

The President's Council on Boston University and the Global Future

September 2006

Introduction

Boston University aspires to be among the great international universities of the 21st century. Greatness and globalism go hand in hand. By harnessing our scholarly, spiritual, and humanistic traditions and the vast resources within our faculty and students, we will enable the University to meet the challenges of the world and contribute to its betterment. To reach this goal, we will champion bold new approaches to teaching students, to seeking and applying new knowledge, and to building sustainable partnerships across the globe that benefit humanity. Boston University is unique among the world's universities with its many existing international components. We must now move from characteristics to commitment, and from individual endeavors to unified effort. What was once a choice has become a compelling responsibility. Articulating a global agenda for the University has become urgent – for our future, and for the critical role our faculty, students, and graduates can play in the fragile state of the planet Earth.

Boston University must declare its commitment to innovative and valuable scholarship and teaching, to relationships that will unite students and faculty globally, to breakthrough research on issues of global significance, and to knowledge that will help redress disparities and reduce conflict here and abroad. By building bridges and thoughtfully moving our global mission into a new phase, Boston University will underscore the common bonds among people and thereby become a force for public good in the 21st century.

Appreciating our unique assets and social responsibilities, President Robert A. Brown identified the need for a global strategy among his initial and most important tasks as Boston University's tenth president. He appointed the President's Council on Boston University and the Global Future the first semester of his presidency, and asked many of the leading scholars in our academic community to engage in "deep discussion" in addressing the question: "What should be Boston University's global strategy as a leading private research university in the world?"

He asked the Council to examine the international nature of our institution, the appeal of developing greater presence abroad, approaches to potential partnerships, new overseas sites, and the financial and academic factors in making global commitments. In order to begin a community-wide discussion, the Council members (starting in January 2006) conducted surveys, interviews, case studies, and focus groups. We also made presentations and outside visits. As a group, and in subcommittees, we debated many possibilities and generated many ideas. This is a summary report of some of our key points.

The Global Challenge

In his speech launching President Robert A. Brown's Inaugural Symposium on April 28, 2006, Columbia University's Jeffrey Sachs identified three overarching threats to the world's survival. First, is the "challenge of the disposed" – those one billion "who live on the fragile edge of daily survival." Ten million people die every year "for the simple reason that they are too poor to stay alive." Second, is the recognition of the rise of India, China, and potentially other emerging powers, and their challenge to the illusion of America's preeminence and invincibility. Third, is the "the human war against the planet itself" where every major ecosystem is under unprecedented threat. The world, Sachs continued, needs unbiased, science-based solutions and a transcendent sense of global responsibility, through institutions like ours that are "built to last." The university stands squarely at this critical juncture of world civilization – situated ideally to understand and articulate the problems that threaten our future, and compelled to assist in both solutions and survival. And few of the world's universities have our global attributes.

The fourth largest independent university in America, Boston University stands at the crossroads of many cultures. Its early nineteenth century origins as a uniquely egalitarian Methodist institution propelled Boston University to be the first institution to accept women in all degree programs. African-Americans and recent immigrants received higher degrees early in our history. The pioneering global consciousness of Boston University faculty and students shaped its destiny. The University was imprinted from the start by concern for comparative and cross-cultural studies, for building educational institutions overseas, and for global justice issues. The motto – Learning, Virtue, Piety – traveled from Boston around the world.

Continuing this tradition, Boston University sustains one of the highest populations of international students among America's colleges and universities today. As alumnus Martin Luther King, Jr., said in 1968, "This is the great new problem of mankind. We have inherited a large house, a great 'world house,' in which we have to live together – black and white, Easterner and Westerner, Gentile and Jew, Catholic and Protestant, Moslem and Hindu – a family unduly separated in ideas, culture, and interest, who, because we can never again live apart, must learn somehow to live with each in peace." This is also a statement of purpose for the Boston University of today and tomorrow.

Boston University's 4,500 international students are 10.7 percent of New England's total foreign student population and the largest number in any of the colleges or universities in the region. Reflecting the national trend, New England's number of students from abroad grew about ten times since 1960 and leveled off around September 11, 2001. Greater Boston itself is a Mecca for international study – with the third largest concentration of foreign students after New York and Los Angeles.

Boston University's faculty and students are comfortable with this self-image as a global institution. In our spring 2006 survey of B.U.'s faculty and students, 60 percent of the faculty and 74 percent of the student respondents agreed that Boston University is accurately characterized "as being among universities with a strong international reputation in the US and around the world." This characterization is based primarily on

our success in recruiting foreign students from a wide array of nationalities. (75 percent of the faculty and students agree.) Two-thirds of the faculty say they “contribute to B.U.’s international reputation” primarily through their scholarly activities. What has been lacking, in their view, is the effort of senior leadership to marshal the international features of Boston University and encapsulate this into the overall goals and direction of the institution.

With rising barriers to entry into the United States since 9/11, competition from the global growth in higher education, and the demographic peak of children of the baby boom generation, American academic institutions are faced with likely declines both in domestic and foreign students. Australia, in contrast, has doubled its foreign enrollments since 9/11, which now represent 20 percent of their total. Branch campuses from Australian and British universities are appearing worldwide, as are networks of for-profit campuses. Many countries are rapidly developing indigenous institutions to curtail the brain drain into the United States and elsewhere. Anticipating Boston University’s enrollment challenges in the coming decade is among the reasons for developing a global strategy for recruiting the best students nationally and internationally. A concerted global effort for Boston University is both strategic and defensive, to help preserve and extend our international presence.

The Student Experience

The Council envisions a time when all students entering Boston University will follow curricula that prepare them for future careers *and* expose them to the richness and complexity of their world. Our vision for a new fundamental learning structure at Boston University begins by enriching existing curricula throughout the seventeen schools and colleges in a deliberate manner. We will create pathways for students to learn at each stage of their careers, from freshman year through graduate and professional study; to appreciate the many forces of globalization sweeping across the world; to better understand how advances in science and technology impact world communication, health, and commerce; and to negotiate cultural and linguistic differences, while honoring our common heritage and aspirations.

No longer should our education be focused predominately on a monolingual Western civilization with only an introduction to Eastern thought, but rather on civilization overall with its complexities and contributions from all peoples of the world. No longer should diversity within the United States be seen separately from the diversity of the world. No longer can we see ourselves outside of the ecological dynamics of the Earth. Our vision is for Boston University’s students to graduate as global citizens, proficient in languages and with the cultural literacy required to function effectively in a complex world. We aim to produce graduates who willingly assume the role of global stewards of the planet’s resources and actors in the intricate web of the economic, political, and environmental factors on which the future peace and prosperity of this planet depend.

To accomplish this for all Boston University students, the Council envisions a process of curricular expansion and development to create new cross-disciplinary courses,

opportunities, and pathways for learning about, in, and for the world. This is a major task. As Harvard University's Derek Bok recently wrote: "Only a small minority of students appear to take any coursework that would prepare them as citizens to understand America's role in the world and the global problems that confront it." The National Science Foundation has underscored the global component of the training of the science and engineering workforce: "As science and engineering discoveries result more and more from international collaboration, U.S. researchers and educators must be able to operate effectively in teams comprised of partners from different nations and cultural backgrounds."

The Council believes that two concepts of "global" must converge at Boston University. The world of human learning across all fields and specialties must be brought together into a more coherent, interdisciplinary community of teaching and learning that addresses the wide array of the world's problems. To do so, this local "global" community must engage more effectively with the international community. In other words, globalization must occur locally at the same time that Boston University is engaging with the rest of the world. Globalization of Boston University requires both academic integration and international presence, with both faculty and institutional commitment.

Simply having foreign students on campus does not make Boston University global, nor can we be sanguine that domestic students learn much about other cultures as a result. Even when domestic students have the opportunity to interact with foreign students, these students are often from the wealthiest stratum of their country. We recommend that Boston University make financial aid more available to meritorious students from other countries – as a strategic effort to better represent the countries of the world in our student population, beyond only those who are most able to pay our tuition rates.

Once international students choose to attend Boston University, we recommend a systematic effort to engage and integrate them into the community, beginning at Orientation (with efforts designed to help international students negotiate their way through B.U. and Boston). A next step will be for the International Students and Scholars Office to survey entering and exiting international students on their expectations, whether we were successful in meeting those expectations, and how we can better serve this population. We also suggest that various space issues be reviewed – in particular, the availability of common space for international and foreign language interaction and the efficacy of specialty housing.

The cost of bringing domestic and international students together – either overseas in study abroad programs or on campus through recruiting foreign students – prohibits most of the world's students from intermingling. But we live in a truly international melting pot in metropolitan Boston and should tap local opportunities for immersion in immigrant communities in the region. Students can "study abroad" in our own region by working with refugee groups acclimating to American society. For those pursuing advanced degrees in professional programs, the online classroom might emerge as the best opportunity for the world's middle classes to learn together. We need a rich variety of

pedagogical settings to engage both U.S. students and those from abroad in common educational experiences.

Proficiency in languages other than English is a precondition for global thinking. Nationally, only one-third of secondary school students study a foreign language (70 percent of those learn Spanish), and only one in ten college students pursue language study (half of those in Spanish). Less than one percent of the nation's students learn a "critical language" (Arabic, Mandarin Chinese, Hindi, Japanese, etc.). Language study, though, lies at the curricular origins of Boston University, notably in Asian languages. As President Warren wrote in Boston University's charter: "The purpose of Boston University is to promote virtue and piety, and learning in the *languages* and the liberal and useful arts and sciences." [Italics added.] Boston University has maintained language requirements in contrast to other academic institutions (where barely one-quarter require language learning of their students), and now has over nine thousand enrollments annually in foreign languages and literature.

Boston University needs to develop language and culture courses in tandem with professional training and study abroad experiences. The outcomes of language study should be measured in proficiency rather than seat-time, and language courses should provide linguistic and cultural knowledge to students in a wide array of fields, such as management, communications, engineering, and medicine. Language study across the University's curriculum – available for students, faculty, and staff, using state-of-the-art pedagogy and facilities – provides an important foundation for our global future, and should continue to be a distinguishing feature of our institutional identity.

An important way to develop linguistic and cultural proficiency is by studying abroad. While only one percent of America's undergraduates study abroad (and tend to do so in western Europe or Australia), Boston University has been a leader in promoting classroom and internship programs overseas both to our students and those of other institutions. The Council believes we should continue to expand study abroad as an important undergraduate experience, particularly by developing discipline-based programs that are integrated into particular curricula at Boston University. Post-baccalaureate study abroad, particularly in professional fields like management and public health, should also be incorporated into academic programs. An overarching goal, and test of our global commitment, will be our ability to attract students, at all levels, explicitly on the international appeal of the institution. Boston University's international identity should be a major distinguishing feature in our public image.

Faculty Structure and Scholarship

These enhancements in campus life rely on research by faculty and students on issues of global significance. Excellence in curricular design emerges directly from the judgment of faculty engaged in research on issues represented in the curriculum. The development of new curricular materials depends on the inspiration that arises from closely aligned teaching and scholarship.

Faculty tend to operate in discrete silos, which assume responsibility for selecting, evaluating, and promoting faculty, and which work against the more horizontal network of what is needed to better internationalize a university. Without the collaborative commitment of faculty across Boston University, any effort to become more global could succumb to empty rhetoric. Almost all issues of global significance are best served through generating actionable knowledge that integrates the perspectives of the natural and social sciences, the humanities, and professional fields of study.

The Council reviewed faculty organization around regional areas of the world, and suggests that Area Studies should remain a largely interdisciplinary pursuit that resists over-departmentalization. Area Studies are not disciplines unto themselves, and are more than practicing one's discipline on a global stage; they serve as space for testing discipline-based theories, methodologies, and paradigms on particular regions and on specific problems, in collaboration with those from other fields. Area Studies provide a place where a variety of theories and practices interrogate one another. While many disciplines increasingly value theory, area specialists stress solutions to regional and ethnic problems. The goal of rising in the academic rankings can militate against interdisciplinary, pragmatic scholarship.

We should continue to allow for multiple organizational models, and recognize that the departments of International Relations and Modern Foreign Languages and Literatures should play a significant role in promoting attention to particular countries and continents. Boston University is fortunate to have a plethora of scholars across departments and colleges that focus on specific regions; but our ability to organize that talent and expertise is uneven. The Council urges a more formal arrangement to facilitate cooperation and collaboration among the area programs around global themes, and that care is given in recruiting those faculty expert in specific regions to ensure that we fill gaps in our global coverage within disciplines. Also, the Council recognizes the importance of faculty travel, study and field research abroad, and exchanges. The Division of International Programs should broker faculty opportunities to conduct work abroad, and encourage scholars from other countries to participate on our campus.

The Council also recommends a series of measures to strengthen the global commitment of the faculty: encouraging the hiring and retention of faculty whose research has a global perspective; providing administrative support for interdisciplinary global research proposal development; increasing funding to provide tuition waivers for international students awarded Fulbright and other distinguished fellowships; establishing and supporting a more diverse and representative International Visitors/Scholars Program; providing greater support for faculty participating in international research travel; and establishing a web-based resource for highlighting the breadth of existing international research efforts and funding at Boston University along with emerging opportunities. As Boston University's research enterprise and international commitment grow, there is a commensurate need for extensive networking resources within the University.

The Global Institute

Rather than attempt to impose a new, one-size-fits-all, globally oriented curriculum, we recommend that change occur from within, initiated by the creative, intellectual power of the University faculty. Globalization should impact graduate and professional students, as well as traditional-age undergraduates at Boston University. The Council recommends simultaneous top-down leadership and a bottom-up process of curriculum development through what we have provisionally entitled the Global Institute.

The Institute's members would be called University Global Scholars and drawn through rotating, three-year faculty appointments, provided with release time, and recruited based on proposals for curricular reform. The Global Scholars would be selected competitively for their scholarly distinction and accomplishments, demonstrated teaching excellence and the ability to lead others by their work in the classroom, and especially the ability to engage others in concrete projects that will lead towards a more global curriculum.

The Global Scholars would meet regularly as a consultative group to discuss their individual and collective efforts and to explore new opportunities. Their combined mission would be to promote curricular change at the local level, facilitate cross-campus communication on international ideas and efforts, serve as an advisory body on potential partnerships abroad, provide strategic advice to the President and Provost, and help Boston University obtain resources that further our global mission. The Global Institute would inform the University community of global learning initiatives and sponsor programs on campus. In short, the Institute would be an advocacy group that would promote change and visibility, which would lead in turn to fundraising efforts. The Global Institute would be the successor to the President's Council on Boston University and the Global Future, with a permanent charge and structure.

Funding would be an iterative process of some initial internal investment to pay for course releases, leading to larger scale space and staff needs that ideally would be externally funded. Ultimately, the Council believes we need a physical locus for international academic work, where the Global Institute and other related academic programs would be housed.

A major goal of the Global Institute would be to explore and then bridge existing structural and functional barriers that exist among departments and colleges and between the Charles River and the Medical campuses. Within the Institute and through other means, the Council recommends that we find ways to encourage disciplinary and interdisciplinary research on urgent global themes such as climate change, biodiversity, emerging infectious disease, urbanization, economic globalization, cultural conflicts, and others. The Institute would also promote the development of cross-disciplinary research working groups by linking research faculty with the curriculum development component within the Institute through the sponsorship of conferences, workshops, internal and invited lectureships and other mechanisms to better connect faculty from different parts of the University.

The Council anticipates that the Institute's agenda will evolve beyond curricular reform to include promoting faculty research on global issues and attracting external funds to support both teaching and scholarship. The Institute's approach to research would parallel that applied to the curriculum: faculty would apply for grants through a bottoms-up, competitive process to further research on issues of global significance. In the long-term, the Global Institute would provide a focal point and source of advocacy for seeking cross-disciplinary funding for global scholarship and curricular design, and for attracting scholars beyond Boston University to collaborate on research projects, serve as post-doctoral fellows, or perhaps join our faculty.

Criteria for Engagement Overseas

The Council supports efforts to develop international commitments in various regions of the world. However, we believe we should not sacrifice extensive engagements that create small-scale relationships in particular countries throughout the world, in favor of only a few intensive ones. Also, the primary criteria for seeking activities in other countries should be the academic benefits they provide to our faculty, students, and reputation as a global institution.

The University will need to work with individuals and organizations to achieve partnerships abroad. Overseas partnerships help reduce the uncertainties and risks of new ventures, and allow us to share financial costs and tap local expertise and influence. How best to identify and select partners is key to our success in developing new sites and commitments. These partnerships can be academic (by establishing ties with educational institutions in other countries), corporate (by connecting with a local or multinational enterprise), investor (where an individual or consortium provide funding and share in the results), or governmental (where we would be sponsored by a public or non-profit entity whose goals were more altruistic). A partnership is unlikely to be self-sustaining, but primarily an early, instrumental step in entering a new locale. One criterion for engagement is whether the University can continue a program even beyond the relationship itself.

The first and overarching objective should be to mitigate risk – that is, to do no harm. The constellation of potential risks include our reputation and academic integrity, the physical safety and security of students and faculty, the political stability of the environment we are entering, the financial assets of the University, and the opportunity costs of the time invested in cultivating, developing, sustaining, and perhaps even exiting a relationship.

Second, we must assess the added benefits – academic, humanitarian, and financial – of a partnership abroad. The University's deans and faculties should be thoughtfully engaged in assessing the academic value of a potential alliance and commit to ongoing oversight. The benefits to Boston University's mainstream students and faculty in Boston should be apparent and ongoing, as should be the benefits to the local welfare of the foreign community. A necessary but rarely sufficient goal is the financial viability of

a project. Only 31 percent of the faculty believes, “international initiatives should be based in large part of their ability to provide financial benefit to the University.” The idealistic goals of an engagement abroad are as important as their pragmatic benefits.

Third, we must put in place a process for thoroughly vetting new opportunities, to make each potential pursuit an inclusive, collaborative learning experience useful to render a decision and provide cumulative institutional knowledge for the next time a similar proposition is explored. We need an internal structure and review process for managing thoughtful inquiry into new possibilities, and then for implementing those that justify a commitment. Each proposal for a venture abroad is an opportunity to engage B.U.’s faculty – especially those with subject matter expertise in the language, culture, and politics of a locale – in dialogue as a key resource and stakeholder. The process is itself valuable, regardless of the outcome. A standing committee of faculty and administrators, such as the proposed Global Institute, can be a sounding board on proposals for new ventures. We also recommend the creation of an International Advisory Board, composed primarily of prominent alumni who have the expertise, networks, and reputations to assist us in better understanding foreign opportunities. These alumni might include corporate executives in multinational companies; senior state department, intelligence, and military officials; and media figures who travel globally in their work.

Fourth, we need to ensure that we embed our academic principles into the ongoing activities of the overseas venture. If students abroad will be receiving a Boston University degree, all academic standards should be comparable to those in Boston: admissions criteria, English-language ability, curricular and degree requirements, grading standards and course rigor, and academic regulations. Any instructors teaching in a Boston University program should be either fully enfranchised members of our faculty or approved and supervised by faculty in Boston. The less connected the faculty are to Boston, the greater the responsibility for oversight. Ensuring academic comparability requires that Boston University oversee admissions, graduation requirements, faculty qualifications, course requirements and syllabi, grading standards, issues of academic honesty, and the evaluation of teaching performance.

Due diligence of potential engagements should assess the potential for academic independence from local interference and disruption; the integrity, objectives, and longevity of local partners; the alignment of Boston University’s goals and timetable with these partners; and the assurance of ongoing B.U. academic and administrative oversight. The decision to offer a B.U. degree abroad is a profound commitment: we need to be assured that we will have the authority and resources to manage such an endeavor responsibly, and the means for exiting if we find we can no longer do so. Boston University faculty teaching in a foreign country should be accorded the same independence they would receive in the United States: we cannot risk the academic integrity of a program on behalf of a client, partner, or local culture. Any engagement that could compromise the University’s values and academic freedom should be avoided.

Finally, we need an ongoing global scanning process to identify multiple types of international opportunities: student study abroad sites, reciprocal exchanges of faculty and students with other institutions, on-site corporate programs, consultative relationships for the development of local institutions, academic programs that blend multiple means of delivery on-site and online, and full-fledged degree-granting branch campuses of Boston University. We urge the President and Provost to create an administrative structure responsible for managing the process of seeking and evaluating potential teaching and scholarly opportunities abroad, and for overseeing those that justify our commitment.

Our Global Future

The President's Council on Boston University and Global Future calls for a bold, concerted effort to distinguish the University as one of the world's leaders in global higher learning. We have the ingredients, but now need the commitment, leadership, and infrastructure to engage the University's stakeholders in a unified attempt to make our global character a distinctive part of our institutional identity. We have identified some principles and means for creating incremental change, which we believe will stimulate initiatives extensively both on campus and abroad. In the long-term, we envision a global commitment that permeates all programs and curricula, a faculty actively engaged in international and interdisciplinary teaching and research, an academic structure that facilitates collaborative efforts across schools and departments, an administration actively pursuing overseas engagements, a partnership with alumni and overseers who can be a sounding board for exploring and funding new ventures, and a physical presence on campus that will serve as a home for the Global Institute and for its collaborative, interdisciplinary work.

We call for continued efforts to articulate an international strategy that engages the faculty, administration, and trustees in discussions of future directions and concrete actions, and welcome a standing committee to explore Boston University's global future that we believe should evolve into a Global Institute. This is just the first chapter in that effort, which now requires the review and endorsement of the senior leadership of the University.

Our world is faced with enormous threats from increasing economic disparities, political and religious turmoil, abuses of human rights, famine, terror, war, genocide, widening gaps in health care, and ecological degradation, which together threaten the stability of societies everywhere. Many of the critical global issues that humanity faces today and in the foreseeable future are those created by how we treat and manage the Earth's water, land, and air. Our global economies, health, and social well-being will depend on understanding and appreciating that, while humans cannot change the forces of nature, we must learn to protect and preserve them for future generations to enjoy and flourish. Boston University must instill a global consciousness in its students, a recognition that national and international issues are inextricably linked, that events on the other side of the world resonate locally, and that the fate of our planet depends on mastering these connections.

The President's Council on Boston University and the Global Future

APPENDIX

September 2006

Boston University boasts an extensive history of creating and supporting international education programs around the world. To offer a few examples, during the last three decades, the University has offered credit bearing certificate and degree programs in the United Kingdom, Germany, Belgium, Israel, Japan, and China. The University has forged partnerships with foreign universities to offer education locally, and in other cases the University has created independent programs. One such facility, located in Brussels, has been in place for thirty-three years offering degrees in business administration and international relations. The University's ability to work independently, but also collaboratively with partner universities and industry, demonstrates the flexibility necessary to establish global education programs serving the local and world communities.

Boston University has further developed its expertise internationally by offering 48 undergraduate academic programs in 20 countries around the world. Eighty percent of these programs also offer internships for students. The global reach of these programs extends to every continent except Antarctica, and is one of the largest international programs offered by any US university. With a total of 4,488 international students on campus, Boston University's international student body ranks among the ten largest in the United States, and is by far the largest international student presence amongst New England colleges and universities. These students currently come from 153 countries. The top ten represented countries are China (556), Korea (509), India (430), Taiwan (353), Canada (313), Japan (272), Turkey (125), Thailand (119), Mexico (102), and Italy (76). Boston University also proudly hosts over 1000 foreign nationals from 91 countries to conduct research, teach and work in a variety of capacities throughout the institution. Our international scholar population varies from short-term visitors who conduct research on unpaid appointments to permanent, tenure-track professors.

The University's global reach resides in the quality and number of faculty who work and travel internationally, or whose interests include research on international issues. The large number of academic departments and institutes with international components in this appendix help illustrate this point. In such a large institution as Boston University, these lists are not comprehensive, but are intended to provide an idea of the almost endless array of programs, resources, and potential that already exists within the Boston University community.

Members of the President's Council on Boston University and the Global Future

For biographies and subcommittee and survey reports, visit <http://www.bu.edu/globalfuture>.

André de Quadros, *Professor of Music and Director of the School of Music, CFA, Artistic Director of the Boston University Tanglewood Institute, Affiliate faculty, Boston University Global Health Initiative*

Urbain J. DeWinter, *Associate Provost for International Programs*

Paul R. Greene, Jr., *Assistant Dean, International Initiatives, MET (staff to the Council)*

Jay A. Halfond, *Dean of Metropolitan College and Extended Education (co-chair of the Council)*

Husain Haqqani, *Associate Professor, International Relations, CAS, Director of the Center for International Relations*

Gerald T. Keusch, M.D., *Professor of Medicine and International Health, Assistant Provost and Associate Dean for Global Health, SPH, Director of the Global Health Initiative at Boston University*

Jay S. Kim, *Associate Professor of Operations and Technology Management, SMG, Director, Asia-Pacific Executive MBA program*

Thomas H. Kunz, *Professor of Biology, CAS, Director of the Center for Ecology and Conservation Biology*

Anita M. McGahan, *Professor of Strategy & Policy, SMG, Everett Lord Distinguished Faculty Scholar*

Christopher Maurer, *Professor of Spanish, CAS, Chair of the Department of Modern Foreign Languages and Literatures*

James A. Pritchett, *Associate Professor of Anthropology, Director, African Studies Center*

Ronald K. Richardson, *Associate Professor of History and African American Studies, CAS, Director of the African American Studies Program (co-chair of the Council)*

Dana L. Robert, *Truman Collins Professor, World Christianity and History of Mission, STH, Co-Director, Center for Global Christianity and Mission*

M. Selim Ünlü, *Professor of Electrical & Computer Engineering, Physics and Biomedical Engineering, ENG, Associate Director of Center for Nanoscience and Nanobiotechnology*

Boston University: Boston's International University

Area Studies Programs:

African Studies Center
East Asia Studies
Latin American Studies
Russian and Eastern European Studies

Academic Departments, Programs, Centers and Institutes:

African Presidential Archives and Research Center (APARC)
Asia-Pacific Executive MBA (APEMBA)
Bilingual Education
BU Brussels
BU Global
Center for Archeological Studies
Center for Democratic Governance
Center for East Asian Archaeology and Cultural History
Center for Ecology and Conservation Biology
Center for Energy and Environmental Studies
Center for English Language and Orientation Programs (CELOP)
Center for Global Christianity and Mission
Center for International Health and Development
Center for International Relations
Center for International Security Studies
Center for Interpreter Education
Center for Medical and Science Journalism

Websites

<http://www.bu.edu/africa/>
<http://www.bu.edu/eas/>
<http://www.bu.edu/ir/las/>

<http://www.bu.edu/aparc/>
<http://management.bu.edu/exec/apemba/why.asp>
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<http://www.bu.edu/brussels>
<http://www.bu.edu/global/>
<http://www.bu.edu/archaeologycenter/>

<http://www.bu.edu/asianarc/>
<http://www.bu.edu/cecb/default.html>
<http://www.bu.edu/cees/>
<http://www.bu.edu/celop/home.html>
<http://www.bu.edu/sth/cgcm/>
<http://sph.bu.edu/>
<http://www.bu.edu/ir/center/>

<http://www.bu.edu/disability/service/bucie.html>
<http://www.bu.edu/com/jo/science/>

Center for Remote Sensing	http://www.bu.edu/remotesensing/
Center for Transportation Studies	http://www.bu.edu/transportation/
Entrepreneurial Management Institute	http://www.bu.edu/diploma/programs/entrepreneurial_management.html
European Studies Institute	http://www.bu.edu/ir/euro/programs/major.html
Global Health Initiative	
Global Manufacturing Engineering	http://www.globalmasters.org/Academics.htm
Graduate School of Management Int'l Management Program (GSM IMP)	http://management.bu.edu/gpo/imp/
Humphrey Fellows Program	http://bu.edu/hhh
Institute for Culture, Religion and World Affairs (CURA)	http://www.bu.edu/cura
Institute for Dialogue Among Religious Traditions	http://www.bu.edu/bulletins/sth/item12.htm#anchor15
Institute for Economic Development	http://www.bu.edu/econ/ied
Institute for Global Education	http://www.bu.edu/global/
Institute for Global Ethics	http://www.globalethics.org/
Institute for History, Philosophy and Religion	http://www.bu.edu/ipr/about/index/html
Institute for International Business and Trade	
Institute for the Classic Tradition	http://www.bu.edu/ict
Institute for the Study of Conflict, Ideology and Policy	http://www.bu.edu/iscip
Institute for World Politics	
International Alumni and Development	http://www.bu.edu/alumni/intl
International Health, Department of	http://www.bu.edu/dbin/sph/departments/international_health/index.php
International History Institute	http://www.bu.edu/ihl
International Law Program	http://www.bu.edu/law/jd/concentrations/international
International Programs (Study Abroad)	http://www.bu.edu/abroad/
International Relations, Department of	http://www.bu.edu/ir/
International Undergraduate Admissions	http://www.bu.edu/admissions/apply/int_admission.html
International Visitors Program	http://www.bu.edu/isso/
Islamic Studies Center	http://www.bu.edu/bulletins/grs/item28a.html
Language Houses	http://www.bu.edu/housing/residences/speciality/list.html
Literacy Language and Cultural Studies Program	http://www.bu.edu/education/ilp/literacy.html
Medical and Legal Interpreting Program	http://butrain.bu.edu/cpe/MedOvrw.asp
Modern Foreign Languages and Literatures	http://lang.bu.edu
Pardee Center for the Longer-Range Future	http://www.bu.edu/pardee/events/conferences/2006/religionofficial.html
President's Council on BU and the Global Future	http://www.bu.edu/globalfuture
Summer Institute in International Health	http://www.bu.edu/dbin/sph/departments/international_health/summer_institute.php



INTERNATIONAL PROGRAMS

List of Programs (as of April 2006)

ACADEMIC YEAR

Auckland Liberal Arts and Internship Program
Belize Archaeological Field School
Burgos Language & Liberal Arts Program
Dresden Engineering Program
Dresden Internship Program
Dresden Music Program
Dresden Science Program
Dresden University Studies Program
Dublin Internship Program
Ecuador Tropical Ecology Program
Geneva Internship Program
Grenoble Language & Liberal Arts Program
Guadalajara Engineering Program
Haifa Language, Liberal Arts, & Internship Program
London Internship Program
Los Angeles Internship Program

Madrid Language, Liberal Arts, & Internship Program
Niamey International Development Program
Oxford Honors Studies Program
Padova Language & Liberal Arts Program
Paris Internship Program
Quito Language & Liberal Arts Program
Sydney Internship Program
Venice Studio Arts Program
Washington, D.C. Internship Program
Washington, D.C. Journalism Program

SUMMER

Beijing Intensive Chinese Language Program
Dakar Senegalese Studies Program
Dublin Internship Program
Grenoble Language & Liberal Arts Program
Lima and Ayacucho: Understanding Contemporary Peru
London College of General Studies Program in the Natural Sciences
London Graduate Mass Communication Program
London Internship Program
London Liberal Arts Program
Los Angeles Internship Program
Madrid Internship Program
Madrid Language & Liberal Arts Program
Mediterranean Archaeological Field School
Padova Language & Liberal Arts Program
Paris Internship Program
Sydney Film Studies Program
Sydney Internship Program
Tuscany Landscape Painting Program
Washington, D.C. Internship Program

Number of Programs

Total: 65

Total (unduplicated): 48

Number of Cities/Regions

Total: 28 (Excluding School for Field Studies)

SPECIAL PROGRAMS

Institut d'Etudes Politiques de Paris (Sciences Po)
Kyoto Center for Japanese Studies Program
London Acting Program (LAMDA)
London College of General Studies Fall Program
London Graduate Journalism Program
London Music with the Royal College of Music
Los Angeles Acting in Hollywood Program
Los Angeles The Writer in Hollywood Program
Management Internship (NZ, Dublin, Paris, Sydney, DC, Madrid)
School for Field Studies
School of Education (London, Sydney, Quito)
Turkey Exchange Program