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Appendix A1 Summary of Task Force Surveys

Survey	Dates of Survey	# Surveyed	# Responded	Response Rate
EPPC Task Force on Global Education: Survey of Departments	August 19 - September 30, 2015	27	26	96%
EPPC Task Force on Global Education: Survey of Institutes, Centers	August 19 - September 30, 2015	11	10	91%
EPPC Task Force on Global Education: Instructor Survey (those who taught a course abroad 2012/13-2014/15)	August 31 - October 23, 2015	46	43	93%
EPPC Task Force on Global Education: Doctoral Student Survey	September 15 - October 9, 2015	1963	507	26%
EPPC Task Force on Global Education: Master's Student Survey	September 15 - October 9, 2015	1804	321	18%

Appendix A2 PhD Survey - Representative Analysis**Overall Response Rate**

No Response		Responded		Total # of Students
# of Students	% of Students Surveyed	# of Students	% of Students Surveyed	
	74%	507	26%	1963

By Gender

Gender	No Response		Responded		Total # of Students	Total % of Column
	# of Students	% of Column	# of Students	% of Column		
Women	613	42%	267	53%	880	45%
Men	843	58%	240	47%	1083	55%
Grand Total	1456	100%	507	100%	1963	100%

Please note, respondents were also representative by Race/Ethnicity.

By Division

Division	No Response		Responded		Total # of Students	Total % of Column
	# of Students	% of Column	# of Students	% of Column		
Social Sciences	395	27%	167	33%	562	29%
Humanities	503	35%	194	38%	697	36%
Natural Sciences	543	37%	142	28%	685	35%
Arts	15	1%	4	1%	19	1%
Grand Total	1456	100%	507	100%	1963	100%

By Degree Level

Degree Level	No Response		Responded		Total # of Students	Total % of Column
	# of Students	% of Column	# of Students	% of Column		
MA	457	31%	148	29%	605	31%
Mphil	329	23%	126	25%	455	23%
PhD	670	46%	233	46%	903	46%
Grand Total	1456	100%	507	100%	1963	100%

Appendix A3 Stand Alone Masters Survey - Representativeness Analysis**Overall Response Rate**

No Response		Responded		Total # of Students
# of Students	% of Column	# of Students	% of Column	
1483	82%	321	18%	1804

By Gender

Gender	No Response		Responded		Total # of Students	Total % of Column
	# of Students	% of Column	# of Students	% of Column		
Women	831	56%	198	62%	1029	57%
Men	652	44%	123	38%	775	43%
Grand Total	1483	100%	321	100%	1804	100%

Please note, respondents were also representative by Race/Ethnicity.

By Division

Division	No Response		Responded		Total # of Students	Total % of Column
	# of Students	% of Column	# of Students	% of Column		
Social Sciences	153	10%	43	13%	196	11%
Humanities	160	11%	26	8%	186	10%
Natural Sciences	694	47%	141	44%	835	46%
Interdisciplinary	238	16%	61	19%	299	17%
QMSS	95	6%	28	9%	123	7%
Interdepartmental*	143	10%	22	7%	165	9%
Grand Total	1483	100%	321	100%	1804	100%

*Interdepartmental includes the Stand Alone Masters programs Mathematics of Finance and Philosophical Foundations of Physics.

EPPC Task Force on Global Education: Survey of Departments, Institutes, Centers

Dear Chair and Director of Academic Administration and Finance,

I am writing to you in my capacity as Chair of the Task Force on Global Education in the Arts and Sciences, a subcommittee of the Educational Policy and Planning Committee, that was created by the Executive Committee, including Deans Madigan, Valentini and Alonso in the Fall of 2014. Our mandate is to generate a comprehensive image and assessment of Columbia's educational activities abroad, focusing on the pedagogical function of courses and programs that entail substantial off-campus learning, as well as their sustainability and impact on the ongoing life of the Morningside campus. We aim to understand the strengths and opportunities that already exist, and to identify areas in which better or different policies and support systems would help us to enhance the core intellectual and pedagogical mission of the Arts and Sciences, insofar as they are performed in and through study abroad. (We are not surveying everything that might be classified as 'global education' on the Morningside Campus, which task is being performed under other auspices.) To this end, the Task Force would like you to fill out a survey that we have designed with these goals in mind.

This survey will come to you in two parts, including questions that aim to generate: 1) a comprehensive overview of policy, principle and instructional activities; 2) a brief addendum that will arrive in September, which provides data on courses taught abroad by faculty in your department and your own student enrollments in study abroad programs, and that asks you to comment on these numbers in relation to your departmental ambitions.

Both of these surveys will be sent to departmental chairs and administrators, with the assumption that the survey will require the combined knowledge of key supervisory staff and faculty members with long-standing knowledge of your department's graduate and undergraduate programs. Other surveys are being sent to instructors who have recently taught abroad, as well as both M.A. and Ph.D. students. We'll also follow up with you in person, and, if you desire, we will schedule focus-group meetings with you and the faculty and staff whom you feel are necessary to fill out the survey early in the semester. We hope to make the process as informative and painless as possible.

Instructions: The survey can be accessed by anyone with whom you share your department-specific link. Individuals can provide responses and save them by clicking on one of the blue "Save" buttons at the bottom of each page. If you add information the survey will take you to the last place where edits were made; to navigate through the survey use the blue buttons at the bottom of each page. Once you are ready to submit the survey, please go to the last page of the survey and click the blue "Submit" button. Once submitted, the survey responses can no longer be edited.

We recognize that this request may feel onerous, and that you and the staff and faculty of your department are already taxed with numerous duties and responsibilities. This is

nonetheless a truly important exercise, one that will help us to establish a firm basis for new or reformed policies, and reasoned long-term planning. So your participation in the survey is essential. Knowing that it is summer time, and that you may be traveling or occupied with other activities, we nonetheless thought it best to send the survey to you now so that you can respond when it is most convenient, and before the rush of the new term. We ask you to complete it no later than September 30, 2015. Should you have any questions or concerns, feel free to contact me directly at rcm24@columbia.edu. If you need technical assistance or additional information, you can also reach out to Rose Razaghian, who is overseeing the data analysis for the Task Force (rr222@columbia.edu).

We thank you in advance for your assistance, and look forward to hearing from you. Your responses and comments will be treated with absolute confidence and only aggregate data and anonymized comments will be included in the Task Force's reports and recommendations.

Respectfully yours,
Rosalind Morris
Chair, Task Force on Global Education in the Arts and Sciences
Professor of Anthropology

EPPC Task Force on Global Education in the Arts and Sciences Membership

Marina Cords, Professor of Ecology, Evolution and Environmental Biology
Souleymane Bachir Diagne, Professor of French and Romance Philology
Patricia Grieve, Chair Committee on Global Core; Professor of Latin American and Iberian Cultures
Matthew Hart, Assistant Professor of English and Comparative Literature
Robert Hymes, Professor of East Asian Languages and Cultures
Shamus Khan, Associate Professor of Sociology
Holger Klein, Professor of Art History and Archaeology
David Schiminovich, Professor of Astronomy

I. General Information

1. Please select the name of the department/institute/center for which you are providing responses.

-- If you are representing a department, please select it from the list below:

- ☐ Social Sciences - Anthropology
- ☐ Social Sciences - Economics
- ☐ Social Sciences - History
- ☐ Social Sciences - Political Science
- ☐ Social Sciences - Sociology
- ☐ Humanities - Art History and Archaeology
- ☐ Humanities - Classics
- ☐ Humanities - East Asian Languages and Cultures
- ☐ Humanities - English and Comparative Literature
- ☐ Humanities - French and Romance Philology
- ☐ Humanities - Germanic Languages
- ☐ Humanities - Italian
- ☐ Humanities - Latin American and Iberian Cultures
- ☐ Humanities - Middle Eastern, South Asian, and African Studies
- ☐ Humanities - Music
- ☐ Humanities - Philosophy
- ☐ Humanities - Religion
- ☐ Humanities - Slavic Languages
- ☐ Natural Sciences - Astronomy
- ☐ Natural Sciences - Biological Sciences
- ☐ Natural Sciences - Chemistry
- ☐ Natural Sciences - Earth and Environmental Sciences
- ☐ Natural Sciences - Ecology, Evolution and Environmental Biology
- ☐ Natural Sciences - Mathematics
- ☐ Natural Sciences - Physics
- ☐ Natural Sciences - Psychology
- ☐ Natural Sciences - Statistics

-- If you are representing an institute or center, please select it from the list below:

- ☐ Center for the Study of Ethnicity and Race (CSER)
- ☐ Harriman Institute
- ☐ Institute for African Studies (IAS)
- ☐ Institute for Comparative Literature and Society (ICLS)
- ☐ Institute for Research in African-American Studies (IRAAS)
- ☐ Institute for Research on Women, Gender, and Sexuality (IRWGS)
- ☐ Institute of Latin American Studies (ILAS)
- ☐ Middle East Institute (MEI)
- ☐ South Asia Institute (SAI)
- ☐ Weatherhead East Asian Institute (WEAI)

-- If other, please specify

II. INSTRUCTIONAL ACTIVITIES OFF-CAMPUS AND ABROAD OVER THE LAST 3 YEARS

2. During the last 3 years, has your department/institute/center or its members offered any non-credit-bearing student learning or research opportunities abroad?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please provide applicable comments:

2b. If yes, how many of the following were offered?

	2014/2015	2013/2014	2012/2013
Primary research led by CU faculty PI, with student participation			
Faculty-supervised independent research			
Internships, via partnerships with other educational institutions			
Internships, via partnerships with non-governmental organizations (NGOs) operating abroad			
Other (please specify)			

3. Over the last 3 years, how many of your non-tenured-but-on-track faculty members conducted research while outside of the United States? (Research does NOT include attendance of international conferences, but may encompass short-term working groups engaged in collaborative research and/or writing).

2014/2015	
2013/2014	
2012/2013	

4. Over the last 3 years, how many of your tenured faculty members conducted research while outside of the United States? (Research does NOT include attendance of international conferences, but may encompass short-term working groups engaged in collaborative research and/or writing).

2014/2015	
2013/2014	
2012/2013	

5. How many of your regular tenured or non-tenured-but-on-track faculty members are involved in collaborative work with scholars abroad?

2014/2015	
2013/2014	
2012/2013	

6. What kind of advising and mentoring arrangements and practices are used for the advisees of faculty members who are abroad? Select all that apply.

	Skype or electronic communication	Suspension of advising relation	Occasional visits from faculty member abroad	Another faculty member took on advising responsibilities	Other
For Undergraduate Students:	☐	☐	☐	☐	☐
For Doctoral Students:	☐	☐	☐	☐	☐
For Master of Arts Only (MAO) Students:	☐	☐	☐	☐	☐

6b. If other advising arrangements are used, please specify below.

6c. If occasional visits from a faculty member abroad are used, how is this financed?

7. Does your department/institute/center have a formal policy about the maintenance of advising arrangements with undergraduate or graduate students while faculty members are away from campus during the regular semesters (excluding summer)?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

If yes, what is that policy?

8. Does your department/institute/center have a formal policy for adjudicating requests for faculty participation in study abroad and other non-US based teaching activities, other than sabbatical or research leaves?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

If yes, what is that policy?

9. Over the past 3 years, has your department/institute/center hosted any Visiting Scholars from abroad?

- ☐ Yes
- ☐ No

If so, provide numbers and countries of origin for each of the past 3 years, in each category.

9b. Professorial Visiting Scholars

	# of Visiting Scholars	Countries of Origin
2014/2015		
2013/2014		
2012/2013		

9c. Postdoctoral Visiting Scholars

	# of Visiting Scholars	Countries of Origin
2014/2015		
2013/2014		
2012/2013		

9d. Graduate Student Visiting Scholars

	# of Visiting Scholars	Countries of Origin
2014/2015		
2013/2014		
2012/2013		

10. How does your department/institute/center select Visiting Scholars? (Select all that apply.)

- ☐ Respond to requests emanating from potential Visiting Scholar
- ☐ Nomination by faculty members and approved by Chair
- ☐ Nomination by faculty members and approved by department Executive Committee
- ☐ Other (please specify) _____
- ☐ Not Applicable

11. Over the past 3 years, has your department/institute/center hosted any exchange students?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

11b. If so, how many students and at what level?

	2014/2015	2013/2014	2012/2013
Undergraduate Students			
Doctoral Students			
Master of Arts Only (MAO) Students			

12. How does your department/institute/center select exchange students for enrollment in its programs? (Select all that apply.)

- ☐ No special selection process
- ☐ Interviews
- ☐ Written applications reviewed in advance of enrollment
- ☐ Students are selected at a level not involving departmental input
- ☐ Other _____
- ☐ Not Applicable

Is there anything else you would like to add about instructional activities off-campus and abroad over the last 3 years?

III. FORWARD PLANNING

13. To what extent do your faculty members agree there are sufficient opportunities for students to study abroad?

	Completely Agree	Mostly Agree	Slightly Agree	Slightly Disagree	Mostly Disagree	Completely Disagree	Not Sufficient Information Available
For undergraduate students	☐	☐	☐	☐	☐	☐	☐
For doctoral students	☐	☐	☐	☐	☐	☐	☐
For Master of Arts Only (MAO) students	☐	☐	☐	☐	☐	☐	☐

14. What kinds of structures and/or formats would make study abroad more viable and desirable for your students?

15. Would your faculty members like more or different opportunities to participate in teaching abroad?

16. How interested would your faculty members be in the following opportunities?

	Very Interested	Somewhat Interested	Not At All Interested	Not Applicable
A semester abroad, teaching full load	☐	☐	☐	☐
Teaching a reduced load in the context of a semester-based program	☐	☐	☐	☐
A year abroad, teaching a full load	☐	☐	☐	☐
A year abroad, split between administrative (program oversight) and teaching activities	☐	☐	☐	☐
A semester or year abroad with reduced teaching load and proportionally reduced salary	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐

17. What, in addition to salary, would be necessary to enable teaching abroad for your faculty members? (Select all that apply.)

- ☐ Housing, in-situ
- ☐ Travel support for self
- ☐ Travel support for family
- ☐ Supplementary Health Insurance
- ☐ Educational support for children
- ☐ Language instruction before departure
- ☐ Language instruction in-situ
- ☐ Other (please specify) _____

18. Is your department/institute/center currently involved in the development of new courses or programs abroad? If so, please describe.

19. Would your department/institute/center like to develop courses or programs abroad but is not able to and requires additional support or information in order to do so? If so, please describe.

20. Does your department/institute/center believe that it is being pressured to develop new courses and/or programs abroad in ways that may be detrimental to its core mission? If so, please describe.

21. Does your department/institute/center maintain a centralized database or resource pool with information about opportunities, funding and policies for faculty and/or student teaching and research abroad? If so, please provide links or indicate whether relevant documents are available.

22. Is your department/institute/center currently involved in Columbia-based inter-departmental or inter-institutional collaborations for the purpose of teaching and learning abroad? If so, what are the mechanisms by which information is shared and activities coordinated?

23. Would your department/institute/center be interested in enhancing its faculty exchanges with institutions and/or individuals abroad? If so, what format would be most suitable from your perspective?

- ☐ Semester-long exchanges with foreign scholars at Columbia
- ☐ Semester-long exchanges with reciprocal movement of scholars between Columbia and another institution
- ☐ 3-5 year 0.5 FTE appointments, with faculty from another institution coming to Columbia
- ☐ 3-5 year 0.5 FTE appointments, with reciprocal exchange with a partner institution
- ☐ Other, please specify _____

Is there anything else you would like to add about forward planning?

IV. UNDERGRADUATE STUDENTS ABROAD

24. How does your department/institute/center rate the importance of undergraduate study abroad for students who are majoring in your program(s)?

- ☐ Study abroad during the regular semesters (not summer) is highly encouraged for students majoring in our program(s)
- ☐ Study abroad during the regular semesters (not summer) is recommended but not expected for students majoring in our program(s)
- ☐ Study abroad is discouraged except for during the Summer Semester
- ☐ The degree requirements of our program(s) make study abroad during any semester inadvisable
- ☐ Other (please specify) _____

25. Does your department/institute/center permit its students to satisfy any of their major or concentration requirements through study abroad or other foreign learning contexts?

- ☐ Yes
☐ No
☐ Not Applicable

If yes, what is the policy?

26. Does your department/institute/center exclude any of its required courses and/or required training from being obtained through study abroad?

- ☐ Yes
☐ No
☐ Not Applicable

If yes, what is the policy?

27. Based on your experience of students' performance in classroom and advising, please rate the quality of education obtained by your majors in study abroad programs. The quality of education obtained by our majors during study abroad was:

- ☐ Comparable to that obtained at Columbia University
☐ Inferior to that obtained at Columbia University
☐ Superior to that obtained at Columbia University
☐ Significantly varied between and among programs

28. To the best of your ability, please estimate: Over the past 3 years, how many students majoring in your program(s) have participated in non-credit-based programs outside of the US that you consider to be educational (please limit to activities of more than 1 week's duration)?

	At least 75% of our majors	Between 50 and 75% of our majors	Between 25 and 50% of our majors	Less than 25% of our majors	Do not have accurate records
2014/2015	☐	☐	☐	☐	☐
2013/2014	☐	☐	☐	☐	☐
2012/2013	☐	☐	☐	☐	☐

29. What kinds of activities do you include in the above category? (Please describe.)

30. Does your department/institute/center offer any financial support that permits undergraduate students to undertake research or study outside of the US? (Please do not include non-department-administered fellowships, such as federal grants or foundation fellowships.)

- ☐ Yes
☐ No
☐ Not Applicable

If so, please provide information about one such fund/fellowship. Space will be provided for up to 5 funds/fellowships with additional space below if needed.

	Name of Fund/Fellowship 1	Amount (\$) per Academic Year	# of Students Participating
2014/2015			
2013/2014			
2012/2013			

Does your department/institute/center offer any additional funds/fellowships?

- ☐ Yes
☐ No

	Name of Fund/Fellowship 2	Amount (\$) per Academic Year	# of Students Participating
2014/2015			
2013/2014			
2012/2013			

Does your department/institute/center offer any additional funds/fellowships?

- ☐ Yes
☐ No

	Name of Fund/Fellowship 3	Amount (\$) per Academic Year	# of Students Participating
2014/2015			
2013/2014			
2012/2013			

Does your department/institute/center offer any additional funds/fellowships?

- ☐ Yes
☐ No

	Name of Fund/Fellowship 4	Amount (\$) per Academic Year	# of Students Participating
2014/2015			
2013/2014			
2012/2013			

Does your department/institute/center offer any additional funds/fellowships?

- ☐ Yes
☐ No

	Name of Fund/Fellowship 5	Amount (\$) per Academic Year	# of Students Participating
2014/2015			
2013/2014			
2012/2013			

Does your department/institute/center offer any additional funds/fellowships?

- ☐ Yes
☐ No

If you have any additional funds or fellowships, please provide that information below.

31. Has your department/institute/center received requests for financial support from undergraduate students who wish to partake of an opportunity for research or learning abroad but could not do so for reasons of financial need?

- ☐ Yes
☐ No
☐ Not Applicable

31b. If yes, how many such requests did you receive over the last 3 years?

2014/2015	
2013/2014	
2012/2013	

Is there anything you would like to add about undergraduate students abroad?

V. Doctoral Students Abroad

32. Approximately what number of doctoral students in your department carry out research outside of the United States?

	2014/2015	2013/2014	2012/2013

33. Approximately what number of doctoral students conducting research abroad did so in their home countries (if these were other than the US)? [In this case, 'home' country refers to a student's place of origin or a country in which they lived for more than 5 years and which they claim as a 'home'.]

	2014/2015	2013/2014	2012/2013

34. What is the average length of time spent abroad by students in your department as part of their doctoral research?

- ☐ Less than 6 months
- ☐ 6 months to 1 year
- ☐ 1 year to 18 months
- ☐ More than 18 months
- ☐ Not Applicable

35. In your experience, does the amount of time spent doing research abroad significantly affect time to degree?

36. Based on the amount of time spent by your students in research abroad, do you believe that the current GSAS timeline to degree is appropriate?

37. To the best of your ability, estimate the total number of doctoral students who received external (non-Columbia) funding to support their research abroad over the past 3 years?

2014/2015	
2013/2014	
2012/2013	

38. Do you agree that there are sufficient opportunities to permit students to undertake research abroad?

- ☐ Completely Agree
- ☐ Mostly Agree
- ☐ Slightly Agree
- ☐ Slightly Disagree
- ☐ Mostly Disagree
- ☐ Completely Disagree
- ☐ Not Applicable

39. Do you agree that there is sufficient funding to permit students to undertake research abroad?

- ☐ Completely Agree
- ☐ Mostly Agree
- ☐ Slightly Agree
- ☐ Slightly Disagree
- ☐ Mostly Disagree
- ☐ Completely Disagree
- ☐ Not Applicable

40. What additional support would be beneficial for doctoral students to conduct their research abroad?

41. Do you permit doctoral students to obtain credit for the following:

	Yes	No	Not Applicable
Courses taken in the United States at US-based institutions other than Columbia (e.g. NYU's New York campus)	☐	☐	☐
Courses taken abroad at US-based institutions other than Columbia (e.g. NYU in Dubai)	☐	☐	☐
Courses taken abroad at non US-based institutions (e.g. Oxford)	☐	☐	☐

Please provide applicable comments:

If so, how many students obtained credit in this manner over the past 3 years?

	Courses taken in the United States at US-based institutions other than Columbia (e.g. NYU's New York campus)	Courses taken abroad at US-based institutions other than Columbia (e.g. NYU in Dubai)	Courses taken abroad at non US-based institutions (e.g. Oxford)
2014/2015			
2013/2014			
2012/2013			

42. How many doctoral students in your department pursued non-credit based education as part of their doctoral training (for example, language or other technical training) over the last 3 years at each of the following:

	Courses taken in the United States at US-based institutions other than Columbia (e.g. NYU's New York campus)	Courses taken abroad at US-based institutions other than Columbia (e.g. NYU in Dubai)	Courses taken abroad at non US-based institutions (e.g. Oxford)
2014/2015			
2013/2014			
2012/2013			

43. What impact does research and/or learning abroad by your doctoral students have on the assignment and management of TA responsibilities?

- ☐ The department faces TA shortages as a result of doctoral students' research abroad
- ☐ The department is required to undertake significant additional administrative labor to organize TAships as a result of doctoral student research abroad
- ☐ The department plans in advance and does not suffer adverse consequences as a result of doctoral students' research abroad
- ☐ The department's TAships are unaffected by doctoral student research abroad
- ☐ Other (please specify) _____

44. Does your department restrict research and/or study abroad on the basis of doctoral student registration status (e.g., according to whether students are registered as Extended Residence [ER], Matriculation and Fees [M&F only], etc.)? If so, how?

45. Does your department/institute/center offer any financial support that permits doctoral students to undertake research or study outside of the US? (Please do not include non-department-administered fellowships, such as federal grants or foundation fellowships.)

- ☐ Yes
☐ No
☐ Not Applicable

If so, please provide information about one such fund/fellowship. Space will be provided for up to 5 funds/fellowships with additional space below if needed.

	Name of Fund/Fellowship 1	Amount (\$) per Academic Year	# of Students Participating
2014/2015			
2013/2014			
2012/2013			

Does your department/institute/center offer any additional funds/fellowships?

- ☐ Yes
☐ No

	Name of Fund/Fellowship 2	Amount (\$) per Academic Year	# of Students Participating
2014/2015			
2013/2014			
2012/2013			

Does your department/institute/center offer any additional funds/fellowships?

- ☐ Yes
☐ No

	Name of Fund/Fellowship 3	Amount (\$) per Academic Year	# of Students Participating
2014/2015			
2013/2014			
2012/2013			

Does your department/institute/center offer any additional funds/fellowships?

- ☐ Yes
☐ No

	Name of Fund/Fellowship 4	Amount (\$) per Academic Year	# of Students Participating
2014/2015			
2013/2014			
2012/2013			

Does your department/institute/center offer any additional funds/fellowships?

- ☐ Yes
☐ No

	Name of Fund/Fellowship 5	Amount (\$) per Academic Year	# of Students Participating
2014/2015			
2013/2014			
2012/2013			

Does your department/institute/center offer any additional funds/fellowships?

- ☐ Yes
☐ No

Please provide information about any additional funds/fellowships below.

Is there anything you would like to add about doctoral students abroad?

VI. Master of Arts Only (MAO) Students Abroad

46. During the last 3 years, has your department/institute/center, or its members, operated any MAO programs that were located outside of the United States, either in part or in whole?

- ☐ Yes
☐ No
☐ Not Applicable

46b. If yes, which ones?

46c. How many students were enrolled in these programs in each of the last 3 years?

2014/2015	
2013/2014	
2012/2013	

47. How does your department/institute/center staff MAO programs abroad?

- ☐ Regular teaching faculty
- ☐ Adjunct teaching faculty, paid from MAO tuition revenues, contingent on enrollments
- ☐ Adjunct teaching faculty, considered as part of department's regular adjunct compliment
- ☐ Other (please specify) _____
- ☐ Not Applicable

48. Does your department/institute/center offer any financial support that permits MAO students to undertake research or study outside of the US? (Please do not include non-department-administered fellowships, such as federal grants or foundation fellowships.)

- ☐ Yes
- ☐ No
- ☐ Not Applicable

If so, please provide information about one such fund/fellowship. Space will be provided for up to 5 funds/fellowships with additional space below if needed.

	Name of Fund/Fellowship 1	Amount (\$) per Academic Year	# of Students Participating
2014/2015			
2013/2014			
2012/2013			

Does your department/institute/center offer any additional funds/fellowships?

- ☐ Yes
- ☐ No

	Name of Fund/Fellowship 2	Amount (\$) per Academic Year	# of Students Participating
2014/2015			
2013/2014			
2012/2013			

Does your department/institute/center offer any additional funds/fellowships?

- ☐ Yes
☐ No

	Name of Fund/Fellowship 3	Amount (\$) per Academic Year	# of Students Participating
2014/2015			
2013/2014			
2012/2013			

Does your department/institute/center offer any additional funds/fellowships?

- ☐ Yes
☐ No

	Name of Fund/Fellowship 4	Amount (\$) per Academic Year	# of Students Participating
2014/2015			
2013/2014			
2012/2013			

Does your department/institute/center offer any additional funds/fellowships?

- ☐ Yes
☐ No

	Name of Fund/Fellowship 5	Amount (\$) per Academic Year	# of Students Participating
2014/2015			
2013/2014			
2012/2013			

Does your department/institute/center offer any additional funds/fellowships?

- ☐ Yes
☐ No

Please provide information about additional funds/fellowships below.

49. Approximately how many of your MAO students have conducted research abroad?

2014/2015	
2013/2014	
2012/2013	

50. Approximately what number of students conducting research abroad did so in their home countries (if these were other than the US)? [In this case, 'home' country refers to a student's place of origin or a country in which they lived for more than 5 years and which they claim as a 'home'.]

2014/2015	
2013/2014	
2012/2013	

51. How important is it, from your perspective, for MAO students in your program(s) to have more opportunities to study and/or conduct research abroad?

- ☐ Very important in all cases
- ☐ Important only insofar as their research projects require presence abroad
- ☐ Desirable but not feasible given the time to degree
- ☐ Desirable but not feasible given costs
- ☐ Other (please specify) _____
- ☐ Not Applicable

Is there anything you would like to add about MAO students abroad?

The purpose of this survey is to generate a comprehensive image of our educational activities abroad, focusing on the pedagogical function of courses and programs that entail substantial off-campus learning. How sustainable are they and how do they contribute to life on the Morningside campus? What are our strengths? How can we improve policies and support systems to enhance the core intellectual and pedagogical mission of the Arts and Sciences? Bearing these objectives in mind, please feel free to provide any additional comments that you feel would help us to understand your department's needs, perspectives and aspirations.

Please provide any additional comments in the box below.

Thank you for your time and participation.

EPPC Task Force on Global Education: Instructor Survey

Dear Professor,

I am writing to you in my capacity as Chair of the Task Force on Global Education in the Arts and Sciences, a subcommittee of the Educational Policy and Planning Committee, that was created by the Executive Committee, including Deans Madigan, Valentini and Alonso in the Fall of 2014. Our mandate is to generate a comprehensive image and assessment of Columbia's educational activities abroad, focusing on the pedagogical function of courses and programs that entail substantial off-campus learning, as well as their sustainability and impact on the ongoing life of the Morningside campus. We aim to understand the strengths and opportunities that already exist, and to identify areas in which better or different policies and support systems would help us to enhance the core intellectual and pedagogical mission of the Arts and Sciences.

As someone who has recently taught abroad, you are in a unique position to help us understand the faculty perspective on teaching abroad and the needs that should be addressed if we are to ensure the best possible teaching and learning experience for both our faculty colleagues and our students. To this end, the Task Force would like you to fill out a survey that we have designed with these goals in mind. This survey is being sent only to those faculty members who have taught a course abroad over the last three years (2012/13-2014/15). Other surveys are being sent to department chairs and administrators, institute and center directors, and to both M.A. and Ph.D. students.

Instructions: Your survey link is specific to you. You can provide responses and save them by clicking on one of the blue "Save" buttons at the bottom of each page. If you reenter the survey, it will take you to the page where you last left off; to navigate through the survey use the blue buttons at the bottom of each page. Once you are ready to submit the survey, please go to the last page of the survey and click the blue "Submit" button. Once submitted, the survey responses can no longer be edited.

We recognize that this request may feel onerous, and that you are already taxed with numerous duties and responsibilities. This is nonetheless a truly important exercise, one that will help us to establish a firm basis for new or reformed policies, and reasoned long-term planning. So your participation in the survey is essential. We ask you to complete it no later than September 30, 2015. Should you have any questions or concerns, feel free to contact me directly at rcm24@columbia.edu. If you need technical assistance or additional information, you can also reach out to Rose Razaghian, who is overseeing the data analysis for the Task Force (rr222@columbia.edu).

We thank you in advance for your assistance, and look forward to hearing from you. Your responses and comments will be treated with absolute confidence and only aggregate data and anonymized comments will be included in the Task Force's reports and recommendations.

Respectfully yours,
Rosalind Morris

4/6/2016; Faculty_in_STAB_Programs_-_EPPC_Global_Task_Force_FINAL.docx

For questions, please contact Rose Razaghian (rr222) or Elizabeth Strauss (ems2123).

Chair, Task Force on Global Education in the Arts and Sciences
Professor of Anthropology

EPPC Task Force on Global Education in the Arts and Sciences Membership

Marina Cords, Chair Committee on Science Instruction; Professor of Ecology, Evolution and Environmental Biology

Souleymane Bachir Diagne, Professor of French and Romance Philology

Patricia Grieve, Chair Committee on Global Core; Professor of Latin American and Iberian Cultures

Matthew Hart, Assistant Professor of English and Comparative Literature Robert Hymes, Professor of East Asian Languages and Cultures

Shamus Khan, Associate Professor of Sociology

Holger Klein, Professor of Art History and Archaeology

David Schiminovich, Professor of Astronomy

I. Courses Abroad

Our records indicate that during the past three years (2012/2013-2014/2015) you taught the following Columbia course(s) outside of the United States:

We suggest that you consider the most recent course you taught abroad when you respond to the survey. However, you may have taught multiple courses during a single term or you may wish to respond about a specific course you taught.

1. Please indicate for which course you are responding to this survey, including the term (e.g., HIST3230, Spring 2015):

Please provide any comments or corrections to the above list of courses in the space provided below.

II. General Course Information As a reminder, you indicated in question 1 that you would be responding to the survey questions for the following course:

If you would like to change what you entered in question 1, you may go back to the previous page using the blue "<<Save" button in the bottom left corner and update your response.

2. If the course was co-taught, with whom?

	Co-Instructor Name	Was the co-instructor a CU faculty member?
Please specify:		

3. Was the course taught at a Global Center?

- ☐ Yes
- ☐ No

3b. If yes, which Global Center?

3b. If no, at which institution was the course taught?

4. Did a Global Center provide any support for your course?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

4b. If yes, which Global Center(s)?

Please comment:

5. What was the language of instruction?

- ☐ English
- ☐ English and another language (please specify) _____
- ☐ Another Language (please specify) _____

6. How many total students were officially enrolled in the course?

7. How many non-Columbia students were officially enrolled in the course?

8. How many other persons participated in the course (please include only students who were not officially enrolled in the course)?

9. Which of these factors contributed to the mounting of the course? (Please select all that apply.)

- ☐ Faculty-Initiated Course
- ☐ Office of Global Programs (OGP)-solicited course
- ☐ Consortium
- ☐ Created as part of Mellon program
- ☐ President's Global Initiative Fund program
- ☐ Other _____

10. Is this a recurrent course?

- ☐ Yes; I plan to teach the course in the same place
- ☐ Yes; I plan to teach the course in a different place
- ☐ Yes; the course has been or will be taught by other faculty members
- ☐ No, this is not a recurrent course
- ☐ Undecided
- ☐ Other (please specify) _____

Please comment:

11. Has this course been taught at Columbia's Morningside Campus before?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please comment:

12. Will this course be taught at Columbia's Morningside Campus in the future?

- ☐ Yes
- ☐ No
- ☐ Do not know
- ☐ Not Applicable

Please comment:

13. If the course is taught both abroad and at Columbia's Morningside Campus, does the syllabus significantly change depending on location?

- ☐ Yes (please explain) _____
- ☐ No
- ☐ Not Applicable

Please comment:

14. Did you participate in budgetary planning and decision-making about the course?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please comment:

III. Background on Instructor's Relation to the Site

15. What were the reasons for offering this course in this location? (Select all that apply.)

- ☐ Faculty research in location
- ☐ Presence of archival, library, museological, architectural, natural or other resources requiring in-situ study
- ☐ Large-scale research involving partner scholars in-situ
- ☐ Desire to participate in education with colleagues in-situ
- ☐ Pedagogical support for undergraduate or graduate students, including introduction to research resources, language instruction, etc.
- ☐ Presence of a Global Center
- ☐ Personal interest
- ☐ Other (please specify) _____

IV. Language and Location

16. Did you have prior experience in this location?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please comment:

17. Prior to teaching in this location, were you competent in the local language(s)?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please comment:

18. Did you undertake any language learning specific to this location prior to commencing this course?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please comment:

18b. If yes, was the language learning for-credit instruction?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please comment:

18c. If you undertook language learning prior to commencing the course, how was it financed?

- ☐ Through tuition credit (course taken at Columbia)
- ☐ Through subsidy (course not taken at Columbia)
- ☐ Self-financed
- ☐ Other (please specify) _____
- ☐ Not Applicable

19. Did you take any language courses specific to this location while in-situ?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please comment:

19b. If yes, how was language study in-situ financed?

- ☐ Through tuition credit (course taken at Columbia, e.g. at a Global Center)
- ☐ Through subsidy (course not taken at Columbia)
- ☐ Self-financed
- ☐ Other (please specify) _____
- ☐ Not Applicable

20. Would you take advantage of language-learning opportunities as part of teaching abroad if they were without cost?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please comment:

20b. If yes, what would be the ideal form of that instruction?

- ☐ Columbia-based courses in regular semester
- ☐ Extra-university language instruction (e.g. Alliance Francaise or Goethe-Institute offered courses)
- ☐ In-situ language lessons
- ☐ Language-lab tutorial system
- ☐ Other (please specify) _____
- ☐ Not Applicable

V. Financial Issues and Logistics

21. How were you compensated for teaching the course abroad? (Please select all that apply.)

- ☐ Columbia University faculty salary (i.e., no supplementary salary)
- ☐ Columbia University payment from the Office of Global Programs (OGP)
- ☐ Grant
- ☐ Consortium
- ☐ Support from collaborating host institutions
- ☐ Other (please specify) _____

22. Given your present salary, do you agree that the compensation you received for your course taught abroad was appropriate relative to the amount of labor and time invested in this course?

- ☐ Completely Agree
- ☐ Mostly Agree
- ☐ Slightly Agree
- ☐ Slightly Disagree
- ☐ Mostly Disagree
- ☐ Completely Disagree
- ☐ Not Applicable

VI. Instructor's Travel and Housing

23. What arrangements were used for obtaining your housing?

24. Did Columbia University make arrangements for your housing?

25. Did Columbia University provide financial support for your housing? If so, in what form?

26. Was funding for travel provided separately from salary? If yes, please specify the source(s).

27. What additional services would make the arrangement of housing and travel more convenient?

28. What administrative support was provided to you in-situ by Columbia University (such as from a Global Center)?

29. Did you feel adequate administrative support was provided to you in-situ by Columbia University?

- ☐ Almost Always
- ☐ Often
- ☐ Occasionally
- ☐ Rarely
- ☐ Almost Never
- ☐ Not Applicable

Please comment:

30. What administrative support was provided to you in-situ by the host institution (if applicable)?

31. Did you feel adequate administrative support was provided to you in-situ by the host institution?

- ☐ Almost Always
- ☐ Often
- ☐ Occasionally
- ☐ Rarely
- ☐ Almost Never
- ☐ Not Applicable

Please comment:

32. Did Columbia University provide financial advances?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please comment:

32b. If yes, were these received in a timely manner?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please comment:

33. Were reimbursements for incurred expenses processed in a timely manner by Columbia University?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please comment:

34. Do you agree that Columbia University provided adequate assistance in obtaining visas?

- ☐ Completely Agree
- ☐ Mostly Agree
- ☐ Slightly Agree
- ☐ Slightly Disagree
- ☐ Mostly Disagree
- ☐ Completely Disagree
- ☐ Not Applicable

35. Do you agree that Columbia University provided adequate assistance in obtaining health insurance?

- ☐ Completely Agree
- ☐ Mostly Agree
- ☐ Slightly Agree
- ☐ Slightly Disagree
- ☐ Mostly Disagree
- ☐ Completely Disagree
- ☐ Not Applicable

36. Did Columbia University assist in covering health insurance costs?

37. Did you incur health-related expenses while abroad? If yes, how were these expenses covered?

38. Were you accompanied by your spouse/partner/family member(s)?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please comment:

38b. Did Columbia University assist with the cost of the accompanying spouse/partner/family member(s)?

38c. Did Columbia University assist with your needs for education of children/dependents?

39. Should Columbia University provide additional support for a faculty member's spouse/partner/family member(s)? Please comment.

VII. Academic Sustainability Issues

40. If you taught abroad during the fall or spring term, how were courses you would have taught at Columbia's Morningside Campus impacted? (Please select all that apply.)

- ☐ Required or core course(s) was taught by another professorial faculty member(s)
- ☐ Required or core course(s) was taught by a currently employed instructor(s) (not professorial rank)
- ☐ Required or core course(s) was taught by an adjunct instructor(s) specifically hired to cover the course(s)
- ☐ Required or core course(s) was taught by a visiting instructor(s)
- ☐ Elective course(s) was taught by another professorial faculty member(s)
- ☐ Elective course(s) was taught by a currently employed instructor(s) (not professorial rank)
- ☐ Elective course(s) was taught by an adjunct instructor(s) specifically hired to cover the course(s)
- ☐ Elective course(s) was taught by a visiting instructor(s)
- ☐ Elective course(s) was not offered
- ☐ Other (please specify) _____
- ☐ Do not know
- ☐ Not Applicable

41. What kind of advising and mentoring arrangements and practices did you use for your advisees while abroad? (Please check all that apply.)

	Skype or electronic communication	Suspension of advising relation	Occasional visits from faculty member abroad	Another faculty member took on advising responsibilities	Other
For Undergraduate Students:	☐	☐	☐	☐	☐
For Doctoral Students:	☐	☐	☐	☐	☐
For MA Only Students:	☐	☐	☐	☐	☐

41b. If other advising arrangements were used, please specify below.

41c. If occasional visits from a faculty member abroad were used, how was this financed?

Are there any additional comments you would like to add?

VIII. Summarizing the Experience Teaching Abroad

42. How likely are you to teach abroad again?

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Neutral
- ☐ Somewhat unlikely
- ☐ Very unlikely
- ☐ Do not know
- ☐ Not Applicable

Please comment:

The purpose of this survey is to understand the motivations, experiences, needs and aspirations of faculty members who have taught abroad for Columbia University. Bearing this objective in mind, please feel free to provide any additional comments that you feel would help us to understand the challenges of teaching abroad, and that would enable us to enhance our programs, facilities and policies on global education. Please provide any additional comments in the box below.

Thank you for your time and participation.

You have now reached the end of the survey. Clicking "Submit" below will enter your responses. Once submitted, the survey responses can no longer be edited. If you do not wish to submit the survey at this time, you may close your browser or navigate back to other sections of the survey using the button at the bottom left of the page. Please contact Rose Razaghian (rr222@columbia.edu) with any questions or concerns.

EPPC Task Force on Global Education: Doctoral Student Survey

I am writing to you in my capacity as Chair of the Task Force on Global Education in the Arts and Sciences, a subcommittee of the Educational Policy and Planning Committee, that was created by the Executive Committee, including Deans Madigan, Valentini and Alonso in the Fall of 2014.

This survey is intended to generate a comprehensive picture of the instructional activities and learning experiences of doctoral students in the Arts and Sciences. The purpose of the survey is to enable robust long-term planning for the Arts and Sciences so that we can support the work of students and faculty and to ensure that our pursuit of global education is done in a manner that maintains or enhances our intellectual and pedagogical standards—both abroad and on our own campus in New York City. The survey also aims to determine the sustainability of different kinds of activities and to identify strengths and areas in need of improvement. With your help, we hope to generate policies that enhance Columbia's educational programs, and to obtain information that can guide us in seeking funding that will assist graduate students in their doctoral pursuits. We also aim to understand the changing nature of student research and goals, and to make sure that our institutional and intellectual infrastructures enable and sustain them. For this reason, your response to the following questions is enormously important.

Although this is a detailed survey, and will take some time, we urge you to fill it out as carefully as possible. Instructions: Your survey link is specific to you. You can provide responses and save them by clicking on one of the blue "Save" buttons at the bottom of each page. If you reenter the survey, it will take you to the page where you last left off; to navigate through the survey use the blue buttons at the bottom of each page. Once you are ready to submit the survey, please go to the last page of the survey and click the blue "Submit" button. Once submitted, the survey responses can no longer be edited.

We ask you to complete it no later than October 9, 2015. Should you have any questions or concerns, feel free to contact me directly at rcm24@columbia.edu. If you need technical assistance or additional information, you can also reach out to Rose Razaghian, who is overseeing the data analysis for the Task Force (rr222@columbia.edu).

To thank you for your participation, if you submit the survey by the deadline you will be entered in a raffle for an iPad Air (32GB).

Your responses and comments will be treated with absolute confidence and only aggregate data and anonymized comments will be included in the Task Force's reports and recommendations. We thank you in advance for your contribution to Columbia's mission.

Respectfully yours,

Rosalind Morris

Chair, Task Force on Global Education in the Arts and Sciences

Professor, Director of Graduate Studies, Department of Anthropology

EPPC Task Force on Global Education in the Arts and Sciences Membership

Marina Cords, Chair Committee on Science Instruction; Professor of Ecology, Evolution and Environmental Biology

Souleymane Bachir Diagne, Professor of French and Romance Philology

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Matthew Hart, Assistant Professor of English and Comparative Literature

Robert Hymes, Professor of East Asian Languages and Cultures

Shamus Khan, Associate Professor of Sociology

Holger Klein, Professor of Art History and Archaeology

David Schiminovich, Professor of Astronomy

I. General Information

1. Please select your department/program from the list below:

- ☐ Anthropology
- ☐ Economics
- ☐ History
- ☐ Political Science
- ☐ Sociology
- ☐ Art History and Archaeology
- ☐ Classical Studies
- ☐ Classics
- ☐ East Asian Languages and Cultures
- ☐ English and Comparative Literature
- ☐ French and Romance Philology
- ☐ Germanic Languages
- ☐ Italian
- ☐ Latin American and Iberian Cultures
- ☐ Middle Eastern, South Asian, and African Studies
- ☐ Music
- ☐ Philosophy
- ☐ Religion
- ☐ Slavic Languages
- ☐ Astronomy
- ☐ Biological Sciences
- ☐ Chemical Physics
- ☐ Chemistry
- ☐ Earth and Environmental Sciences
- ☐ Ecology, Evolution, and Environmental Biology
- ☐ Mathematics
- ☐ Physics
- ☐ Psychology
- ☐ Statistics
- ☐ Theatre

2. Please select the academic year you entered the program:

- ☐ 2015/2016
- ☐ 2014/2015
- ☐ 2013/2014
- ☐ 2012/2013
- ☐ 2011/2012
- ☐ 2010/2011
- ☐ 2009/2010
- ☐ 2008/2009
- ☐ 2007/2008
- ☐ 2006/2007
- ☐ 2005/2006
- ☐ 2004/2005
- ☐ 2003/2004
- ☐ 2002/2003
- ☐ 2001/2002
- ☐ 2000/2001
- ☐ 1999/2000 or earlier

3. Do you have any affiliations with regional institutes? (Select all that apply.)

- ☐ European Institute
- ☐ Harriman Institute
- ☐ Institute for African Studies (IAS)
- ☐ Institute of Latin American Studies (ILAS)
- ☐ Middle East Institute (MEI)
- ☐ South Asia Institute (SAI)
- ☐ Weatherhead East Asian Institute (WEAI)
- ☐ Other (please specify) _____
- ☐ Not Applicable

4. What is your native language?

- ☐ English
- ☐ English and Another Language (please specify) _____
- ☐ Another Language (please specify) _____

5. Do you consider the United States to be your home country?

- ☐ Yes; I was born in the US
- ☐ Yes; I am a naturalized US citizen or permanent resident
- ☐ Yes, but I also claim another national identity (please specify the country) _____
- ☐ Yes, but I have lived in another country for at least five years (please specify the country) _____
- ☐ No, I do not consider the US to be my home country (please specify your home country) _____
- ☐ Other (please specify) _____
- ☐ Not Applicable

6. Prior to coming to Columbia's doctoral program, did you attend a college or university outside the United States?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

6b. If you attended a college or university outside of the United States, what was the primary language of instruction?

- ☐ English
- ☐ English and Another Language (please specify) _____
- ☐ Another Language (please specify) _____
- ☐ Not Applicable

6c. If the primary language of instruction was not English, how did you acquire the necessary language skills? (Select all that apply.)

- ☐ Native or childhood-acquired language skills
- ☐ Formal pre-college (high school) language study
- ☐ Formal college-based language education
- ☐ Extra-collegiate language study (e.g., with private tutors or non-university-based programs such as Alliance Française)
- ☐ Intensive language training as preparation for the study abroad period
- ☐ In-situ language study
- ☐ Other (please specify) _____
- ☐ Not Applicable

Please specify:

7. Prior to coming to Columbia's doctoral program did you participate in a formal Study Abroad program outside of the United States through your college or university?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

7b. If yes, please check all that describe your experience. (Select all that apply.)

- ☐ Individual course
- ☐ Full semester as part of Study Abroad program
- ☐ Full year as part of Study Abroad program
- ☐ Intensive summer course or field school
- ☐ Language-training in-situ
- ☐ Field school during semester break
- ☐ Other (please specify) _____

Please specify:

7c. If you attended a Study Abroad program prior to Columbia's doctoral program, what was the primary language of instruction?

- ☐ English
- ☐ English and Another Language (please specify) _____
- ☐ Another Language (please specify) _____
- ☐ Not Applicable

Please specify:

7d. If the primary language of instruction was not English, how did you acquire the necessary language skills? (Select all that apply.)

- ☐ Native or childhood-acquired language skills
- ☐ Formal pre-college (high school) language study
- ☐ Formal college-based language education
- ☐ Extra-collegiate language study (e.g., with private tutors or non-university-based programs such as Alliance Française)
- ☐ Intensive language training as preparation for the study abroad period
- ☐ In-situ language study
- ☐ Other (please specify) _____
- ☐ Not Applicable

7e. Did your initial experience in a Study Abroad program lead you to pursue other global opportunities?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

8. Prior to coming to Columbia University, did you have any work experience outside of the United States (include here both paid and unpaid/volunteer service)?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

8b. If you had work experience outside the United States prior to Columbia's doctoral program, what was the primary language of use?

- ☐ English
- ☐ English and Another Language (please specify) _____
- ☐ Another Language (please specify) _____
- ☐ Not Applicable

8c. How did you acquire the language skills necessary for this work? (Select all that apply.)

- ☐ Native or childhood-acquired language skills
- ☐ Formal pre-college language study
- ☐ Formal college-based language education
- ☐ Extra-collegiate language study (e.g., with private tutors, or non-university-based programs such as Alliance Française)
- ☐ Intensive language training in preparation for the work period
- ☐ In-situ language study
- ☐ Other (please specify) _____
- ☐ Not Applicable

8d. Did your work experience outside the United States influence your academic choices?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

6. Prior to coming to Columbia's doctoral program, did you attend a college or university outside the United States?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

6b. If you attended a college or university outside of the United States, what was the primary language of instruction?

- ☐ English
- ☐ English and Another Language (please specify) _____
- ☐ Another Language (please specify) _____
- ☐ Not Applicable

6c. If the primary language of instruction was not English, how did you acquire the necessary language skills? (Select all that apply.)

- ☐ Native or childhood-acquired language skills
- ☐ Formal pre-college (high school) language study
- ☐ Formal college-based language education
- ☐ Extra-collegiate language study (e.g., with private tutors or non-university-based programs such as Alliance Françaises)
- ☐ Intensive language training as preparation for the study abroad period
- ☐ In-situ language study
- ☐ Other (please specify) _____
- ☐ Not Applicable

Please specify:

7. Prior to coming to Columbia's doctoral program did you participate in a formal Study Abroad program through your college or university?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

7b. If yes, please check all that describe your experience. (Select all that apply.)

- ☐ Individual course
- ☐ Full semester as part of Study Abroad program
- ☐ Full year as part of Study Abroad program
- ☐ Intensive summer course or field school
- ☐ Language-training in-situ
- ☐ Field school during semester break
- ☐ Other (please specify) _____

Please specify:

7c. If you attended a Study Abroad program prior to Columbia's doctoral program, what was the primary language of instruction?

- ☐ English
- ☐ English and Another Language (please specify) _____
- ☐ Another Language (please specify) _____
- ☐ Not Applicable

Please specify:

7d. If the primary language of instruction was not English, how did you acquire the necessary language skills? (Select all that apply.)

- ☐ Native or childhood-acquired language skills
- ☐ Formal pre-college (high school) language study
- ☐ Formal college-based language education
- ☐ Extra-collegiate language study (e.g., with private tutors or non-university-based programs such as Alliance Française)
- ☐ Intensive language training as preparation for the study abroad period
- ☐ In-situ language study
- ☐ Other (please specify) _____
- ☐ Not Applicable

7e. Did your initial experience in a Study Abroad program lead you to pursue other global opportunities?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

8. Prior to coming to Columbia University, did you have any work experience outside of your home country (include here both paid and unpaid/volunteer service)?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

8b. If you had work experience outside your home country prior to Columbia University, what was the primary language of use?

- ☐ English
- ☐ English and Another Language (please specify) _____
- ☐ Another Language (please specify) _____
- ☐ Not Applicable

8c. How did you acquire the language skills necessary for this work? (Select all that apply.)

- ☐ Native or childhood-acquired language skills
- ☐ Formal pre-college language study
- ☐ Formal college-based language education
- ☐ Extra-collegiate language study (e.g., with private tutors, or non-university-based programs such as Alliance Française)
- ☐ Intensive language training in preparation for the work period
- ☐ In-situ language study
- ☐ Other (please specify) _____
- ☐ Not Applicable

8d. Did your work experience outside your home country influence your academic choices?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

II. Doctoral Study Outside the United States

9. Which of the following best describes if an educational experience (includes course work, language, and technical training) outside the United States is a necessary part of your doctoral training?

- ☐ It is a necessary part of my doctoral degree
- ☐ It is not necessary, but desirable as part of my doctoral degree
- ☐ It is not necessary, but desirable as part of my doctoral degree to enhance my capacity to obtain employment
- ☐ It is not necessary, but desirable as part of my doctoral degree; however, my degree requirements are too heavy to accommodate it
- ☐ It is not necessary or desirable as part of my doctoral degree (please note you will skip to Section III)
- ☐ Other _____
- ☐ Not Applicable

10. Have you taken any courses outside the United States for which you received credits toward your doctoral degree?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

10b. If you have taken any courses outside the United States for which you received credits toward your doctoral degree, what was the context? (Select all that apply.)

- ☐ Course taken at a Columbia Global Center
- ☐ Directed research course, supervised by a Columbia faculty member
- ☐ Course taken at an institution that is linked to a consortium in which Columbia is a participant
- ☐ Other (please specify) _____
- ☐ Not Applicable

10c. If you have taken any courses outside the United States for which you received credits toward your doctoral degree, how did you learn of its existence? (Select all that apply.)

- ☐ Information obtained online
- ☐ Information obtained from fellow students
- ☐ Information obtained from faculty
- ☐ Information obtained from departmental advisor
- ☐ Other (please specify) _____
- ☐ Not Applicable

III. Doctoral Research Outside the United States

11. Which of the following best describes if doctoral research outside the United States is a necessary part of your doctoral training? (Please exclude course work, language and technical training.)

- ☐ It is a necessary part of my doctoral degree
- ☐ It is not necessary, but desirable as part of my doctoral degree
- ☐ It is not necessary, but desirable as part of my doctoral degree to enhance my capacity to obtain employment
- ☐ It is not necessary, but desirable as part of my doctoral degree; however, my degree requirements are too heavy to accommodate it
- ☐ It is not necessary or desirable as part of my doctoral degree (please note you will skip to Section IV)
- ☐ Other _____
- ☐ Not Applicable

12. Please describe the length of time that you have or intend to spend undertaking research outside the United States as part of your doctoral training at Columbia.

- ☐ Less than 6 months
- ☐ Between 6 and 12 months
- ☐ Between 12 and 18 months
- ☐ Between 18 and 24 months
- ☐ More than 24 months
- ☐ I have previously conducted research outside of the US and will use this as the basis for my doctoral dissertation. I do not intend to conduct further research outside of the US.
- ☐ No time outside the US
- ☐ Not Applicable

13. If you have done or intend to undertake research outside the United States as part of your doctoral degree, what are the reasons? (Select all that apply.)

- ☐ To work with scholarly experts at institutions and/or locations outside the US
- ☐ To consult archives and/or other document repositories
- ☐ To work at a particular laboratory or research venue
- ☐ To undertake field research
- ☐ Other (please specify) _____
- ☐ Not Applicable

14. Please name all the countries in which you have undertaken or intend to undertake research as part of your doctoral degree.

15. If you have undertaken or intend to undertake research outside the United States, did or will that work involve a return to your home country or a country in which you had previously resided for more than 5 years?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

16. If you have undertaken or intend to undertake research outside the United States, did or will that work take you to a country to which you have ancestral connections, either through your parents or other relations?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

17. If you have undertaken or intend to undertake research outside the United States, how did you/will you finance that activity? (Select all that apply.)

- ☐ GSAS academic year stipend
- ☐ Summer research support provided by GSAS
- ☐ Summer research support provided by your department
- ☐ Research funds provided by a regional institute
- ☐ External grants, specifically sought for the purpose of your research
- ☐ Grant monies obtained by your faculty supervisor, as part of a research project on which they are a PI or co-PI
- ☐ Independent, personal financing
- ☐ Other (please specify) _____
- ☐ Not Applicable

18. In preparation for your trip to conduct research outside the United States, which of the following resources have you consulted or will you consult? (Select all that apply.)

- ☐ Official US-government information about country in which research is to be conducted
- ☐ Official government information from country in which research is to be conducted
- ☐ Center for Disease Control and Prevention health advisories about the host country
- ☐ Health Insurance company, regarding non-US based coverage
- ☐ SOS program, for possible emergency evacuation from research location
- ☐ Visa and/or immigration departments of countries in which you will conduct research
- ☐ Informal sources (family, friends, professional associates)
- ☐ Libraries
- ☐ Other (please specify) _____
- ☐ Not Applicable

19. What additional informational resources, if any, would you like to have access to in order to undertake research outside the United States?

20. If you have conducted research outside the United States, please describe the procedures by which you kept your department informed of your research plans and presence in a foreign country. (Select all that apply.)

- ☐ I maintained regular contact with my doctoral dissertation supervisor during the period of my research outside the US
- ☐ I maintained periodic contact with my doctoral dissertation supervisor
- ☐ I informed my departmental administrator on a periodic basis of my location, and of all changes in location
- ☐ I informed my departmental administrator only at the outset of my research outside the US and did not report in on a regular basis
- ☐ I did not inform my department or my doctoral dissertation supervisor of my location during the course of my research outside the US
- ☐ I registered with my embassy in the country of research
- ☐ Other (please specify) _____
- ☐ Not Applicable

21. While conducting research outside the United States, did you feel adequate support was provided to you by each of the following:

	Almost Always	Often	Occasionally	Rarely	Almost Never	Not Applicable
Your doctoral dissertation supervisor	☐	☐	☐	☐	☐	☐
Your dissertation committee members	☐	☐	☐	☐	☐	☐
Your department's administrators	☐	☐	☐	☐	☐	☐
The Graduate School of Arts and Sciences (GSAS)	☐	☐	☐	☐	☐	☐

Please specify:

22. Please rate the desirability of having a research affiliation with a Columbia Global Center as part of your research outside the United States.

- ☐ An affiliation with a Global Center is highly desirable, and I did or will seek such an affiliation during my research
- ☐ I would like an affiliation with a Global Center but do not know how to arrange it
- ☐ Columbia University does not have a Global Center in the region where I work or in a location proximate enough to my research site to be useful to my research
- ☐ The Global Center in the region where I work is not necessary or useful for my research
- ☐ I am unaware of the services and opportunities of the Global Centers and cannot judge
- ☐ Other (please specify) _____
- ☐ Not applicable

23. Please rate the desirability of having a research affiliation with a university or other academic institution in the location where you are conducting research.

- ☐ Strongly desirable
- ☐ Desirable if the university is formally recognized by Columbia
- ☐ Desirable but not necessary for my research
- ☐ Other (please specify) _____
- ☐ Not Applicable

Section IV. Resources for Doctoral Study and Research Outside the United States

24. How do you rate the program opportunities for research and learning outside the United States as part of your doctoral training at Columbia?

- ☐ There are sufficient opportunities
- ☐ Columbia should expand the number of opportunities available to doctoral students for research and learning outside the US
- ☐ I am unaware of existing opportunities but I would be interested in knowing more about those that exist
- ☐ Other (please specify) _____
- ☐ No Opinion
- ☐ Not Applicable

25. How do you rate the availability of the information relating to graduate research outside the United States at Columbia? (Select all that apply.)

- ☐ The informational resources at Columbia are adequate
- ☐ The informational resources at Columbia are helpful, but could be improved
- ☐ The informational resources at Columbia are inadequate
- ☐ The informational resources at Columbia are partial and dispersed
- ☐ I do/did not know how to obtain relevant information
- ☐ I would prefer to obtain information from government or other agencies rather than Columbia University
- ☐ Other (please specify) _____
- ☐ Not applicable

26. Are you aware of the universities and academic institutions with which Columbia has formal agreements or memoranda of understanding and exchange programs relevant to your work?

- ☐ Yes
- ☐ No
- ☐ Other (please specify) _____
- ☐ Not Applicable

26b. If yes, how did you obtain this information? (Select all that apply.)

- ☐ From departmental administrator or resource base
- ☐ From doctoral dissertation supervisor
- ☐ From faculty member
- ☐ From the Office of Global Programs
- ☐ From a Global Center
- ☐ From a regional institute
- ☐ From Columbia University website
- ☐ Other (please specify) _____
- ☐ Not Applicable

27. Have you made use of the Office of Global Programs or any of its resources?

- ☐ Yes
- ☐ No
- ☐ Other (please specify) _____
- ☐ Not Applicable

28. If you studied or conducted research outside the United States as part of your doctoral program, or if you intend to do so, how important were/are each of the following factors?

	Very Important	Important	Moderately Important	Slightly Important	Not Important	Not Applicable
Subletting support for Columbia graduate housing	☐	☐	☐	☐	☐	☐
Assistance with housing arrangements in country of study/research	☐	☐	☐	☐	☐	☐
Visa support for country of study/research	☐	☐	☐	☐	☐	☐
Supplementary funding for study/research	☐	☐	☐	☐	☐	☐
Information on in-country scholars and networks	☐	☐	☐	☐	☐	☐
Language study prior to study or research outside the US	☐	☐	☐	☐	☐	☐
Health insurance for country of study/research	☐	☐	☐	☐	☐	☐
Evacuation insurance for country of study/research	☐	☐	☐	☐	☐	☐
Personal financial considerations	☐	☐	☐	☐	☐	☐
Family considerations	☐	☐	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐	☐	☐

Please provide additional comments below:

28. If you did not, and do not intend to, study or conduct research outside the United States as part of your Columbia doctoral program, how important were/are each of the following factors?

	Very Important	Important	Moderately Important	Slightly Important	Not Important	Not Applicable
Subletting support for Columbia graduate housing	☐	☐	☐	☐	☐	☐
Assistance with housing arrangements in country of study/research	☐	☐	☐	☐	☐	☐
Visa support for country of study/research	☐	☐	☐	☐	☐	☐
Supplementary funding for study/research	☐	☐	☐	☐	☐	☐
Information on in-country scholars and networks	☐	☐	☐	☐	☐	☐
Language study prior to study or research outside the US	☐	☐	☐	☐	☐	☐
Health insurance for country of study/research	☐	☐	☐	☐	☐	☐
Evacuation insurance for country of study/research	☐	☐	☐	☐	☐	☐
Personal financial considerations	☐	☐	☐	☐	☐	☐
Family considerations	☐	☐	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐	☐	☐

Please provide additional comments below:

29. Please indicate any and all of the following factors that limited your options or influenced your decisions about the location of your studies or research outside the United States. (Select all that apply.)

- ☐ Country of origin or nationality
- ☐ Gender
- ☐ Sexual orientation
- ☐ Racial identity
- ☐ Political affiliations or past political activity
- ☐ Religious belief/identity
- ☐ Socioeconomic Status/Class
- ☐ Other (please specify) _____
- ☐ Not Applicable

The purpose of this survey is to understand the experiences, needs and aspirations of Columbia doctoral students with regard to the question of learning outside the United States. Bearing this objective in mind, please feel free to provide any additional comments that you feel would help us to enhance our policies, programs and facilities for global education. Please provide any additional comments in the box below.

Thank you for your time and participation.

You have now reached the end of the survey. Clicking "Submit" below will enter your responses. Once submitted, the survey responses can no longer be edited. If you do not wish to submit the survey at this time, you may close your browser or navigate back to other sections of the survey using the button at the bottom left of the page. Please contact Rose Razaghian (rr222@columbia.edu) with any questions or concerns.

EPPC Task Force on Global Education: Master's Student Survey

I am writing to you in my capacity as Chair of the Task Force on Global Education in the Arts and Sciences, a subcommittee of the Educational Policy and Planning Committee, that was created by the Executive Committee, including Deans Madigan, Valentini and Alonso in the Fall of 2014.

This survey is intended to generate a comprehensive picture of the instructional activities and learning experiences of Master's students in the Arts and Sciences. The purpose of the survey is to enable robust long-term planning for the Arts and Sciences so that we can support the work of students and faculty and to ensure that our pursuit of global education is done in a manner that maintains or enhances our intellectual and pedagogical standards—both abroad and on our own campus in New York City. The survey also aims to determine the sustainability of different kinds of activities and to identify strengths and areas in need of improvement. With your help, we hope to generate policies that enhance Columbia's educational programs, and to obtain information that can guide us in seeking funding that will assist graduate students in their scholarly and professional pursuits. We also aim to understand the changing nature of student research and goals, and to make sure that our institutional and intellectual infrastructures enable and sustain them. For this reason, your response to the following questions is enormously important.

Although this is a detailed survey, and will take some time, we urge you to fill it out as carefully as possible. Instructions: Your survey link is specific to you. You can provide responses and save them by clicking on one of the blue "Save" buttons at the bottom of each page. If you reenter the survey, it will take you to the page where you last left off; to navigate through the survey use the blue buttons at the bottom of each page. Once you are ready to submit the survey, please go to the last page of the survey and click the blue "Submit" button. Once submitted, the survey responses can no longer be edited.

We ask you to complete it no later than October 9, 2015. Should you have any questions or concerns, feel free to contact me directly at rcm24@columbia.edu. If you need technical assistance or additional information, you can also reach out to Rose Razaghian, who is overseeing the data analysis for the Task Force (rr222@columbia.edu).

To thank you for your participation, if you submit the survey by the deadline you will be entered in a raffle for an iPad Air (32GB).

Your responses and comments will be treated with absolute confidence and only aggregate data and anonymized comments will be included in the Task Force's reports and recommendations. We thank you in advance for your contribution to Columbia's mission.

Respectfully yours,

Rosalind Morris

Chair, Task Force on Global Education in the Arts and Sciences

Professor, Director of Graduate Studies, Department of Anthropology

EPPC Task Force on Global Education in the Arts and Sciences Membership

Marina Cords, Chair Committee on Science Instruction; Professor of Ecology, Evolution and Environmental Biology

Souleymane Bachir Diagne, Professor of French and Romance Philology

Patricia Grieve, Chair Committee on Global Core; Professor of Latin American and Iberian Cultures

Matthew Hart, Assistant Professor of English and Comparative Literature

Robert Hymes, Professor of East Asian Languages and Cultures

Shamus Khan, Associate Professor of Sociology

Holger Klein, Professor of Art History and Archaeology

David Schiminovich, Professor of Astronomy

I. General Information

1. Please select your program:

- ☐ African American Studies
- ☐ American Studies
- ☐ Anthropology
- ☐ Art History and Archaeology
- ☐ Biotechnology
- ☐ Classical Studies
- ☐ Classics
- ☐ Climate and Society
- ☐ Conservation Biology
- ☐ East Asian Languages and Cultures
- ☐ East Asia: Regional Studies
- ☐ East Asian Studies
- ☐ Economics
- ☐ English and Comparative Literature
- ☐ French Cultural Studies
- ☐ Germanic Languages
- ☐ Global Thought
- ☐ Hispanic Cultural Studies
- ☐ History and Literature
- ☐ Human Rights Studies
- ☐ International and World History (with London School of Economics)
- ☐ Islamic Studies
- ☐ Italian
- ☐ Jewish Studies
- ☐ Latin America and the Caribbean: Regional Studies
- ☐ Mathematics of Finance
- ☐ Medieval and Renaissance Studies
- ☐ Middle Eastern, South Asian, and African Studies
- ☐ Modern Art: Critical and Curatorial Studies
- ☐ Modern European Studies
- ☐ Museum Anthropology
- ☐ Oral History
- ☐ Philosophical Foundations of Physics
- ☐ Philosophy
- ☐ Political Science
- ☐ Quantitative Methods in the Social Sciences
- ☐ Quantitative Methods in the Social Sciences and MIA (Dual Degree)
- ☐ Quantitative Methods in the Social Sciences and MPA (Dual Degree)
- ☐ Religion

- ☐ Religion and Journalism (Dual Degree)
- ☐ Russia, Eurasia, and East Europe: Regional Studies
- ☐ Russian and Slavic Cultures
- ☐ Russian Translation
- ☐ Sociology
- ☐ South Asian Studies
- ☐ Statistics

2. Please select the academic year you entered the program:

- ☐ 2015/2016
- ☐ 2014/2015
- ☐ 2013/2014
- ☐ 2012/2013
- ☐ 2011/2012
- ☐ 2010/2011
- ☐ 2009/2010
- ☐ 2008/2009
- ☐ 2007/2008
- ☐ 2006/2007 or earlier

3. Do you have any affiliations with regional institutes? (Select all that apply.)

- ☐ European Institute
- ☐ Harriman Institute
- ☐ Institute for African Studies (IAS)
- ☐ Institute of Latin American Studies (ILAS)
- ☐ Middle East Institute (MEI)
- ☐ South Asia Institute (SAI)
- ☐ Weatherhead East Asian Institute (WEAI)
- ☐ Other (please specify) _____
- ☐ Not Applicable

4. What is your native language?

- ☐ English
- ☐ English and Another Language (please specify) _____
- ☐ Another Language (please specify) _____

5. Do you consider the United States to be your home country?

- ☐ Yes; I was born in the US
- ☐ Yes; I am a naturalized US citizen or permanent resident
- ☐ Yes, but I also claim another national identity (please specify the country) _____
- ☐ Yes, but I have lived in another country for at least five years (please specify the country) _____
- ☐ No, I do not consider the US to be my home country (please specify your home country) _____
- ☐ Other (please specify) _____
- ☐ Not Applicable

6. Prior to coming to Columbia's Master's program, did you attend a college or university outside the United States?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

6b. If you attended a college or university outside of the United States, what was the primary language of instruction?

- ☐ English
- ☐ English and Another Language (please specify) _____
- ☐ Another Language (please specify) _____
- ☐ Not Applicable

6c. If the primary language of instruction was not English, how did you acquire the necessary language skills? (Select all that apply.)

- ☐ Native or childhood-acquired language skills
- ☐ Formal pre-college (high school) language study
- ☐ Formal college-based language education
- ☐ Extra-collegiate language study (e.g., with private tutors or non-university-based programs such as Alliance Française)
- ☐ Intensive language training as preparation for the study abroad period
- ☐ In-situ language study
- ☐ Other (please specify) _____
- ☐ Not Applicable

Please specify:

7. Prior to coming to Columbia's Master's program did you participate in a formal Study Abroad program outside of the United States through your college or university?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

7b. If yes, please check all that describe your experience. (Select all that apply.)

- ☐ Individual course
- ☐ Full semester as part of Study Abroad program
- ☐ Full year as part of Study Abroad program
- ☐ Intensive summer course or field school
- ☐ Language-training in-situ
- ☐ Field school during semester break
- ☐ Other (please specify) _____

Please specify:

7c. If you attended a Study Abroad program prior to Columbia's Master's program, what was the primary language of instruction?

- ☐ English
- ☐ English and Another Language (please specify) _____
- ☐ Another Language (please specify) _____
- ☐ Not Applicable

Please specify:

7d. If the primary language of instruction was not English, how did you acquire the necessary language skills? (Select all that apply.)

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- ☐ Not Applicable

7e. Did your initial experience in a Study Abroad program lead you to pursue other global opportunities?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

8. Prior to coming to Columbia University, did you have any work experience outside of the United States (include here both paid and unpaid/volunteer service)?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

8b. If you had work experience outside the United States prior to Columbia's Master's program, what was the primary language of use?

- ☐ English
- ☐ English and Another Language (please specify) _____
- ☐ Another Language (please specify) _____
- ☐ Not Applicable

8c. How did you acquire the language skills necessary for this work? (Select all that apply.)

- ☐ Native or childhood-acquired language skills
- ☐ Formal pre-college language study
- ☐ Formal college-based language education
- ☐ Extra-collegiate language study (e.g., with private tutors, or non-university-based programs such as Alliance Française)
- ☐ Intensive language training as preparation for the work period
- ☐ In-situ language study
- ☐ Other (please specify) _____
- ☐ Not Applicable

8d. Did your work experience outside the United States influence your academic choices?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

6. Prior to coming to Columbia's Master's program, did you attend a college or university outside the United States?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

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- ☐ Not Applicable

Please specify:

7. Prior to coming to Columbia's Master's program did you participate in a formal Study Abroad program through your college or university?

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- ☐ No
- ☐ Not Applicable

Please specify:

7b. If yes, please check all that describe your experience. (Select all that apply.)

- ☐ Individual course
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- ☐ Full year as part of Study Abroad program
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- ☐ Language-training in-situ
- ☐ Field school during semester break
- ☐ Other (please specify) _____

Please specify:

7c. If you attended a Study Abroad program prior to Columbia's Master's program, what was the primary language of instruction?

- ☐ English
- ☐ English and Another Language (please specify) _____
- ☐ Another Language (please specify) _____
- ☐ Not Applicable

Please specify:

7d. If the primary language of instruction was not English, how did you acquire the necessary language skills? (Select all that apply.)

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7e. Did your initial experience in a Study Abroad program lead you to pursue other global opportunities?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

8. Prior to coming to Columbia University, did you have any work experience outside of your home country (include here both paid and unpaid/volunteer service)?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

8b. If you had work experience outside your home country prior to Columbia University, what was the primary language of use?

- ☐ English
- ☐ English and Another Language (please specify) _____
- ☐ Another Language (please specify) _____
- ☐ Not Applicable

8c. How did you acquire the language skills necessary for this work? (Select all that apply.)

- ☐ Native or childhood-acquired language skills
- ☐ Formal pre-college language study
- ☐ Formal college-based language education
- ☐ Extra-collegiate language study (e.g., with private tutors, or non-university-based programs such as Alliance Française)
- ☐ Intensive language training as preparation for the work period
- ☐ In-situ language study
- ☐ Other (please specify) _____
- ☐ Not Applicable

8d. Did your work experience outside your home country influence your academic choices?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

II. Master's Study Outside the United States

9. Which of the following best describes if an educational experience (includes course work, language, and technical training) outside the United States is a necessary part of your Master's training?

- ☐ It is a necessary part of my Master's degree
- ☐ It is not necessary, but desirable as part of my Master's degree
- ☐ It is not necessary, but desirable as part of my Master's degree to enhance my capacity to obtain employment
- ☐ It is not necessary, but desirable as part of my Master's degree; however, my degree requirements are too heavy to accommodate it
- ☐ It is not necessary or desirable as part of my Master's degree (please note you will skip to Section III)
- ☐ Other _____
- ☐ Not Applicable

10. Have you taken any courses outside the United States for which you received credits toward your Master's degree?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

10b. If you have taken any courses outside the United States for which you received credits toward your Master's degree, what was the context? (Select all that apply.)

- ☐ Course taken at a Columbia Global Center
- ☐ Directed research course, supervised by a Columbia faculty member
- ☐ Course taken at an institution that is linked to a consortium in which Columbia is a participant
- ☐ Other (please specify) _____
- ☐ Not Applicable

10c. If you have taken any courses outside the United States for which you received credits toward your Master's degree, how did you learn of its existence? (Select all that apply.)

- ☐ Information obtained online
- ☐ Information obtained from fellow students
- ☐ Information obtained from faculty
- ☐ Information obtained from departmental advisor
- ☐ Other (please specify) _____
- ☐ Not Applicable

III. Master's Research Outside the United States

11. Which of the following best describes if research outside the United States is a necessary part of your Master's training? (Please exclude course work, language and technical training.)

- ☐ It is a necessary part of my Master's degree
- ☐ It is not necessary, but desirable as part of my Master's degree
- ☐ It is not necessary, but desirable as part of my Master's degree to enhance my capacity to obtain employment
- ☐ It is not necessary, but desirable as part of my Master's degree; however, my degree requirements are too heavy to accommodate it
- ☐ It is not necessary or desirable as part of my Master's degree (please note you will skip to Section IV)
- ☐ Other _____
- ☐ Not Applicable

12. Please describe the length of time that you have or intend to spend undertaking research outside the United States.

- ☐ Less than 1 month
- ☐ Between 1 and 3 months
- ☐ Between 3 and 6 months
- ☐ More than 6 months
- ☐ I have previously conducted research outside of the US and will use this as the basis for my Master's thesis. I do not intend to conduct further research outside of the US.
- ☐ No time outside the US
- ☐ Not Applicable

13. If you have done or intend to undertake research outside the United States as part of your Master's degree, what are the reasons? (Select all that apply.)

- ☐ To work with scholarly experts at institutions and/or locations outside the US
- ☐ To consult archives and/or other document repositories
- ☐ To work at a particular laboratory or research venue
- ☐ To undertake field research
- ☐ Other (please specify) _____
- ☐ Not Applicable

14. Please name all the countries in which you have undertaken or intend to undertake research as part of your Master's degree.

15. If you have undertaken or intend to undertake research outside the United States, did or will that work involve a return to your home country or a country in which you had previously resided for more than 5 years?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

16. If you have undertaken or intend to undertake research outside the United States, did or will that work take you to a country to which you have ancestral connections, either through your parents or other relations?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Please specify:

17. If you have undertaken or intend to undertake research outside the United States, how did you/will you finance that activity? (Select all that apply.)

- ☐ GSAS academic year stipend
- ☐ Summer research support provided by GSAS
- ☐ Summer research support provided by your department
- ☐ Research funds provided by a regional institute
- ☐ External grants, specifically sought for the purpose of your research
- ☐ Grant monies obtained by your faculty supervisor, as part of a research project on which they are a PI or co-PI
- ☐ Independent, personal financing
- ☐ Other (please specify) _____
- ☐ Not Applicable

18. In preparation for your trip to conduct research outside the United States, which of the following resources have you consulted or will you consult? (Select all that apply.)

- ☐ Official US-government information about country in which research is to be conducted
- ☐ Official government information from country in which research is to be conducted
- ☐ Center for Disease Control and Prevention health advisories about the host country
- ☐ Health Insurance company, regarding non-US based coverage
- ☐ SOS program, for possible emergency evacuation from research location
- ☐ Visa and/or immigration departments of countries in which you will conduct research
- ☐ Informal sources (family, friends, professional associates)
- ☐ Libraries
- ☐ Other (please specify) _____
- ☐ Not Applicable

19. What additional informational resources, if any, would you like to have access to in order to undertake research outside the United States?

20. If you have conducted research outside the United States, please describe the procedures by which you kept your department informed of your research plans and presence in a foreign country. (Select all that apply.)

- ☐ I maintained regular contact with my advisor during the period of my research outside the US
- ☐ I maintained periodic contact with my advisor
- ☐ I informed my departmental administrator on a periodic basis of my location, and of all changes in location
- ☐ I informed my departmental administrator only at the outset of my research outside the US and did not report in on a regular basis
- ☐ I did not inform my department or my advisor of my location during the course of my research outside the US
- ☐ I registered with my embassy in the country of research
- ☐ Other (please specify) _____
- ☐ Not Applicable

21. While conducting research outside the United States, did you feel adequate support was provided to you by each of the following:

	Almost Always	Often	Occasionally	Rarely	Almost Never	Not Applicable
Your advisor	☐	☐	☐	☐	☐	☐
Your department's administrators	☐	☐	☐	☐	☐	☐
The Graduate School of Arts and Sciences (GSAS)	☐	☐	☐	☐	☐	☐

Please specify:

22. Please rate the desirability of having a research affiliation with a Columbia Global Center as part of your research outside the United States.

- ☐ An affiliation with a Global Center is highly desirable, and I did or will seek such an affiliation during my research
- ☐ I would like an affiliation with a Global Center but do not know how to arrange it
- ☐ Columbia University does not have a Global Center in the region where I work or in a location proximate enough to my research site to be useful to my research
- ☐ The Global Center in the region where I work is not necessary or useful for my research
- ☐ I am unaware of the services and opportunities of the Global Centers and cannot judge
- ☐ Other (please specify) _____
- ☐ Not applicable

23. Please rate the desirability of having a research affiliation with a university or other academic institution in the location where you are conducting research.

- ☐ Strongly desirable
- ☐ Desirable if the university is formally recognized by Columbia
- ☐ Desirable but not necessary for my research
- ☐ Other (please specify) _____
- ☐ Not Applicable

Section IV. Resources for Master's Study and Research Outside the United States

24. How do you rate the program opportunities for research and learning outside the United States as part of your Master's training at Columbia?

- ☐ There are sufficient opportunities
- ☐ Columbia should expand the number of opportunities available to Master's students for research and learning outside the US
- ☐ I am unaware of existing opportunities but I would be interested in knowing more about those that exist
- ☐ Other (please specify) _____
- ☐ No Opinion
- ☐ Not Applicable

25. How do you rate the availability of the information relating to graduate research outside the United States at Columbia? (Select all that apply.)

- ☐ The informational resources at Columbia are adequate
- ☐ The informational resources at Columbia are helpful, but could be improved
- ☐ The informational resources at Columbia are inadequate
- ☐ The informational resources at Columbia are partial and dispersed
- ☐ I do/did not know how to obtain relevant information
- ☐ I would prefer to obtain information from government or other agencies rather than Columbia University
- ☐ Other (please specify) _____
- ☐ Not applicable

26. Are you aware of the universities and academic institutions with which Columbia has formal agreements or memoranda of understanding and exchange programs relevant to your work?

- ☐ Yes
- ☐ No
- ☐ Other (please specify) _____
- ☐ Not Applicable

26b. If yes, how did you obtain this information? (Select all that apply.)

- ☐ From departmental administrator or resource base
- ☐ From faculty advisor
- ☐ From faculty member
- ☐ From the Office of Global Programs
- ☐ From a Global Center
- ☐ From a regional institute
- ☐ From Columbia University website
- ☐ Other (please specify) _____
- ☐ Not Applicable

27. Have you made use of the Office of Global Programs or any of its resources?

- ☐ Yes
- ☐ No
- ☐ Other (please specify) _____
- ☐ Not Applicable

28. If you studied or conducted research outside the United States as part of your Master's program, or if you intend to do so, how important were/are each of the following factors?

	Very Important	Important	Moderately Important	Slightly Important	Not Important	Not Applicable
Assistance with housing arrangements in country of study/research	☐	☐	☐	☐	☐	☐
Visa support for country of study/research	☐	☐	☐	☐	☐	☐
Supplementary funding for study/research	☐	☐	☐	☐	☐	☐
Information on in-country scholars and networks	☐	☐	☐	☐	☐	☐
Language study prior to study or research outside the US	☐	☐	☐	☐	☐	☐
Health insurance for country of study/research	☐	☐	☐	☐	☐	☐
Evacuation insurance for country of study/research	☐	☐	☐	☐	☐	☐
Personal financial considerations	☐	☐	☐	☐	☐	☐
Family considerations	☐	☐	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐	☐	☐

Please provide additional comments below:

28. If you did not, and do not intend to, study or conduct research outside the United States as part of your Columbia Master's program, how important were/are each of the following factors?

	Very Important	Important	Moderately Important	Slightly Important	Not Important	Not Applicable
Assistance with housing arrangements in country of study/research	☐	☐	☐	☐	☐	☐
Visa support for country of study/research	☐	☐	☐	☐	☐	☐
Supplementary funding for study/research	☐	☐	☐	☐	☐	☐
Information on in-country scholars and networks	☐	☐	☐	☐	☐	☐
Language study prior to study or research outside the US	☐	☐	☐	☐	☐	☐
Health insurance for country of study/research	☐	☐	☐	☐	☐	☐
Evacuation insurance for country of study/research	☐	☐	☐	☐	☐	☐
Personal financial considerations	☐	☐	☐	☐	☐	☐
Family considerations	☐	☐	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐	☐	☐

Please provide additional comments below:

29. Please indicate any and all of the following factors that limited your options or influenced your decisions about the location of your studies or research outside the United States. (Select all that apply.)

- ☐ Country of origin or nationality
- ☐ Gender
- ☐ Sexual orientation
- ☐ Racial identity
- ☐ Political affiliations or past political activity
- ☐ Religious belief/identity
- ☐ Socioeconomic Status/Class
- ☐ Other (please specify) _____
- ☐ Not Applicable

The purpose of this survey is to understand the experiences, needs and aspirations of Columbia Master's students with regard to the question of learning outside the United States. Bearing this objective in mind, please feel free to provide any additional comments that you feel would help us to enhance our policies, programs and facilities for global education. Please provide any additional comments in the box below.

Thank you for your time and participation.

You have now reached the end of the survey. Clicking "Submit" below will enter your responses. Once submitted, the survey responses can no longer be edited. If you do not wish to submit the survey at this time, you may close your browser or navigate back to other sections of the survey using the button at the bottom left of the page. Please contact Rose Razaghian (rr222@columbia.edu) with any questions or concerns.

Appendix B1 Summary of Global Curriculum and Study Abroad Survey

Survey	Dates of Survey	# Surveyed	# Responded	Response Rate	Details
Global Curriculum and Study Abroad Survey	February 9 - February 25, 2013	6,195	531	9%	4,528 students from CC; 1,667 students from GS

Chart 1

**How much do you value having an international experience as part of your Columbia education?
(531 Respondents)**

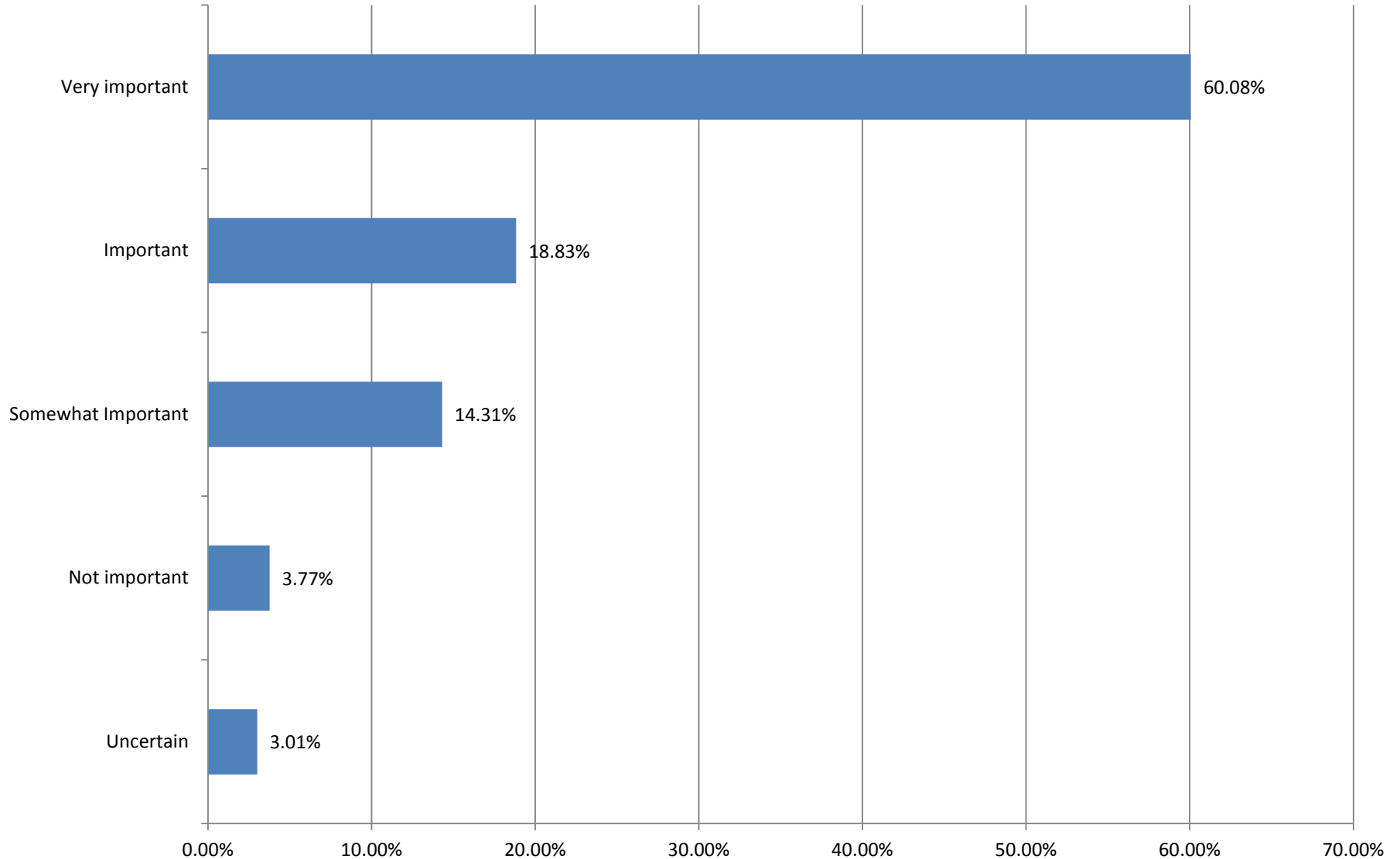


Chart 2

If you value an international experience, what type of experience interests you? *Please check all that apply*
(522 Respondents)

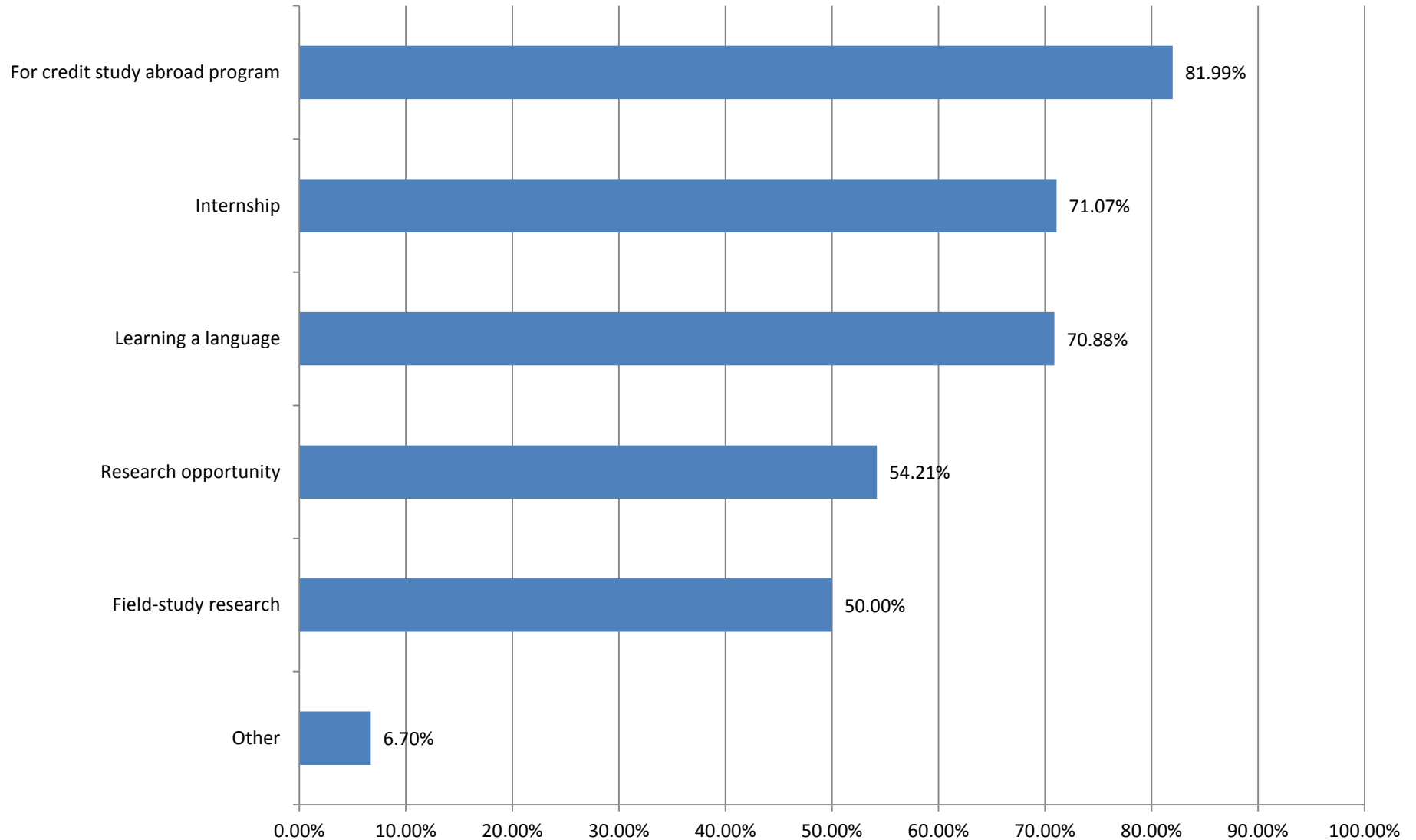


Chart 3
Which of the following international experiences have you pursued at or before Columbia? *Please check all that apply*
(465 Respondents)

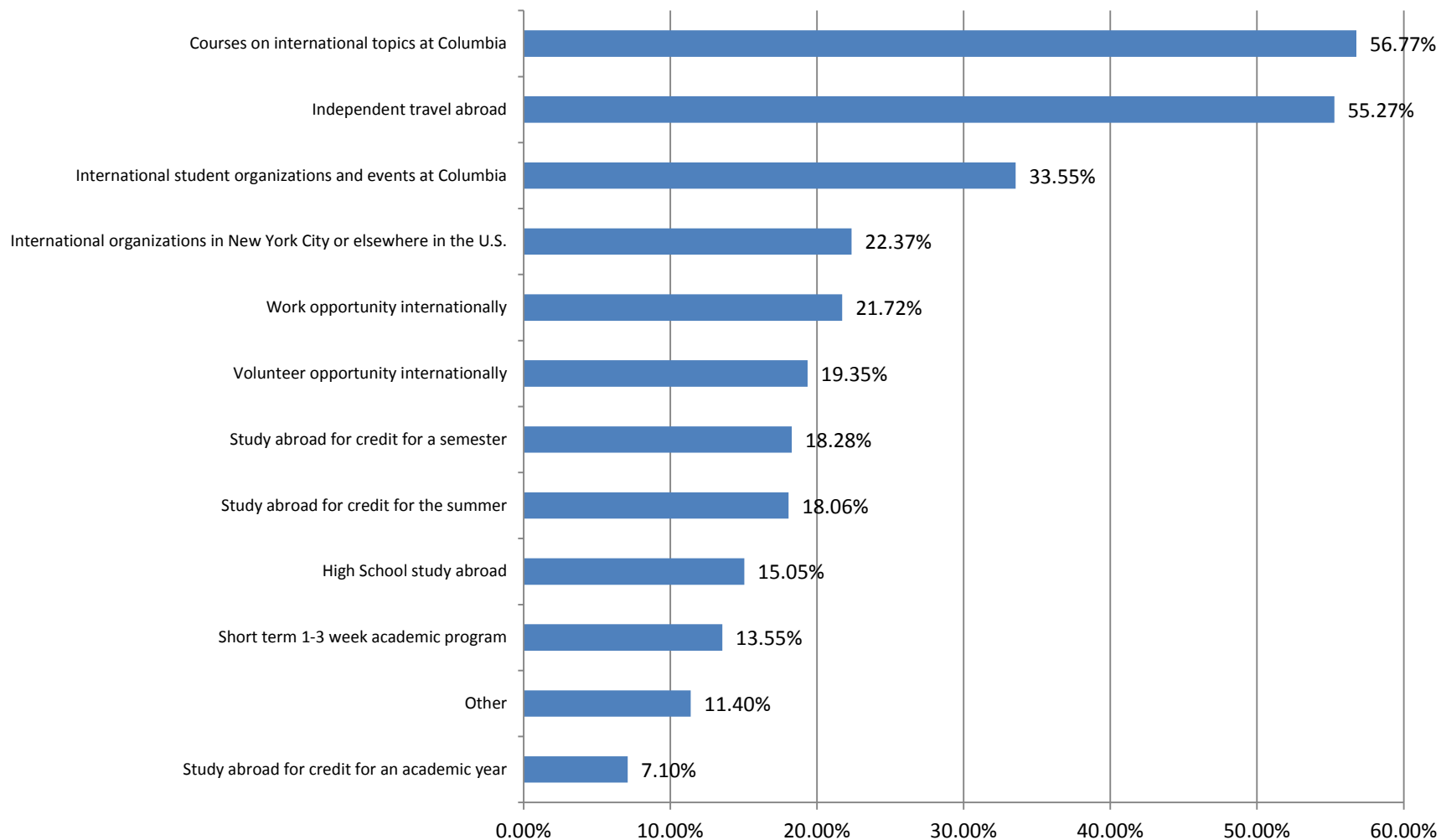


Chart 4

What did or do you expect to gain from participating in an international experience?

Please check all that apply

(508 Respondents)

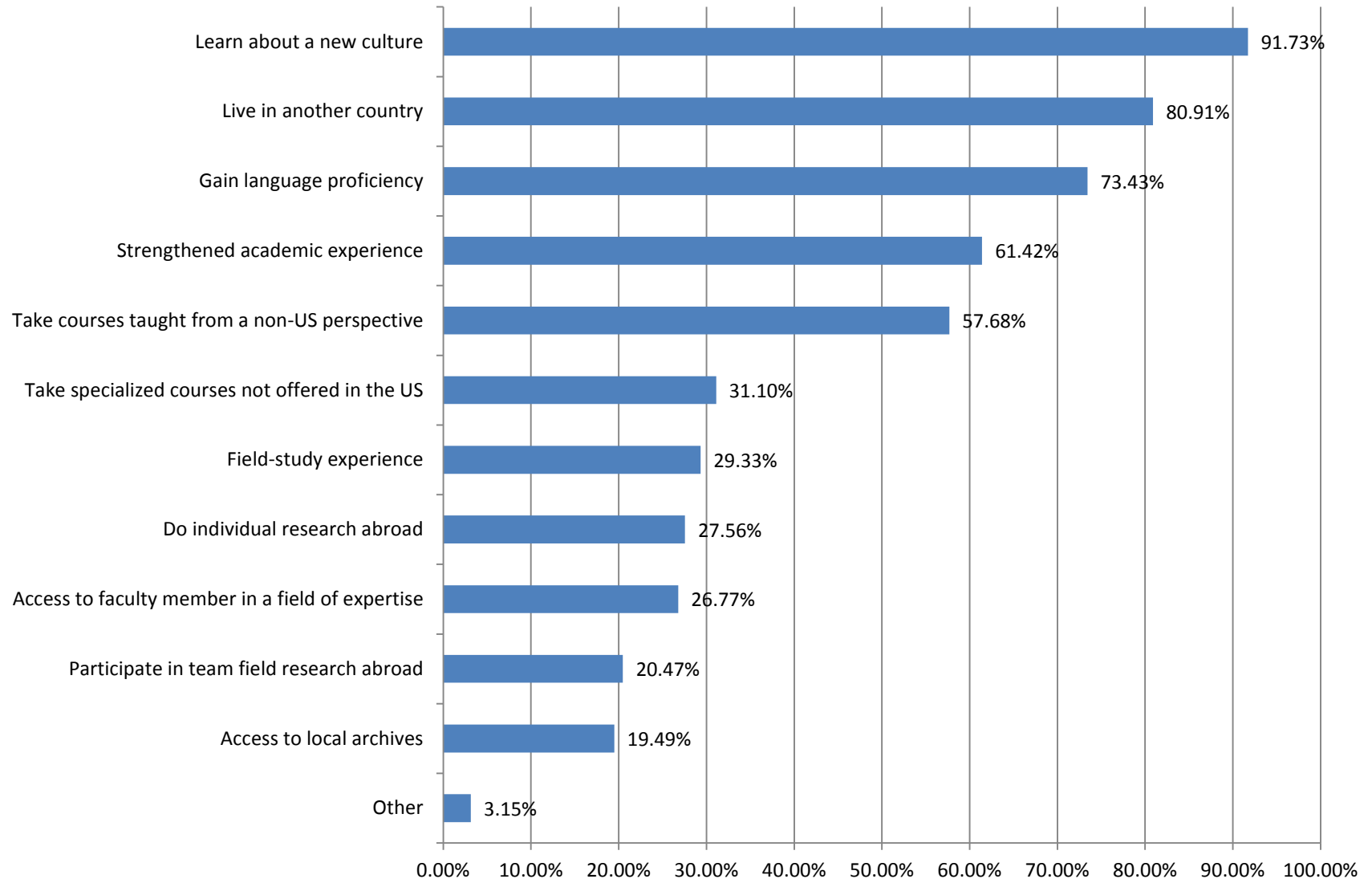


Chart 5

What are the top factors or influences when you consider or considered studying abroad for a semester or year? *Please check all that apply*
(Total Respondents 510)

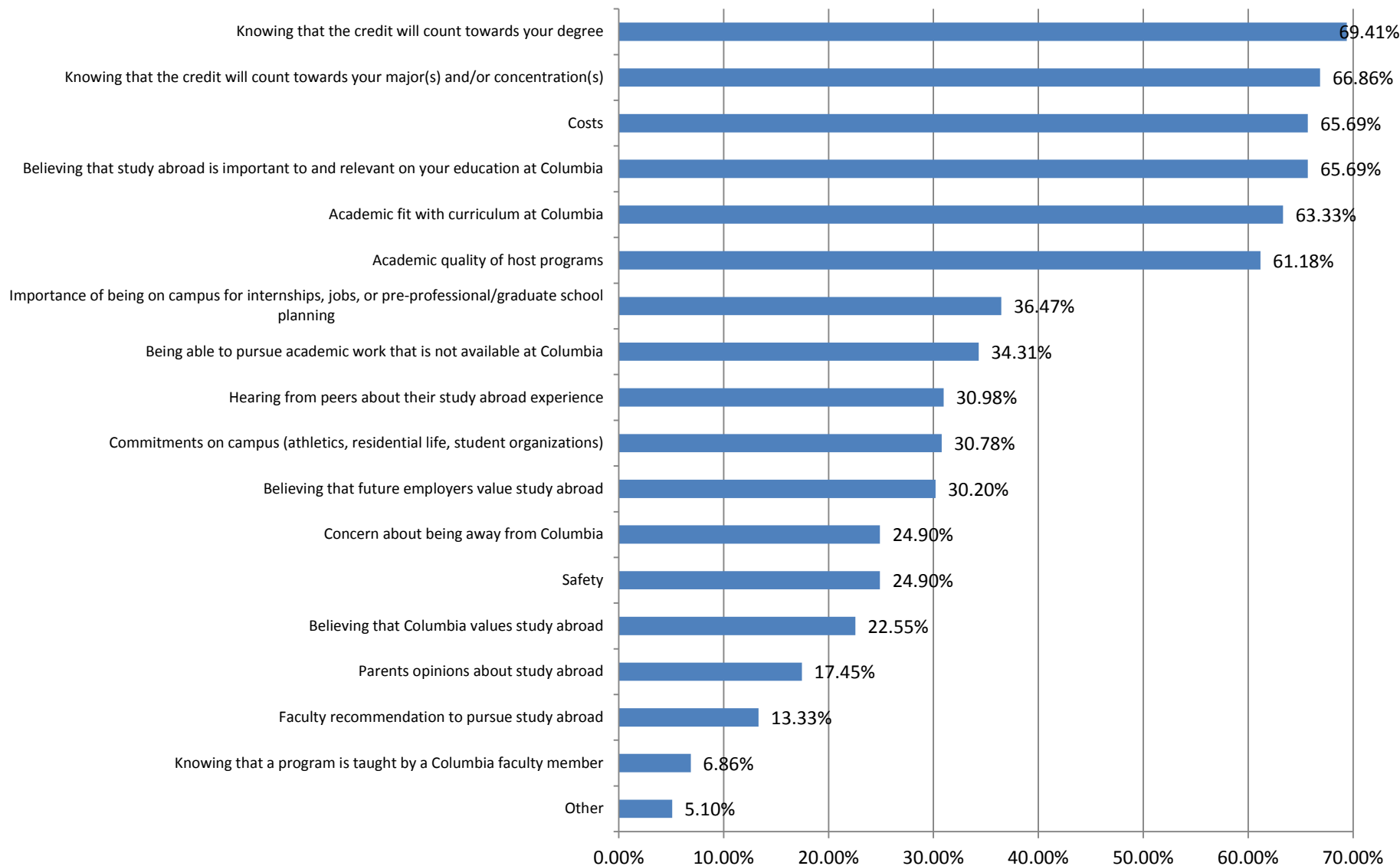


Chart 6

What are the top factors or influences when you consider or considered studying abroad for a summer? *Please check all that apply*
(465 Respondents)

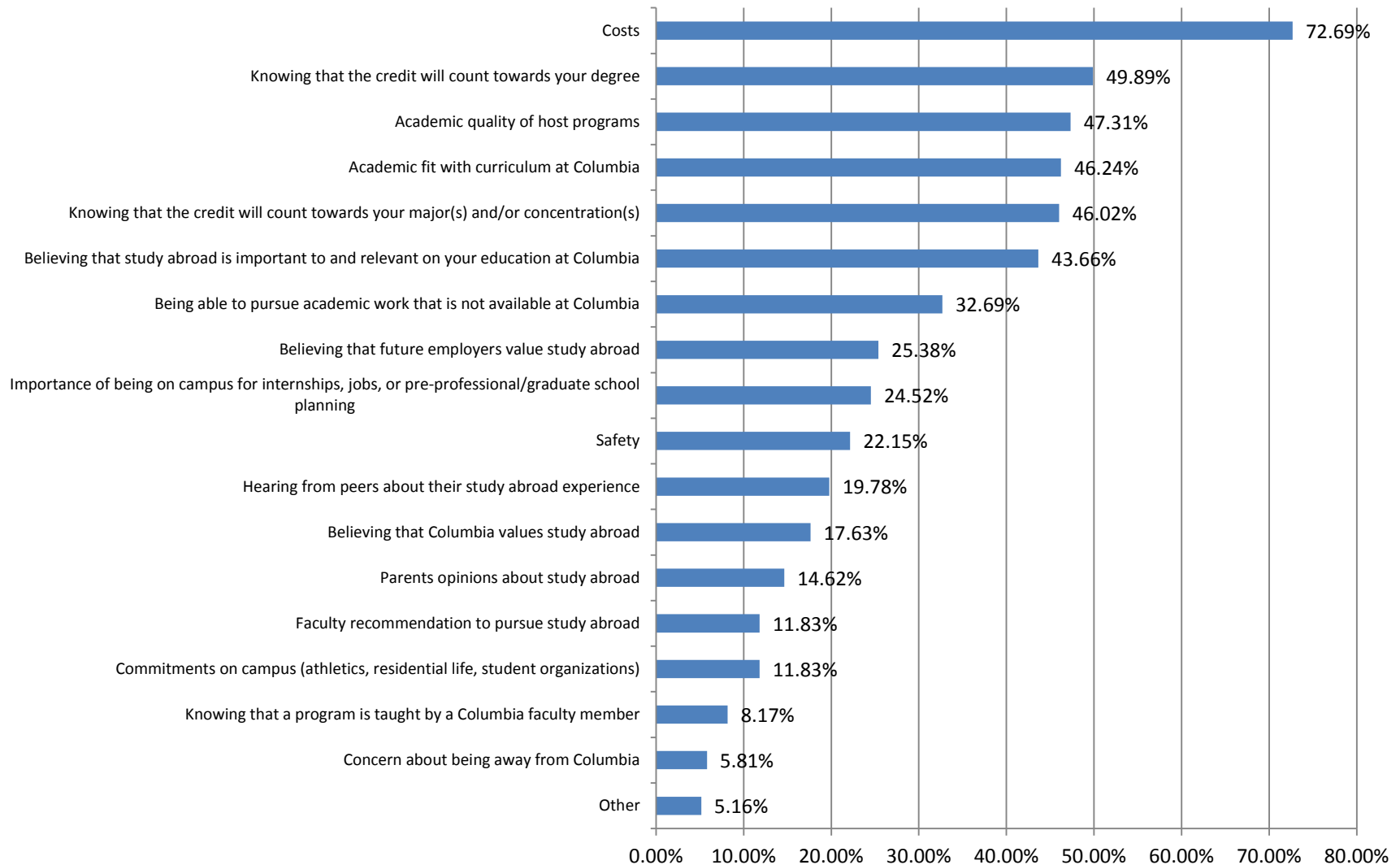


Chart 7

**If you have, are, or plan to study abroad for academic credit before you graduate, which terms apply?
(Total Responses 516)**

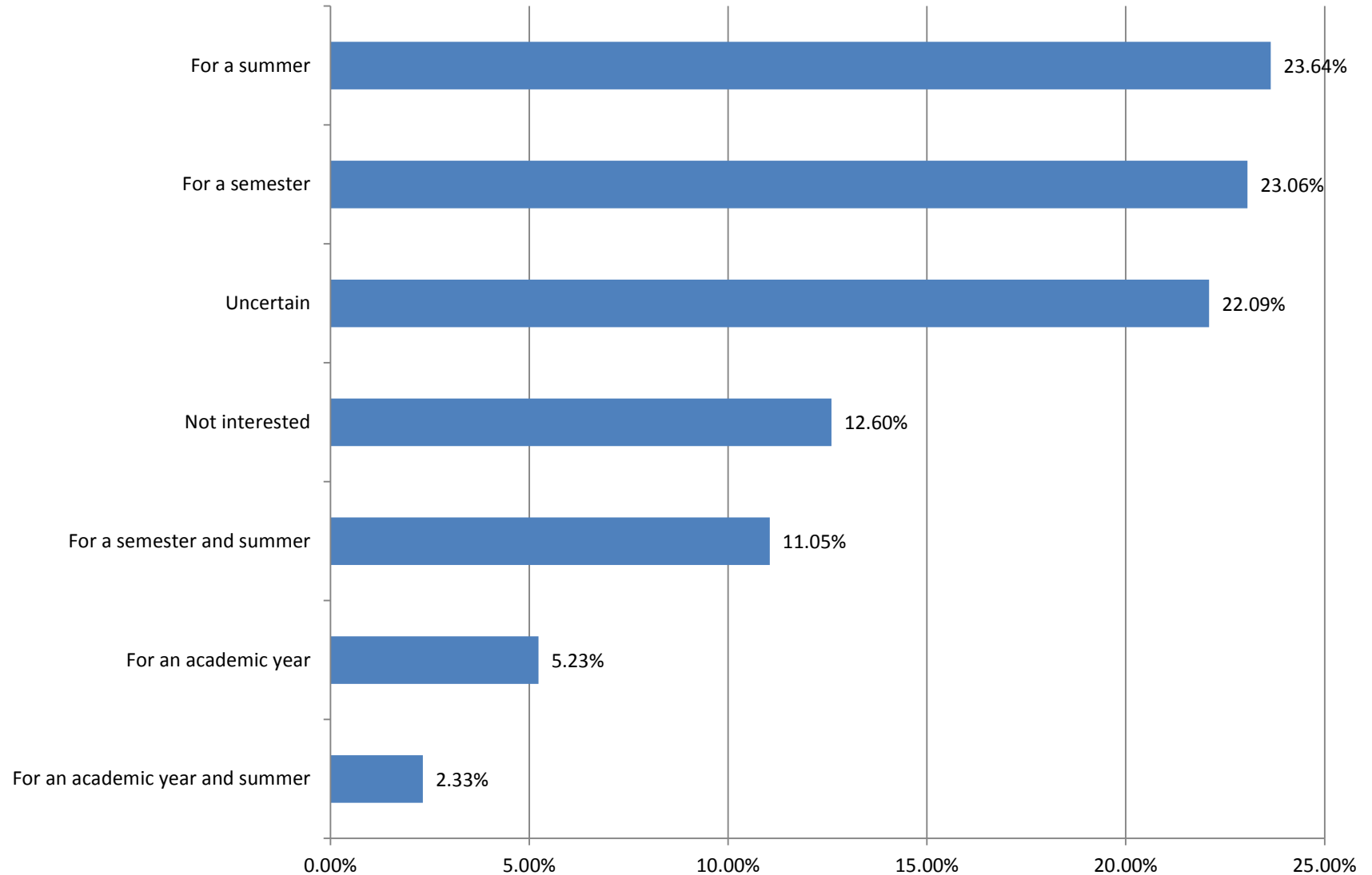


Chart 8

If you did not or do not plan to pursue study abroad before you graduate, which were or are the top factors that influenced your decision? *Please check all that apply*

(271 Respondents)

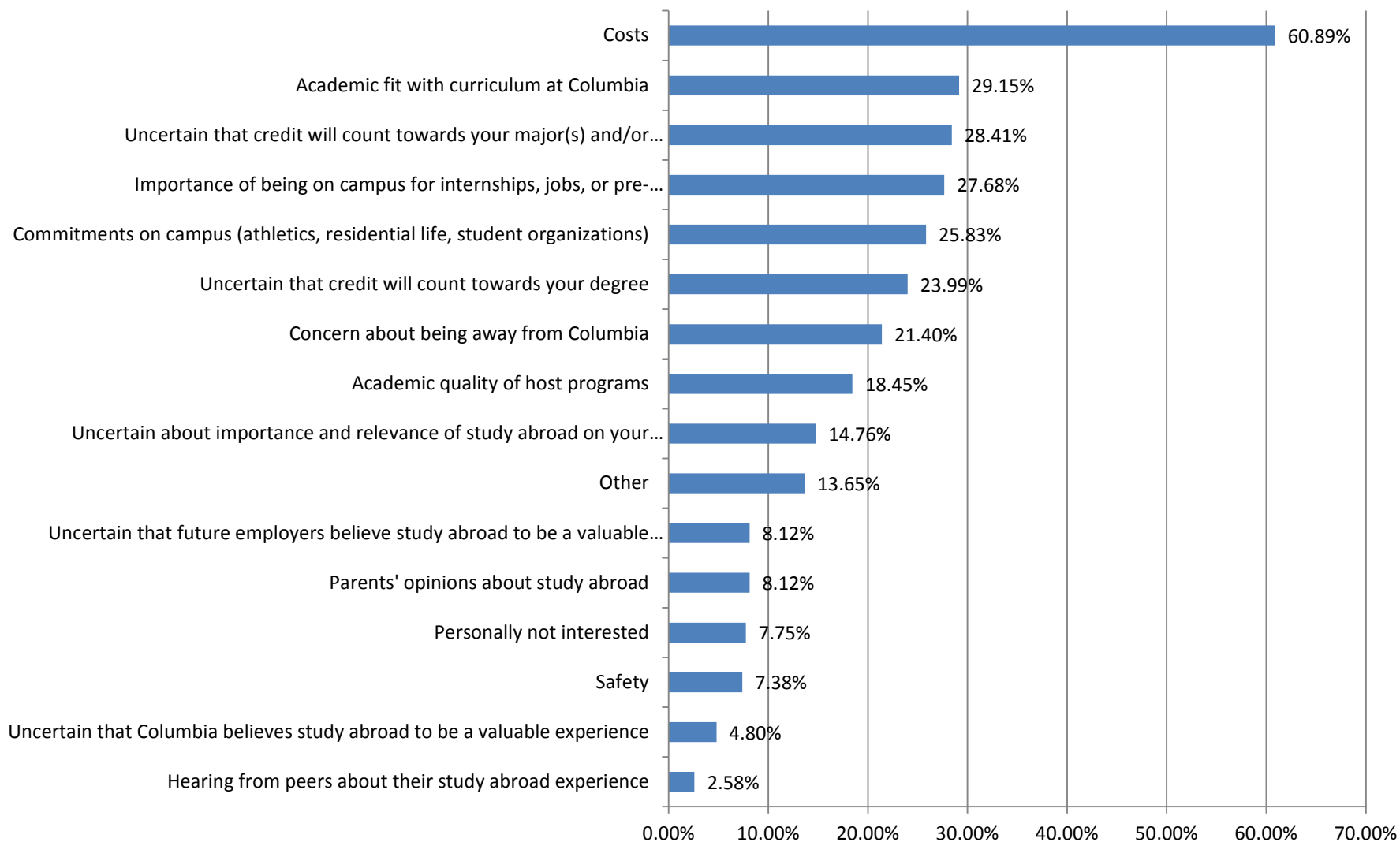


Chart 9

If you had or do plan to have an international education experience that is not for credit before you graduate, what type of experience are you interested in? *Please check all that apply*
(427 Respondents)

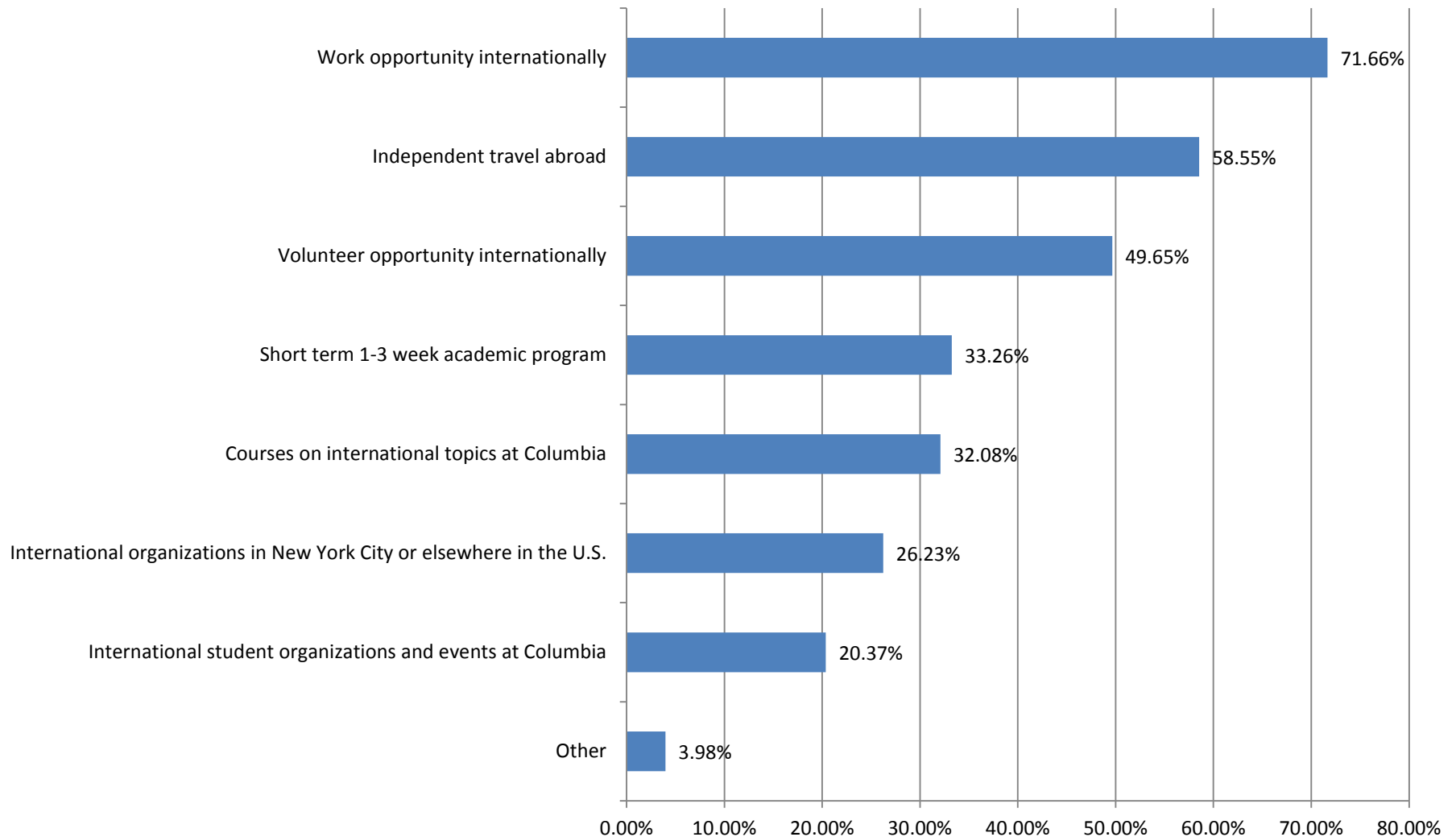


Chart 10
With regard to language, how do you prefer to take courses abroad if other than English?
(515 Respondents)

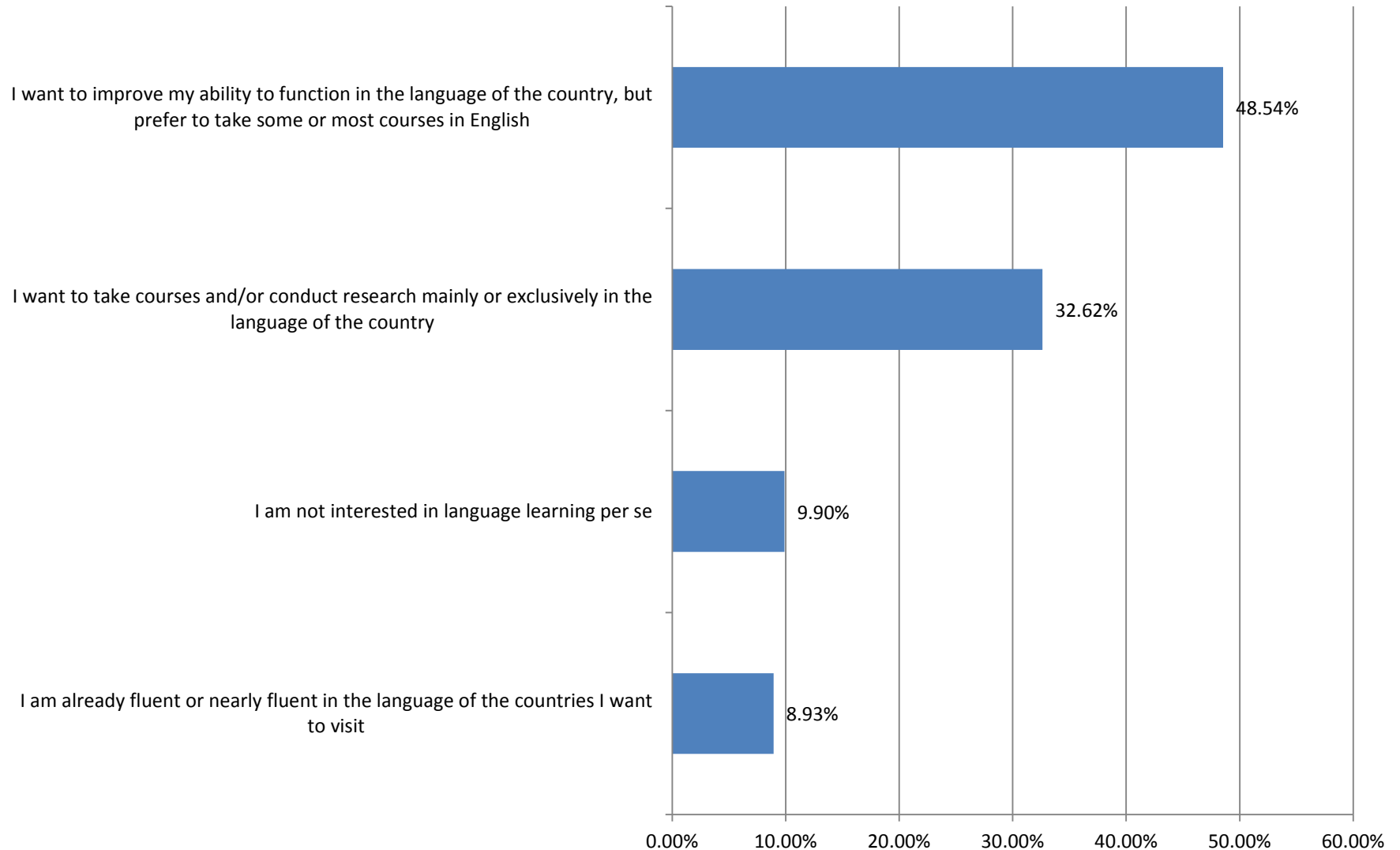


Chart 11

Are there courses in the core curriculum that you would have liked or would like to take abroad? *Please check all that apply*
(450 Respondents)

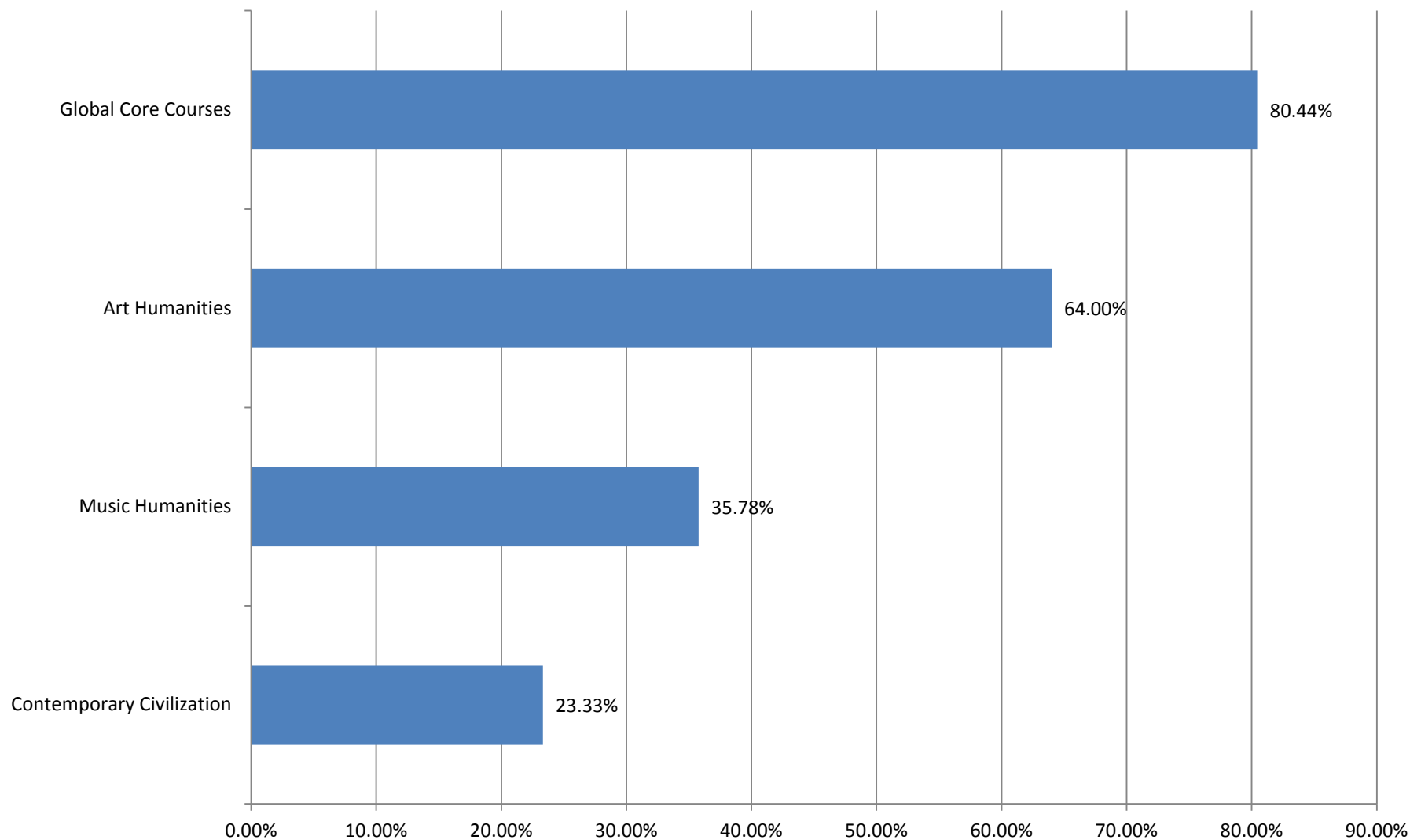


Chart 12

**Would you like to see Columbia develop more summer study abroad programs?
(529 Respondents)**

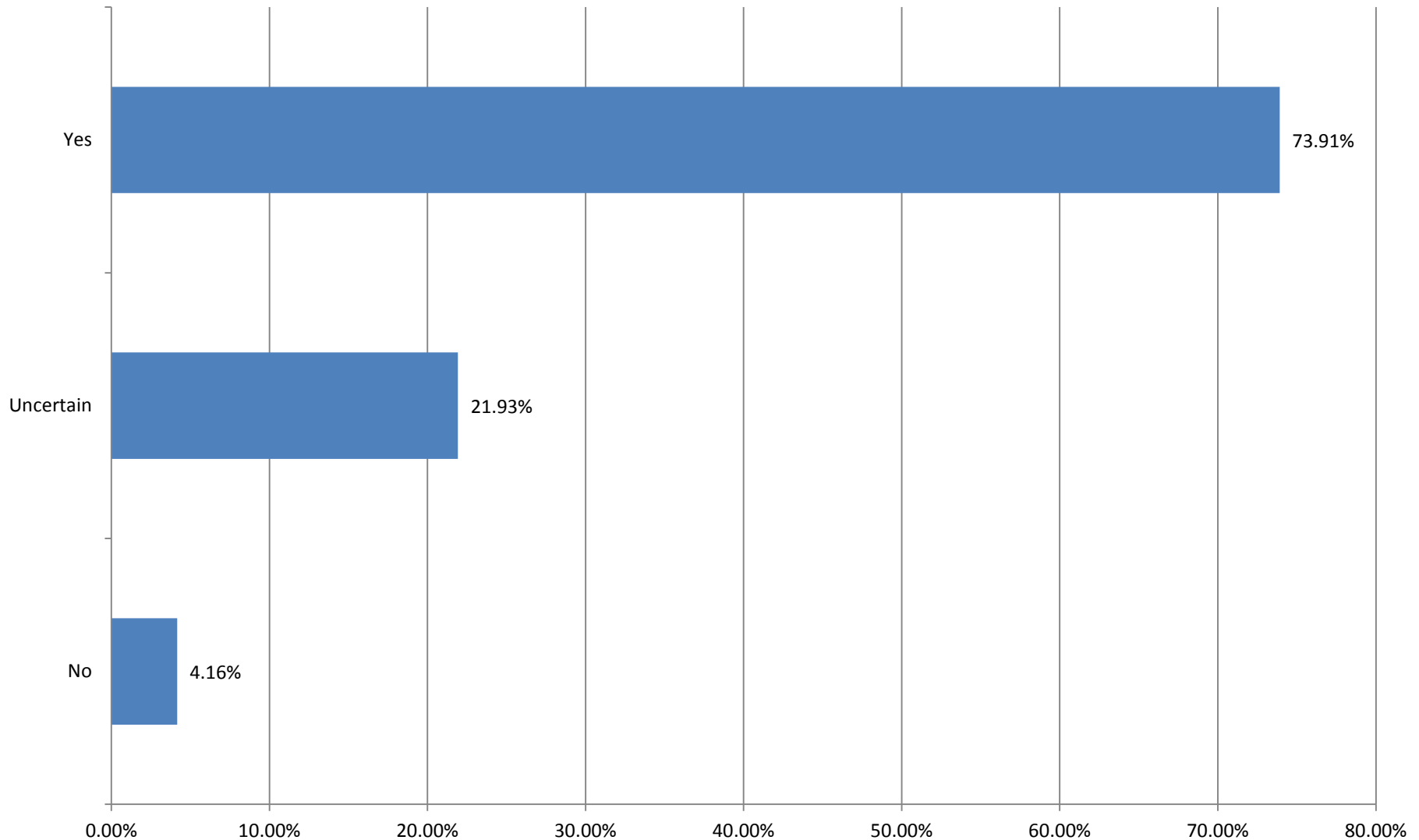


Chart 13

**Would you like to see Columbia develop teaching programs with faculty located at the
Global Centers?
(521 Respondents)**

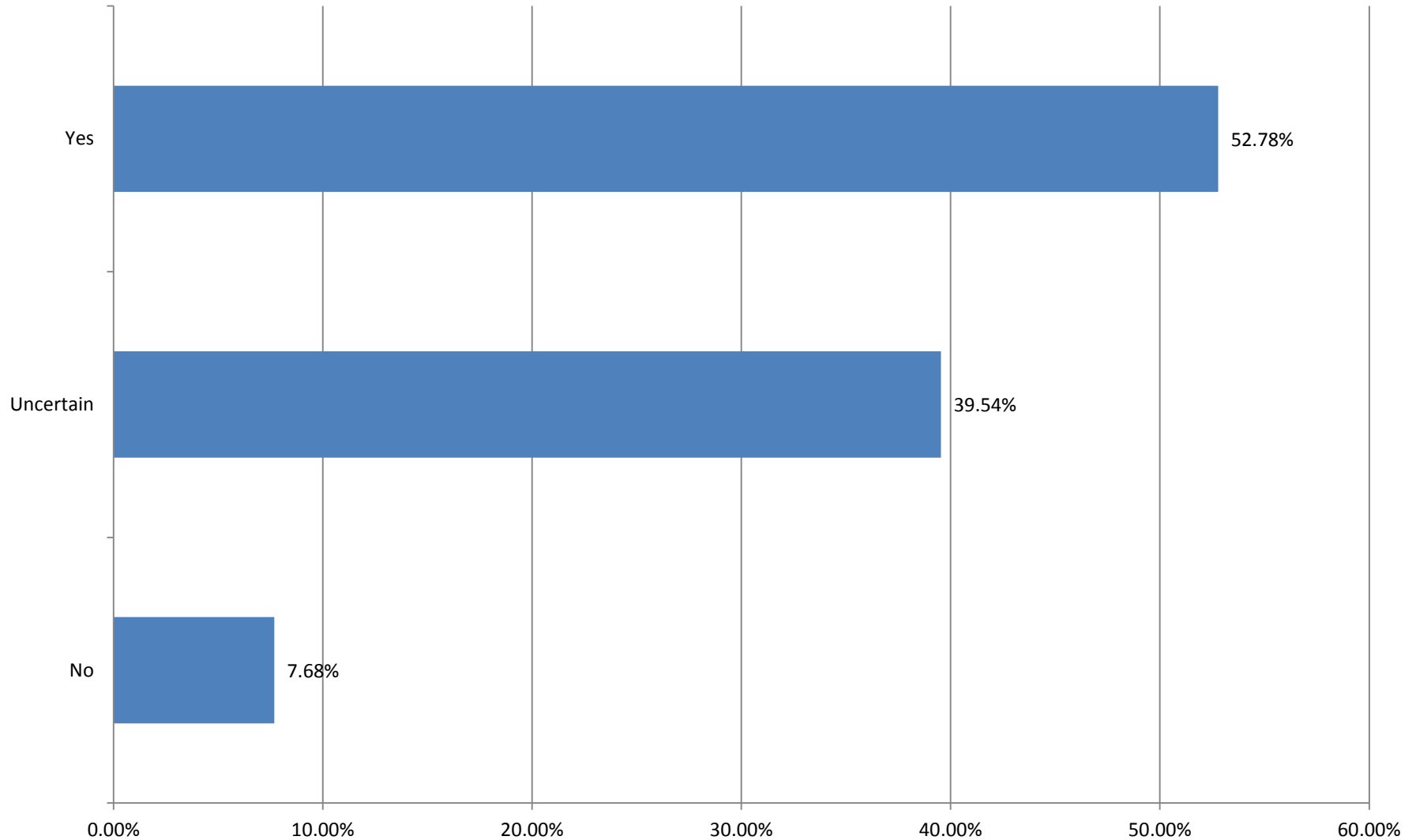


Chart 14

If you would like to see Columbia develop teaching programs with faculty, at which Global Center(s) would you like Columbia to develop such programs? *Please check all that apply*
(382 Respondents)

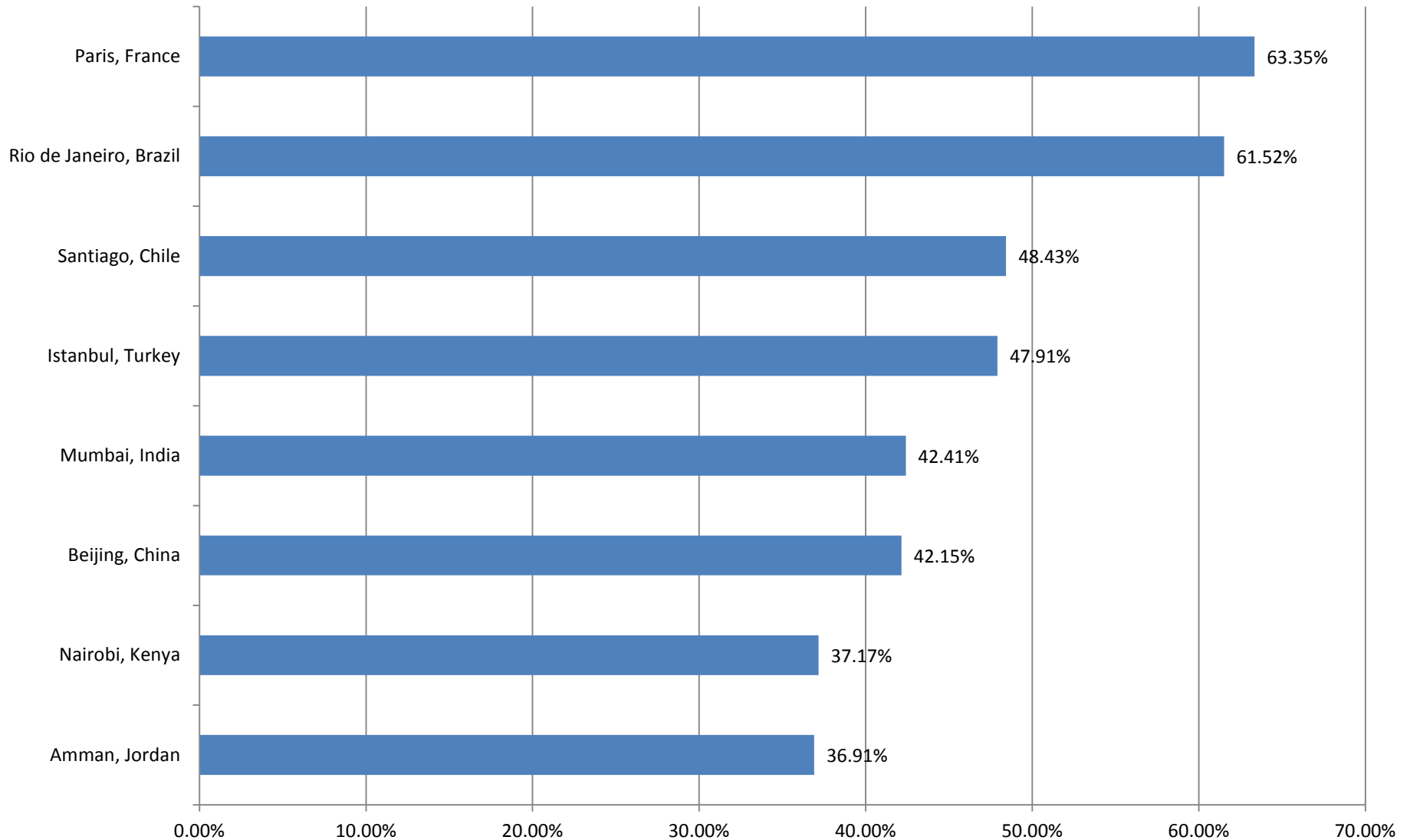


Chart 15

**Have you found it easy to find the relevant information for the types of international experiences in which you are interested?
(521 Respondents)**

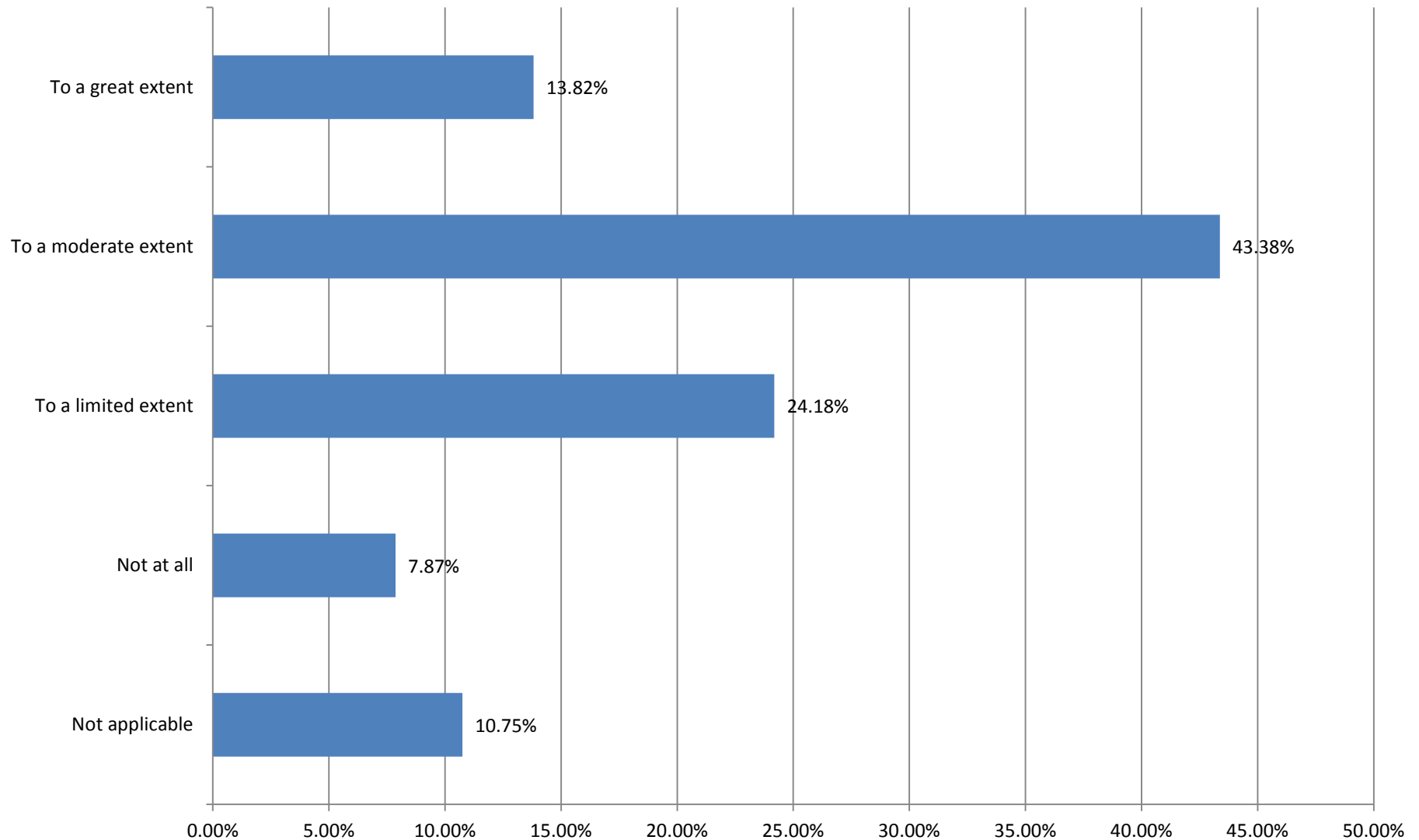
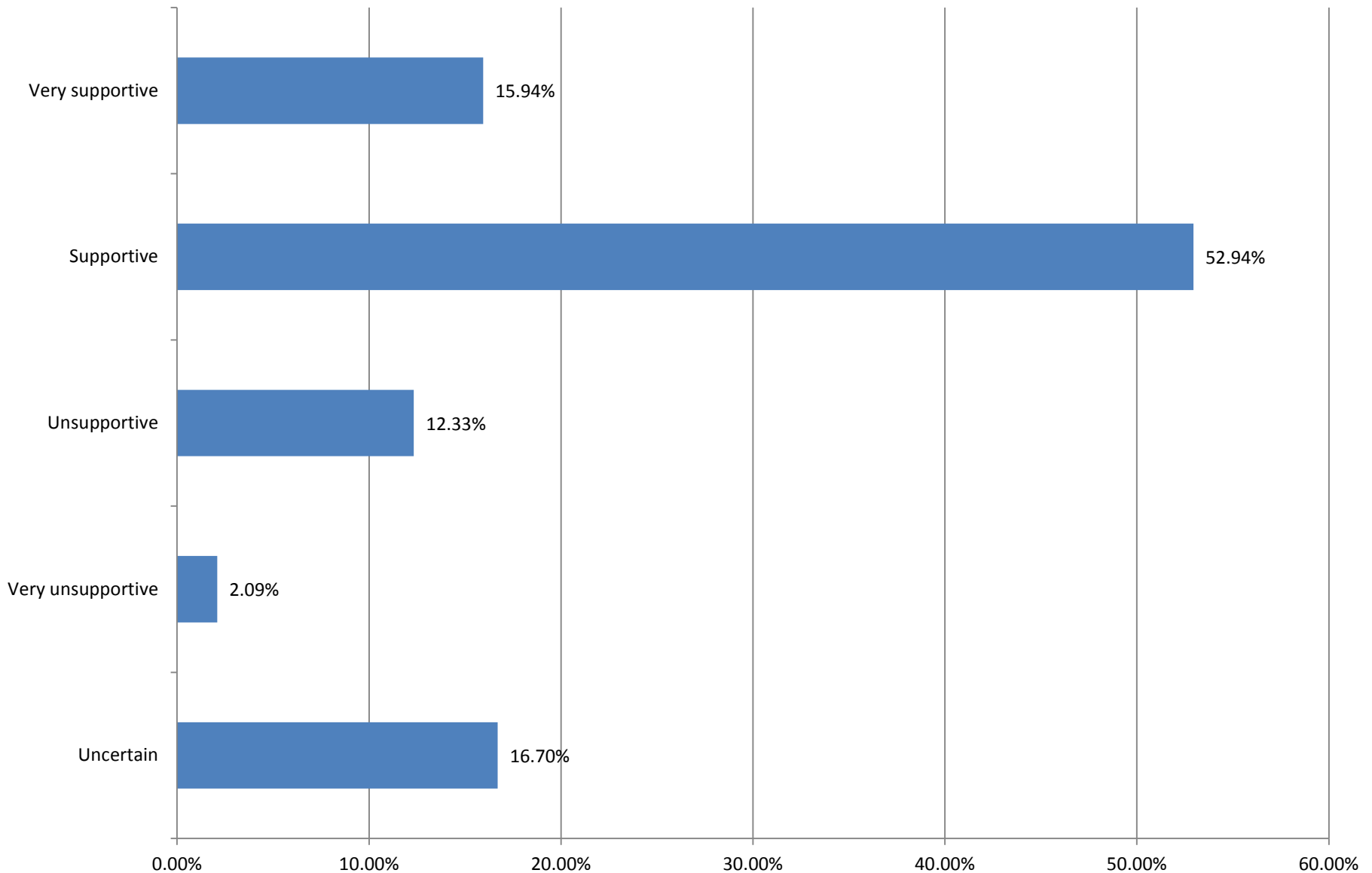


Chart 16

**Which of the following statements characterizes Columbia's attitude towards study abroad?
(527 Respondents)**



Appendix C1: Social Sciences - Programs Completed by Students Who Studied Abroad and Total Programs Completed, Classes of 2013, 2014, 2015

Notes: Interdepartmental majors (IMAs) are counted as 0.5 in each department.

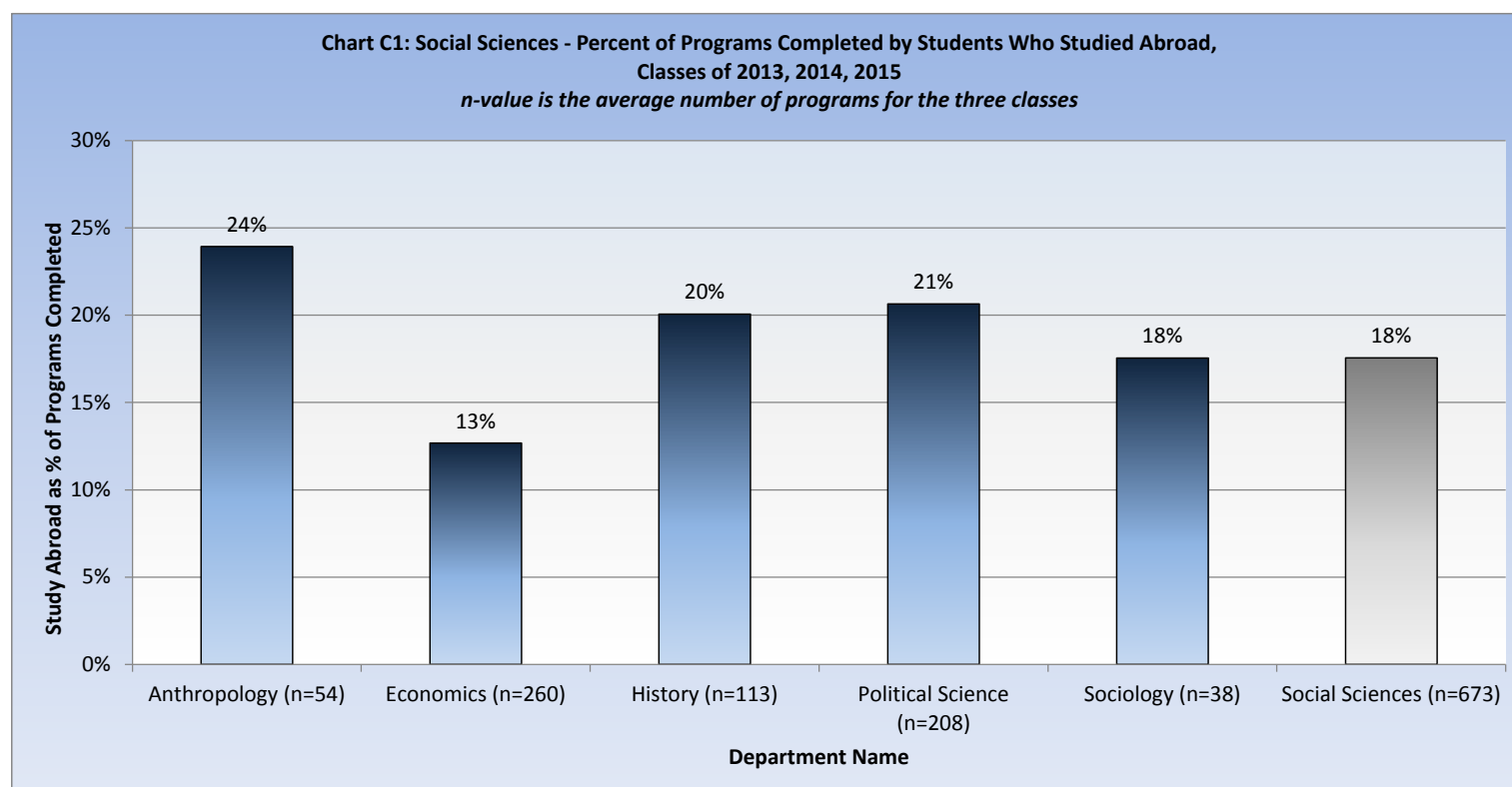
Study Abroad includes students who went abroad and completed the academic program.

Total programs completed are those recorded in degrees conferred data of that academic year.

Programs include majors, IMAs, and concentrations.

Special concentrations and special programs are excluded because they are not sufficient for a degree.

	2013			Class of 2014			2015		
	# of Programs Completed by Students Abroad	Total # of Programs Completed	Study Abroad as % of Total Programs	# of Programs Completed by Students Abroad	Total # of Programs Completed	Study Abroad as % of Total Programs	# of Programs Completed by Students Abroad	Total # of Programs Completed	Study Abroad as % of Total Programs
Social Sciences	117.5	647.5	18%	112.5	663.5	17%	124.5	708.5	18%
Anthropology	17	62	27%	14	53	26%	8	48	17%
Columbia College	16	47	34%	11	36	31%	6	36	17%
General Studies	1	15	7%	3	17	18%	2	12	17%
Economics	32	235	14%	26.5	251.5	11%	40.5	294.5	14%
Columbia College	25	173.5	14%	21.5	177.5	12%	34.5	201.5	17%
General Studies	7	61.5	11%	5	74	7%	6	93	6%
History	23	118	19%	24	113	21%	21	108	19%
Columbia College	21	98	21%	21	84	25%	18	85	21%
General Studies	2	20	10%	3	29	10%	3	23	13%
Political Science	40.5	198.5	20%	38	208	18%	50	216	23%
Columbia College	31	142	22%	35	152	23%	46	160.5	29%
General Studies	9.5	56.5	17%	3	56	5%	4	55.5	7%
Sociology	5	34	15%	10	38	26%	5	42	12%
Columbia College	3	21	14%	9	27	33%	5	34	15%
General Studies	2	13	15%	1	11	9%	0	8	0%



Appendix C2: Humanities - Programs Completed by Students Who Studied Abroad and Total Programs Completed, Classes of 2013, 2014, 2015

Notes: Interdepartmental majors (IMAs) are counted as 0.5 in each department.

Study Abroad includes students who went abroad and completed the academic program.

Total programs completed are those recorded in degrees conferred data of that academic year.

Programs include majors, IMAs, and concentrations.

Special concentrations and special programs are excluded because they are not sufficient for a degree.

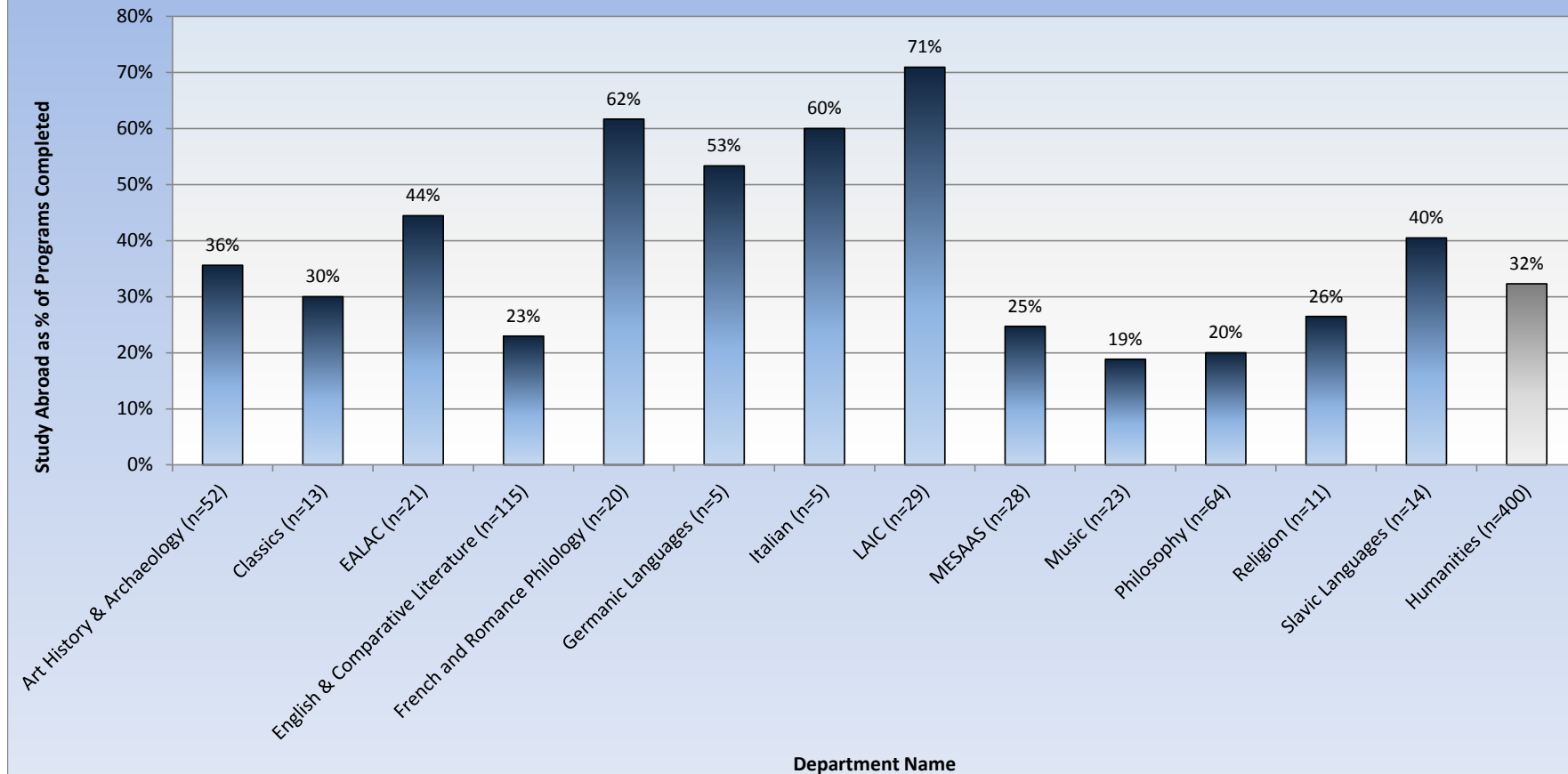
Therefore Modern Greek Studies special concentration is excluded.

	2013			Class of 2014			2015		
	# of Programs Completed by Students Abroad	Total # of Programs Completed	Study Abroad as % of Total Programs	# of Programs Completed by Students Abroad	Total # of Programs Completed	Study Abroad as % of Total Programs	# of Programs Completed by Students Abroad	Total # of Programs Completed	Study Abroad as % of Total Programs
Humanities	137	444.5	31%	125.5	380.5	33%	125	375	33%
Art History & Archaeology	20.5	66	31%	12	33	36%	22.5	55.5	41%
Columbia College	18.5	55.5	33%	10	25	40%	18.5	40.5	46%
General Studies	2	10.5	19%	2	8	25%	4	15	27%
Classics	4	15	27%	6	11	55%	2	14	14%
Columbia College	3	10	30%	6	9	67%	1	11	9%
General Studies	1	5	20%	0	2	0%	1	3	33%
EALAC	10	21	48%	8	19	42%	10	23	43%
Columbia College	9	18	50%	6	15	40%	5	14	36%
General Studies	1	3	33%	2	4	50%	5	9	56%
English & Comparative Literature	26	120	22%	28	113	25%	25	111	23%
Columbia College	25	96	26%	26	86	30%	24	87	28%
General Studies	1	24	4%	2	27	7%	1	24	4%
French and Romance Philology	14	25	56%	10	17	59%	13	18	72%
Columbia College	14	24	58%	8	13	62%	10	14	71%
General Studies	0	1	0%	2	4	50%	3	4	75%
Germanic Languages	2	5	40%	5	7	71%	1	3	33%
Columbia College	2	3	67%	5	6	83%	0	2	0%
General Studies	0	2	0%	0	1	0%	1	1	100%

Italian	3	5	60%	4	6	67%	2	4	50%
Columbia College	2	3	67%	3	4	75%	2	4	50%
General Studies	1	2	50%	1	2	50%	0	0	
LAIC	22	33	67%	21	28	75%	18	25	72%
Columbia College	22	30	73%	21	26	81%	18	25	72%
General Studies	0	3	0%	0	2	0%	0	0	
MESAAS	3	28	11%	4	24	17%	14	33	42%
Columbia College	2	19	11%	4	18	22%	10	23	43%
General Studies	1	9	11%	0	6	0%	4	10	40%
Music	6	19	32%	6	32	19%	1	18	6%
Columbia College	6	17	35%	6	27	22%	0	15	0%
General Studies	0	2	0%	0	5	0%	1	3	33%
Philosophy	16.5	77.5	21%	12.5	64.5	19%	9.5	50.5	19%
Columbia College	13	64.5	20%	12.5	49.5	25%	8	40	20%
General Studies	3.5	13	27%	0	15	0%	1.5	10.5	14%
Religion	3	16	19%	1	9	11%	5	9	56%
Columbia College	1	8	13%	1	4	25%	5	7	71%
General Studies	2	8	25%	0	5	0%	0	2	0%
Slavic Languages	7	14	50%	8	17	47%	2	11	18%
Columbia College	6	12	50%	7	15	47%	2	8	25%
General Studies	1	2	50%	1	2	50%	0	3	0%

**Chart C2: Humanities - Percent of Programs Completed by Students Who Studied Abroad,
Classes of 2013, 2014, 2015**

n-value is the average number of programs for the three classes



Appendix C3: Natural Sciences - Programs Completed by Students Who Studied Abroad and Total Programs Completed, Classes of 2013, 2014, 2015

Notes: Interdepartmental majors (IMAs) are counted as 0.5 in each department.

Study Abroad includes students who went abroad and completed the academic program.

Total programs completed are those recorded in degrees conferred data of that academic year.

Programs include majors, IMAs, and concentrations.

Special concentrations and special programs are excluded because they are not sufficient for a degree.

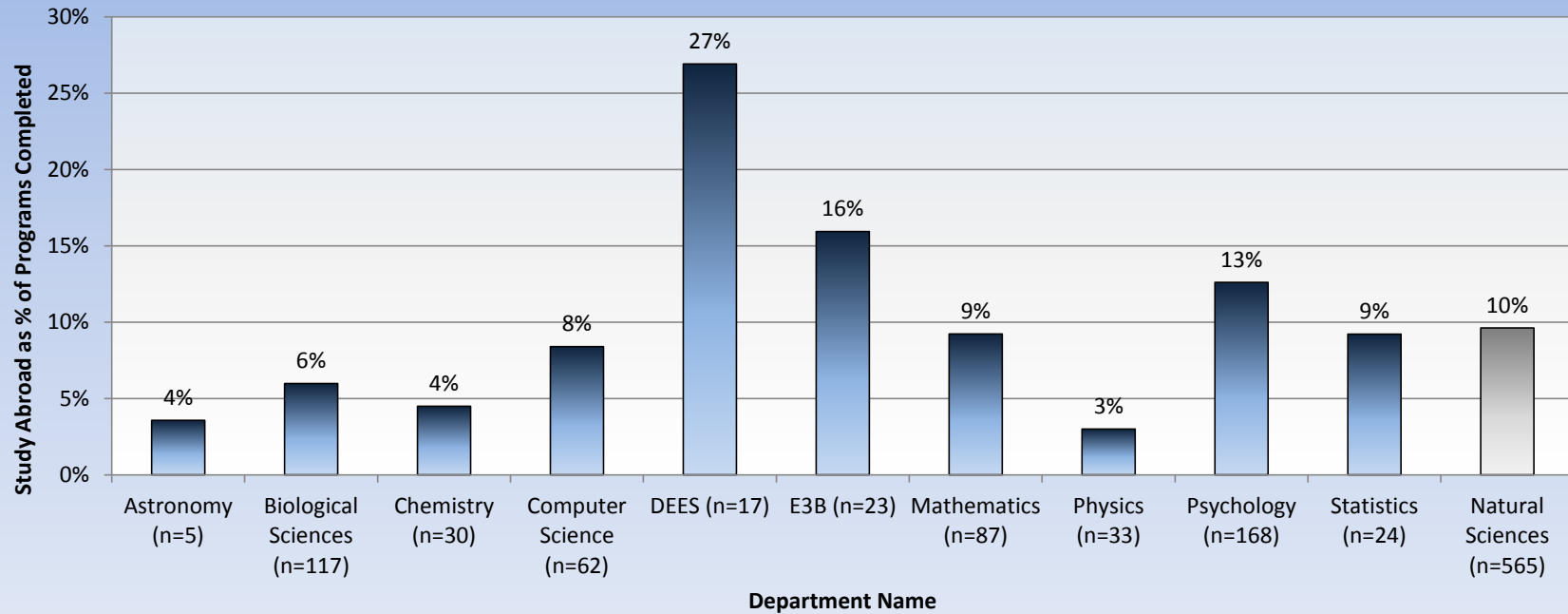
Therefore the DEES/E3B joint special concentrations are excluded.

	2013			Class of 2014			2015		
	# of Programs Completed by Students Abroad	Total # of Programs Completed	Study Abroad as % of Total Programs	# of Programs Completed by Students Abroad	Total # of Programs Completed	Study Abroad as % of Total Programs	# of Programs Completed by Students Abroad	Total # of Programs Completed	Study Abroad as % of Total Programs
Natural Sciences	51	561.5	9%	62	564.5	11%	50	567.5	9%
Astronomy	0	4	0%	0.5	4.5	11%	0	5.5	0%
Columbia College	0	3.5	0%	0.5	4.5	11%	0	4.5	0%
General Studies	0	0.5	0%	0	0		0	1	0%
Biological Sciences	8	120	7%	6	118	5%	7	113	6%
Columbia College	7	107	7%	6	101	6%	7	103	7%
General Studies	1	13	8%	0	17	0%	0	10	0%
Chemistry	2	30	7%	2	37	5%	0	22	0%
Columbia College	2	27.5	7%	2	32	6%	0	20.5	0%
General Studies	0	2.5	0%	0	5	0%	0	1.5	0%
Computer Science	1	46.5	2%	6.5	60	11%	8	78	10%
Columbia College	1	33.5	3%	6.5	49.5	13%	7	66	11%
General Studies	0	13	0%	0	10.5	0%	1	12	8%
DEES	5	17	29%	3	18	17%	6	17	35%
Columbia College	3	13	23%	3	17	18%	4	10	40%
General Studies	2	4	50%	0	1	0%	2	7	29%
E3B	1	25	4%	7	26	27%	3	18	17%
Columbia College	1	21	5%	6	20	30%	2	14	14%
General Studies	0	4	0%	1	6	17%	1	4	25%

Mathematics	9	89.5	10%	9.5	86	11%	5.5	84.5	7%
Columbia College	9	79.5	11%	8	72.5	11%	4.5	68.5	7%
General Studies	0	10	0%	1.5	13.5	11%	1	16	6%
Physics	1	37.5	3%	1.5	25	6%	0.5	37.5	1%
Columbia College	1	34.5	3%	1.5	19.5	8%	0.5	34	1%
General Studies	0	3	0%	0	5.5	0%	0	3.5	0%
Psychology	22	173.5	13%	23	167	14%	18.5	163	11%
Columbia College	20	136.5	15%	19	132	14%	16.5	127	13%
General Studies	2	37	5%	4	35	11%	2	36	6%
Statistics	2	18.5	11%	3	23	13%	1.5	29	5%
Columbia College	2	14.5	14%	2.5	18	14%	1	23.5	4%
General Studies	0	4	0%	0.5	5	10%	0.5	5.5	9%

**Chart C3: Natural Sciences - Percent of Programs Completed by Students Who Studied Abroad,
Classes of 2013, 2014, 2015**

n-value is the average number of programs for the three classes



Appendix C4: Arts - Programs Completed by Students Who Studied Abroad and Total Programs Completed, Classes of 2013, 2014, 2015

Notes: Interdepartmental majors (IMAs) are counted as 0.5 in each department.

Study Abroad includes students who went abroad and completed the academic program.

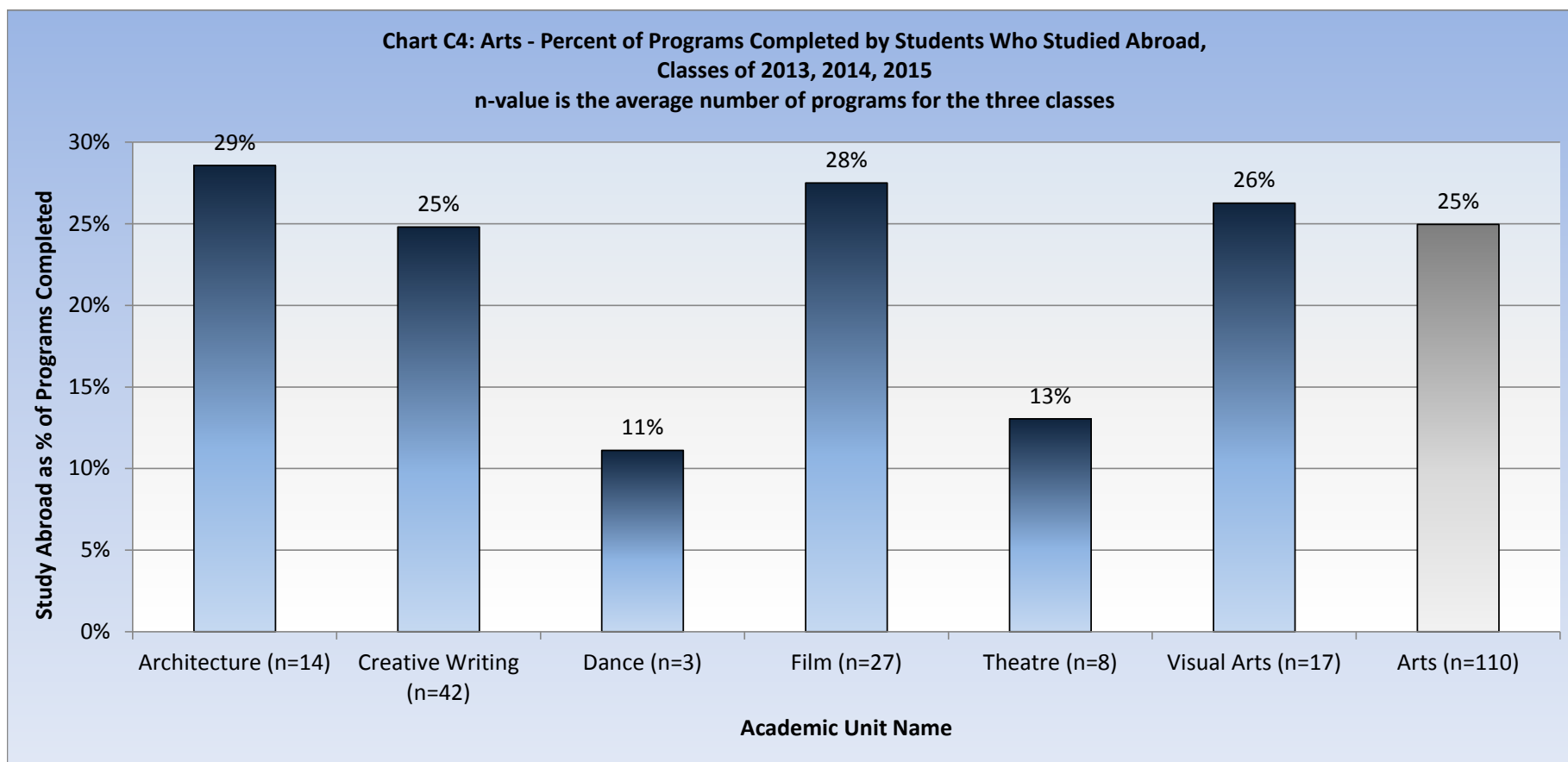
Total programs completed are those recorded in degrees conferred data of that academic year.

Programs include majors, IMAs, and concentrations.

Special concentrations and special programs are excluded because they are not sufficient for a degree.

Therefore the special program in Creative Writing is excluded.

	2013			Class of 2014			2015		
	# of Programs Completed by Students Abroad	Total # of Programs Completed	Study Abroad as % of Total Programs	# of Programs Completed by Students Abroad	Total # of Programs Completed	Study Abroad as % of Total Programs	# of Programs Completed by Students Abroad	Total # of Programs Completed	Study Abroad as % of Total Programs
Arts	21.5	120	18%	30	106	28%	30.5	102.5	30%
Architecture	3	14	21%	6	16	38%	3	12	25%
Columbia College	2	12	17%	6	14	43%	3	9	33%
General Studies	1	2	50%	0	2	0%	0	3	0%
Creative Writing	9	43	21%	9	35	26%	13	47	28%
Columbia College	6	24	25%	6	17	35%	8	20	40%
General Studies	3	19	16%	3	18	17%	5	27	19%
Dance	0	5	0%	1	4	25%	0	0	
Columbia College	0	5	0%	1	4	25%	0	0	
General Studies	0	0		0	0		0	0	
Film	3	29	10%	9	30	30%	10	21	48%
Columbia College	2	15	13%	5	17	29%	7	14	50%
General Studies	1	14	7%	4	13	31%	3	7	43%
Theatre	3	9	33%	0	6	0%	0	8	0%
Columbia College	3	6	50%	0	5	0%	0	6	0%
General Studies	0	3	0%	0	1	0%	0	2	0%
Visual Arts	3.5	20	18%	5	15	33%	4.5	14.5	31%
Columbia College	3.5	11.5	30%	4	13	31%	3.5	10.5	33%
General Studies	0	8.5	0%	1	2	50%	1	4	25%



Appendix C5: Interdisciplinary - Programs Completed by Students Who Studied Abroad and Total Programs Completed, Classes of 2013, 2014, 2015

Notes: Interdepartmental majors (IMAs) are counted as 0.5 in each department.

Study Abroad includes students who went abroad and completed the academic program.

Total programs completed are those recorded in degrees conferred data of that academic year.

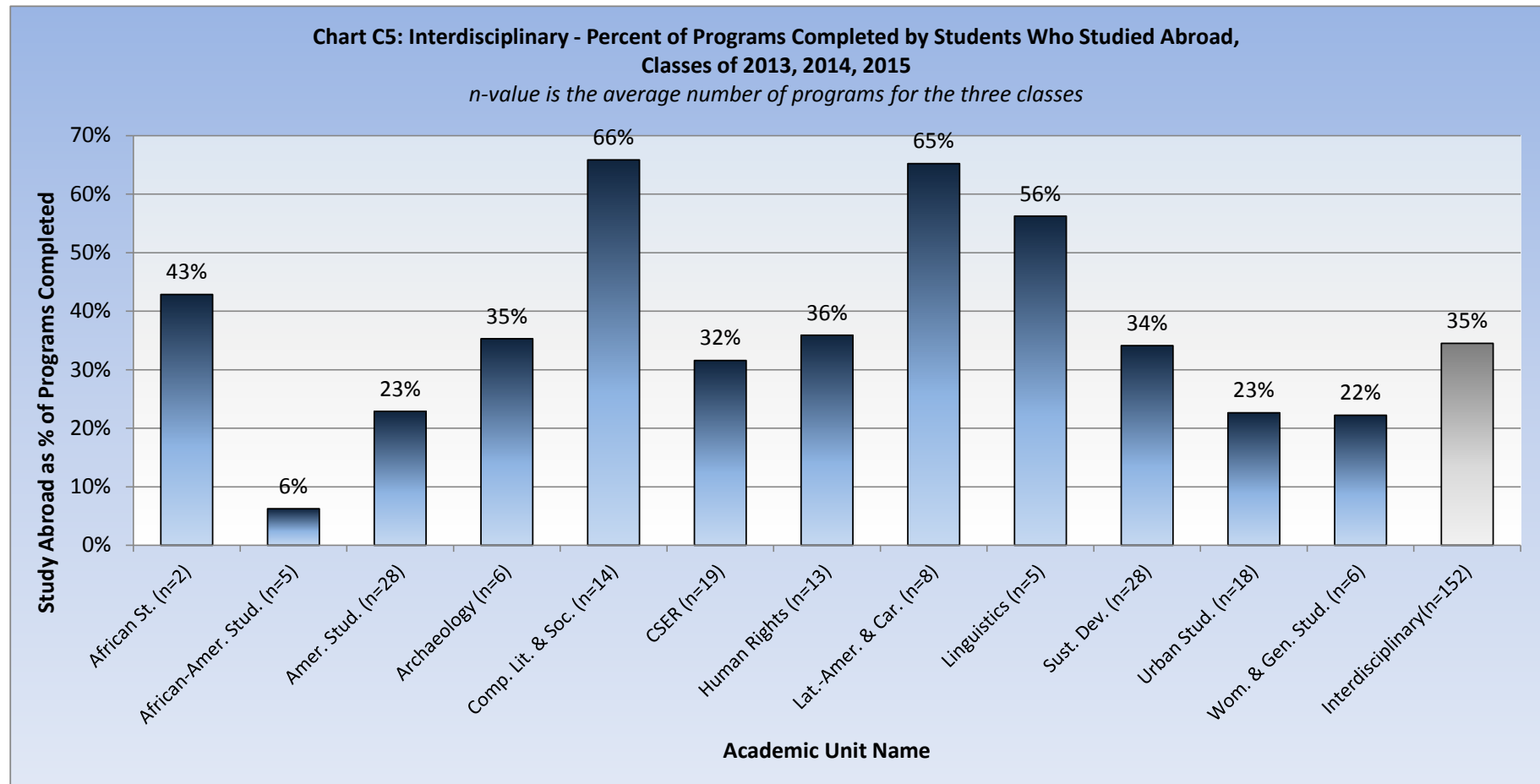
Programs include majors, IMAs, and concentrations.

Special concentrations and special programs are excluded because they are not sufficient for a degree.

Therefore the concentrations in Business Management, Sustainable Development, Human Rights, Jewish Studies, Jazz Studies, Linguistics, Medieval & Renaissance Studies, and Women's & Gender Studies are excluded. The special program is Education is also excluded.

	2013			Class of 2014			2015		
	# of Programs Completed by Students Abroad	Total # of Programs Completed	Study Abroad as % of Total Programs	# of Programs Completed by Students Abroad	Total # of Programs Completed	Study Abroad as % of Total Programs	# of Programs Completed by Students Abroad	Total # of Programs Completed	Study Abroad as % of Total Programs
Interdisciplinary	57	154	37%	49	139	35%	51	162	31%
African Studies	2	4	50%	1	3	33%	0	0	
Columbia College	2	3	67%	1	2	50%	0	0	
General Studies	0	1	0%	0	1	0%	0	0	
African-American Studies	1	7	14%	0	6	0%	0	3	0%
Columbia College	1	7	14%	0	5	0%	0	3	0%
General Studies	0	0		0	1	0%	0	0	
American Studies	6	25	24%	8	28	29%	5	30	17%
Columbia College	5	20	25%	7	21	33%	5	26	19%
General Studies	1	5	20%	1	7	14%	0	4	0%
Archaeology	2	6	33%	2	6	33%	2	5	40%
Columbia College	1	4	25%	1	3	33%	2	3	67%
General Studies	1	2	50%	1	3	33%	0	2	0%
Comparative Literature and Society	10	16	63%	7	11	64%	10	14	71%
Columbia College	10	14	71%	7	11	64%	9	13	69%
General Studies	0	2	0%	0	0		1	1	100%
Center for the Study of Ethnicity and Race	10	26	38%	5	12	42%	3	19	16%
Columbia College	10	22	45%	5	11	45%	3	16	19%
General Studies	0	4	0%	0	1	0%	0	3	0%

Human Rights	5	8	63%	4	11	36%	5	20	25%
Columbia College	3	4	75%	2	4	50%	5	9	56%
General Studies	2	4	50%	2	7	29%	0	11	0%
Latin-American & Caribbean Studies	4	6	67%	6	10	60%	5	7	71%
Columbia College	3	5	60%	6	10	60%	4	7	57%
General Studies	1	1	100%	0	0		1	0	
Linguistics	4	7	57%	1	3	33%	4	6	67%
Columbia College	4	6	67%	1	2	50%	4	5	80%
General Studies	0	1	0%	1	1	100%	0	1	0%
Sustainable Development	6	18	33%	14	35	40%	9	32	28%
Columbia College	4	13	31%	9	25	36%	8	23	35%
General Studies	2	5	40%	5	10	50%	1	9	11%
Urban Studies	4	23	17%	1	9	11%	7	21	33%
Columbia College	3	16	19%	1	7	14%	5	13	38%
General Studies	1	7	14%	0	2	0%	2	8	25%
Women's & Gender Studies	3	8	38%	0	5	0%	1	5	20%
Columbia College	3	6	50%	0	2	0%	1	4	25%
General Studies	0	2	0%	0	3	0%	0	1	0%





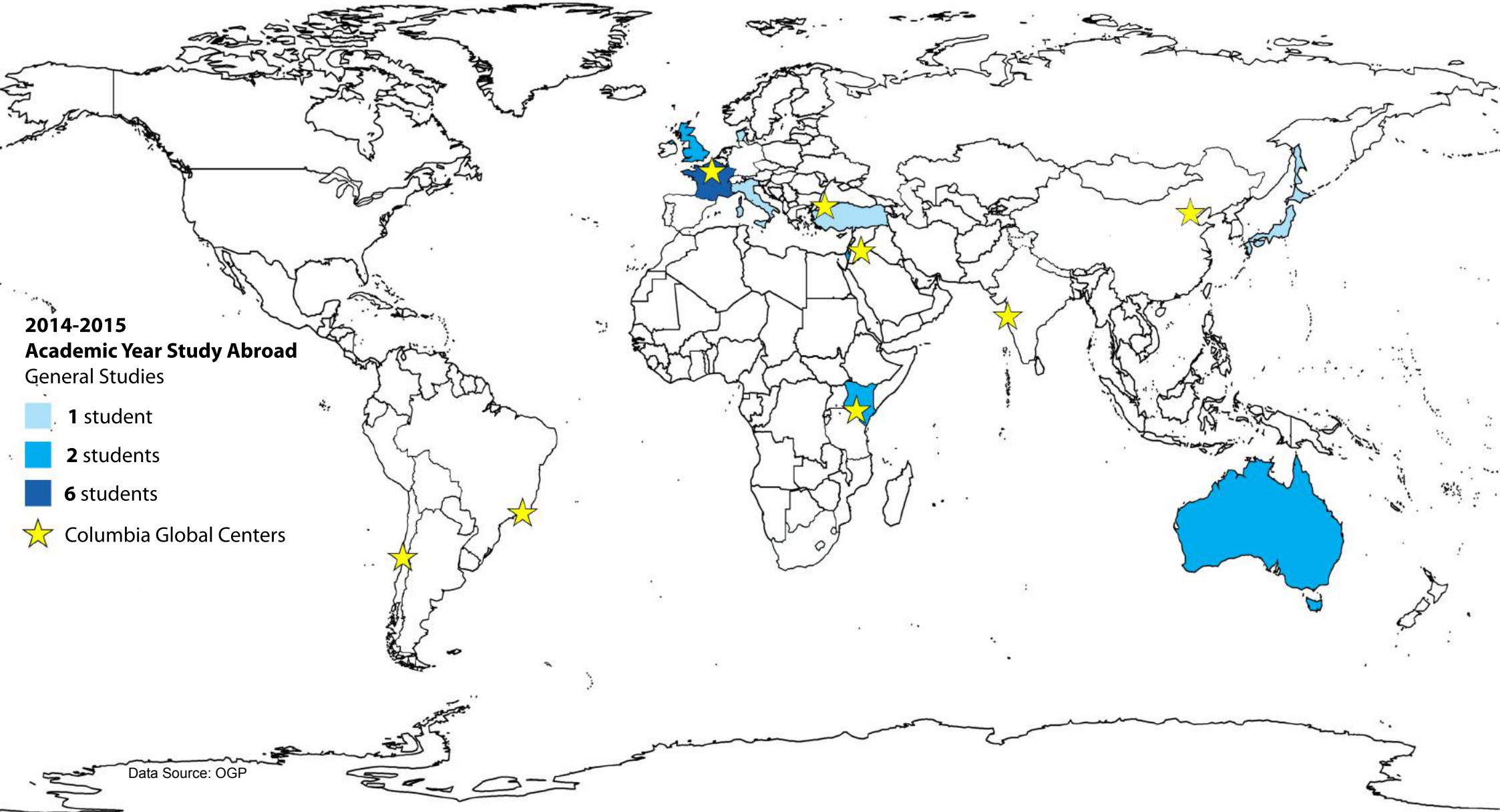
 1 - 5 students
 6 - 10 students
 11 - 15 students
 16 - 20 students
 Columbia Global Centers

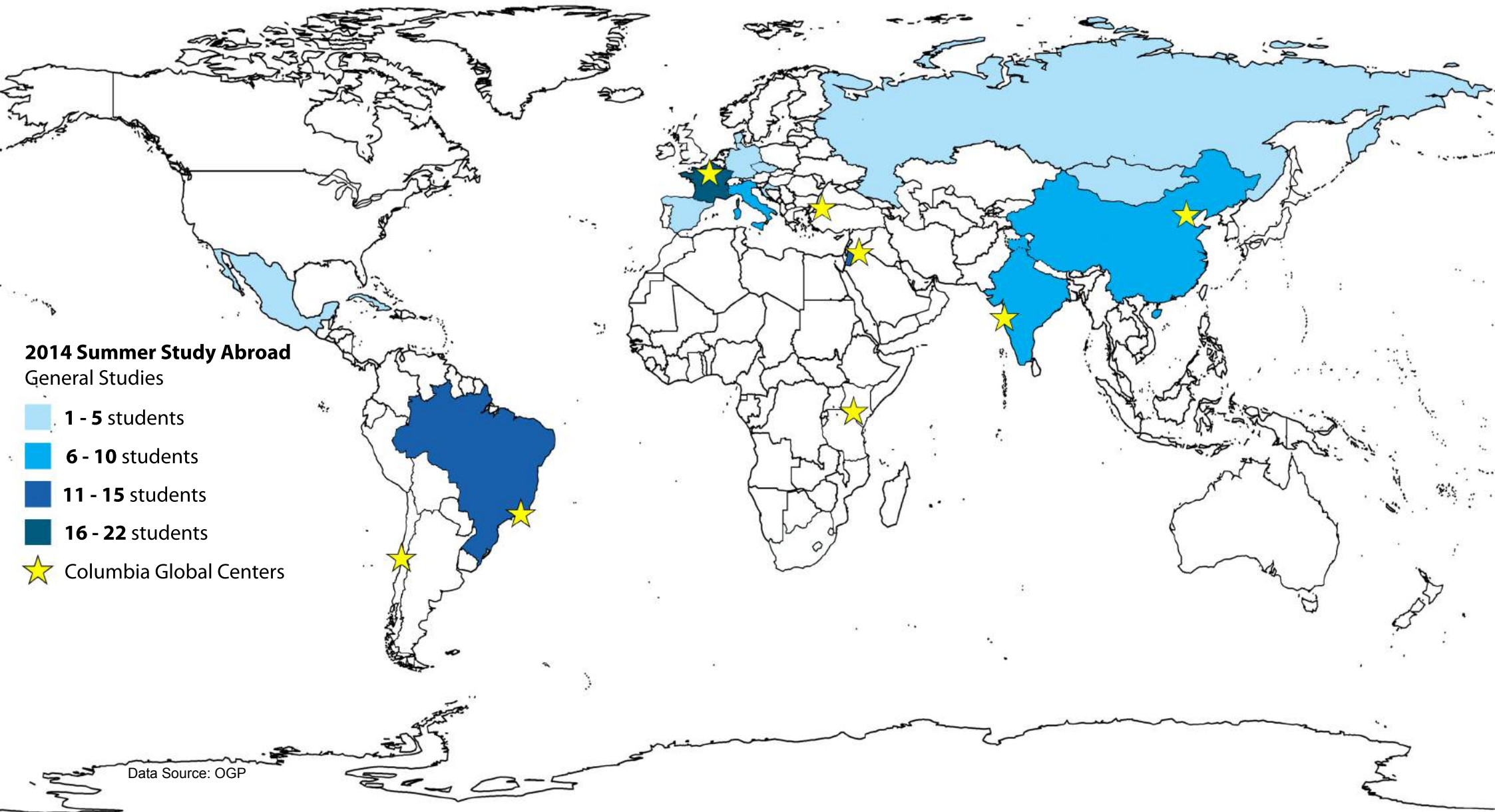
 **1 - 5** students
 **6 - 10** students
 **11 - 15** students
 **16 - 20** students
 **Columbia Global Centers**



2014-2015
Academic Year Study Abroad
General Studies

- 1 student
- 2 students
- 6 students
- ★ Columbia Global Centers





Appendix E: Languages Offered by Columbia University

The following languages are currently available at Columbia University:

Akkadian (NYU)	French	Persian	Tamil
Ancient Egyptian (NYU)	German	Polish	Classical Tibetan
Arabic	Greek	Portuguese	Modern Tibetan
Aramaic (NYU)	Modern Greek	Pulaar	Modern Turkish
Armenian	Hebrew	Punjabi	Ukrainian
Bengali	Hindi	Quechua (NYU)	Urdu
Bosnian-Croatian-Serbian	Hungarian	Romanian	Vietnamese
Cantonese (NYU)	Indonesian	Russian	Wolof
Catalan	Irish (NYU)	Sanskrit	Yiddish
Chinese	Italian	Sinhala (Cornell)	Yoruba (Cornell)
Czech	Japanese	Spanish	Zulu
Dutch	Khmer (Cornell)	Swahili	
ESL	Korean	Swedish	
Finnish	Latin	Filipino (NYU)	

Appendix F1: PhD Survey Question 11 - Which of the following best describes if doctoral research outside the United States is a necessary part of your doctoral training?
(Please exclude course work, language and technical training.)

Value	Arts		Humanities		Natural Sciences		Social Sciences	
	#	% of Col	#	% of Col	#	% of Col	#	% of Col
It is not necessary or desirable as part of my doctoral degree	1	25%	12	6%	59	42%	33	20%
It is a necessary part of my doctoral degree	2	50%	109	56%	14	10%	86	51%
It is not necessary, but desirable as part of my doctoral degree; however, my degree requirements are too heavy to accommodate it			5	3%	8	6%	6	4%
It is not necessary, but desirable as part of my doctoral degree to enhance my capacity to obtain employment			12	6%	15	11%	6	4%
It is not necessary, but desirable as part of my doctoral degree			54	28%	36	25%	29	17%
Other	1	25%	1	1%			3	2%
Not Applicable			1	1%	9	6%	3	2%
No Answer Provided					1	1%	1	1%
Subtotal	4		194		142		167	

N = 507 (all respondents saw this questions - 507 in total)

Appendix F2: PhD Survey Question 12 - Please describe the length of time that you have or intend to spend undertaking research outside the United States as part of your doctoral training at Columbia.

Value	#	% of Col	% of Col
No time outside the US	47	12%	
Less than 6 months	79	20%	
Between 6 and 12 months	101	25%	
Between 12 and 18 months	83	21%	
Between 18 and 24 months	45	11%	
More than 24 months	27	7%	
I have previously conducted research outside of the US and will use this as the basis for my doctoral dissertation. I do not intend to conduct further research outside of the US.	9	2%	
Not Applicable	11	3%	
Total	402		

Value	Arts		Humanities		Natural Sciences		Social Sciences	
	#	% of Col	#	% of Col	#	% of Col	#	% of Col
No time outside the US	1	33%	9	5%	24	29%	13	10%
Less than 6 months	1	33%	36	20%	25	30%	17	13%
Between 6 and 12 months	1	33%	55	30%	17	20%	28	21%
Between 12 and 18 months			45	25%	5	6%	33	25%
Between 18 and 24 months			16	9%			29	22%
More than 24 months			17	9%	1	1%	9	7%
I have previously conducted research outside of the US and will use this as the basis for my doctoral dissertation. I do not intend to conduct further research outside of the US.			1	1%	5	6%	3	2%
Not Applicable			3	2%	6	7%	2	1%
Subtotal	3		182		83		134	

N = 402 (all respondents who did not select "not desirable and not necessary" in Q11 saw this question - 402 in total)

Appendix F3: PhD Survey Question 17 - If you have undertaken or intend to undertake research outside the United States, how did you/will you finance that activity?
(Select all that apply.) n=399

Value	#	% of Respondents	% of Respondents
GSAS academic year stipend	202	51%	
Summer research support provided by GSAS	191	48%	
Summer research support provided by your department	185	46%	
Research funds provided by a regional institute	105	26%	
External grants, specifically sought for the purpose of your research	249	62%	
Grant monies obtained by your faculty supervisor, as part of a research project on which they are a PI or co-PI	45	11%	
Independent, personal financing	74	19%	
Other (please specify)	18	5%	
Not Applicable	55	14%	

Value	Arts #	Humanities #	Natural Sciences #	Social Sciences #
GSAS academic year stipend	2	110	21	69
Summer research support provided by GSAS	2	104	12	73
Summer research support provided by your department	2	87	17	79
Research funds provided by a regional institute		50	15	40
External grants, specifically sought for the purpose of your research	1	128	32	88
Grant monies obtained by your faculty supervisor, as part of a research project on which they are a PI or co-PI		5	34	6
Independent, personal financing	1	41	3	29
Other (please specify)		8	2	8
Not Applicable	1	10	29	15

N = 399 (all respondents who did not select "not desirable and not necessary" in Q11 saw this question - 402 in total)

Appendix F3: PhD Survey Question 18 - In preparation for your trip to conduct research outside the United States, which of the following resources have you consulted or will you consult?

(Select all that apply.) n=393

Value	#	% of Respondents	% of Respondents
Official US-government information about country in which research is to be conducted	100	25%	
Official government information from country in which research is to be conducted	114	29%	
Center for Disease Control and Prevention health advisories about the host country	83	21%	
Health Insurance company, regarding non-US based coverage	149	38%	
SOS program, for possible emergency evacuation from research location	60	15%	
Visa and/or immigration departments of countries in which you will conduct research	201	51%	
Informal sources (family, friends, professional associates)	264	67%	
Libraries	176	45%	
Other (please specify)	18	5%	
Not Applicable	70	18%	

N = 393 (all respondents who did not select "not desirable and not necessary" in Q11 saw this question - 402 in total)

Appendix G: OGP Approved Study Abroad Programs, Spring 2016, by Region, Country, and City

* Programs administered by Columbia are indicated as such. Please note, there may be additions.

Program Administrator*	Program Name	Region	Country	City
Columbia - Academic Year	Tropical Biology and Sustainability in Kenya	Africa, South of the Sahara	Kenya	Nanyuki
Columbia - Academic Year	Columbia in Beijing at Tsinghua University, China	Asia and the Pacific	China	Beijing
Columbia - Academic Year	Kyoto Consortium for Japanese Studies (KCJS), Japan	Asia and the Pacific	Japan	Kyoto
Columbia - Academic Year	Columbia in Paris at Reid Hall, France	Europe	France	Paris
Columbia - Academic Year	Berlin Consortium for German Studies (BCGS), Germany	Europe	Germany	Berlin
Columbia - Academic Year	Columbia University in London	Europe	United Kingdom	London
Columbia - Academic Year	Consortium for Advanced Studies in Cuba	Latin America and the Caribbean	Cuba	Havana
Columbia - Academic Year	Columbia Global Seminar in Mexico City	North America	Mexico	Mexico City
Columbia - Summer	Columbia Global Seminar in Beijing: Understanding Modern Chinese History through Visual Culture	Asia and the Pacific	China	Beijing
Columbia - Summer	Summer Language Program in Beijing, China	Asia and the Pacific	China	Beijing
Columbia - Summer	Summer Business Chinese Program in Shanghai, China	Asia and the Pacific	China	Shanghai
Columbia - Summer	Kyoto Summer Programs in Modern and Classical Japanese (KCJS), Japan	Asia and the Pacific	Japan	Kyoto
Columbia - Summer	Art Humanities and Music Humanities in Paris	Europe	France	Paris
Columbia - Summer	Columbia in Amman and Paris: Middle Eastern and North African Studies	Europe	France	Paris
Columbia - Summer	Summer French Studies Program in Paris at Reid Hall, France	Europe	France	Paris
Columbia - Summer	Summer Program in Italy: Archaeological Fieldwork at Hadrian's Villa	Europe	Italy	Tivoli/Rome
Columbia - Summer	Columbia Summer Program in Venice, Italy	Europe	Italy	Venice
Columbia - Summer	Columbia Summer Program in Tunis and Istanbul: Democracy and Constitutional Engineering	Europe	Turkey	Istanbul
Columbia - Summer	Columbia-Bogazici Byzantine Studies and Urban Mapping in Istanbul	Europe	Turkey	Istanbul
Columbia - Summer	Columbia-Bogazici Summer Program in Balkan Transcultural Studies	Europe	Turkey	Istanbul
Columbia - Summer	Visiting Students: Columbia University Summer Program - Democracy and Constitutional Engineering	Europe	Turkey	Istanbul
Columbia - Summer	Visiting Students: Columbia-Bogazici Summer Program in Balkan Transcultural Studies	Europe	Turkey	Istanbul
Columbia - Summer	Summer Portuguese Program in Rio de Janeiro	Latin America and the Caribbean	Brazil	Rio de Janeiro
Columbia - Summer	Columbia in Amman and Paris: Middle Eastern and North African Studies	The Middle East and North Africa	Jordan	Amman
Columbia - Summer	Summer Arabic Language Program in Amman, Jordan	The Middle East and North Africa	Jordan	Amman

Program Administrator*	Program Name	Region	Country	City
Columbia - Summer	Columbia Summer Program in Tunis and Istanbul: Democracy and Constitutional Engineering	The Middle East and North Africa	Tunisia	Tunis
Columbia - Summer	Visiting Students: Columbia University Summer Program - Democracy and Constitutional Engineering	The Middle East and North Africa	Tunisia	Tunis
	SIT Cameroon: Social Pluralism and Development	Africa, South of the Sahara	Cameroon	Yaoundé
	Engineering for Developing Communities	Africa, South of the Sahara	Ethiopia	Mekelle
	CIEE Ghana: Arts and Sciences in Legon	Africa, South of the Sahara	Ghana	Legon
	Minnesota Studies in International Development: Kenya	Africa, South of the Sahara	Kenya	Nairobi
	SIT Uganda and Rwanda Summer: Peace and Conflict Studies in the Lake Victoria Basin	Africa, South of the Sahara	Rwanda	Kigali
	Minnesota Studies in International Development: Senegal	Africa, South of the Sahara	Senegal	Dakar
	SIT Senegal: National Identity and the Arts	Africa, South of the Sahara	Senegal	Multiple locations
	CIEE South Africa: University of Cape Town	Africa, South of the Sahara	South Africa	Cape Town
	SIT South Africa: Community Health and Social Policy	Africa, South of the Sahara	South Africa	Multiple locations
	SIT South Africa: Multiculturalism and Human Rights	Africa, South of the Sahara	South Africa	Multiple locations
	SIT South Africa: Social and Political Transformation	Africa, South of the Sahara	South Africa	Multiple locations
	Yale Swahili Program in Mombasa	Africa, South of the Sahara	Tanzania	Arusha
	SIT Uganda and Rwanda Summer: Peace and Conflict Studies in the Lake Victoria Basin	Africa, South of the Sahara	Uganda	Gulu
	Sub-Saharan Africa Unapproved Program Petition	Africa, South of the Sahara	Multiple Locations	Multiple Locations
	SUMMER: Sub-Saharan Africa Program Petition	Africa, South of the Sahara	Multiple Locations	Multiple Locations
	Schwarzman Scholars	Asia and the Pacific	China	Beijing
	Yenching Academy Scholarships	Asia and the Pacific	China	Beijing
	Middlebury in Hangzhou, China	Asia and the Pacific	China	Hangzhou
	HKU Summer Institute	Asia and the Pacific	China	Hong Kong
	HKU-ST Summer Program	Asia and the Pacific	China	Hong Kong
	Hong Kong University of Science and Technology	Asia and the Pacific	China	Hong Kong
	University of Hong Kong	Asia and the Pacific	China	Hong Kong
	SIT China: Language, Cultures and Ethnic Minorities	Asia and the Pacific	China	Kunming
	CIEE in Shanghai: Accelerated Chinese Language	Asia and the Pacific	China	Shanghai
	IES Shanghai (Summer): Engineering	Asia and the Pacific	China	Shanghai
	Antioch: Buddhist Studies in India	Asia and the Pacific	India	Bodh Gaya
	Emory Tibetan Studies in Dharamsala, India	Asia and the Pacific	India	Dharamsala
	CIEE India: Arts & Sciences in Hyderabad	Asia and the Pacific	India	Hyderabad
	SIT India: National Identity and the Arts	Asia and the Pacific	India	Multiple Locations
	SIT Indonesia: Arts, Religion and Social Change	Asia and the Pacific	Indonesia	Multiple Locations
	Princeton in Ishikawa	Asia and the Pacific	Japan	Kanazawa
	International Christian University	Asia and the Pacific	Japan	Tokyo

Program Administrator*	Program Name	Region	Country	City
	Waseda University Global Leadership Program	Asia and the Pacific	Japan	Tokyo
	Ishizuka Global Fellowship in East Asian Studies	Asia and the Pacific	Japan	Multiple Locations
	SIT Mongolia: Nomadism, Geopolitics and the Environment	Asia and the Pacific	Mongolia	Multiple locations
	Cornell Nepal Study Program	Asia and the Pacific	Nepal	Kathmandu
	CIEE Korea: Arts & Sciences in Seoul	Asia and the Pacific	South Korea	Seoul
	Seoul National University	Asia and the Pacific	South Korea	Seoul
	Yonsei University	Asia and the Pacific	South Korea	Seoul
	Asia Unapproved Program Petition	Asia and the Pacific	Multiple Locations	Multiple Locations
	IHP/Comparative: Climate Change: The Politics of Food, Water, and Energy	Asia and the Pacific	Multiple Locations	Multiple Locations
	Luce Scholarships	Asia and the Pacific	Multiple Locations	Multiple Locations
	SUMMER: Asia Program Petition	Asia and the Pacific	Multiple Locations	Multiple Locations
	IFSA Butler in New Zealand: University of Auckland	Australia and New Zealand	New Zealand	Auckland
	IFSA Butler in Australia: University of Queensland	Australia and New Zealand	Australia	Brisbane
	IFSA Butler in New Zealand: University of Canterbury	Australia and New Zealand	New Zealand	Christchurch
	IFSA Butler in New Zealand: University of Otago	Australia and New Zealand	New Zealand	Dunedin
	IFSA Butler in Australia: University of Melbourne	Australia and New Zealand	Australia	Melbourne
	IFSA Butler in Australia: University of New South Wales	Australia and New Zealand	Australia	Sydney
	IFSA Butler in Australia: University of Sydney	Australia and New Zealand	Australia	Sydney
	IFSA Butler in New Zealand: Victoria University of Wellington	Australia and New Zealand	New Zealand	Wellington
	SFS Australia: Tropical Rainforest Studies	Australia and New Zealand	Australia	Multiple locations
	Australia/NZ Unapproved Program Petition	Australia and New Zealand	Australia	Multiple locations
	Australia/NZ Unapproved Program Petition	Australia and New Zealand	New Zealand	Multiple Locations
	SUMMER: Australia/New Zealand Program Petition	Australia and New Zealand	Australia	Multiple locations
	SUMMER: Australia/New Zealand Program Petition	Australia and New Zealand	New Zealand	Multiple Locations
	SIT Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans	Europe	Croatia, Republic of	Zagreb
	CERGE/EI in Prague: Undergraduate Program in Central European Studies (UPCES)	Europe	Czech Republic	Prague
	CIEE in Prague: Film Track at FAMU	Europe	Czech Republic	Prague
	DIS Study Abroad in Scandinavia Program: Denmark	Europe	Denmark	Copenhagen
	Wellesley-in-Aix	Europe	France	Aix-en-Provence
	Brown University in Lyon	Europe	France	Lyon
	University of North Carolina in Montpellier	Europe	France	Montpellier
	Beesen Global Research Fellowships	Europe	France	Paris
	Beesen Travel Fellowship	Europe	France	Paris

Program Administrator*	Program Name	Region	Country	City
	David Weill Scholarship	Europe	France	Paris
	FUBiS: Freie Universitaet Berlin International Summer	Europe	Germany	Berlin
	Wayne State Junior Year in Munich (JYM), Germany	Europe	Germany	Munich
	College Year in Athens (CYA)	Europe	Greece	Athens
	Aquincum Institute of Technology	Europe	Hungary	Budapest
	Bard in Budapest: Central European University	Europe	Hungary	Budapest
	Budapest Semester in Mathematics	Europe	Hungary	Budapest
	SIT Iceland (Summer): Renewable Energy, Technology, and Resource Economics	Europe	Iceland	Reykjavik
	IFSA-Butler in Ireland: University of Cork	Europe	Ireland	Cork
	Trinity College Dublin	Europe	Ireland	Dublin
	University College Dublin	Europe	Ireland	Dublin
	National University of Ireland-Galway	Europe	Ireland	Galway
	Mitchell Scholarships	Europe	Ireland	Multiple Locations
	UK/Ireland Unapproved Program Petition	Europe	Ireland	Multiple Locations
	Bologna Consortial Studies Program (BCSP)	Europe	Italy	Bologna
	Brown in Bologna	Europe	Italy	Bologna
	Middlebury in Florence	Europe	Italy	Florence
	Bocconi University	Europe	Italy	Milan
	Intercollegiate Center for Classical Studies: Rome	Europe	Italy	Rome
	SIT Netherlands: International Perspectives on Sexuality and Gender	Europe	Netherlands	Amsterdam
	Jagiellonian University Summer Program	Europe	Poland	Krakow
	Harvey Krueger Global Experience Fellowship	Europe	Poland	Multiple Locations
	Spain/Portugal Unapproved Program Petition	Europe	Portugal	Multiple Locations
	Middlebury in Irkutsk	Europe	Russia	Irkutsk
	Middlebury in Moscow	Europe	Russia	Moscow
	Bard-Smolny Summer Language Intensive	Europe	Russia	St. Petersburg
	Smolny College in St. Petersburg	Europe	Russia	St. Petersburg
	Spanish Studies Abroad in Spain	Europe	Spain	Alicante
	CIEE Barcelona: Advanced Liberal Arts	Europe	Spain	Barcelona
	CIEE Barcelona: Architecture and Design	Europe	Spain	Barcelona
	CIEE Barcelona: Liberal Arts	Europe	Spain	Barcelona
	CIEE Summer Language and Culture in Barcelona	Europe	Spain	Barcelona
	Consortium For Advanced Studies in Barcelona (CASB)	Europe	Spain	Barcelona
	Middlebury College at Universidad Carlos III	Europe	Spain	Getafe (Madrid)
	CIEE Madrid: Engineering and Society	Europe	Spain	Madrid
	Syracuse University in Madrid	Europe	Spain	Madrid
	CIEE Summer Language and Culture in Seville	Europe	Spain	Seville
	JYS in Seville (Sweet Briar College)	Europe	Spain	Seville
	JYS Summer Spanish Language and Culture Intensive	Europe	Spain	Seville
	Spain/Portugal Unapproved Program Petition	Europe	Spain	Multiple Locations

Program Administrator*	Program Name	Region	Country	City
	SIT Switzerland (Summer): Food Security and Nutrition	Europe	Switzerland	Geneva
	SIT Switzerland (Summer): International Studies and Multilateral Diplomacy	Europe	Switzerland	Geneva
	SIT Switzerland: International Studies and Multilateral Diplomacy	Europe	Switzerland	Geneva
	Smith College in Geneva	Europe	Switzerland	Geneva
	Bogazici University	Europe	Turkey	Istanbul
	University of Bristol	Europe	United Kingdom	Bristol
	Churchill Scholarships	Europe	United Kingdom	Cambridge
	Columbia College Oxbridge Scholars Program	Europe	United Kingdom	Cambridge
	Gates Cambridge Scholarships	Europe	United Kingdom	Cambridge
	Kellett Fellowships	Europe	United Kingdom	Cambridge
	University of Edinburgh	Europe	United Kingdom	Edinburgh
	University of St. Andrews	Europe	United Kingdom	Fife
	British American Drama Academy (BADA): London Theater Program	Europe	United Kingdom	London
	Goldsmiths	Europe	United Kingdom	London
	IFSA Butler in the United Kingdom: King's College London	Europe	United Kingdom	London
	Imperial College London	Europe	United Kingdom	London
	London School of Economics & Political Science	Europe	United Kingdom	London
	Queen Mary University of London	Europe	United Kingdom	London
	RADA: Tisch School of the Arts	Europe	United Kingdom	London
	School for Oriental and African Studies (SOAS)	Europe	United Kingdom	London
	University College London	Europe	United Kingdom	London
	University of Manchester	Europe	United Kingdom	Manchester
	Columbia College Oxbridge Scholars Program	Europe	United Kingdom	Oxford
	Doctorow Fellowship	Europe	United Kingdom	Oxford
	Kellett Fellowships	Europe	United Kingdom	Oxford
	Rhodes Scholarships	Europe	United Kingdom	Oxford
	Marshall Scholarship	Europe	United Kingdom	Multiple Locations
	UK/Ireland Unapproved Program Petition	Europe	United Kingdom	Multiple Locations
	Europe Unapproved Program Petition	Europe	Multiple Locations	Multiple Locations
	SUMMER: Europe Program Petition	Europe	Multiple Locations	Multiple Locations
	IFSA Butler: Language and Culture in Buenos Aires	Latin America and the Caribbean	Argentina	Buenos Aires
	IFSA-Butler Buenos Aires: Argentine University Program	Latin America and the Caribbean	Argentina	Buenos Aires
	IFSA-Butler in Mendoza: Argentine Universities Program	Latin America and the Caribbean	Argentina	Mendoza

Program Administrator*	Program Name	Region	Country	City
	Penn Summer in Buenos Aires	Latin America and the Caribbean	Argentina	Buenos Aires
	SIT Argentina: Art, Memory, and Social Transformation (summer)	Latin America and the Caribbean	Argentina	Buenos Aires
	SIT Argentina: Regional Integration, Development & Social Change	Latin America and the Caribbean	Argentina	Multiple Locations
	SIT Argentina: Social Movements and Human Rights	Latin America and the Caribbean	Argentina	Multiple Locations
	IHP/Comparative: Climate Change: The Politics of Food, Water, and Energy	Latin America and the Caribbean	Bolivia	Multiple locations
	SIT Bolivia: Multiculturalism, Globalization, and Social Change	Latin America and the Caribbean	Bolivia	Multiple locations
	Brown in Rio de Janeiro: Pontificia Universidade Católica (PUC)	Latin America and the Caribbean	Brazil	Rio de Janeiro
	CIEE Brazil: Liberal Arts in Rio de Janeiro	Latin America and the Caribbean	Brazil	Rio de Janeiro
	CIEE Brazil: Liberal Arts in Salvador da Bahia	Latin America and the Caribbean	Brazil	Salvador de Bahia
	CIEE Brazil: Liberal Arts in Sao Paulo	Latin America and the Caribbean	Brazil	Sao Paulo
	SIT Brazil: Social Justice and Sustainable Development	Latin America and the Caribbean	Brazil	Multiple Locations
	Summer Ecosystem Experience-Undergraduate (SEE-U)	Latin America and the Caribbean	Brazil	Multiple Locations
	IFSA Butler in Chile: Santiago Universities Program	Latin America and the Caribbean	Chile	Santiago
	IFSA Butler in Chile: Valparaiso & Vina del Mar	Latin America and the Caribbean	Chile	Valparaiso
	SIT Chile: Cultural Identity, Social Justice & Community Development	Latin America and the Caribbean	Chile	Multiple Locations
	SIT Chile: Public Health, Traditional Medicine, and Community Empowerment	Latin America and the Caribbean	Chile	Multiple Locations
	IFSA Butler in Costa Rica: Universidad Nacional (UNA), Heredia	Latin America and the Caribbean	Costa Rica	Heredia
	SFS Costa Rica: Sustainable Development Studies	Latin America and the Caribbean	Costa Rica	Multiple locations
	CIEE Dominican Republic: Liberal Arts in Santiago	Latin America and the Caribbean	Dominican Republic	Santiago
	CIEE Dominican Republic: Liberal Arts in Santo Domingo	Latin America and the Caribbean	Dominican Republic	Santo Domingo
	Global Health Research for Undergraduates	Latin America and the Caribbean	Dominican Republic	La Romana
	Global Health Research for Undergraduates	Latin America and the Caribbean	Dominican Republic	Santo Domingo
	SIT Ecuador: Comparative Ecology and Conservation	Latin America and the Caribbean	Ecuador	Multiple locations
	SIT Ecuador: Development, Politics, and Languages	Latin America and the Caribbean	Ecuador	Multiple locations
	Global Health Research for Undergraduates	Latin America and the Caribbean	Haiti	Deschappelles
	CECM at Universidad de Guadalajara	Latin America and the Caribbean	Mexico	Guadalajara
	CIEE Mexico: Liberal Arts in Guanajuato	Latin America and the Caribbean	Mexico	Guanajuato
	IFSA Butler in Mexico: Universidad Autonoma de Yucatan, Merida	Latin America and the Caribbean	Mexico	Merida

Program Administrator*	Program Name	Region	Country	City
	IFSA Butler: Language and Cultural Studies in the Yucatan	Latin America and the Caribbean	Mexico	Merida
	IFSA- Butler Peru: Pontificia Universidade Católica de Peru	Latin America and the Caribbean	Peru	Lima
	SIT Peru: Indigenous Peoples and Globalization	Latin America and the Caribbean	Peru	Multiple locations
	Latin America Unapproved Program Petition	Latin America and the Caribbean	Multiple Locations	Multiple Locations
	SUMMER: Latin America Program Petition	Latin America and the Caribbean	Multiple Locations	Multiple Locations
	Ben-Gurion University	The Middle East and North Africa	Israel	Beersheva
	Arava Institute	The Middle East and North Africa	Israel	Eilat
	The University of Haifa Summer Session	The Middle East and North Africa	Israel	Haifa
	University of Haifa	The Middle East and North Africa	Israel	Haifa
	Hebrew University	The Middle East and North Africa	Israel	Jerusalem
	Hebrew University Summer Language Program	The Middle East and North Africa	Israel	Jerusalem
	Tel Aviv University	The Middle East and North Africa	Israel	Tel Aviv
	Yiddish Summer Program at Tel Aviv University	The Middle East and North Africa	Israel	Tel Aviv
	Harvey Krueger Global Experience Fellowship	The Middle East and North Africa	Israel	Multiple Locations
	CIEE Jordan: Language & Culture in Amman	The Middle East and North Africa	Jordan	Amman
	Summer Ecosystem Experience-Undergraduate (SEE-U)	The Middle East and North Africa	Jordan	Multiple locations
	IHP/Comparative: Climate Change: The Politics of Food, Water, and Energy	The Middle East and North Africa	Morocco	Rabat
	SIT Morocco: Arabic Language and Community Service	The Middle East and North Africa	Morocco	Rabat
	SIT Morocco: Migration and Transitional Identity	The Middle East and North Africa	Morocco	Multiple locations
	SIT Morocco: Multiculturalism and Human Rights	The Middle East and North Africa	Morocco	Multiple locations
	Middle East/N. Africa Unapproved Program Petition	The Middle East and North Africa	Multiple Locations	Multiple Locations
	SUMMER: Middle East or North Africa Program Petition	The Middle East and North Africa	Multiple Locations	Multiple Locations
	Deresiewicz Summer Research Fellowship	North America	United States	New York
	Holthusen-Schindler Scholarships	North America	United States	New York
	Presidential Fellows Program	North America	United States	New York
	Presidential Fellows Program	North America	United States	Washington D.C.
	Carnegie Endowment for International Peace Junior Fellowships	North America	United States	Washington D.C.
	Truman Scholarship	North America	United States	Multiple Locations
	Udall Scholarships	North America	United States	Multiple Locations
	Beinecke Scholarships	Multiple Locations	Multiple Locations	Multiple Locations
	Fulbright Grants for Study, Research, and English Teaching Assistantships Abroad	Multiple Locations	Multiple Locations	Multiple Locations

Program Administrator*	Program Name	Region	Country	City
	IHP/Comparative: Cities in the 21st Century: People, Planning, and Politics	Multiple Locations	Multiple Locations	Multiple Locations
	Presidential Global Fellowship	Multiple Locations	Multiple Locations	Multiple Locations
	SEA Semester: Oceans and Climate	Multiple Locations	Multiple Locations	Multiple Locations
	Unapproved Program Petition - Multiregion	Multiple Locations	Multiple Locations	Multiple Locations
	Undergraduate Global Policy Fellowship	Multiple Locations	Multiple Locations	Multiple Locations
	Carman Fellowships	Multiple Regions	Multiple Locations	Multiple Locations
	Class of 1939 Summer Research Fellowships	Multiple Regions	Multiple Locations	Multiple Locations
	Evans Traveling Fellowship	Multiple Regions	Multiple Locations	Multiple Locations

Proposing an Off-Campus Course or Program

Proposing an off-campus course or program for undergraduate students requires substantial advance planning, typically commencing at least two years before the first offering. Faculty members who wish to teach in an off-campus setting should speak to their department chairs about their plans, in order to review possible implications for the department's curricular offerings on campus.

Courses or programs to be taught outside of the U.S.

It is essential to contact the Office of Global Programs (OGP) at ogp@columbia.edu. While faculty are responsible for designing the academic content of the proposed program, OGP provides logistical support and program infrastructure, including travel and housing plans, student outreach and advising, and financial planning. If a local educational institution will be involved in the program design, initial outreach to the institution can be made by either faculty or OGP; in many cases, OGP can make faculty aware of existing relationships with international institutions.

Faculty may also find it useful to consult [Columbia Global Resources](#) in formulating their plans. All Columbia community members are asked to register their travel plans through the university global travel portal (<http://globaltravel.columbia.edu/>) before departure.

All plans for off-campus courses and programs must be endorsed by OGP before undergoing review by the CC-GS Joint Committee on Instruction (COI); faculty members and OGP should reach a consensus about when a new course or program is ready to be presented to the COI for review and approval. When finalized, proposals

should include a cover letter from OGP that confirms the program's feasibility and an addendum as described below.

Courses or programs to be taught elsewhere in the U.S.

Ideally, COI review of a new off-campus course or program should take place one year in advance of the offering. All proposals are reviewed by the full COI. OGP does not play a role in the development of off-campus U.S. programs. Questions can be directed to cc-gs-courses@columbia.edu.

Proposal format for courses to be taught in an off-campus location

In addition to the standard course proposal process, faculty members who wish to teach in an off-campus setting are asked to prepare a brief addendum. The addendum should address the seven questions below, with the understanding that not all questions may be applicable to all proposals.

In asking these questions, which are likely to evolve over time, the COI seeks to understand better the evident value of engaging Columbia faculty and students in off-campus education, to refine the committee's understanding of best practices in the rapidly changing field of global education, and to maximize the value of these exciting and ambitious programs for all members of the Columbia community.

If you have questions about the process of proposing an off-campus course to the COI, please contact Hazel May (CC) or Victoria Rosner (GS) by writing to cc-gs-courses@columbia.edu. In considering the following questions, please don't hesitate to reach out to us if we can assist you in formulating your responses.

Off-campus course proposal addendum questions:

Appendix H

1. How do you understand the value of teaching this course or program in the proposed location, rather than on the Columbia campus? How will it enhance the students' educational experience? How would you recommend students prepare for the course?
2. Will there be a role for foreign language instruction in the course or program? Is all instruction in English, or is there an opportunity for students to learn in the local language(s)?
3. What institutional partners are you working with? Will students from local institutions have the opportunity to enroll? Will Columbia students have the opportunity to take additional classes at such institutions?
4. How might you envision building upon the connections that you have established while traveling? Do you have any suggestions about how we might extend some aspects of this experience to other students back on campus?

Where necessary, OGP will help you in responding to the following additional questions:

1. What is the anticipated enrollment? Please break the number down into Columbia and non-Columbia students, undergraduates and graduate students.
2. What supports will be offered to students while the program is underway? What provisions have been made for the students' security and stability?
3. What financial resources will be available to students to underwrite the cost of their participation?

Visiting Scholars by Scholar Type and Country of Origin

Data from Task Force Survey of Departments

Social Sciences

# of Visiting Scholars				
Category of Visitors	2014/15	2013/14	2012/13	n
Professorial Visiting Scholars	38	45	48	5 Depts.
Postdoctoral Visiting Scholars	25	35	21	5 Depts.
Graduate Student Visiting Scholars	63	56	40	5 Depts.

Countries of Origin included:

Professional Visiting Scholars: Argentina (n = 1), Australia (n = 1), Belgium (n = 1), Canada (n = 2), Chile (n = 1), China (n = 7), Denmark (n = 1), Finland (n = 2), France (n = 5), Germany (n = 6), Greece (n = 2), India (n = 1), Israel (n = 4), Italy (n = 7), Korea (n = 2), Latvia (n = 1), Mexico (n = 2), Netherlands (n = 3), Norway (n = 3), Poland (n = 1), Spain (n = 3), Sweden (n = 1), Switzerland (n = 2), Turkey (n = 2), UK (n = 3), USA (n = 3)

Postdoctoral Visiting Scholars: Australia (n = 1), Belgium (n = 3), Canada (n = 3), China (n = 2), Denmark (n = 2), France (n = 4), Germany (n = 1), Israel (n = 1), Italy (n = 1), Japan (n = 2), Mexico (n = 1), Netherlands (n = 1), Norway (n = 1), Poland (n = 2), Portugal (n = 1), Spain (n = 2), Switzerland (n = 2), Turkey (n = 1), UK (n = 1)

Graduate Student Visiting Scholars: Austria (n = 1), Belgium (n = 2), Brazil (n = 4), China (n = 6), Colombia (n = 1), France (n = 4), Germany (n = 5), Greece (n = 2), India (n = 1), Indonesia (n = 1), Iran (n = 1), Israel (n = 2), Italy (n = 5), Mongolia (n = 1), Netherlands (n = 3), Norway (n = 2), Poland (n = 2), Spain (n = 3), Sweden (n = 3), Switzerland (n = 1), Turkey (n = 2), UK (n = 1), USA (n = 1)

Please note, within each category of visitors departments provided a list of the countries of origin for their visitors. Departments did not indicate how many visitors were from each country, so the n-values provided are the number of times a country was mentioned. If a department mentioned the same country in multiple years it was counted multiple times.

Visiting Scholars by Scholar Type and Country of Origin Data from Task Force Survey of Departments

Humanities (including Classical Studies)

# of Visiting Scholars Category of Visitors	2014/2015	2013/2014	2012/2013	n
Professorial Visiting Scholars	27	19	14	9 Depts.
Postdoctoral Visiting Scholars	26	31	35	9 Depts.
Graduate Student Visiting Scholars	39	50	44	9 Depts.

Please note, one department only provided Professional Visiting Scholar data for 2012/2013.

One department only provided Postdoctoral Visiting Scholar data for 2014/2015 and 2013/2014.

Two departments only provided Graduate Student Visiting Scholar data for 2013/2014 and 2012/2013.

Countries of Origin included:

Professorial Visiting Scholars: Argentina (n = 1), Australia (n = 1), Belgium (n = 1), Canada (n = 2), China (n = 5), France (n = 3), Germany (n = 6), Hungary (n = 1), Italy (n = 2), Japan (n = 2), Mexico (n = 1), Netherlands (n = 1), Norway (n = 1), Russia (n = 1), South Korea (n = 1), Spain (n = 3), Switzerland (n = 2), Taiwan (n = 1), Turkey (n = 4), USA (n = 3)

Postdoctoral Visiting Scholars: Australia (n = 2), Austria (n = 1), Belgium (n = 1), Brazil (n = 2), China (n = 6), Czech Republic (n = 1), Egypt (n = 1), France (n = 4), Germany (n = 10), Greece (n = 1), Italy (n = 1), Japan (n = 4), Netherlands (n = 1), Norway (n = 1), Poland (n = 2), Spain (n = 1), Sweden (n = 1), Taiwan (n = 1), Turkey (n = 2), UK (n = 3), Ukraine (n = 1)

Graduate Student Visiting Scholars: Australia (n = 2), Austria (n = 1), Belgium (n = 3), Brazil (n = 5), Canada (n = 2), China (n = 3), Croatia (n = 1), Czech Republic (n = 1), Denmark (n = 1), Estonia (n = 1), Finland (n = 1), France (n = 6), Germany (n = 9), Greece (n = 2), India (n = 1), Ireland (n = 1), Italy (n = 8), Japan (n = 3), Korea (n = 1), Malaysia (n = 1), Norway (n = 1), Portugal (n = 2), South Africa (n = 2), Spain (n = 3), Sweden (n = 3), Switzerland (n = 4), Turkey (n = 5), UK (n = 1), Ukraine (n = 1)

Please note, within each category of visitors departments provided a list of the countries of origin for their visitors. Departments did not indicate how many visitors were from each country, so the n-values provided are the number of times a country was mentioned. If a department mentioned the same country in multiple years it was counted multiple times.

Visiting Scholars by Scholar Type and Country of Origin Data from Task Force Survey of Departments

Natural Sciences

# of Visiting Scholars Category of Visitors	2014/15	2013/14	2012/13	n
Professorial Visiting Scholars	15	8	4	5 Depts.
Postdoctoral Visiting Scholars	12	5	3	7 Depts.
Graduate Student Visiting Scholars	18	18	10	5 Depts.

Additionally, one department provided the number of origin countries rather than the names. Another department did not have data for Professional and Postdoctoral Visiting Scholars in 2012/2013, but provided data for other years.

Countries of Origin included:

Professorial Visiting Scholars: Brazil (n = 2), Chile (n = 2), China (n = 3), France (n = 1), Israel (n = 2), South Korea (n = 1), Turkey (n = 2), UK (n = 1)

Postdoctoral Visiting Scholars: Australia (n = 1), Brazil (n = 1), China (n = 1), France (n = 2), Germany (n = 1), Japan (n = 2), Singapore (n = 1), Spain (n = 1), Sweden (n = 1), USA (n = 2)

Graduate Student Visiting Scholars: Brazil (n = 1), China (n = 5), Denmark (n = 1), Germany (n = 2), Israel (n = 1), Japan (n = 1), Poland (n = 1), Spain (n = 1), Switzerland (n = 2), USA (n = 1), Vietnam (n = 1)

Please note, within each category of visitors departments provided a list of the countries of origin for their visitors. Departments did not indicate how many visitors were from each country, so the n-values provided are the number of times a country was mentioned. If a department mentioned the same country in multiple years it was counted multiple times.