University Senate Plenary

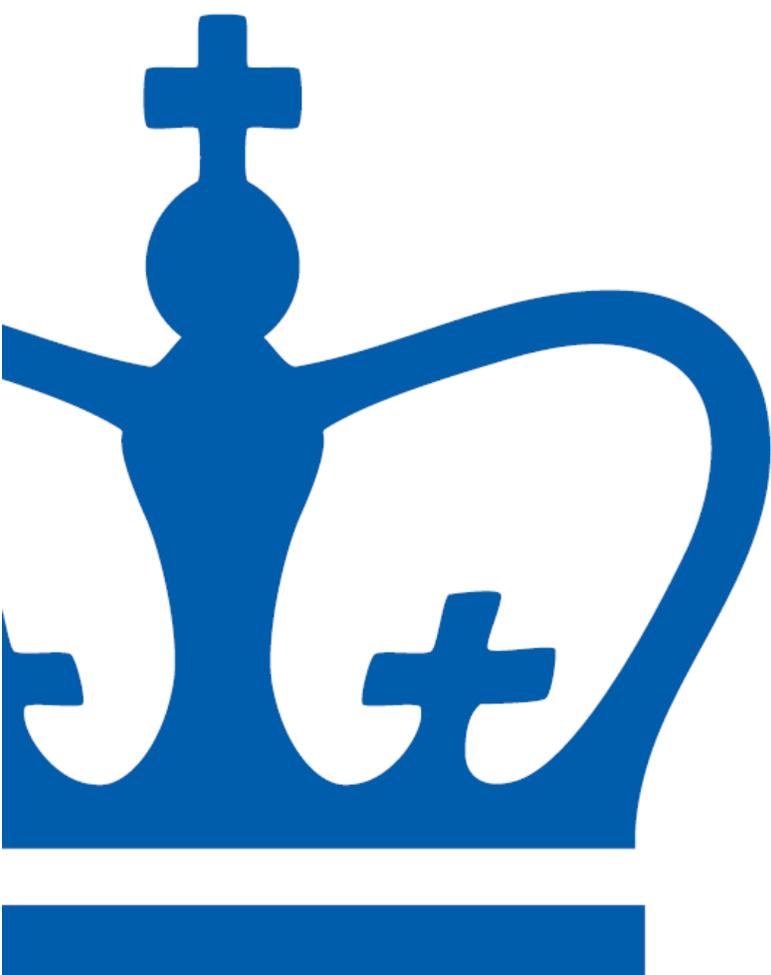## November 16, 2018

University Senate   Proposed: November 16, 2018

                                                       Adopted:

University Senate Plenary

Friday, November 16, 2018 at 1:15 p.m.

104 Jerome Greene Hall

AGENDA

1. Adoption of the agenda

2. Adoption of the minutes of October 19, 2018

3. President's remarks

4. Executive Committee chair's remarks

5. New business:

    a. Resolution to Establish a Certificate in Comparative Media (GSAS) [Education

        Committee]

    b. Ombuds Office Annual Report 2017-2018

MEETING OF OCTOBER 19, 2018

In the absence of President Lee Bollinger, Executive Committee chair Sharyn O'Halloran called the Senate to order shortly after 1:15 pm in 106 Jerome Greene Hall. Fifty-seven of 94 senators were present during the meeting.

Minutes and agenda. The minutes of September 21 and the agenda were adopted as proposed.

Executive Committee chair's remarks.
        University Judicial Board appointments. Referring to a statement that had been distributed, Sen. O'Halloran said the Executive Committee had approved three new appointments to the UJB, a panel that hears cases involving charges of violations pressed under the Rules of University Conduct:
        1. Erica Diaz, SEAS; student member.
        2. Brett Dignam, Clinical Professor of Law; faculty member.
        3. Robert Kass, Hosack Professor of Pharmacology and Alumni Professor of Pharmacology (in Neuroscience); UJB chair.
        4. Donna Farber, George H. Humphreys, II Professor of Surgical Science (in Surgery); faculty alternate.

Annual Committee Reports.
        Information and Communications Technology. Co-chair Julia Hirschberg presented the report; these minutes record discussion and questions about the report.

During her summary of the state of Student Information Systems (SIS), Sen. Hirschberg asked CUIT VP Gaspare LoDuca for an update on the workaround that CUIT will provide for a couple of years until a completely new system is in place.

Mr. LoDuca said the first appointment of the course management piece will be next February, enabling people to submit new courses to the Registrar for approval. In November CUIT will be planning the larger sections of registration and the new student accounts will be rolling out starting in February over a period of a 24-30 months.

Responding to a question from Sen. Hirschberg, Sen. Henry Spotnitz (Ten., P&S), a member of the IT Committee, said he was impressed with the new PI dashboards developed at CUMC to track grant expenses.

Sen. Hirschberg explained that the new dashboards are not a substitute for Accounting and Reporting at Columbia (ARC), but a friendlier way of getting access to ARC information so that people can actually understand it.

Sen. Susan McGregor (NT, Journalism) asked for guidelines on the new GDPR protocols for data privacy that campus groups can apply to their websites.

Mr. LoDuca said the CUIT website offers an explanation of the GDPR data privacy protocols and Columbia's efforts to comply with them.

Sen. Greg Freyer (NT, Public Health) said he is forbidden to share his calendar with someone from the Morningside campus. He understood that the two campuses are on different systems, but said basic sharing would enable the university to function more efficiently.

Mr. LoDuca that in general such communication is not possible because of concern that Privileged Health Information (PHI) may be inadvertently shared. It's not a technical problem as much as a policy issue.

Sen. Suzanne Goldberg, EVP for University Life, commenting on Sen. Hirschberg's discussion of cyberbullying in her report, explained that there are a number of places where students and others can go if they're concerned about bullying or other incidents that might implicate a University policy about how people treat each other. To simplify matters, the University Life website has a "report an incident" button that students, faculty, or staff can use. She asked senators to share this information more broadly. There's also a similar button on the University Life app, which Sen. Goldberg encouraged senators to download.

Libraries and Digital Resources Committee. Committee co-chairs Arthur Langer (Nonsen., NT, SPS) and Sen. McGregor presented the report, along with Ann Thornton, Vice Provost and University Librarian. The report is available [here](). There was no additional discussion of the report.

Diversity Commission. Co-chairs Shantanu Lal (Nonsen., NT, CDM) and Zoha Qamar (Stu., SEAS Undergrad) presented the [report](); these minutes record only related questions and discussion.

At the end of the report, Sen. Hirschberg asked for actual numbers and percentages of underrepresented minority (URM) students in different schools at different times.

Prof. Lal agreed to post these data in a revised report.

Sen. McGregor noted Prof. Lal's remark during his report that there is a lack of consistency in how the schools or departments are collecting information on students' race and ethnicity. She asked how the information is collected.

Prof. Lal said the information is collected not during the application process but at enrollment. It is reported then to individual schools—self-reported by students as they're admitted—and then manually inputted into SIS by school-level administrators. The results go to the Provost's Office and eventually to the Commission.

Sen. McGregor asked what kind of messaging students receive about how to report. Is it clear to them what the information will be used for? Some might be reluctant to report if they don't know the purpose of sharing the information.

Prof. Lal said the information is often filled out before the students even get to Columbia. For examples, all applicants to dental schools actually apply through the American Dental Student Association, and that's when the information is collected. Schools often also have a second time point when they collect the data again. Prof. Lal said he has wondered which of these responses is actually being recorded in SIS. He said there is significant variation among schools. He called for standardizing procedure for collecting the information.

Sen. Shelley Saltzman (NT, SPS) asked if the Commission would at some point collect data on international students.

Sen. Lal said the federal government requires universities to provide data only on U.S. and permanent residents. But the Commission has said that in order to get a sense of the health or the climate of an institution and to make informed policy decisions, one must consider international student data as well. He noted that there is no simple way to identify race and ethnicity for international students.

Sen. O'Halloran said it would be helpful to present the gist of the report with the data in a PowerPoint slide, for posting on the Senate website.

Report from Human Resources on the benefits package for officers in 2019. Michael Bloom, associate vice president for benefits and compensation, in the Office of Human Resources, presented the report. He also acknowledged the work of the Senate Benefits Subcommittee, which meets with him and other administrators and offers recommendations and feedback on benefits programs.

Sen. Nachum Sicherman (Ten., Business) asked why the tool for calculating the costs of various premium plans will not be available until 2020. He also asked whether the new system will be automated, enabling officers to tell quickly how much various health plans might have cost them in the past year.

Mr. Bloom said the system will be automated in that way, but the vendor will need more time to prepare the refinement Sen. Sicherman had mentioned for use by 2020. He said the new system will be user-friendly and intuitive.

Sen. Jeanine D'Armiento asked if changes have been made in prescription drug plans.

Mr. Bloom said the pharmacy benefit manager, Optum Rx, goes through a formulary assessment twice a year. A therapeutic committee of pharmacists, medical doctors and other professionals determines which drugs should be excluded from the formulary and which should remain.

Sen. D'Armiento asked whether Columbia has any control over this assessment process. Mr. Bloom said it does not.

Sen. D'Armiento asked if Columbia just picks the pharmacy company and hopes for the best.

Daniel Driscoll, VP for Human Resources, said all benefit plans have a formulary of this kind. The pharmacy manager alerts the client institution about any significant changes in plans.

Sen. D'Armiento understood that Optum Rx requires anyone who opts for a 90-day prescription to get it through them. Where did that rule come from? Should Optum Rx be allowed to impose such a rule?

Mr. Driscoll said Columbia was considering altering this provision, for example in partnerships with Walgreen's or CVS.

Sen. Eli Noam (Ten., Bus.) asked for some quantitative measures that would make it possible to compare Columbia's benefits package with those of peer institutions.

Mr. Driscoll said Columbia does regular benchmarking with Ivy Plus and other peers. It's particularly important for Columbia to make sure it is offering a fair benefits package. He felt comfortable saying that Columbia is well-positioned among Ivy Plus institutions. He offered to talk more about this at another meeting, perhaps with the Benefits Subcommittee.

Sen. O'Halloran thanked Mr. Bloom and Mr. Driscoll for the presentation, and adjourned the meeting shortly before 2:30 pm.

Respectfully submitted,

Tom Mathewson, Senate staff

University Judicial Board Announcement

November 16, 2018

The Executive Committee of the University Senate has appointed Carolyn Bratnober, Public Services Librarian at the Burke Library, as an alternate to the University Judicial Board, the University-wide panel that hears charges of violations under the Rules of University Conduct and provides sanctions.

The membership of the University Judicial Board is set out in §445c of the Rules of University Conduct.

§445 Administrative and Judicial Personnel

c. University Judicial Board

The Executive Committee of the University Senate shall at its first meeting each year appoint or fill vacancies in a University Judicial Board consisting of five members, one of whom shall be a student, one of whom shall be a faculty member, and one of whom shall be a staff member, as defined in Section 441i. Each of these three groups—students, faculty, and staff—is eligible for the two remaining seats, but none of the groups may occupy both of those seats, and thereby form a majority of the Board. The members shall be chosen after consultation with the three groups. The Executive Committee shall designate the chair of the Board, as well as an alternate chair, and shall also appoint a pool of alternate board members. Appointments to the board shall be for a term of three years, and shall be staggered to ensure continuity. The members of the University Judicial Board shall be persons from within the University, and no person otherwise concerned with disciplinary procedures may be appointed to the Board. Once confirmed by the Executive Committee, members of the University Judicial Board pool will be trained in the Rules of University Conduct and the precedents for adjudications and sanctions.

University Judicial Board Members

Philip Andriole, Student
School of Law
Term: 2016-2019
Vice Chair, University Judicial Board

Erica Diaz, Student
Fu Foundation School of Engineering and Applied Science
Term: 2017-2020

Brett Dignam, Clinical Professor of Law and Vice Dean of Experiential Education
School of Law
Term: 2018-2021

Robert S. Kass, Hosack Professor of Pharmacology and Alumni Professor of Pharmacology (in Neuroscience), and Chair of the Department of Pharmacology
Columbia University Irving Medical Center
Term: 2016-2019
Chair, University Judicial Board

Christopher Small, Lamont Research Professor
Lamont Doherty Earth Observatory
Term: 2018-2021

Ian Beilin, Humanities Research Services Librarian and the Librarian for German Studies, Philosophy, and Humanities Reference
Butler Library
Term: 2018-2021

Carolyn Bratnober, Public Services Librarian,
Burke Library
Term: 2018-2021

Donna L. Farber, George H. Humphreys, II Professor of Surgical Sciences (in Surgery), Division Chief of Surgical Sciences, and Professor of Microbiology and Immunology at Columbia University Irving Medical Center
Columbia University Irving Medical Center
Term: 2018-2021

Austin C. Kaidi, Student
Vagelos College of Physicians and Surgeons
Term: 2017-2020

Jeffrey W. Kysar, Professor of Mechanical Engineering and Otolaryngology/Head and Neck Surgery, and Chair of the Department of Mechanical Engineering
Fu Foundation School of Engineering and Applied Science
Term: 2018-2021

Alexis Marin, Student
Columbia College
Term: 2017-2019

Michael Thivierge, Senior Director

CU Human Resources

Term: 2018-2021

Sony Jean-Michel Thornton, Client Manager

CUIMC Human Resources

Term: 2018-2021

William A. Zajc, I. I. Rabi Professor of Physics

Graduate School of Arts and Sciences

Term: 2018-2021

University Senate

Proposed: November 16, 2018

Adopted:

RESOLUTION TO ESTABLISH A CERTIFICATE IN COMPARATIVE MEDIA (GSAS)

WHEREAS   it is a commonplace that the current digital revolution has changed our economy, society and culture as profoundly as did the industrial revolution before it, and thus the study of media technologies has expanded into anthropology, architecture, art history, religion and music, and

WHEREAS   the Certificate in Comparative Media is aimed at graduate students in the arts and sciences whose research engages the history and theory of media technologies, and

WHEREAS   the certificate's syllabus is structured around comparison – historical, geographical and disciplinary -- with a required core course introducing the paradigm of comparative media, jointly taught by two faculty members from differing disciplines, and

WHEREAS   the certificate will be supervised by faculty affiliated with the Center for Comparative Media, which brings together scholars in diverse departments to develop new approaches to media and to use media to generate new analytic modes of inquiry for their home departments, and

WHEREAS   while Columbia currently offers an M.A. in Film and Media Studies in the School of the Arts and a broadly interdisciplinary Ph.D. in Communications from the Journalism School, this certificate is designed not to compete with these programs but to engage students currently enrolled in Ph.D. programs by providing a more rigorous training in media theory and history, and

WHEREAS,   programs in media and digital studies across the country are growing, and this certificate will render students whose research directly engages media more employable in media programs,

NOW, THEREFORE, BE IT RESOLVED   that the Senate create a Certificate in Comparative Media in the Graduate School of Arts and Sciences in collaboration with a Center for Comparative Media.

BE IT FURTHER RESOLVED   that the Education Committee review the program five years after its launch.

Proponent:
Education Committee

1) Purpose

The Certificate will be supervised by faculty affiliated with the Center for Comparative Media whose aim is to develop new theoretical and methodological approaches to examining the ever proliferating forms of media that structure our cultural and social worlds. The move from analog to digital technologies means it is hard for us to purchase commodities, make art, seek medical help, travel, educate ourselves, work, or even worship without passing through the bottleneck of algorithms and software that organize and control how we operate in the world. These changes have led scholars to examine influence of media in a much broader way and also have made the influence of media more apparent to disciplines seemingly far removed. The Center seeks to engage this transformation in two ways. The first is historical. The digital revolution pushed scholars into examining earlier historical moments of media transformation - from manuscript to print cultures or from print to electromechanical and electronic media - as a way of understanding with greater specificity how it is that media technologies are constitutive of our world and how this has changed. Historical comparison troubles the certainties we have about media now and allows us to see more clearly what is distinct about the changes brought by digital media. Second, we recognize that there has been a global reorganizing of media production so that present and future engines of media development and innovation are likely to be as much outside the historical centers of the West as within them. Scholars have largely assumed that media were developed in the West and later exported to other places which were then in the place of 'catching up' with a media history that had already been established. But we know that cinema arrived in Shanghai and Calcutta at the same time as it did in London and then evolved in those locations to produce different institutional and aesthetic forms. We also know that currently Seoul is far more 'wired' than New York, that Lagos is developing a film industry that is dominant in all of Africa and moving into new global arenas. Comparative Media is designed to provide a fundamental rethinking of media technologies and media theory by building an approach that is constitutively comparative and better suited to understand the media world we live in today.

The Certificate is aimed at graduate students in the arts and sciences whose research engages the history and theory of media technologies. Pedagogically it is structured around comparison – historically, geographically and disciplinarily. It is comprised of a core course introducing the paradigm of Comparative Media, jointly taught by two faculty members from differing disciplines, that is required of all students in the program. The aim of insisting on scholars from different disciplines is intended to recognize that the study of media has moved beyond its traditional bounds into a range of other fields and that to analyze media will require methodologies and theories from a range of locations across the social sciences and humanities. Comparative Media at Columbia has some of the top scholars of media in Latin America, Africa, South and East Asia as well as in Europe and the U.S.. To leverage this expertise, students are required to take four other courses from a selection of graduate seminars offered by Comparative Media faculty – two of which must be historically or geographically comparable to but not identical with the student's research topic. These courses are to be approved in discussion with the Comparative Media DGS. Finally, there will be a dissertation workshop for senior students in which they present their chapters in progress. The intellectual purpose of the Certificate is twofold. First, the Certificate will provide a space in which faculty engaged in the Center for Comparative Media can expand through pedagogy our unique approach to understanding media and students can engage with a distinct comparative media approach to media. Second, currently in Columbia there are students studying media in disciplines as diverse as Anthropology, Architecture, Art History, Communications, East Asian

Studies, English, Film, French, German, History, MESAAS, Music, Religion and other fields. The aim of the Certificate is to bring these students together, train them in a specific approach, allow them to recognize each other and faculty engaged in similar pursuits. It gives greater intellectual rigor to what is already occurring on campus – students interested in media seeking courses outside of their home disciplines in order to better train themselves for their research projects. Awarding them a Certificate in Comparative Media formalizes their research in media, making it visible to scholars beyond their home discipline and making them more viable on the job market.

Currently, Columbia University offers an MA in Film and Media Studies in the School of the Arts. It also offers a broadly interdisciplinary PhD in Communications from the Journalism school. This Certificate is not designed to compete with these programs but to engage students *currently enrolled in PhD programs* by providing them with a more rigorous training in media theory and history. It also expects to engage in fruitful intellectual exchanges with students and faculty from both Communications and Film Studies.

2) Need

It is a commonplace that the current digital revolution has produced a profound a change in our economy, society and culture as the industrial revolution did before it. As a consequence, the study of the ways our world has always been organized by media technologies has expanded beyond the disciplinary homes of film or communications into a range of other fields as they recognize that religious life, political organizations, cultural texts, all rest upon a base of media technologies that organize how these phenomena operate. Because of this, on the Columbia campus, disciplines that previously were seen as wholly separate from film and media – anthropology, architecture, art history, religion, music – have begun to incorporate the study of media into their core pedagogy and train students in these methods and ideas. The Center for Comparative Media grew at Columbia from the interests of scholars in diverse departments coming together to develop new approaches to media and to use media to generate new analytic modes of inquiry for their home departments. The Certificate draws on the energy that exists on campus amongst faculty and students regarding interest in media and seeks to give this interest a coherent, intellectual focus.

This general expansion of interest in media is also matched by the rise in enrolments and growth in programs in media and digital studies across the country while some other disciplines are contracting. Allowing students whose research directly engages media to leave Columbia with a Certificate makes those students more employable in media programs.

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

Graduate students interested in media have long crossed disciplines to try and take courses related to their interests that their home fields do not support. All faculty in our program have been used to teaching students beyond their disciplines for a considerable amount of time. The Certificate places this interdisciplinary crossing onto a more rigorous intellectual foundation, it allows students in different departments to build a cohort relation and learn from one another, and it formalizes this through a Certificate that makes this training visible to employers.