, the Global Centers—from hereon, GCs—are a recent development at Columbia University. They are conceived as part of Columbia University's impactful engagement with the world. As such, they contribute to teaching and research at Columbia that addresses global themes and problems; and they help create an educational environment that is reflective of changes throughout the world. They are experimental in nature, open-ended in their development, and project-driven. This chapter offers a review of the wide range of contributions that the GCs make to the future of Columbia's educational programming.

Overall Observations

The Committee review shows the GCs to be supportive in general of a wide and growing range of activities that impact teaching at Columbia at all levels. A number of these initiatives, such as the President's Global Innovation Fund (initiated in 2013), Presidential Global Fellowships (initiated in 2014), and more, are by now in their second or third rounds, gaining momentum across the University. The University Forum on Global Columbia, as well as other University-wide projects, offer platforms for discussions on global education in NYC. That is, we are reviewing the GCs' contribution to education at Columbia at a moment of lively activity and innovation. At such a moment, it can be helpful to take stock, gain a comprehensive picture of what has been achieved, identify challenges, and make specific recommendations.

A significant portion of this chapter presents information from many different offices and units throughout the University. Some of this information captures recent developments, and some of it has been collected especially for this self-study. The main challenges identified fall into four categories: Data Collection and Measurement; Communication; Diversity; and Academic Ties. Many of our recommendations speak to these challenges. The benchmarks and standards for progress that are formulated in Chapter 6 emphasize that, on the whole, our recommendations should be understood as a menu of options, in that each GC should take up some of them; but we do not expect any one center to respond to all of them. In order to weigh recommendations and provide clearer guidelines for measurement of progress, we want to briefly speak to the four main challenges. We return to them in Chapter 6, proposing that relevant progress will have been made if each GC participates in initiatives that speak to these four concerns.

Data Collection and Measurement

Given how recently the Global Centers have been constituted, how much they differ in their histories and profiles, and how much they are “works-in-progress,” it is not always easy to gather highly specific information. Subcommittee members found it somewhat challenging to find the information they wanted, in an accessible format. At this early stage, data collection is often incipient or restricted to a given project, rather than systematically implemented. Our recommendations aim at transparent and simple methods that would allow Columbia to have, at every point, a comprehensive and up-to-date picture of the ways in which GCs impact education at Columbia. Systematic data collection will help Columbia to better measure—both quantitatively and qualitatively—the effects that the GCs have on educational programming.

Communication

The GCs are not always well-understood, inside and outside of Columbia. We have found a high level of support within Columbia for the model that the University pursues, namely not to build branch campuses, but rather, to seek engagement with the world via Centers that cooperate with local partners, and that are highly interconnected (the importance of the “network” aspect cannot be over-emphasized). Nevertheless, given the high visibility of the branch campuses of some peer Universities, Columbia’s approach faces an uphill battle in communicating the nature of the GCs and the ideas that inspire them. The subcommittee’s suggestions are intended to reinforce recent improvements in communication (such as the University’s new “Columbia Global” website, <http://beta.global.columbia.edu/>) and to offer some additional suggestions in the same spirit.

Diversity

The subcommittee felt strongly that it should be a goal for Columbia to preserve the diversity of our student population in educational opportunities supported by the GCs. Several of our recommendations address this goal. This will involve financial challenges, which may require specific fundraising efforts. By its very nature, global education is expensive. Tuition costs for summer courses abroad are one component of these costs. We learned that undergraduate

students enrolled in the School of General Studies (GS) have some opportunity to use limited financial aid towards summer study abroad, but that undergraduate students enrolled in Columbia College (CC) do not have this option. Moreover, international travel, often to remote locations, can be a significant hurdle. Similarly, cost of living at some of the relevant locations (for example, Paris) is rather high. Columbia has been successful in attracting some of the most talented students worldwide, from a wide range of backgrounds. This achievement should be preserved in global education.

Academic Ties

Given the growth of activities supported by the GCs, there may be room for enhancing academic ties and collaboration, both in the regions where GCs are located and between GCs and Columbia faculty in New York. Our recommendations aim to supply suggestions, conceived as a range of options that support processes some of which are already being implemented. Each GC already has a Faculty Steering Committee that operates from the New York City campus; some of our recommendations address further modes in which GC activities may benefit from closer ties to academics in the region and at CU/NYC.

The recommendations listed in Chapter 6 are mindful of the fact that these challenges require a range of long-term efforts. No individual measure or project can fully address their complexity. Moreover, a number of relevant initiatives are already under way. Our recommendations are formulated in the spirit of supporting existing University trends that support the development of these new endeavors. Even while we were at work, new co-operations between academic units at CU/NYC and Global Centers were initiated or consolidated (for example, a partnership between Columbia, led by the School of Engineering, with the city of Rio de Janeiro, for an “innovation hub” in Rio; see

<http://engineering.columbia.edu/brazil-partnership-launch-new-innovation-hub-rio>).

Accordingly, we are aware that in some respects our evaluation offers a snapshot, and that even within weeks and months new initiatives may already take steps towards goals expressed in our recommendations.

Columbia University’s Global Centers

Overview

Four ideas that inspire the Global Centers deserve to be highlighted:

1. *Centers, not campuses.* The GCs are not branch campuses. They are typically housed in rented spaces that, though they vary in size, are nowhere near the size of a college or university. Instead, fairly small-scale physical structures serve as hubs for activity that is often regional or multi-regional. Projects often include travel beyond the city where a GC is located, and involves a host of partnerships with local universities, governments, etc. That is, the contribution that the GCs make to education goes significantly beyond classes or

workshops that are conducted on their premises. Indeed, it is part of their very mission to have “regional reach” and to support collaborations between partners in different locations.

2. *Experimental.* The Global Centers and their contributions to education develop through individual projects that faculty and GCs Directors initiate, often in response to calls for proposals that “open doors,” both financially and in terms of contacts throughout the world. They are intended as open-ended in their development, and they are experimental in nature. As such, they generate new ideas for teaching and research at CU/NYC. By offering a forum and a format for innovative projects abroad, they inspire faculty to design new classes and include new materials, questions and themes into their teaching and advising. By enabling faculty to strengthen ties with academics worldwide, they bring expertise and perspectives to CU/NYC that enrich intellectual life on campus. They are one dimension of an educational experience at Columbia that seeks to respond to global developments and to help address global problems.
3. *Global.* The GCs aim to contribute to and further expand educational programming at Columbia that goes beyond more “traditional” study abroad opportunities found at other universities. The GCs function as a network. Travel seminars and research projects with an educational component often involve several GCs. Moreover, the GCs often support work in one or several regions. Though they are often located in cities that are culturally rich, they have a wider reach. Moreover, the GCs typically engage with the region in which they are active on multiple levels, building ties to academia, governments, NGOs, and beyond. Their work in research and teaching includes projects that help address problems throughout the world. In a word, they aim for a global rather than international experience for both students and faculty.
4. *One of several dimensions.* The GCs are not the only way in which Columbia engages the world or develops its global agenda. Their activities often build on long-standing international research and teaching at Columbia. The GCs do not aim to replace or to absorb projects that were in the past conducted without their engagement (because they began prior to the establishment of the Center, or have long-standing partnerships pre-dating the Center). Instead, they offer a new dimension to the range of initiatives Columbia undertakes—a tool specifically designed to drive innovation and engagement with the world.

Portraits of the Global Centers

Some of Columbia’s GCs have been founded as recently as 2013. Others existed prior to the overarching structure of Global Centers, serving as hubs for research and teaching, often tied to a specific range of disciplines and with close connections to specific Columbia departments or institutes. Below is a brief description of each Center, abstracted from the Global Centers website (<http://globalcenters.columbia.edu/>):

- **The Columbia Global Center | Nairobi** was opened in January of 2012. The signing of a Host Country Agreement with the government of Kenya established the center as an international organization. It aims to become the preeminent research and development institute in the region, with a focus on the fight against poverty undertaken by African governments under the umbrella of the Millennium Development Goals.
- **The Columbia Global Center | Beijing** was one of the first centers to launch in March of 2009. The major foci of the center include urbanization and urban design, economics, urban health, and international affairs.
- **The Columbia Global Center | Paris** was also one of the first centers to be established. It plays a significant role in trans-Atlantic cultural relationships by organizing lecture series, conferences, and artistic performances. It has hosted numerous international undergraduate and graduate programs, welcoming over 800 students per year.
- **The Columbia Global Center | Rio de Janeiro** opened in March of 2013. It serves as a hub for Columbia programs and initiatives throughout Brazil and works closely with its sister Center in Santiago. Initial collaborations have focused on education, public health, journalism, and sustainability.
- **The Columbia Global Center | Santiago** was launched in March of 2012. It has established extensive partnerships with the local academic community, organizations, and policy groups that have a wide range of programs, spanning energy sources, aging, and education.
- **The Columbia Global Center | Amman** was created in March of 2009. The Center serves as a hub for programs and educational initiatives throughout the Middle East. Areas of focus include social work, sustainable development, teacher training, and architecture.
- **The Columbia Global Center | Mumbai** was launched in March of 2010. The Center aims to develop programs and activities around issues relating to Mumbai city, the State of Maharashtra, and the South Asian region. It addresses opportunities and challenges across a range of sectors, including business, health, the environment, education, urban planning, economic development, and arts and culture.
- **The Columbia Global Center | Istanbul** opened its doors in November of 2011, becoming fully operational in January of 2012. The Center works in collaboration with local universities, non-governmental organizations and public institutions to design cross-disciplinary, innovative programs and partnerships with various schools, centers, and institutes throughout Columbia.

In an effort to collect specific information about the physical structures, programming, and range of activities of each GC, the subcommittee put together a conspectus, characterizing the centers' directors and facilities, so as to improve faculty understanding of and appreciation for the types of activities each could host:

Table 5.1: Key descriptive data for the eight Global Centers

Global Center	Director	Director's Expertise	FT Staff	PT Staff	Square Footage	Facilities
Nairobi, Kenya	Belay Ejigu Begashaw	Agriculture extension & rural development	12	0	14,000	1 classroom (40 seats), 1 conference room (15 seats)
Beijing, China	Joan Kaufman	International health policy; sustainable international development	9	0	10,000	1 large seminar room, 1 conference room
Paris, France	Paul LeClerc	Voltaire and French Enlightenment; international educational and cultural relations	12	5	23,000	1 large lecture hall (200 seats), 1 large conference room (70 seats), 2 one-story wooden structures used as classrooms or offices
Santiago, Chile	Karen Poniachik	Journalism and international affairs	2	2	750	1 auditorium
Rio de Janeiro, Brazil	Thomas Trebat	International economics; emerging markets	4	2	3,000	1 classroom, 2 large auditoriums (shared)
Amman, Jordan	Safwan Masri	Industrial engineering and operations management; educational reform	31	0	47,000	1 auditorium, multiple conference rooms, 5 classrooms, several lecture rooms in annex
Mumbai, India	Ravina Aggarwal	Anthropologist; advancing media rights and access	5	0	2,500	1 small conference room
Istanbul, Turkey	Ipek Cem Taha	Journalism and business; public relations and communications	5	1	3,229	1 small lecture space, large lecture spaces in Studio-X

Contributions to Education at CU

With a view to gaining a current overview of the GCs' contribution to education, the subcommittee conducted a survey of the Directors of GCs. The Directors were asked to provide information on the following questions:

Research Themes: Please describe 2-3 major research themes or areas of specialization that characterize the Global Center that you direct.

Columbia Partner Schools: Which Columbia schools or divisions do you most commonly work with? Please check as many as apply.

Local Partners: Please tell us about the 2-3 local partners with which you most frequently work. For each, please enter the name of the institution, type of institution (academic, government, foundation, non-profit, other), and example(s) of collaboration with that institution.

Research Projects: Please give us a rough idea of the number of research projects in which your Center participated in the past year.

Example Research Projects: Please give 2-3 examples of the most productive or successful research projects/activities that have taken place at your center. For each, please indicate: name of the project, a brief description of the project, name(s) of the Columbia schools or units involved, whether undergraduate and graduate students are involved in the project, whether non-Columbia students are involved in the project, and whether the project is supported by a PGIF grant.

Recruitment Events: Has your center participated in recruitment activities in the past year? Specifically, have you hosted events where the goal is to recruit students to Columbia University's New York campus?

Audio-Visual Capacity: Please tell us about the A/V (audio-visual) capacity at your Center.

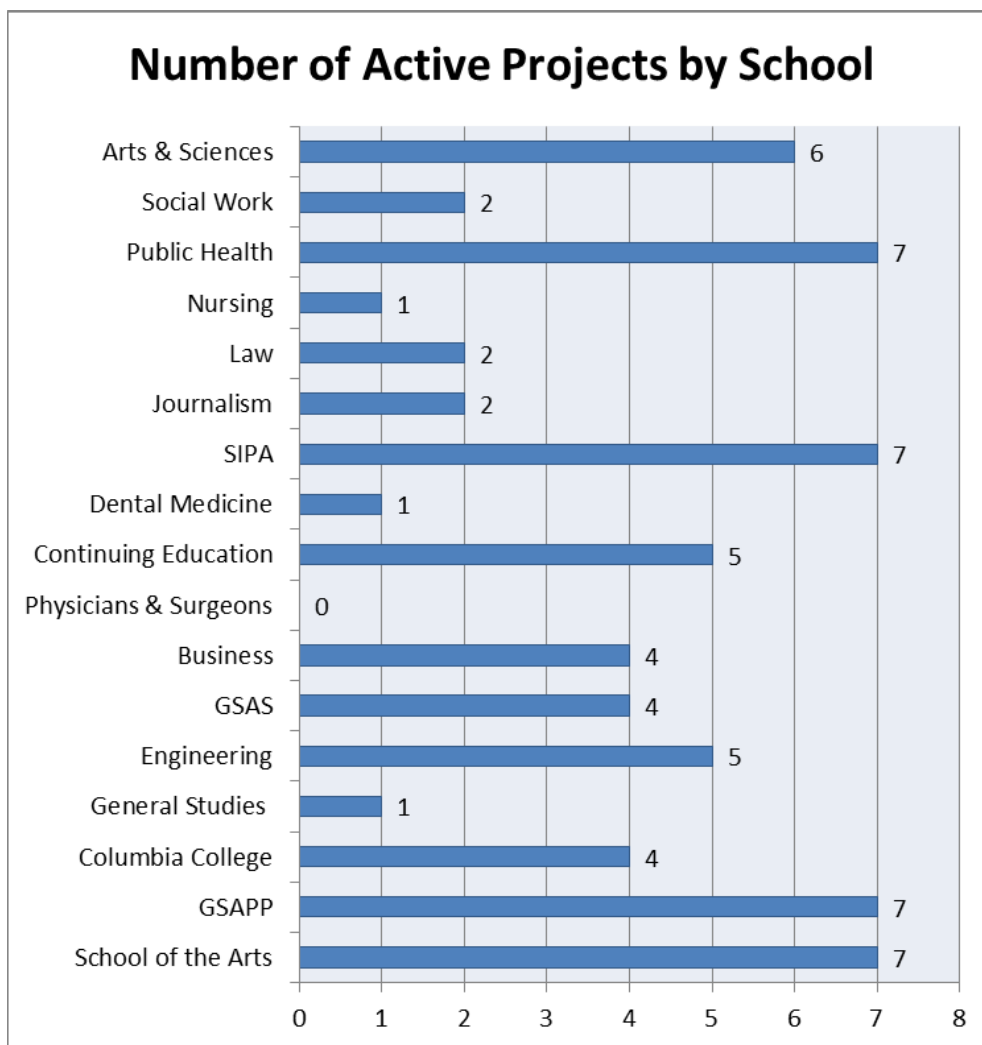
Top Priorities: Please describe your Center's top 3-5 priorities in the coming years.

Resources: What types of resources would be most helpful to you in addressing these priorities? You might answer: budget, staff, faculty involvement, technological or communication enhancements, or other responses important to your Center.

A summary of survey responses is included as Appendix B. We want to highlight here some of the findings as they relate to the GCs role in education at Columbia.

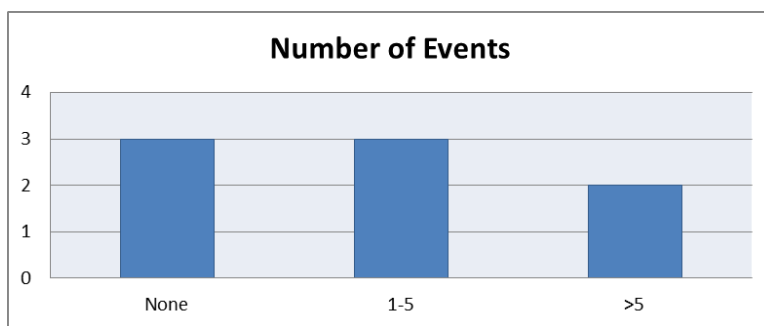
From the survey, it is clear that the reach of GC activities includes all Columbia schools. For example, we were impressed to find that a high percentage of GC activities include the School of the Arts, the School of International and Political Affairs, the Mailman School of Public Health, the Graduate School of Architecture, Planning and Preservation, and Arts & Sciences overall. The table below presents the total number of times that an individual Columbia school was cited as having active projects at one or more Global Centers:

Figure 5.2: Numbers of active projects reported by directors of the GCs, by school/unit



We note that most (but not all) of the GCs already participate in student recruitment activities, as described in the figure below.

Figure 5.3: Number of student recruitment events hosted by each center in the past year



Currently, the GCs contribute to education at Columbia in a wide range of ways. With a view to creating categories that facilitate measurement, the subcommittee has divided these contributions as follows. In this list, “GC course” refers to lectures or seminars taught either in a classroom on site or to travel seminars, etc., that are organized with substantial support from the GC:

- a. Credit-bearing GC courses
- b. Non-credit GC courses
- c. GC-supported academic travel that is not tied to a course
- d. Opportunities for PhD students to TA in GC courses
- e. Undergraduate student research conducted with the help of a Global Center
- f. Graduate student research conducted with the help of a Global Center
- g. Workshops with student participation
- h. Internships that were made accessible through a Global Center
- i. Outreach projects with an educational component that were organized by or through a Global Center.

Examples taken from the GC Directors Survey illustrate how wide-ranging these contributions to education at Columbia are. One example is the newly developed Summer Program on Democracy and Constitutional Engineering in the Middle East. This three-week summer course, spearheaded by Professor John Huber, is held in Tunis and Istanbul. It enrolls undergraduate Columbia students alongside students from leading Universities in the Middle East, North Africa, and Turkey, who will together study the concept of democracy, the challenges of democratic transitions and consolidation, and trade-offs associated with different ways of organizing democratic institutions.

Summary and Conclusions

Based on the review we conducted, the subcommittee formulated a range of recommendations for the further development of the GCs’ contribution to educational programming at Columbia. The subcommittee wants to emphasize that these recommendations are intended as part of a larger conversation currently under way at Columbia. Moreover, many of them build on activities that are already in existence. They are also highly interconnected with the recommendations of the other three Faculty Subcommittees, all of which discussed the GCs in their deliberations. As noted previously, all recommendations have been consolidated and are presented in Chapter 6.

It is important to recognize that the recommendations for the GCs are conceived of as options. They should be read as a “menu,” which formulates a range of ways in which the GCs role in education can be strengthened. This format aims to be mindful of the very nature of the GCs,

namely, their experimental and project-driven structure. That is, the recommendations can function as benchmarks for future assessment in the following way: if each GC were to take up *some* of the below recommendations (those that are particularly suited to a Center's location, areas of strength, or existing programs), or to take steps that are clearly in the spirit of these recommendations, the subcommittee believes this would create significant momentum for the future of global education at Columbia.

The Faculty Subcommittee on the GCs undertook its task just two years after the most recent addition to the network of GCs (Rio de Janeiro, founded in 2013). Other centers were founded between 2009 and 2012, in some cases building on earlier Columbia initiatives at the respective locations. This means that the GCs are a very recent addition to Columbia's global activities. The subcommittee reviewed the GCs contributions in this light, at a moment of growing momentum and lively activity. Even while we were at work, new initiatives were started, existing projects were developed further, and global education received increased attention across campus.

Overall, the committee was impressed by the role that the GCs play in furthering Columbia's global education initiatives. In founding and developing GCs, Columbia is creating a distinctive model in global education. The GCs are intentionally different from branch campuses. Their reach is both regional and cross-regional. Their work is marked by a commitment to interdisciplinarity, innovation, and the inclusion of a growing range of perspectives. Their development is intentionally open-ended, driven by projects that the GCs as well as faculty initiate.

The subcommittee's recommendations aim to support these goals. They were generated in response to the six questions formulated in the self-study for the University's re-accreditation: about the increasingly global nature of teaching at Columbia; global perspectives and global thinking among the University's students; recruitment of students from international locations; worldwide faculty recruitment; barriers to the utilization of the GCs by New York-based faculty and students (e.g., poor understanding of the purpose of GCs, or of their physical layout and characteristics); and the measurement of future contributions by the GCs to global education at Columbia.

The subcommittee identified four main challenges for the utilization of GCs, relating to the following topics: (1) communicating the nature of the GCs within Columbia and beyond, (2) data collection and measurement of the GCs contributions to education, (3) preserving the diversity of Columbia's student population in global education, and (4) enhancing the academic resources of the GCs.

It is the subcommittee's impression that this review of the Global Centers was well timed, given the lively development and high degree of interest from faculty and students. We used this opportunity to gain an overview of Global Center activities, achievements, and future potential, and formulate recommendations for the next steps. These recommendations, in our view,

would be implemented successfully if each GC adopts a few carefully-chosen recommendations which are most consistent with their history and strengths, or takes steps that are clearly in their spirit.

Chapter 6: Cross-Cutting Themes & Recommendations

We begin our summary of the self-study by once more revisiting the Columbia University mission statement:

“Columbia University is one of the world's most important centers of research and at the same time a distinctive and distinguished learning environment for undergraduates and graduate students in many scholarly and professional fields. The University recognizes the importance of its location in New York City and seeks to link its research and teaching to the vast resources of a great metropolis. It seeks to attract a diverse and international faculty and student body, to support research and teaching on global issues, and to create academic relationships with many countries and regions. It expects all areas of the university to advance knowledge and learning at the highest level and to convey the products of its efforts to the world.”

The mission statement emphasizes Columbia’s desire to be a global university in a number of ways: in its desire to attract international faculty and students, to support research and education on global issues, to maintain and increase worldwide academic partnerships, and to share the knowledge and learning produced at Columbia across the globe.

The self-study process has provided a unique and invaluable opportunity to reflect thoughtfully on our mission as a global research university, and the steps we need to take to reach that outcome. Far beyond meeting the needs of the Middle States Commission, the re-accreditation process has afforded us the chance to develop guidelines and goals that will inform new directions for the institution, strategic planning initiatives, and decisions on resource allocation, policies, and future priorities. As the Columbia community continues to wrestle with how we will define ourselves as a global university, this review and its recommendations enable us to mindfully examine our current status and organization, and align our aspirations with the resources and infrastructure needed to achieve them.

The recommendations specified in this chapter emerge from the outstanding contributions of our Steering Committee, the four Faculty Subcommittees, the Student Advisory Committee, and the diverse voices participating in the University Forum on Global Columbia. While all committees were charged with responding to a particular set of questions, all weighed in on almost every aspect and recommendation towards improving Columbia’s reputation and effectiveness as a global University. Consequently, their recommendations are presented here in the aggregate. The Steering Committee has reviewed and evaluated all subcommittee recommendations and community feedback. They have taken great care to select the goals most appropriate to our institution at this point in its history, and to begin to develop a set of specific objectives and benchmarks for us to use to monitor our progress towards achieving our

goals over the coming five years. We present the major recommendations below, divided into four broad categories:

- 1. Administration and Infrastructure for a Global University**
- 2. Curriculum Development and Improving the Student Experience**
- 3. Enhancing the Culture and Faculty Opportunities for Global Collaboration**
- 4. Measurement and Data Collection for Informing Decisions**

Within each category are a series of more specific goals, along with, where necessary and appropriate, examples or suggested benchmarks for measuring progress towards achieving each goal. We also provide the explicit linkages between the recommendations in each category, and how they relate to the Middle States Commission's 14 standards of excellence.

Administration and Infrastructure for a Global University

Given its mandate to focus on mission and organization of the University, Faculty Subcommittee #1 devoted the most time and attention to the issues of the necessary infrastructure and administrative capacity to support global objectives. However, it is fair to say that most of these ideas and recommendations received attention from all subcommittees at some point during their deliberations.

The recommendations in this category touch on practical issues around maintaining and promoting global interactions, such as: logistical support to Columbia faculty and students, as well as to visiting faculty and students, with respect to such issues as travel, visa restrictions, and housing considerations; and improvements to IT and AV capacities at the Global Centers and here on the New York campus. These recommendations relate directly or indirectly to three of the Middle States Commission's 14 standards of excellence:

Standard 1: Mission and Goals

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 3: Institutional Resources

Recommendation Set #1:

It is well understood by both faculty and students that in order for Columbia to expand its global agenda, it must go beyond the current divisions of schools and disciplines, develop a rigorous academic content for its global centers, and take greater advantage of communication technology. To develop a more cohesive global strategy, without discouraging individual entrepreneurial energy, we recommend the following specific actions:

- 1.1. To designate a physical presence on campus for all major "global activities" that extend beyond mandates of individual schools. There could be tremendous benefit from*

housing all major global activities in one place/location on the New York campus. Without diminishing the extraordinary work going on within discrete units throughout the University, a central “home” for Global Columbia would help to highlight University-wide initiatives that go beyond individual schools and departments.

- 1.2. *To enhance IT and AV capabilities throughout University facilities in New York, and throughout all eight of Columbia’s Global Centers, to ensure easy access to communications technologies and support real-time global engagement.* Faculty and especially students recognize the urgent need for more classrooms with appropriate technology to conduct classes, projects, and conferences across geographic regions, to truly foster and develop a global perspective. To move this recommendation forward, we propose that Columbia University Information Technology (CUIT) bring together a committee of various University leaders to scope the project, develop plans for enhanced communications infrastructure, specify the required human and technology support to ensure ease of use, and estimate the costs for creating the infrastructure and its ongoing maintenance.
- 1.3. *To maintain and expand administrative and finance support structures necessary to advance Columbia’s global agenda.* One example relates to continuing to maintain and expand the “Global Support” website (<http://finance.columbia.edu/departments/global-support>) which provides a central point of access for information, guidance, and resources to help facilitate international activities, travel, and program administration. This website, which was developed with the input of faculty and administrators from schools across the University with the greatest levels of international experience, supplies guidance on anything from staffing an overseas project, to purchasing equipment abroad, to complying with local human resources and tax requirements.
- 1.4. *To support the continued expansion of the mandate and personnel of the International Students and Scholars Office (ISSO).* Over the coming five years, the office will be significantly enhanced, reorganized, and supplemented to become a state-of-the-art example of the “new service model,” designed to meet the needs of faculty, students, and staff in their international engagements. Its capabilities are being expanded dramatically to include higher quality services to the rapidly growing international student, faculty, and research scholar communities, permanent residence advising and processing, comprehensive outbound immigration and relocation services, cutting-edge file management and federal reporting interface with strong technical support and greater flexibility, re-engineered and state-of-the-art web presence and use of new media, including social media, and new collaborative programs supporting special needs in the international community. We thoroughly endorse the initial investment made by the University as part of President Bollinger’s vision for Columbia as a global university, and recommend its continuation. We recommend tracking over

the coming three to five years the growth in personnel and services offered through ISSO, as well as feedback from its users.

Curriculum Development and Improving the Student Experience

Faculty Subcommittees #2 and #3 were charged with focusing on undergraduate education and graduate/professional education, respectively; and, therefore, devoted the majority of their energies to discussing our educational programs and the student experience. In addition, Subcommittee #4, which targeted the Global Centers as a means of increasing global educational engagement, also contributed substantially to this set of recommendations.

The recommendations in this category address the issues of program development, access to financial support for international experiences, internships at the undergraduate and graduate levels, collaboration with the Global Centers and their local partners (faculty, universities, and other institutions), and recruitment of international students. These recommendations, therefore, relate to five of the Middle States Commission's standards of excellence:

Standard 8: Student Admissions and Retention

Standard 9: Student Support Services

Standard 11: Educational Offerings

Standard 12: General Education

Standard 13: Related Educational Activities

Recommendation Set #2:

As an internationally renowned University, Columbia's main focus is on the excellence of the education offered to its students at all levels – undergraduate, graduate, professional, and executive. The following recommendations support that aim:

- 2.1. *To make an international experience, such as study abroad, fellowships, internships, or global research opportunities, available to a higher percentage of interested Columbia students, regardless of personal financial means.* All subcommittees expressed support for the goal of increasing the proportion of students who pursue study abroad. At the same time, all voiced concerns about the challenges of overcoming curricular and financial constraints that many students face. The Presidential Global Fellowship program described in Chapter 3 represents an excellent beginning, but more is needed. Additional funding (perhaps from external sources) for global awareness scholarships, summer study options, and internships could be sought, and would further enhance the diversity of students who participate in global educational experiences. We believe this an important recommendation, in light of the fact that students of limited means may not be able to afford, for example, tuition for additional summer classes, travel costs, living expenses while abroad, as well as the loss of potential income from not

taking up paid work during the summer months or break periods. To help us achieve our goal, we recommend the establishment of a committee, staffed by faculty and administrators (including representatives of the Development Office), to investigate new and external funding sources, curricular options, and other pathways for students who wish to pursue global experiences.

- 2.2. *To increase efforts to develop global educational experiences which are compatible with timely progress toward degrees.* All schools should work in collaboration with the Global Centers to develop educational offerings that will make it possible for a greater number and diversity of students to pursue study abroad. This could involve courses and seminars at the Global Centers that meet during “off-periods,” such as summer break, spring break, and winter recess. In addition, Columbia should extend the opportunities for undergraduates to complete Core Curriculum requirements overseas (especially at the Global Centers). In the same vein, we should find ways to encourage Columbia faculty to develop more science courses within study abroad opportunities, perhaps in collaboration with the universities local to each Global Center. An exploratory committee, perhaps drawing upon the Educational Policy and Planning Committee of the Faculty of Arts and Sciences, the SEAS Committee on Instruction, as well as members of faculty education committees from other schools, could be charged with pursuing these objectives and recommending methods for achieving them.
- 2.3. *To expand student recruitment activities at the Global Centers.* As noted in Chapter 5, five of the eight Global Centers reported having hosted one or more student recruitment events in the past year. We recommend that the Global Centers consider expanding their efforts to host recruitment events in collaboration with a broader array of Columbia schools. To begin, each Center should set a goal of hosting at least one recruitment event per year. To facilitate these efforts, the University might set aside “travel funds” providing support for groups of admissions directors from the schools to visit the Global Centers at specific times of the year, and host joint activities to meet with and identify promising candidates from the local region. On these visits, the admissions directors could speak with the Center director to learn about their programs and student activities, network with academic partners from the region, and lead recruitment events for interested students.

Enhancing the Culture and Faculty Opportunities for Global Collaboration

Building and enhancing a “global culture” at Columbia requires finding novel ways of exchanging information, sharing knowledge, and incentivizing global and interdisciplinary work.

Given this challenge, all four Faculty Subcommittees contributed substantially to the development of recommendations in this section.

The recommendations below focus on communications strategies and ways of promoting and encouraging faculty collaboration. Consistent with these emphases, the recommendations below pertain explicitly to three of the Middle States Commissions standards of excellence:

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 3: Institutional Resources

Standard 10: Faculty

Recommendation Set #3:

Columbia has engaged in a wide-ranging discussion focused on what is involved in becoming a global University in the 21st century. The recommendations below attempt to bring together some of the strongest ideas about how to enhance a culture of global engagement at Columbia.

3.1. *To continue pilot award funding and seek out external funding sources to support faculty engagement at the Global Centers.* The PGIF (President's Global Innovation Fund) program has been very successful in nurturing faculty interest in pursuing research and educational programs at all eight Global Centers. This program, or some version of it, should be considered for the future. Some methodological changes to its future incarnations might include: establishing one or two global research priorities for each round of funding, to enable faculty to rally behind key themes and ideas; developing an award that is focused exclusively on teaching and learning (perhaps, for example, with specific requirements regarding interactions of undergraduate and graduate students); and launching an award for research projects that involve collaboration with an international partner with ties to one of the Global Centers. Again, the Faculty Advisory Boards for the Global Centers could be instrumental in determining the types of awards that could be most productive and stimulating for faculty.

3.2. *To expand and enhance the consistency of online information regarding Global Columbia and the Global Centers.* The University's online resources for describing its global mission and reach have expanded significantly in the past two years, and now offers a central website (Columbia Global, <http://beta.global.columbia.edu/>), which links directly to a number of other important resources, including:

- Columbia Global Centers (<http://globalcenters.columbia.edu/>)
- Committee on Global Thought (<http://beta.global.columbia.edu/institutes-programs-initiatives/committee-global-thought-cgt>)
- World Leaders Forum (<http://www.worldleaders.columbia.edu/>)
- President's Global Innovation Fund (<http://globalcenters.columbia.edu/presidents-global-innovation-fund>).

This “entry point” for Columbia’s global activities should be expanded to include a link to the Finance Gateway’s administrative and financial support site for global projects: <http://finance.columbia.edu/departments/global-support>. In addition, the Global Centers website could be improved to bring greater uniformity to the descriptions of each Center – at this point, the format and content of each Center-specific website vary somewhat, making it potentially more difficult for faculty to familiarize themselves with and compare these centers. As a model, the “overview” document describing the eight Global Centers prepared for the PGIF applicants presents a more unified approach, and could serve as the basis for website enhancements (see Appendix C). The overview provides consistent and helpful information regarding each Center Director (biography and contact information), characteristics of the Center’s space, regional reach, principal partners in their network, descriptions of past projects (including PGIF awards), and key Center priorities, strengths, and themes.

Measurement and Data Collection for Informing Decisions

Almost without exception, the first challenge faced by every one of the four Faculty Subcommittees was data – or the lack of it, perceived or real. Depending on the question from the subcommittee, the data that provided the answer might have been available but not easily accessible, or not available at all. This led all four subcommittees to propose recommendations that would address the data collection and strategies for measurement that could inform Columbia’s journey to becoming a global university for the 21st century.

The recommendations here primarily focus on data collection and utility for informing decision-making throughout the University. As such, they address, directly or indirectly, the following Middle States Commission standards:

- Standard 2: Planning, Resource Allocation, and Institutional Renewal
- Standard 7: Institutional Assessment
- Standard 14: Assessment of Student Learning

Recommendation Set #4:

In the words of the 19th century mathematical physicist, William Thomson (better known as Lord Kelvin), “If you cannot measure it, you cannot improve it.” Measurement is, therefore, key to gauging progress towards meeting one’s aims. On the other hand, not everything can be measured effectively. To quote the American statistician W. Edwards Deming, who was a great proponent of collecting data for quality improvement, “The most important things cannot be measured.” How do we balance these two conflicting statements?

For many of the recommendations proposed in this chapter, there is a clear way to measure progress (e.g., proportion of students pursuing study abroad, number of global pilot grants awarded to faculty across schools). However, for many others, measurement is not obvious; for example, how do we “measure” students’ level of global awareness, or ability to demonstrate knowledge of and sensitivity to differences in culture and tradition? The recommendations below represent a “starter set” to tackle these important challenges. It is clear that the Offices of the President, the Provost, and the Global Centers would play key roles in determining which of these recommendations should be pursued, involving those additional offices that are best-positioned to lead the components chosen to move forward.

4.1. *To institute new metrics and measurement strategies for students who study or do research abroad.* In addition to launching a central repository for data on global experiences, we need to devote attention to new types of measurements that capture the impact of these experiences on faculty and student choices regarding education, research, and professional/career decisions. How can we best measure the impact of global experiences, either overseas or through engagement with global projects and courses right here in New York? A University-wide committee, perhaps drawn from participants in the Forum for Global Columbia and guided by staff in the Center for Teaching and Learning, could be established to brainstorm various options. Several suggestions emerged from the Faculty Subcommittees that worked on this report. These included:

- Administering a survey about awareness of global issues and interest in global travel to undergraduate students just before they arrive on campus as first-year students; and re-administering the same (or similar) survey at the end of their four years in their Bachelor’s program, to evaluate changes in attitudes, intentions, or activities relating to global engagement. It might make sense to enhance and expand the surveys we administer as part of COFHE, the Consortium on Financing Higher Education. As a COFHE institution, Columbia regularly participates in COFHE’s surveys of incoming freshmen, enrolled students, graduating seniors, and alumni. While there is some globally-focused content in the current surveys, we could envision expanding the question bank for global engagement to gather more detailed data on Columbia students’ global experiences in New York and beyond.
- Collecting more refined data on a consistent basis from all students who travel abroad as part of their Columbia education; this might include completing a series of surveys designed to detect impact on student choices: (i) first, a survey about program expectations and goals prior to departure; (ii) a program evaluation immediately upon return; (iii) a survey that follows one year later, to see whether subsequent choices (e.g., course selections, choice of major or concentration) were influenced by their global educational experience; and (iv) a final survey three years later, asking whether the students made choices in their

educational or professional careers that were informed and influenced by their global experiences.

4.2. *To institute new measurement strategies for faculty who teach, conduct research, or direct programs abroad.* Just as new metrics are required for gauging student impact, new metrics for the influence of global work on faculty are important for monitoring Columbia's success in becoming a global University for the 21st century. A committee, perhaps drawn from the Global Center Advisory Committees and led by staff from the Center for Teaching and Learning, might be charged with generating and evaluating ideas for gauging faculty impact. These strategies might include:

- Crafting a survey for faculty who taught for-credit or non-credit courses at a Global Center, to obtain input about the main objectives, successes, and challenges that may have arisen, as well as changes made to courses or programs offered in New York resulting from their experience at the Global Center.
- Developing a survey of PGIF recipients (and other faculty engaging in research, teaching, or programs abroad), to be administered upon project completion, that details research aims achieved, student involvement, and changes that the faculty member made to his/her research, teaching, and programs conducted on the New York campus because of their global experience.

4.3. *To institute formal, periodic review processes to ensure that future decisions are informed by the data collection and measurement processes already in place, and those suggested above.* Once data on global activities are centralized and expanded, it is crucial that these data are regularly reviewed and acted upon. The Provost's Office of Planning and Institutional Research could consider structures and processes for reviewing the new, coordinated data sources, developing the format for an annual report, reviewing the report's contents and generating recommendations, and sharing those findings and recommendations with the broader Columbia community through, perhaps, the Global Columbia website.

We conclude by quoting University President Lee Bollinger on the challenges ahead:

"We all need to be explorers again, rediscovering what the world is like and what it means to think globally, so that we can identify the right questions to ask and answer."

This self-study report is a tremendously helpful addition to the ongoing discussions at Columbia as we develop our identity as a global university. We are enormously grateful to the members of the Steering Committee, our Faculty Subcommittees, our Student Advisory Committee, the University Forum on Global Columbia, and the many faculty, students, staff, and administrative leaders throughout all 16 schools who provided invaluable input and feedback on this report.