

PROPOSAL FOR A NEW DEGREE, DUAL DEGREE, OR CERTIFICATE PROGRAM

Title of new program: Columbia Law and Business Three Year JD/MBA Degree

Faculty(y/ies) or School(s): Columbia Law School, Columbia Business School

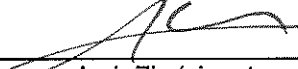
Proposed start date: August 2010

Contact person for this proposal:
Vice-Dean Avery Katz
212 854-0066
Avery.katz@law.columbia.edu

Actions taken:

1. Committee(s) on Instruction

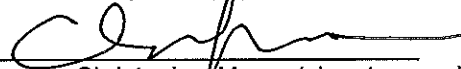
Nathaniel Persily, (signature and date)

 4/2/2010

Amir Ziv (signature and date)

2. Faculty(ies) or School(s)

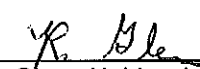
Avery Katz (signature and date)

 4/2/2010

Christopher Mayer (signature and date)

3. Dean(s) of School(s)

David M. Schizer (signature and date)

 04/02/10

R. Glenn Hubbard (signature and date)

4. Approval of Provost

(signature and date)

**5. Approval of the Education
Committee of the University
Senate**

(signature and date)

Columbia University internal approval section

PURPOSE AND NEED

1) Purpose

A) Describe the purpose of the proposed program and the professional and educational assumptions that underlie it. (must be 250 words)

Columbia Law School and Columbia Business School are jointly proposing a new three-year JD/MBA Dual Degree Program that will complement its existing four-year JD/MBA program. This new program will take advantage of significant untapped synergies between Columbia Business and Law Schools to establish an accelerated JD/MBA program that will (i) increase the number of courses that are jointly-taught and cross-listed between the two schools, and (ii) shorten the required period of residence from four to three years. This program identifies existing law courses that are particularly important for business students, especially those interested in corporate finance, and existing business courses that are particularly useful to law students, particularly those interested in business law. The program creates a number of jointly-taught offerings that allow students increased access to interdisciplinary study and allow both faculties increased opportunities for cross-University collaboration.

In the program, students spend their first year in residence enrolled in the standard first-year law curriculum, their second year in residence enrolled in the standard first-year business curriculum, and their third year in residence taking courses in both schools. During the second and third years, the student courseload is larger than is typical for a law student, but not for a business student. In addition, students may take intensive law courses in August of the second year. This combination of intensive August terms, jointly-taught and cross-listed courses, and a relatively high courseload allows a select group of highly motivated students to earn both degrees on this accelerated schedule.

B) How does the new program relate to ongoing programs? Will it replace any existing program(s)?

The proposed program will complement the existing four-year JD/MBA degree by providing a shorter option for the same degrees. The existing four year JD/MBA degree program will continue to exist. The new program will not replace any existing programs.

C) Does the proposed program completely or partially duplicate (an) existing program(s) in any other unit of the University?

This program partially duplicates the existing JD/MBA program with an analogous curriculum but a different pacing.

D) Does the proposed program rely to a significant extent on courses that are offered by other units of the University?

The proposed program relies on courses offered by both the Business School and the Law School but not on courses offered by other units of the University.

2) Need

A) Why is the proposed program needed locally, statewide or nationally?

Students who are interested in pursuing both JD and MBA degrees are anxious to translate these degrees into a career. This proposed degree will allow students to

receive both a JD and MBA degree in fewer years, thus decreasing the opportunity cost by shortening the period of residence from four years to three years and allowing them to begin their post-degree careers sooner.

B) Have students at the University or elsewhere requested this program? How many?

Students who are currently enrolled in the Law School and Business School as well as applicants for both schools have requested this program. Four of our peer schools, Yale, University of Pennsylvania, Cornell and Northwestern, already offer accelerated JD/MBA programs based on student demand.

C) If the program is career or professionally oriented, have persons in the profession or career requested establishment of the program? Have the employment needs of professionals in the field been taken into account when designing the program?

Alumni in the professions of law and business are increasingly requiring skills taught in both graduate schools. We have consulted with our alumni in the fields of law and business. They are enthusiastic about the proposed program. The program is designed specifically to fill the employment needs of professionals in the field.

D) What other institutions in the metropolitan area and in the Northeast offer similar programs? Have you consulted with them on the potential effect on their programs of our entry into the field?

Four of our peer schools, Yale, University of Pennsylvania, Cornell and Northwestern, already offer accelerated JD/MBA programs based on demand. We have not consulted with them on the potential effect on their programs of our entry into the field, since we hope to attract the most elite students to our program and we would therefore be in direct competition with their programs.

In case of a dual degree program proposal

1. Will students in this program have access to all services and facilities of both schools for the duration of their enrollment as candidates for either degree?

Yes, students in the proposed program will have access to all services and facilities of both Columbia Business School and Columbia Law School for the duration of their enrollment as candidates for either degree.

2. Describe how any information about this program will be made accessible on the web pages and in the bulletins of both schools and how this information will be coordinated between the schools.

The information will be prominently displayed on the home pages and bulletins of both schools. The Deans of Admission of both schools have met and will jointly create a web page to provide identical information.

3. Which administrative officer in either school will be the school's advisor for this dual degree program?

Columbia Law School: Michelle Greenberg-Kobrin, Dean of Students
Columbia Business School: Susan Sullivan, Associate Director, Student Affairs.

4. *Which faculty member(s) will be responsible for administering the dual degree program?*

**Columbia Law School: Avery Katz, Milton Handler Professor of Law, Albert E. Cinelli
Enterprise Professor of Law; Vice Dean**

**Columbia Business School: Christopher Mayer, Paul Milstein Professor of Real Estate,
Senior Vice Dean Graduate School of Business**

Change or Adapt a Registered Program

Use the [Request to Change or Adapt a Registered Program](#) form to request program changes that require approval by the State Education Department (see chart).^{*} For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

Exceptions:

- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

Changes and Adaptations Requiring State Education Department Approval

Changes in Program Content (all programs)

1. Any of the following substantive changes:
 - Cumulative change from the Department's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
 - Changes in the program's focus or design (e.g., eliminating management courses in a business administration program), including a change in the program's major disciplinary area
 - Adding or eliminating an option or concentration
 - Eliminating a requirement for completion, including an internship, clinical, cooperative education, or other work-based experience
 - Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

Other Changes (all programs)

2. Program title
3. Program award (e.g., change in degree)
4. Mode of delivery (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)
5. Discontinuing a program
6. A format change that alters the program's financial aid eligibility (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
7. A change in the total number of credits of any certificate or advanced certificate program

Establishing New Programs Based on Existing Registered Programs

8. Creating a dual-degree program from existing registered programs
9. Creating a new program from a concentration/track in an existing registered program

PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

^{*} CUNY and SUNY institutions: contact System Administration for guidance.



NEW YORK STATE EDUCATION DEPARTMENT
 Office of Higher Education—Office of College and University Evaluation
 89 Washington Avenue, Albany, NY 12234
 (518) 474-2593 Fax: (518) 486-2779
 ocueinfo@mail.nysed.gov
<http://www.highered.nysed.gov/ocue/>

Request to Change or Adapt a Registered Program

Item	Response <i>(type in the requested information)</i>
Institution name and address	Columbia University in the City of New York 2960 Broadway New York, NY 10027-6902 (212) 854-1754 <i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Columbia Law School and Business School JD/MBA (4 year) <u>Award</u> (e.g., B.A., M.S.): J.D./M.B.A. Credits: 88 HEGIS code: : LW/MBA and BULAW <u>Program code</u> : 1401.00 and 0506.00
Contact person for this proposal	Name and title: Senior Vice Provost Stephen Rittenberg Telephone: 212 854 2254 Fax: 212 854 2254 E-mail: Sar3@columbia.edu
CEO (or designee) approval	Name and title: Senior Vice Provost Stephen Rittenberg Signature and date: <div style="background-color: black; color: white; padding: 2px;">If the program will be registered jointly² with another institution, provide the following information:</div> Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

- For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

² If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.

- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.
- If the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

Check all changes that apply and provide the requested information.

Changes in Program Content (*Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.*)

- Cumulative change from the Department's last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
- Changes in a program's focus or design
- Adding or eliminating an option or concentration
- Eliminating a requirement for program completion
- Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes (*describe and explain all proposed changes*)

- Program title: Columbia Law and Business Three Year JD/MBA Program (adding option to complete existing four-year program in three calendar years)**
- Program award**
- Mode of Delivery** (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)
- Discontinuing a program:** indicate the date by which the program will be discontinued.³
- Format change** (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
 - Indicate proposed format:
 - Describe availability of courses and any change in faculty, resources, or support services:
 - Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

³ If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

Establishing New Programs Based on Existing Registered Programs

[] **Creating a dual-degree program** from existing registered programs

a) Complete the following table to identify the existing programs:

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

b) Proposed dual-degree program (title and award):⁴

c) Courses that will be counted toward both awards:

d) Length of time for candidates to complete the proposed program:

e) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

⁴ Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

[] **Creating a new program from a concentration/track in an existing program.**

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required **and** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

- a) Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)
- b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

Columbia Law School and Columbia Business School are jointly proposing a new three-year JD/MBA Dual Degree Program that will complement its existing four-year JD/MBA program. This new program will take advantage of significant untapped synergies between Columbia Business and Law Schools to establish an accelerated JD/MBA program that will (i) increase the number of courses that are jointly-taught and cross-listed between the two schools, and (ii) shorten the required period of residence from four to three years. This program identifies existing law courses that are particularly important for business students, especially those interested in corporate finance, and existing business courses that are particularly useful to law students, particularly those interested in business law. The program creates a number of jointly-taught offerings that allow students increased access to interdisciplinary study and allow both faculties increased opportunities for cross-University collaboration. In the program, students spend their first year in residence enrolled in the first-year law curriculum, their second year in residence enrolled in the first-year business curriculum, and their third year in residence taking courses in both schools. During the second and third years, the student courseload is larger than is typical for a law student, but not for a business student. In addition, students may take intensive law courses in August of the second year. This combination of intensive August terms, jointly-taught and cross-listed courses, and a relatively high courseload allows a select group of highly motivated students to earn both degrees on this more accelerated schedule.

- c) Expected impact on existing program: There will be no impact on the program offered for the existing four-year JD/MBA program. However, some students who would have enrolled in that program may choose to enroll in the new three-year JD/MBA program. The program is expected to have no more than 20 students per year in its initial years of operation and when fully phased in will have between 20 and 30 students, depending on demand and on the quality of the applicant pool. When fully phased-in, the three-year population of students will represent less than 3% of the combined student population of the two schools. These students will be fully integrated into both schools and will require minimal reallocation of resources.
- d) Adjustments the institution will make to its current resource allocations to support the program:
None
- e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program: The admission standards and process and evaluation methods will be the same as those in the existing registered program.

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

September 2009



Application for Registration of a New Program⁵

This application is for New York degree-granting institutions seeking to register a new program that is below the doctoral level. Save this file, enter the requested information, and submit to the State Education Department.

- Proposals for new distance education, teacher certification, educational leadership certification, and professional licensure programs may require additional information, in addition to this core application.
- Certificate and advanced certificate proposals: use the certificate forms at www.highered.nysed.gov/ocue/. This expedited option is not available for teacher, educational leader, or professional certification/licensure programs.

Item	Response (type in the requested information)
Program type Check program type(s)	<input type="checkbox"/> General academic program <input type="checkbox"/> Program to prepare certified teachers or certified educational leaders <input checked="" type="checkbox"/> Program to prepare licensed professionals
Institution name and address	Columbia University in the City of New York 2960 Broadway New York, NY 10027-6902 (212) 854-1754 <i>Additional information:</i> <ul style="list-style-type: none"> Specify campus where program will be offered, if other than the main campus: If any courses will be offered off campus, indicate the location and number of courses and credits:
Program title, award, credits, and proposed HEGIS code	Program title: Columbia Law and Business Three Year JD/MBA Degree Award (e.g., B.A., M.S.): J.D./M.B.A. Credits: 88 Proposed HEGIS code: LW/MBA and BULAW
Program format	Check all program scheduling and format features that apply: (See definitions) i) Format: <input checked="" type="checkbox"/> Day <input type="checkbox"/> Evening <input type="checkbox"/> Weekend <input type="checkbox"/> Evening/Weekend <input type="checkbox"/> Not Full-Time ii) Mode: <input checked="" type="checkbox"/> Standard <input type="checkbox"/> Independent Study <input type="checkbox"/> External <input type="checkbox"/> Accelerated <input type="checkbox"/> Distance Education (submit distance education application with this proposal) iii) Other: <input type="checkbox"/> Bilingual <input type="checkbox"/> Language Other Than English <input type="checkbox"/> Upper Division Program
Diploma Programs	If the program is credit bearing and will lead to a Diploma or Advanced Diploma, indicate the registered degree program(s) to which the credits will apply:
Contact person for this proposal	Name and title: Senior Vice Provost Stephen Rittenberg Telephone: 212 854 2254 Fax: 212 854 2254 E-mail: Sar3@columbia.edu

⁵ CUNY and SUNY institutions: contact System Administration for program registration guidance.

CEO (or designee) approval <i>Signature affirms the institution's commitment to support the proposed program.</i>	Name and title: Senior Vice Provost Stephen Rittenberg
	Signature and date:
	If the program will be registered jointly ⁶ with another institution, provide the following information:
	Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

Program registration is based on standards in the [Regulations](#) of the Commissioner of Education. Section [52.1](#) defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs.

Please enter the requested information about the proposed program. Answer rows will expand as needed when information is entered. Application addenda for professional licensure, teacher certification, and educational leadership certification programs contain additional items and direction.

1. Program Description and Purpose

a) Provide a brief description of the program as it will appear in the institution's catalog.

Answer: Columbia Law School and Columbia Business School offer a new three-year JD/MBA Dual Degree Program that complements its existing four-year JD/MBA program. This new program takes advantage of significant untapped synergies between Columbia Business and Law Schools to establish an accelerated JD/MBA program that (i) increases the number of courses that are jointly-taught and cross-listed between the two schools, and (ii) shortens the required period of residence from four to three years. In the program, students spend their first year in residence enrolled in the standard first-year law curriculum, their second year in residence enrolled in the standard first-year business curriculum, and their third year in residence taking courses in both schools. Applications for admission to the two schools must be filed separately.

b) List educational and (if appropriate) career objectives.

Answer: This new program will take advantage of significant untapped synergies between Columbia Business and Law Schools to establish an accelerated JD/MBA program that will allow students increased access to interdisciplinary study and allow both faculties increased opportunities for cross-University collaboration. This program allows the students interested in careers that combine both disciplines to follow a program that includes existing law courses that are particularly important for business students, especially those interested in corporate finance, and existing business courses that are particularly useful to law students, particularly those interested in business law. This program allows graduates to pursue careers in the professions of law and business that are increasingly requiring proficiency in skills taught in both graduate schools.

c) How does the program relate to the institution's mission and/or master plan?

Answer: Columbia University is one of the world's most important centers of research and at the same time a distinctive and distinguished learning environment for undergraduates and graduate students in many scholarly and professional fields. This program helps advance the mission of Columbia University to advance knowledge and learning at the highest level and to convey the products of its efforts to the world. This program will create a distinctive learning environment in the fields of law and business, and produce graduates who are skilled in both fields. This program will advance learning at the highest level, with highly qualified students, who will be equipped to make substantial contributions throughout their careers.

d) Describe the role of faculty in the program's design.

Answer: The program was entirely designed by the faculty of Columbia Law School and Columbia Business School.

e) Describe the input by external partners, if any (e.g., employers and institutions offering further education). Alumni in the professions of law and business are increasingly requiring proficiency in

⁶ If the partner institution is non-degree-granting, see [CEO Memo 94-04](#).

skills taught in both graduate schools. We have consulted with our alumni in the fields of law and business. They are enthusiastic about the proposed program. The program is designed specifically to fill the employment needs of professionals in the field.

Answer:

- f) **What are the anticipated Year 1 through Year 5 enrollments?** The program is expected to have no more than 20 students per year in its initial years of operation (Year 1 through Year 3) and when fully phased in will have between 20 and 30 students, depending on demand and on the quality of the applicant pool. When fully phased-in, the three-year population of students will represent less than 3% of the combined student population of the two schools.

Answer:

2. Sample Program Schedule

Complete **Table 1a** (for [undergraduate](#) programs) or **Table 1b** (for [graduate](#) programs).

- If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
- For existing courses that are a part of the major, submit a copy of the catalog description. For undergraduate programs, **provide syllabi for all new courses in the major**; for graduate programs, provide syllabi for all new courses. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

3. Faculty

- a) **Complete the faculty tables** that describe [full-time faculty](#) (**Table 2**), [part-time faculty](#) (**Table 3**), and [faculty to be hired](#) (**Table 4**), as applicable. Faculty curricula vitae should be provided only by request.

- b) **What is the institution's definition of "full-time" faculty?**

Answer: Officers of instruction are appointed to the grades of office defined in the University Statutes. Instruction may be offered only by individuals who hold an appointment in one of those grades. Officers of research, administration, and the libraries who are asked to teach a course, in full or in part, in addition to performing their regular duties, are given a second, part-time instructional appointment. Such an appointment is held only for the period during which the officer is teaching. No officer of instruction may simultaneously hold more than one grade of instructional appointment. The University does not make courtesy appointments as officers of instruction. Only those individuals who are providing instructional services may hold appointments in the grades defined below. Appointments as officers of instruction may be grouped into five categories: research faculty, clinical faculty, practice faculty, special instructional faculty, and student officers of instruction.

4. Financial Resources and Instructional Facilities

- a) **Summarize** the instructional facilities and equipment committed to ensure the success of the program.

Answer: All the resources available to students at Columbia Law School and students at Columbia Business School will be available to students in the new JD/MBA program.

- b) Complete the [new resources table](#) (**Table 5**). There will be no new resources allocated to the program.

5. Library Resources

- a) **Summarize the analysis of library resources for this program** by the collection librarian and program faculty. Include an **assessment of existing library resources** and their accessibility to students.

Answer: (1) Students in the Program will have access to traditional and electronic library holdings, equipment, computers, laboratories, and other facilities at Columbia Law School and Columbia Business School as well as at Columbia University. Columbia Law School provides the Arthur W. Diamond Law Library, which offers students one of the finest collections of legal materials in the country in both digital and paper formats. Besides a near comprehensive American Law collection, there are strong collections in International Law and Comparative Law and a special section devoted to Japanese Law. The Law Library has significant collections

from at least thirty different countries and a useful core of materials from many other jurisdictions. As of June 30th, 2009 the Library offered the following resources:

Print Titles: 392,343 -- from 135 countries and in 65 different languages

Microform Titles: 24,605

Electronic Titles: 26,791

Total Volumes and Volume Equivalents per ABA standards: 1,157,243

Number of Volumes in 24-hour Retrievable Off-Site Storage: 220,342

Seats: 369

76,180 Square feet in area

123,895 Linear feet of shelving

Entire space covered by wireless network.

Staff of 41, including 18 professional positions

The Thomas J. Watson Library of Business and Economics is one of the largest collections in the United States for the study of management, finance, economics, industry and related fields. Special focus is placed on the topics of accounting, business economics, business history, management of organizations, management science, operations management, corporate and international finance, international economics, corporate relations, security analysis, marketing, money and financial markets, and labor. The library's collection reflects the Business School's and the Dept. of Economics' emphasis on the economics of developed and developing nations, international business conditions and practices, global trade, emerging markets and international securities trading.

Included in the collections are an extensive reference collection and a wide variety of financial, economic, marketing, and business news databases. Many of the databases are web-delivered and may be used on or off campus by authorized Columbia users; others must be used at workstations in the library.

The library holds more than 400,000 books, 700,000 microforms, 1,200 journal titles and extensive files of government publications. The journal collection includes U.S. and international periodicals and trade and association journals. The microform collections include disclosure documents for publicly traded U.S. companies from 1970 through the late nineties [superseded by database access]. The older component of the Watson Library's collection contains many unique sources useful to the researcher in business or economic history.

b) Describe the institution's response to identified needs and its plan for library development.

Answer: The libraries are sufficient for the program.

6. Admissions

a) List all *program* admission requirements (or note if identical to the institution's admission requirements).

Answer: The admissions requirements will be identical to the admissions requirements for the existing four year JD/MBA combined degree.

b) Describe the process for evaluating exceptions to those requirements.

Answer: The admissions directors from Columbia Law School and Columbia Business School will discuss any exceptions that either school identifies as an extraordinary candidate for the program, and the decision will be determined jointly by the Deans of the Law School and Business School.

c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer: The admissions directors of both schools will continue the outreach that they are currently doing for the four year combined program. Both the Law School and the Business School devote substantial staff and financial resources to recruitment outreach efforts. Every fall, the admissions staffs visit approximately 70 undergraduate campuses, one of the most aggressive recruitment outreach programs among our peer schools. Included in our campus visitation program are a variety of institutional types: public and private, large and small, secular and religious, coeducational and women's colleges, and historically black colleges and universities,

feeder schools and colleges that have not been traditional sources for Columbia.

7. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer: The Office of Student Services in both schools provide academic counseling to any and all students who request it, offering students advice on course selection, credits, and joint degrees. These offices provide both broad-based programming and one-on-one counseling. An example is the Academic Success series in the Law School, which features individual faculty members and is moderated by the Dean of Students, and includes sessions on how to prepare for class, various study methods and skills, exam study skills, lessons students can learn from the first semester of the first year, and a series of sessions on curricular selection and planning.

8. External Review of Graduate Degree Programs N/A

If the proposal is a graduate degree program below the doctoral level, submit a copy of an evaluation ([Word](#)) ([PDF](#)) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution's response to the evaluation and highlight how the proposal was modified in response to the reviewer's comments.

9. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Answer: There is no credit granted for learning derived from experience.

Items 10 through 12 are for general academic and professional licensure program proposals only.

10. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

Answer: Columbia Law School and Columbia Business School are currently developing learning outcome assessments plans that will enable evaluation of the program. This plan will use data based on new longitudinal studies of student performance as well as data from assessments already in place, such as performance on the New York State and other states bar examination.

11. New/Emerging Field and Allied Health Areas (Undergraduate Degree Programs) n/a

If the proposal for an undergraduate degree program falls into any of the following categories, submit a copy of an **evaluation** ([Word](#)) ([PDF](#)) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution's response to the evaluation and highlight how the proposal was modified in response to the reviewer's comments. Categories:

- The program's subject matter represents a new or emerging field.
- The program is in an [allied health area](#), unless the institution can demonstrate that the program is accredited by an accrediting body for college-level programs in the field.

12. Transfer to Baccalaureate Programs n/a

If the program will be **promoted as preparing students for transfer to a baccalaureate program**, provide a copy of an articulation agreement with at least one institution.

Table 1a: Undergraduate Program Schedule n/a

- Indicate **academic calendar** type: __Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:		Check course classification(s)				Term:		Check course classification(s)					
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		
Term credit total:						Term credit total:							
Term:		Check course classification(s)				Term:		Check course classification(s)					
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		
Term credit total:						Term credit total:							
Term:		Check course classification(s)				Term:		Check course classification(s)					
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		
Term credit total:						Term credit total:							
Term:		Check course classification(s)				Term:		Check course classification(s)					
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		
Term credit total:						Term credit total:							
Term:		Check course classification(s)				Term:		Check course classification(s)					
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		
Term credit total:						Term credit total:							
Program Totals:		Credits:			Liberal Arts & Sciences:			Major:			Elective & Other:		

Cr: credits LAS: [liberal arts & sciences](#) Maj: major requirement New: new course Prerequisite(s): list prerequisite(s) for the noted courses

Table 1b: Graduate Program Schedule

- Indicate **academic calendar** type: X Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term: Fall 1				Term: Spring 1			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
L6113 Legal Methods	3			L6116 Property	4		
L6105 Contracts	4			L6108 Criminal Law	3		
L6101 Civil Procedure	4			L6133 Constitutional Law	4		
L6118 Torts	4			1L elective, e.g. L6178-001 Principles of Intellectual Property	3		
L6115 Legal Practice Workshop	1			L6121 Legal Practice Workshop	1		
Term credit total:	16			Term credit total:	15		
Term: Fall 2				Term: Spring 2			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
B6301 Corporate Finance	3			B6005 Global Economic Environment	1.5		
B6013 Accounting	3			B6015 Decision Models	1.5		
B7014 Managerial Statistics	1.5			B6602 Managing Marketing Programs	1.5		
B6006 Managerial Economics	1.5			B5101 Menu 1: Organizations	1.5		
B6701 Strategy Formulation	1.5			B5201 Menu 2: Performance	1.5		
B6601 Marketing Strategy	1.5			B5301 Menu 3: Markets	1.5		
B7801 Operations Management	1.5			Joint elective, e.g. L6107 Deals	3		
B6703 Leadership Development	1.5			Joint elective, e.g. L 6293 Antitrust Trade and Regulation	3		
Term credit total:	15			Term credit total:	15		
Term: Summer 2				Term:			
Course Number & Title	Credits	New	Prerequisite(s)			New	Prerequisite(s)
L6274 Professional Responsibility	3						
Term credit total:	3			Term credit total:			
Term: Fall 3				Term: Spring 3			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
Law elective, e.g. L6231 Corporations	3			Law elective, e.g. L9197 Seminar on Tort Theory	3		
Joint elective, e.g. B7303-001 Advanced Corporate Finance	3			Law elective, e.g. L6242 Environmental Law	3		
Joint elective, e.g. B8412-001 Managerial Negotiations	3			Joint elective, e.g. , e.g. B8299-014 Game Theory and Incentives in Business	3		
Business elective, e.g. B9455-016 Social Entrepreneurship	3			Business elective, e.g. B8714-001 Power & Influence in Organizations	3		
Term credit total:	12			Term credit total:	12		

Program Totals:	Credits: 88	Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:
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New: indicate if new course **Prerequisite(s):** list prerequisite(s) for the noted courses

Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Jane Ginsburg Morton L. Janklow Professor of Literary and Artistic Property Law	L6113 Legal Methods	10%	Dr. of Law (Law), Univ. of Paris	Editor and note editor, Harvard Law Review. Law clerk to Judge John J. Gibbons, U.S. Court of Appeals for the Third Circuit, 1980-81. Spent three years in private practice before teaching. Co-director, Kernochan Center for Law, Media and the Arts, 1999-present. With Professor Sam Ricketson, she is the co-author of International Copyright and Neighbouring Rights: The Berne Convention and Beyond (Oxford University Press 2005). Other books include Foundations of Intellectual Property (Foundation press 2004), with Professor Robert P. Merges, and Intellectual Property Stories (Foundation Press 2005), with Professor Rochelle Dreyfuss. With Professor Dreyfuss she is also a Co-Reporter for the American Law Institute project on Intellectual Property: Principles Governing Jurisdiction, Choice of Law and Judgments in Transnational Disputes
Michael Sovern Chancellor Kent Professor of Law; President Emeritus of the University	L6113 Legal Methods	10%	D.Phil. (Law) Tel Aviv University	After two years on the faculty at the University of Minnesota Law School, joined the Columbia faculty in 1957. Served as chairman of the Executive Committee of the Faculty of Columbia University, 1968-69; dean of the School of

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>Law, 1970-79; executive vice president for academic affairs and provost of the University, 1979-80; president of the University, 1980-93. Former arbitrator for disputes between numerous private companies and public agencies and the unions representing their employees; mediator in negotiations between the New York Transit Authority and the Transport Workers Union, as well as between New York City and its firefighters and policemen; author-moderator, WNBC-TV series Due Process for the Accused; host, WNET-TV series, Leading Questions; special counsel, New York State Joint Legislative Committee on Industrial and Labor Conditions; special counsel, Governor of New Jersey; consultant on law to Time magazine; and consultant to the Ford Foundation. Member, Pulitzer Prize Board and NAACP Legal Defense Fund.</p> <p>Publications include Legal Restraints on Racial Discrimination in Employment, Of Boundless Domains, and Cases and Materials on Law and Poverty (co-author).</p>
Edward Morrison Harvey R. Miller Professor of Law and	L6105 Contracts	10%	J.D, Ph.D. (Economics) Univ. of Chicago	Law clerk to Judge Richard A. Posner, U.S. Court of Appeals for

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Economics				the Seventh Circuit, 2000-01. Law clerk to Justice Antonin Scalia, Supreme Court of the United States, 2001-02. John M. Olin, Jr. Fellow, Center for Law and Economic Studies, Columbia Law School, 2002-03. Joined the Columbia faculty in 2003. Scholarly publications include Creditor Control and Conflict in Chapter 11, 1 J. Legal Anal. 511 (2009) (with K.M. Ayotte); Bargaining Around Bankruptcy: Small Business Workouts and State Law, 38 J. Legal Stud. 255 (2009); Bankruptcy Decisionmaking: An Empirical Study of Continuation Bias in Small Business Bankruptcies, 50 J. L. & Econ. (2007), Timbers of Inwood Forest, the Economics of Rent, and the Irrelevance of Supreme Court Precedent, in BANKRUPTCY STORIES (Foundation Press: R.K. Rasmussen, ed.) (2007), Serial Entrepreneurs and Small Business Bankruptcies, 105 Colum. L. Rev. 2310 (2005) (with D.G. Baird).
Avery Katz (Program Director) Milton Handler Professor of Law, Albert E. Cinelli Enterprise Professor of Law; Vice Dean	L6105 Contracts	25%	J.D., Ph.D. (Economics), Harvard University	Joined Columbia faculty in 2000. Assistant professor of economics, 1986-93; assistant professor of law, 1987-93; and professor of law, 1993-94, at the University of Michigan. Professor of law, 1995-99, and director, John M. Olin

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>Program in Law and Economics, 1998-99, at Georgetown University Law Center. Olin Faculty Research fellow, Yale, 1990; visiting professor of law at Georgetown in 1992 and 1994; visiting professor of law at Columbia in 1998; scholar in residence, New York University School of Law, 2004. Editor, International Review of Law and Economics.</p> <p>Publications include "An Economic Analysis of the Guaranty Contract," University of Chicago Law Review (1999); "Indemnity of Legal Fees," in The International Encyclopedia of Law and Economics (ed. B. Bouckaert and G. DeGeest, 2000); "Informality as a Bilateral Assurance Mechanism", Michigan Law Review (2000); "The Economics of Form and Substance in Contract Interpretation," Columbia Law Review (2004); "The Option Element in Contracting," Virginia Law Review (2004).</p> <p>Current research focuses on contracts and commercial law; current teaching includes contracts, commercial law, sales, secured transactions, payment systems, and regulation and public policy.</p>
Olatunde Johnson Associate Professor of Law	L6101 Civil Procedure	10%	J.D. (Law) Stanford University	Law Clerk to Judge David Tatel, U.S. Court of Appeals for the D.C.

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>Circuit, 1995-1996. Law Clerk to Justice John Paul Stevens, Supreme Court of the United States, 1996-1997. NAACP Legal Defense and Educational Fund, 1997 -2001. United States Senate Judiciary Committee, 2001-2003. ACLU National Legal Department, Senior Consultant on Racial Justice 2003-2004. Columbia Law School Kellis Parker Research Fellow, 2004- 2006. Joined the Columbia faculty in 2006.</p>
<p>Theodore Shaw Professor of Professional Practice in Law</p>	<p>L6101 Civil Procedure</p>	<p>10%</p>	<p>J.D. (Law) Columbia Law School</p>	<p>Director-counsel and president of the NAACP Legal Defense and Educational Fund (LDF) from 2004-08; is one of the nation’s leading voices in civil rights. He joined LDF in 1982 and in 2004 became the fifth person to lead the organization. While at LDF, he was lead counsel in a coalition that represented African-American and Latino students in the University of Michigan undergraduate affirmative action admissions case. That case, Gratz v. Bollinger, went before the United States Supreme Court in 2003, along with Grutter v. Bollinger, which challenged the use of affirmative action at The University of Michigan Law School.</p>

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>Shaw worked as a trial attorney in the Civil Rights Division of the U.S. Department of Justice from 1979-82, where he litigated civil rights cases at the trial and appellate levels and at the U.S. Supreme Court. He currently serves on the Legal Advisory Network of the European Roma Rights Council based in Budapest, Hungary. Shaw previously has taught at Columbia, University of Michigan, Temple and CUNY law schools. He is the recipient of the Wien Prize for Social Responsibility from Columbia Law School; the A. Leon Higginbotham, Jr., Memorial Award from the National Bar Association Young Lawyers Division; and the Baldwin Medal from the Wesleyan University alumni body.</p>

Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Benjamin Liebman Professor of Law; Director of the Center for Chinese Legal Studies	L6118 Torts	10%	J.D. (Law) Harvard University	Prior to joining the Columbia faculty in 2002, Professor Liebman was an associate in the London and Beijing offices of Sullivan & Cromwell. He also previously served as a law clerk to Justice David Souter and to Judge Sandra Lynch of the First Circuit. Publications include Chinese Network Justice , Chicago Journal of International Law (with Tim Wu) (2007); China's Courts: Restricted Reform? , China Quarterly (2007); Evolution through Intimidation? An Empirical Account of Defamation Litigation in China , Harvard International Law Journal (2006); Watchdog or Demagogue? The Media in the Chinese Legal System , Columbia Law Review (2005); Clean Air, Clear Process? The Struggle over Air Pollution Law in the People's Republic of China (with William P. Alford) Hastings Law Journal (2001).
Clarisa Long Max Mendel Shaye Professor of Intellectual Property Law	L6118 Torts	10%	J.D. (Law) Stanford University	Formerly Class of 1966 Research Professor, University of Virginia School of Law. Member of the University of Virginia School of Law faculty, 1999-2005. Lecturer, Harvard University, 1998-1999. Fellow, Harvard University, 1997-1999. Law clerk to Judge Alvin A. Schall, U.S. Court of Appeals for the Federal Circuit. Associate,

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				Wiley, Rein & Fielding. Representative publications include "Patent Signals," Chicago Law Review (2002); "Information Costs in Patent and Copyright," Virginia Law Review (2004); and "Dilution," Columbia Law Review (2006).
Philip Genty Clinical Professor of Law	L6115 Legal Practice Workshop	10%	J.D. (Law) New York University	Worked as an attorney at Prisoners' Legal Services of New York; the New York City Department of Housing, Preservation and Development; and the Bedford-Stuyvesant Community Legal Services Corporation. Joined the faculty of Brooklyn Law School in 1987; taught legal writing and a seminar on the rights of prisoners. Joined the Columbia faculty in 1989. Research and teaching interests are in prisoners' rights, family law, professional responsibility, clinical education, and appellate advocacy. Directs first year Legal Practice Workshop and Law School Moot Court program. Serves on Columbia University Senate, Education Committee. Recipient of 2008 Willis L.M. Reese Prize for Excellence in Teaching.
Richard Briffault Joseph P. Chamberlain Professor of Legislation	L6116 Property	10%	J.D. (Law) Harvard University	Law clerk to Judge Shirley M. Hufstедler, U.S. Court of Appeals for the Ninth Circuit, 1977-78. Associate at Paul, Weiss, Rifkind, Wharton & Garrison, 1978-80. Assistant counsel to the Governor

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>of the State of New York, 1980-82. Joined the Columbia faculty in 1983. Member, Mayor Koch's Early Childhood Education Commission, 1985-86; counsel, Governor Cuomo's Advisory Commission on Liability Insurance, 1986; consultant, New York City Charter Revision Commission, 1987-89; member, New York City Real Property Tax Reform Commission, 1993; consultant, New York State Commission on Constitutional Revision, 1993-94. Visiting scholar, Taubman Center for State and Local Government, John F. Kennedy School of Government, Harvard University, 1996-97. Executive director, Special Commission on Campaign Finance Reform of the Association of the Bar of the City of New York, 1998-2000.</p> <p>Publications include " Judicial Campaign Codes After Republican Party of Minnesota v White 153 U. Penn. L. Rev. 181 (2004); Home Rule for the Twenty-first Century, 36 Urban Lawyer 253 (2004); McConnell v FEC and the Transformation of Campaign Finance Law; 3 Election L. J. 147 (2004); The Disfavored Constitution: State Fiscal Limits and State Constitutional Law, 34 Rutgers L. J. 907 (2003); The Future of Reform:</p>

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>Campaign Finance Reform After the Bipartisan Campaign Reform Act of 2002, 34 Ariz. St. L. J. 1179 (2002); Facing the Urban Future After September 11, 2001 34 Urban Lawyer 563 (2002); Bush v Gore as an Equal Protection Case, 29 Florida State U. L. Rev. 325 (2002); Nixon v Shrink Missouri Government PAC: The Beginning of the End of the Buckley Era?, 85 Minn. L. Rev. 729 (2001); The Political Parties and Campaign Finance Reform, 100 Colum. L. Rev. 620 (2000).</p>
<p>Michael Heller Lawrence A. Wien Professor of Real Estate Law</p>	<p>L6116 Property</p>	<p>10%</p>	<p>J.D. (Law) Stanford University</p>	<p>Joined the Columbia faculty in 2002 as the Lawrence A. Wien Professor of Real Estate Law. He teaches property, land use, and real estate law and has served as the school's vice dean for intellectual life. Heller has been a visiting professor at UCLA School of Law (2006-07), Fellow at the Center for Advanced Study in the Behavioral Sciences (2004-05), visiting professor at NYU Law School (2001), Olin Senior Fellow at Columbia (2000), and visiting lecturer at Yale Law School (1991). From 1994 to 2002, Heller taught at the University of Michigan Law School where he received the L. Hart Wright Award for excellence in teaching. He clerked for the Honorable James R. Browning, Ninth</p>

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				Circuit Court of Appeals. Recent publications include :The Gridlock Economy: How Too Much Ownership Wrecks Markets, Stops Innovation, and Costs Lives (Basic Books, 2008),;"Land Assembly Districts," Harvard Law Review April 2008) (with Rick Hills); Corporate Governance Lessons from Transition Economy Reforms Princeton University Press, 2006, paperback 2008), co-edited with Columbia Law School professor Merritt Fox; "The Tragedy of the Anticommons," in the Harvard Law Review and in Science; "The Liberal Commons," (with Hanoch Dagan).
Gerard Lynch Paul J. Kellner Professor of Law Judge, United States Court of Appeals for the Second Circuit	L6108 Criminal Law	10%	J.D. (Law) Columbia Law School	Appointed to the United States Court of Appeals for the Second Circuit by President Obama in 2009. From 2000 through 2009 he served on the United States District Court for the Southern District of New York, to which he was appointed by President Clinton. In 2009, he received the Edward Weinfeld Award for Distinguished Contributions to the Administration of Justice from the New York County Lawyers' Association, and in 2008, Columbia awarded him its annual Wien Prize for Social Responsibility. Judge Lynch joined the Columbia Law School Faculty in 1977 as an Assistant Professor of

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>Law, and has taught here ever since, rising through the academic ranks to appointment as full Professor in 1986, and being named Paul J. Kellner Professor of Law. Judge Lynch is the author of various academic and popular articles about criminal law and procedure, constitutional law, and legal ethics, most notably a book-length study of criminal RICO, an influential account of our de facto administrative process of criminal adjudication and a number of articles about sentencing.</p>

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Tim Wu Professor of Law	L6108 Criminal Law	10%	J.D. (Law) Harvard University	In 2006, Wu was recognized by Scientific American for his work on network neutrality theory. Tim Wu previously worked in the telecommunications industry in Silicon Valley, and was a law clerk for Judge Richard Posner and Justice Stephen Breyer. He is the co-author of Who Controls the Internet? (Oxford U. Press 2006). Who Controls the Internet (Oxford U. Press 2006). Tim Wu's best known work is the development of Net Neutrality theory, but he has also written about copyright, international trade, and the study of law-breaking.
Mark Barenberg Professor of Law	L6133 Constitutional Law	10%	J.D. (Law) Harvard University	Taught social theory, comparative economic history, and labor relations at Harvard University, 1979-82. Law clerk to Eugene H. Nickerson, U.S. District Judge, Eastern District of New York, 1982-83. Practiced in the areas of labor, constitutional, and international law at the firm Rabinowitz, Boudin, Standard, Krinsky & Lieberman. Joined the Columbia faculty in 1987. Publications include: Legal Consequences of China's Entry into the W.T.O. (2000); Coordinated Decentralization in Supranational Labor Regimes (2001); Private

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				Monitoring of Labor Rights in Global Supply Chains: Three Case Studies (2001-02); Enforcement of International Labor Rights in U.S. Law (2002); Workers: The Past and Future of Labor Law Scholarship (2003); The Impact of the Free Trade Area of the Americas on Democratic Governance (2004); Corporate Social Responsibility and Labor Rights in US-Based Corporations (2007); Legitimacy and Capacity in Private Labor Monitoring (2008). Principal drafts person of many federal, state, and local laws regulating labor conditions in companies supplying U.S. manufacturers and governments. Member, International Commission on Labor Rights; Law and Society Association; and Labor and Employment Relations Association. Independent Expert, International Labor Organization. Director, Worker Rights Consortium. Chairperson, Workforce Investment Network.
Jamal Greene Associate Professor of Law	L6133 Constitutional Law	10%	J.D. (Law) Yale University	Law clerk to Judge Guido Calabresi, U.S. Court of Appeals for the Second Circuit, 2005-06. Law clerk to Justice John Paul Stevens, Supreme Court of the United States, 2006-07. Alexander

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>Fellow, New York University School of Law, 2007-08. Joined the Columbia faculty in 2008. Member, American Bar Association. From 1999-2002, Professor Greene was a reporter for Sports Illustrated. Forthcoming and Recent Publications "Hate Speech and the Demos," in Content and Context: Rethinking Remedies for Hate Speech (Michael Eric Herz & Peter Molnar eds., forthcoming 2010 Cambridge University Press) "The So-Called Right to Privacy," U.C. Davis Law Review (forthcoming 2010) (symposium) "On the Origins of Originalism," Texas Law Review (2009) "Heller High Water? The Future of Originalism," Harvard Law & Policy Review (2009) "Selling Originalism," Georgetown Law Journal (2009) "Giving the Constitution to the Courts," Yale Law Journal (2008), a review of Keith E. Whittington's Political Foundations of Judicial Supremacy: The Presidency, The Supreme Court, and Constitutional Leadership in U.S. History "Beyond Lawrence: Metaprivacy and Punishment," Yale Law Journal (2006) "Lawrence and the Right to Metaprivacy," Yale Law Journal (The Pocket Part, May 2006)</p>
David Beim Professor Professional Practice	B6301 Corporate Finance	10%	Oxford University, M. Phil. (Politics), Rhodes Scholar	Vice President, The First Boston Corporation 1966-1975;Head,

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>Project Finance Group Export-Import Bank of the United States 1975-1977;Executive Vice President, Bankers Trust Company 1978-1987;Executive Vice President Head, Corporate Finance Department Member, Management Committee; Dillon Read & Co. Inc., 1987-1990;Managing Director, specializing in the banking.</p> <p>Emerging Financial Markets with Charles Calomiris Irwin McGraw-Hill (2000) "Beyond the Savings and Loan Crisis";The Public Interest, Spring, 1989.</p> <p>"A New Perspective on LDC Debt",in Sylvia Ann Hewlett, Henry Kaufman and Peter Kenen,; Repercussions of U.S. Monetary and Fiscal Policy (Cambridge, MA), 1984;"Rescuing the LDCs" Foreign Affairs, July, 1977.</p>
Patrick Bolton Barbara and David Zalaznick Professor of Business	B6301 Corporate Finance	10%	Ph.D., Economics, The London School of Economics	2004 – 2005: Visiting Professor, Graduate School of Business, University of Chicago. 2001 – 2002: Visiting Research Fellow, International Monetary Fund. 1998 – 2005: John H. Scully Professor of Finance, Princeton University. 1997 – 1998: Visiting Professor, Princeton University. 1994 – 1998: Charge de cours

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				associe, Institut d'Etudes Europeennes de l'Universite Libre de Bruxelles Corporate Governance and Control In Handbook of the Economics of Finance (2003) Coauthor(s): Patrick Bolton ;Redesigning the International Lender of Last Resort In Chicago Journal of International Law (2005) Coauthor(s): Patrick Bolton ;Incomplete Social Contracts In Journal of the European Economic Association (2003) Coauthor(s): Patrick Bolton, Philippe Aghion ;Political Intervention in Debt Contracts In Journal of Political Economy (2002) Coauthor(s): Patrick Bolton, Howard Rosenthal ; The Great Divide and Beyond: Financial Architecture in Transition In Journal of Economic Perspectives (2002) Coauthor(s): Patrick Bolton, Erik Berglof ;Predatory Pricing: Strategic Theory and Legal Policy In Georgetown Law Journal (2001) Coauthor(s): Patrick Bolton Strategic Experimentation In Econometrica (1999) Coauthor(s): Patrick Bolton, Christopher Harris

Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Doron Nissim Ernst & Young Professor of Accounting & Finance	B6013 Accounting		Ph.D. Accounting, University of California, Berkeley	2007 – Present: Ernst & Young Professor of Accounting & Finance, Graduate School of Business, Columbia University. 2005 – 2007: Associate Professor of Accounting (with tenure), Graduate School of Business, Columbia University. 2002 – 2005: Gary Winnick and Martin Granoff Associate Professor of Accounting, Graduate School of Business, Columbia University
Andrew Schmidt Assistant Professor	B6013 Accounting		Ph.D., Arizona State	Arizona State University Teaching Assistant and Instructor: ACC230 – Uses of Accounting Information I 1994 - 1998: Research Assistant, Charles Christian, Philip Regier Internal Revenue Service, Champaign, IL Revenue Agent. Examined Individual, C/S Corporation, and Partnership income tax returns. Integrated strong financial accounting and tax research skills and tax law knowledge in order to analyze financial statements, test financial statement accounts, and apply the tax law over a vast array of scenarios. The Persistence, Forecasting, and Valuation Implications of the Tax Change Component of Earnings In Accounting Review (2006) Coauthor(s): Andrew Schmidt ;

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				'Secondary Evasion' and the Earned Income Tax Credit In Journal of the American Taxation Association (2005) Coauthor(s): Andrew Schmidt, Edward Werner ;An Analysis of the Availability and Incentive Effects of the R&D Tax Credit after the Omnibus Budget Reconciliation Act of 1989 In Working paper (2006) Coauthor(s): Sanjay Gupta, Yuhchang Hwang, Andrew Schmidt ; Earnings Management to Meet or Beat Analyst Earnings Forecasts Through Changes in Interim Expenses In Working paper (2006) Coauthor(s): Joseph Comprix, Lillian Mills, Andrew Schmidt
Paul Glasserman Jack R. Anderson Professor of Business	B7014 Managerial Statistics		Ph.D. Harvard University	Senior Vice Dean, Columbia Business School, 2004–2008 2000–Chairman, Division of Decision, Risk, and Operations, 1997–2004;Professor1995–Associate Professor, 1992–1995 Assistant Professor, 1991–1992 Interim Director, Sanford C. Bernstein & Co. Center for Leadership and Ethics, 2005–2007 Glasserman's publications include the book Monte Carlo Methods in Financial Engineering (Springer, 2004), which received the 2006 Lanchester Prize and the 2005 I-Sim Outstanding Publication

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.			
				Award. Glasserman is a past recipient of the National Young Investigator Award from the National Science Foundation (1994 - 99), IBM University Partnership Awards (1998 - 2001), the TIMS Outstanding Simulation Publication Award (1992), the Erlang Prize (1996), the IMS Medallion from the Institute of Mathematical Statistics (2006), and a fellowship from the FDIC Center for Financial Research (2004). He received the 2004 Wilmott Award for Cutting-Edge Research in Quantitative Finance and Risk Magazine's 2007 Quant of the Year Award. He was named an INFORMS Fellow in 2008. He is also a two-time recipient of the Dean's Award for Teaching Excellence (1994, 2000).			
David Juran Senior Lecturer in Discipline in Business	<table border="1"> <tr> <td data-bbox="527 1076 1031 1117">B7014 Managerial Statistics</td> </tr> <tr> <td data-bbox="527 1117 1031 1157">B6015 Decision Models</td> </tr> <tr> <td data-bbox="527 1157 1031 1502"></td> </tr> </table>	B7014 Managerial Statistics	B6015 Decision Models			Ph.D., Cornell University	<p>Appointments at New York University's Stern School of Business, and Cornell University's Johnson Graduate School of Management.</p> <p>His research on the modeling of human factors in productive systems and the management of quality has appeared in Management Science, Journal of Operations Management, and other journals. (2004) Using Worker Personality and Demographic Information to Improve System</p>
B7014 Managerial Statistics							
B6015 Decision Models							

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>Performance Prediction. Journal of Operations Management 22, (4), 355-367. With Lee Schruben. (2002) Real World Supply Chain Assessment and Improvement: Lessons Learned in Training and Implementation. Journal of Cost Management. With Harvey Dershin. (1999) The Effects of Low Inventory on Productivity Norms. Management Science 45 (12) 1664-1678. With Kenneth L. Schultz and John W. Boudreau (1998) Modeling and Worker Motivation in JIT Production Systems. Management Science 44 (12) 1595-1607. With Kenneth L. Schultz, John W. Boudreau, John O. McClain, and L. Joseph Thomas.</p>
Bogachan Celen Associate Professor	B6006 Managerial Economics		Ph.D. New York University	<p>Research Associate, C.E.S.S., New York University, July 2004-present. Visiting Scholar, New York University, September 2007-January 2008. Visiting Assistant Professor, Koc University, January 2007-April 2007. Visiting Scholar, Columbia University, Graduate School of Business, September 2003-June 2004. Observational Learning Under Imperfect Information” (with Shachar Kariv). Games and</p>
	B5301 Game Theory & Business			

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>Economic Behavior, April 2004, 47(1), pp. 72–86. “Distinguishing Informational Cascades from Herd Behavior in the Laboratory” (with Shachar Kariv). American Economic Review, June 2004, 94(3), pp. 484–98. Reprinted in New Developments in Experimental Economics, E. Carbone and C. Starmer (eds.), Edward Elgar, 2007. “An Experimental Test of Observational Learning under Imperfect Information” (with Shachar Kariv). Economic Theory, October 2005, 26(3), pp. 677–99. “Implications of Executive Hedge Markets for Firm Value Maximization.” (with Saltuk Ozerturk). Journal of Economics & Management Strategy, Summer 2007, 16(2), pp. 319–349. “An Experimental Test of Advice and Social Learning” (with Shachar Kariv and Andrew Schotter).</p>
Alessandro Citanna Visiting Professor	B6006 Managerial Economics B5301 Game Theory & Business 		Ph.D. (Economics) University of Pennsylvania	2006 – Present: Professor of Economics and Finance, HEC – Paris 2007 – 2008: Visiting Professor of Economics and Finance, Graduate School of Business, Columbia University. 2002 – 2006: Associate Professor of Economics and Finance, HEC – Paris.

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>2003 – 2005: Visiting Associate Professor of Economics and Finance, Graduate School of Business, Columbia University.</p> <p>2002: Visiting Associate Professor of Economics, Graduate School of Industrial Administration, Carnegie Mellon University.</p> <p>1999 – 2001: Visiting and Assistant Professor of Economics and Finance, HEC – Paris.</p> <p>1996 – 2000: Assistant Professor of Economics, Graduate School of Industrial Administration, Carnegie Mellon University.</p> <p>1995 – 1996: Assistant Professor of Finance: Faculty of Management, McGill University, Montreal, Canada. “Two-sided matching with interdependent values,” with A. Chakraborty and M. Ostrovski, <i>Journal of Economic Theory</i>, 2007.</p> <p>“Recursive equilibria in stochastic OLG economies,” with P. Siconolfi, <i>Econometrica</i>, 2007.</p> <p>“On the nonexistence of recursive equilibrium in stochastic OLG economies,” with P. Siconolfi, <i>Economic Theory</i>, 2008.</p> <p>“The dynamics of wealth distribution with asymmetric incentives and endogenous matching,” <i>Economic Theory</i>, vol. 33, 243-261, 2007.</p> <p>“Short-memory equilibrium in stochastic OLG economies,” with</p>

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				P. Siconolfi, Journal of Economic Theory, vol. 126, 299-313, 2006. "Occupational choice, incentives and wealth distribution," with A. Chakraborty, Journal of Economic Theory, vol. 122, 206-224, 2005. "Pooling and endogenous market incompleteness," with A. Villanacci, Economic theory, vol. 24, 549-560, 2004.
Jerry Kim Assistant Professor	B6701 Strategy Formulation	10%	Ph.D. (Organizational Behavior) Harvard University	2008 University Patenting and Scientific Productivity: Comment. European Management Review, 5, 111-113. 2007 Where Do Alliances Come From? The Effects of Upper Echelons on Alliance Formation. Research Policy, 36 (4), 499-514. (with Monica Higgins) 2006 Extending the Faultline Concept to 3 Geographically Dispersed Teams: How Colocated Subgroups Can Impair Group Functioning. Academy of Management Journal, 49 (4) 679-692. (with Jeffery Polzer, Brad Crisp, and Sirkka Jarvenpaa
Bruce Kogut Kogut Sanford C. Bernstein & Co. Professor of Leadership and Ethics	B6701 Strategy Formulation	10%	Ph. D., MIT	Eli Lilly Chair in Innovation, Business and Society, INSEAD 2003 - 2007 Director, Founder, Insead Social Entrepreneurship 2005 - 2007

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				<p>Scientific Director, EIASM, Brussels Steering Committee 2004 - 2006 Advanced Institute of Management, London, UK 2004 - 2007 Assistant, Associate, Chaired Professor, Wharton School, University of Pennsylvania 1983 - 2002 Co - Director, Reginald H. Jones Center for Management Policy, Strategy, and Organization 1994 - 2002 Associate Dean for Doctoral Programs, Wharton 1997 - 2000 Director, Emerging Economies Programs, Wharton 1993 - 95 Introductions (un - refereed) as Editor of European Management Review, "Creativity and Innovation", 2006, 3:131-141, "Rewards and Incentives", 2007, 4: 1-5; "Introduction to complexity: emergence, graphs, and management studies", 2007, 4: 67-72. ; "Introduction: economic sociology and new methods in research," 2007, 4: 133-139; "Comparing small world statistics over time and across countries: an introduction to the special issue comparative and transnational corporate networks," 2008, 5: 1-10 ;</p>

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>“Rankings, schools, and final reflections on ideas and taste”, 2008, 5: 191 - 194. “The Emergent Properties of a New Financial Market: American Venture Capital Syndication from 1960 to 2005” (with Pietro Urso and Gordon Walker), Management Science, 2007, 53: 1181–1198 “Exploring complexity when diversity is limited: Institutional complementarity in theories of rule of law and national systems revisited” (with Charles Ragin), European Management Review, 2006, 3:44 - 59. "Prototypes and Strategy: Assigning Causal Credit Using Fuzzy Sets" (with John Paul MacDuffie and Charles Ragin), European Management Review, 2004, 1: 114 - 131</p>
Asim Ansari William T. Dillard Professor of Marketing	B6601 Marketing Strategy B6602 Managing Marketing Programs	10%	Ph.D., New York University	Ansari A., C. Mela and S. Neslin (2008) “Customer Channel Migration,” Journal of Marketing Research. February. 45, 1 (February), 60-76. Iyengar, R., A. Ansari and S. Gupta (2007) “A Model of Consumer Learning for Service Quality and Usage,” 44 (4) 529-544 Journal of Marketing Research. Deepak, S, A. Ansari and S. Gupta (2007) “Investigating Consumer Price Sensitivities across

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				Categories,” Management Science, Vol 53 (12) 2007, 1933-1945.
Noel Capon R.C. Kopf Professor of International Marketing	B6601 Marketing Strategy	10%	Ph.D. Columbia University School of Business	Columbia Business School Chair of Marketing Division (2000-), Member School Executive Committee (2000-)Columbia University, School of International and Public Affairs, Faculty Member Hulbert, J. Capon, N. and Piercy, N., Total Integrated Marketing, New York: The Free Press, 2003 Capon, N., Hulbert, J. and Burgers, W., Marketing Management in the 21st Century (in Chinese), Shanghai: Shanghai People’s Publishing House, 2003. Capon, N., Key Account Management and Planning, New York: The Free Press, 2001 Mathias, P.F. and Capon, N., “Is Your Business Strategy Shaping Your Strategic Account Program,” Velocity, Strategic Account Management Association, 6 (1st Quarter 2004), Mathias, P.F. and Capon, N., “Managing Strategic Customer Relationships as Assets: Developing Customer

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				Relationship Capital,” Velocity, Strategic Account Management Association, 5 (1st Quarter 2003), 45-49. Capon, N. and Kuhn, D. “The Effectiveness of Problem-Based Learning,” Cognition and Instruction, in press, 2003.
Fangruo Chen Ira Rennert Professor of Business	B7801 Operations Management	10%	Ph.D. University of Pennsylvania	F. Chen and W. Xiao. Are target-based rebates good for the manufacturer? In preparation. F. Chen, L. Lu and H. Zhang. Penalty mechanisms and product quality. In preparation. F. Chen, J. Li and H. Zhang. Capacity allocation in a supply chain with a dominant retailer. In preparation. F. Chen, J. Li and H. Zhang. Retail competition, capacity allocation, and supply chain performance. Working paper, Columbia Business School and Chinese Academy of Sciences. (Under revision.)
Nelson Fraiman Professor of Professional Practice	B7801 Operations Management	10%	Ph.D., Columbia University	Management Science Division Professor of Operations Management Director of the W. Edwards Deming Center

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>1979-1995: Adjunct Professor, Department of Industrial Engineering & Operations Research</p> <p>1973-1979: Assistant Professor, Rutgers University, Graduate School of Business Administration.</p> <p>"BPSS: A Scheduling Support System for the Packaging Industry," <i>Operations Research</i>, Vol. 41, No.4, July-August 1993. (Co-author with L.B. Adler, E. Kobacker and M.L. Pinedo). pp.641 - 648.</p> <p>"On the Architecture of a Prototype Scheduling System," <i>Proceedings of the 1993 NSF Design and Manufacturing Systems Conference</i>. Vol. I. January 6-8, 1993. (Co-author with M. L. Pinedo and B. Yen). pp.835-839.</p>
Dana Carney Assistant Professor	B6703 Leadership Development		Ph.D., Social Psychology, Northeastern University	<p>A thin slice perspective on the accuracy of first impressions In <i>Journal of Research in Personality</i> (2007) Coauthor(s): Dana Carney, C. R. Colvin, Judith A. Hall</p> <p>Implicit Bias among Physicians and Its Prediction of Thrombolysis Decisions for Black and White Patients In <i>Journal of General Internal Medicine</i> (2007) Coauthor(s): A. R. Green, Dana Carney, D. J. Pallin, L. H. Ngo, K. L. Raymond, L. Iezzoni, M. R. Banaji</p>

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				Beliefs about the nonverbal expression of social power In <i>Journal of Nonverbal Behavior</i> (2005) Coauthor(s): Dana Carney, Judith A. Hall, Lavonia LeBeau People with Power Are Better Liars In <i>Working Paper</i> (2009) Coauthor(s): Dana Carney, Andy J. Yap, Brian J. Lucas, Pranjal Mehta
Sheena Iyengar S. T. Lee Professor of Business Research Director at the Jerome A. Chazen Institute of International Business	B6703 Leadership Development		Ph.D., Stanford	Racial Preferences in Dating: Evidence from a Speed Dating Experiment In <i>Review of Economic Studies</i> (2008) Coauthor(s): Raymond Fisman, Sheena Iyengar, Emir Kamenica, Itamar Simonson Defined Contribution Pension Plans: Determinants of Participation and Contribution Rates In <i>Journal of Financial Services Research</i> (2007) Coauthor(s): Gur Huberman, Sheena Iyengar, Wei Jiang Gender Differences in Mate Selection: Evidence from a Speed Dating Experiment In <i>Quarterly Journal of Economics</i> (2006) Coauthor(s): Raymond Fisman, Sheena Iyengar, Emir Kamenica, Itamar Simonson Chapters: How Much Choice Is Too Much? Determinants of Individual Contributions in 401K Retirement Plans In <i>Pension Design and Structure: New Lessons from</i>

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<i>Behavioral Finance</i> (2004) Coauthor(s): Sheena Iyengar Rethinking the Value of Choice: Considering Cultural Mediators of Intrinsic Motivation In <i>Cross-Cultural Differences in Perspectives on the Self</i> (2003) Coauthor(s): Sheena Iyengar, Sanford DeVoe.
Marc Giannoni Roderick H. Cushman Associate Professor of Business	B6005 Global Economic Environment B5302 Global Economic Environment II		Ph.D., Economics, Princeton University	2004-Present: National Bureau of Economic Research (NBER); Faculty Research Fellow, Program in Monetary Economics “Sticky Prices and Monetary Policy: Evidence from Disaggregated U.S. Data,” (with Jean Boivin and Ilian Mihov), <i>The American Economic Review</i> 99(1): 350-384, March 2009. “How Has the Euro Changed the Monetary Transmission Mechanism?” (with Jean Boivin and Benoît Mojon), <i>NBER Macroeconomics Annual 2008</i> , University of Chicago Press, Chap. 2: 77-125, 2009. “Global Forces and Monetary Policy Effectiveness,” (with Jean Boivin), in Jordi Galí and Mark Gertler (eds.) <i>International Dimensions of Monetary Policy</i> , University of Chicago Press, Chap. 8: 429-488, 2009. “Optimal Target Criteria for Stabilization Policy” (with Michael

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				Woodford), November 2009. "Monetary Transmission in a Small Open Economy: More Data, Fewer Puzzles" (with Jean Boivin and Dalibor Stevanovic), November 2009.
Awi Federgruen Charles E. Exley Professor of Management; Chair of Decision, Risk and Operations Division	B6015 Decision Models		D.Sc., University of Amsterdam	Columbia University Graduate School of Business 1997-2002: Vice Dean 1997-2002: Senior Vice Dean Optimal maintenance policies for single server queueing systems subject to breakdown (1990) (with K. So), Operations Research, 38, 330-344. Optimality of threshold policies in single server queueing systems with server vacations (1991) (with K. So) Adv. Appl. Prob., 23, 388-405. 38) Approximating Queue Size and Workload Distributions in General Polling Systems. (1994) (with Z. Katalan). Queueing Systems, 48, 353-386. The impact of set-up times on the performance of multi-class service and production systems (with Z. Katalan). (To appear in Operations Research).
Kamel Jedidi John A. Howard Professor of Business	B6602 Managing Marketing Programs		PhD, Marketing, University of Pennsylvania	Columbia Business School: 2006-2009: Chair of Marketing Division 2006-Present: Member School Executive Committee 1999-2008: Professor

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				<p>Ferjani, Madiha, Kamel Jedidi, and Sharan Jagpal (2008), "A Conjoint Approach for Consumer- and Firm-Level Brand Valuation," <i>Journal of Marketing Research</i>, forthcoming.</p> <p>Jedidi, Kamel Rajeev Kohli (2008), "Inferring Latent Class Lexicographic Rules From Choice Data," <i>Journal of Mathematical Psychology</i>, 52, 241-249.</p> <p>Iyengar, Raghuram, Kamel Jedidi, and Rajeev Kohli, (2007) "A Conjoint Approach to Multi-Part Pricing," <i>Journal of Marketing Research</i>, 45 (2) pp. 195-210.</p> <p>Kohli, Rajeev and Kamel Jedidi (2007), "Representation and Inference of Lexicographic Preference Models and Their Variants," <i>Marketing Science</i>, 26 (3) pp. 380-399.</p> <p>Iyengar, Raghu, Kamel Jedidi, Skander Esseghaier, and Peter Danahar, "Shaping Value of Access Services through Pricing Structure: Two-Part Tariff vs. Pay-per-Use," under review in the <i>Journal of Marketing Research</i>.</p> <p>Montoya, Ricardo, Oded Netzer, and Kamel Jedidi (2009), "Dynamic resource allocation for long-term profitability," under second review in <i>Marketing Science</i>.</p>
Todd Jick Senior Lecturer in Discipline in Business	B5101 Organizational Change		Ph.D. Cornell University	Visiting Professor, London Business School, 2001-2002; Visiting Professor, Brandeis University,

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>Program for Economics and International Finance, 1999 and 2000; Visiting Professor, INSEAD 1992-1994 Associate Professor, Organizational Behavior, Harvard Business School 1984-1994 Associate Professor, with tenure, York University, Faculty of Administrative Studies, Organizational Behavior and Industrial Relations, 1981-1984. Visiting Associate Professor, Management of Organizations, Columbia University, Graduate School of Business, 1981-1982. Assistant Professor, York University, 1978-1981.</p>
<p>Eric Abrahamson Hughie E. Mills Professor of Business and the Faculty Leader, Sanford C. Bernstein & Co. Center for Leadership and Ethics</p>	<p>B5102 Power & Influence</p>		<p>Ph.D. (Management) New York University</p>	<p>Disorganization Theory and Disorganizational Behavior: Towards an Etiology of Messes In Research in Organizational Behavior (2002) Coauthor(s): Eric Abrahamson Change Without Pain In Harvard Business Review (2000) Coauthor(s): Eric Abrahamson Management Fashion: Life Cycle, Triggers, and Collective Learning Processes In Administrative Science Quarterly (1999) Coauthor(s): Eric Abrahamson, Gregory Fairchild Movements, Bandwagons, and Clones: Industry Evolution and the Entrepreneurial Process In Journal of Business Venturing (1997)</p>

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				Coauthor(s): Eric Abrahamson
James Kitts Assistant Professor	B5102 Power & Influence		Ph.D., Cornell University	2007-Present: Assistant Professor, Management 2006: Visiting Research Professor, Department of Sociology and Research Fellow, Institute for Security Technology Studies, Dartmouth College 2001-2007: Assistant Professor, Department of Sociology; Affiliate, Center for Statistics and the Social Sciences; Affiliate, Center for Studies in Demography and Ecology, University of Washington “Age Dependence in the Mortality of American Communes.” – <i>Social Forces</i> , 87(3), 2009. “Birds of a Feather or Friend of a Friend? Using Exponential Random Graph Models to Investigate Adolescent Friendship Networks.” – <i>Demography</i> , 46(1), 2009. With Steven Goodreau and Martina Morris. [second author] “Dynamics and Stability of Collective Action Norms.” <i>Journal of Mathematical Sociology</i> , 32: 1-22, 2008. “Shape Up Or Ship Out: Social Networks, Social Influence, and Organizational Demography.” – <i>Computational and Mathematical Organization</i>
Ko Kuwabara	B5103 Social Networks and Social Capital		Ph.D., Cornell University	Professor Kuwabara's research and

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Assistant Professor				<p>teaching interests are in the area of social exchange and social networks, focusing in particular on structural aspects of social interactions and relationships that promote or undermine interpersonal trust. One stream of his research considers how and when trust develops between individuals and groups and in different cultures (e.g. the U.S. vs. Japan). More recently, he has examined trust issues online markets. Another line of his work concerns how people perceive social networks among their peers (e.g. friends and co-workers)</p> <p>Culture, Identity, and Structure in Social Exchange: A Web-based Trust Experiment in the United States and Japan In <i>Social Psychology Quarterly</i> (2007) Coauthor(s): Ko Kuwabara, Robb Willer, Michael Macy, Rie Mashima, Shigeru Terai, Toshio Yamagishi</p>
Medini Singh Senior Lecturer in Discipline in Business	B5201 Operations Strategy		Ph.D. Carnegie Mellon	Singh has published numerous articles on the impact of yield, demand and supply uncertainties on the performance of manufacturing systems. He has also consulted for several Fortune 500 companies.
Toshi Shibano Adjunct Professor	B5202 Financial Planning and Analysis		Ph.D. Stanford University	President of Strategic Financial Literacy, Inc.

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>An Argument Against Hedging by Matching the Currencies of Costs and Revenues In <i>Journal of Applied Corporate Finance</i> (1996) Coauthor(s): Trevor Harris, Nahum Melumad, Toshi Shibano The Securities and Exchange Commission and the Financial Accounting Standards Board: Regulation Through Veto-Based Delegation In <i>Journal of Accounting Research</i> (1994) Coauthor(s): Nahum Melumad, Toshi Shibano Communication in Settings with No Transfers In <i>RAND Journal of Economics</i> (1991) Coauthor(s): Nahum Melumad, Toshi Shibano Auditors' Liability, Investments and Capital Markets: An Unintended Consequence of Sarbanes-Oxley In <i>Working Paper</i> (2009) Coauthor(s): Ming Deng, Nahum Melumad, Toshi Shibano</p>
<p>Ann Bartel Merrill Lynch Professor of Workforce Transformation; Chair, Economics subdivision</p>	<p>B5303 Strategy Structure and Incentives</p>		<p>Ph.D. Columbia University</p>	<p>2000-2008: A. Barton Hepburn Professor of Economics 1986-1999: Professor of Economics "Ownership versus Environment: Why Are Public Sector Firms Inefficient?", <i>Review of Economics and Statistics</i>, February 2005 (with Ann Harrison). "How Does Information Technology Affect Productivity? Plant-Level Comparisons of Product</p>

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				<p>Innovation, Process Improvement and Worker Skills”, The Quarterly Journal of Economics, November 2007 (with Casey Ichniowski and Kathryn Shaw).</p> <p>“International Differences in the Adoption and Impact of New Information Technologies and New HR Practices: The Valve-Making Industry in the U.S. and U.K”, in Richard Freeman and Kathryn Shaw, eds., International Differences in the Business Practices and Productivity of Firms, University of Chicago.</p>
<p>Maria Guadalupe Sanford C. Bernstein & Co. Associate Professor of Leadership and Ethics</p>	<p>B5303 Strategy Structure and Incentives</p>		<p>Ph.D., London School of Economics</p>	<p>"The flattening firm and product market competition: The Effect of Trade Liberalization on Corporate Hierarchies" with Julie Wulf, <i>American Economic Journal: Applied Economics</i>, forthcoming</p> <p>Globalization and the provision of incentives inside the firm, with Vicente Cuñat, <i>Journal of Labor Economics</i> (forthcoming)</p> <p>Executive Compensation and Competition in the Banking and Financial Sectors, with Vicente Cuñat, <i>Journal of Banking and Finance</i>, Vol. 33, pp. 439-474</p> <p>Product market competition, returns to skill and wage inequality, <i>Journal of Labor Economics</i>, Vol. 95, No. 3, pp. 439-474</p> <p>"The Vote is Cast: The Effect of Corporate Governance on</p>

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Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				Shareholder Value," with Vicente Cuñat and Mireia Gine The Impact of Product Market Competition on Private Benefits of Control, (2005) with Francisco Pérez-González

Table 3: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.			
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Table 4: Faculty to be Hired--NONE

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date

Table 5: New Resources--NONE

List **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

New Expenditures	Year 1	Year 2	Year 3
Personnel			
Library			
Equipment			
Laboratories			
Supplies & Expenses (Other Than Personal Service)			
Capital Expenditures			
Other			
Total all			

Completing Your Application

This completes the application for a general academic program. If the Department responds to an application with a request for more information, action on the application stops; the review will continue only after the requested information is received. Complete applications submitted in the interim may take priority.

Proposals for programs that prepare certified teachers, certified educational leaders, or licensed professionals may require supplemental information; for guidance, visit the Web sites indicated below or contact the appropriate Department office.

General academic, teacher preparation, and educational leadership preparation programs:

New York State Education Department
Office of Higher Education
Office of College and University Evaluation
89 Washington Avenue
Albany, NY 12234
(518) 474-2593 Fax: (518) 486-2779
ocueinfo@mail.nysed.gov
www.highered.nysed.gov/ocue/

Programs that prepare licensed professionals:

New York State Education Department
Office of the Professions
Professional Education Program Review
89 Washington Avenue
Albany, NY 12234
(518) 474-3817, extension 360 Fax: (518) 473-0114
opprogs@mail.nysed.gov
www.op.nysed.gov

Under certain circumstances, proposed programs may require amendment of the institution's master plan and/or charter or certificate of incorporation, in addition to program registration.

Master Plan Amendments

Approval of a [master plan amendment](#) is required when the institution seeks initial authorization to award a degree; offers its first program at a new level of study; establishes a branch campus or inter-institutional program; or establishes at each degree level its first program in each of the 10 general disciplinary areas.

Charter Amendments and Similar Authorizations

The Board of Regents incorporates independent, not-for-profit colleges and universities by issuing a charter, which defines the institution's legal authority and the location and scope of its programs of study and the degrees it may award. Charter amendments may be needed for such actions as initial authority to award degrees; new degree titles, including degrees at new levels; change of location or establishment of a branch campus; and operation beyond the specified limitations in the existing charter.

A proposal for registration from a proprietary college may require amendment of the college's [certificate of incorporation](#) on file with the Department of State. Such amendments require the [consent](#) of the Commissioner of Education.

More information about [charter amendments](#) and similar authorizations is available online.

June 2009