

University Senate

Proposed: November 20, 2020

Adopted: November 20, 2021

PROPOSED AGENDA

University Senate

Friday, November 20, 2020 at 1:15 p.m.

[Registration required](#)

After registering you will receive a confirmation email with meeting details.

1. Adoption of the agenda
2. Adoption of the minutes of October 23, 2020
3. President's report
4. Executive Committee Chair's report:
 - a. An update on the COVID-19 pandemic: Dr. Wafaa El-Sadr, University Professor
 - b. An update on the Fall 2020 surveys on students' instructional experience: Dr. Donna Lynne
5. Old business:
 - a. Proposed Senate changes (Senate Structure and Operations Committee):
 - i. Resolution to Amend the University Senate By-Laws to Address Electronic Meetings
 - ii. Resolution to Adopt Rules for Electronic Meetings of the University Senate and Its Committees
 - iii. Resolution to Ratify Senate Actions for the Period from April 3 to October 23, 2020
6. New business:
 - a. Resolution in Support of the Continuum Program for Diversity in Graduate Education and Career Development (Commission on Diversity and Student Affairs Committee)
 - b. Committee annual reports:
 - i. Housing Policy Committee Annual Report 2019-20

MEETING OF OCTOBER 23, 2020

Executive Committee chair Jeanine D'Armiento (Ten., VP&S) called the Senate to order shortly after 1:15 pm on Zoom. Eighty-three of 106 sitting senators were present during the meeting.

Sen. D'Armiento mentioned that Zoom settings had been changed to enable senators to use the chat feature for private conversations during the meeting.

Minutes and agenda. The minutes of September 25 and the agenda were adopted as proposed.

President's report. President Bollinger said he was very impressed with how faculty and students across the institution were dealing with an unusually difficult academic year. He said he was teaching an undergraduate Zoom course and a small in-person seminar in the Law School. He said the students were fantastic. He was sure this was true of students across the institution, who were doing their best to make the most of the current educational experience, and were also deeply appreciative of the effort faculty were making.

The president said he found it difficult to learn how to teach in the new ways, wearing a mask and conducting discussions online. However, he felt that as the semester progressed, it had become possible to get close to the in-person experience that is the essence of the institution. The president said he couldn't stress the importance of this scholarly mission enough. He wanted to get back to that as soon as possible. But the supplementary paths people had found on Zoom would only strengthen that mission.

He said the administration was working hard on ways to maintain this mission in the coming semester. His own preference was to have as many faculty and students on campus as possible, but any reopening plan must follow strict health guidelines. He said the effort to deal with the virus on campus had so far been highly successful, with a very low infection rate. But the environment was changing a lot. He recalled the unexpected changes that the University had to make the previous summer while planning for the fall semester. He anticipated making a decision in late November or early December about how to conduct the spring semester for the undergraduate population.

A new climate school. The president offered an overview of plans to establish a new climate school, a deliberative process that will eventually include the Senate. He said founding a new school was a rare venture for the University.

The president said it dawned on him a year and a half ago that universities had not done as much as they should on climate change. He recognized that Columbia had done a lot of pathbreaking work on the science of climate change, and other Columbia schools—SIPA, Public Health, Architecture. Law, Business—were also taking up the challenge of climate change in their own

disciplines. Columbia also created the Earth Institute to help bring a lot of this knowledge together. But as the true magnitude of the problem of climate change has been emerging, he realized that it was not sufficient to blame the inaction of political systems. Universities, including Columbia, should be doing more.

The president said the study of numerous issues related to climate change could use more intellectual horsepower. He reached the conclusion that the natural solution in a University setting is to found a school. Schools have the power to make tenured appointments, fostering new areas of expertise, and to develop a student body, which can work with the faculty to develop new fields to study and teach. These conditions can have a galvanizing effect on the academic world.

The president said that the closest analogue to a climate school may be a school of public health. About a century ago, the crucial importance of public health became apparent for the prevention as well as the treatment of disease, along with the insight that these issues required an independent school. The president thought it would be a great thing for Columbia to have the first climate school. He guessed that within a decade or two most American universities—and maybe many others around the world—would have a climate school

The president said he was also thinking more broadly about ways for universities to engage more closely with the world, and to tackle practical problems—what he has called the “fourth purpose” of the University. He said Columbia World Projects was the immediate manifestation of that planning process. But a climate school is also a natural fulfillment of the fourth purpose.

The president said he had set up two task forces. One, on the fourth purpose, chaired by Interim Provost Ira Katznelson, will report before the end of the semester. The second, launched in September 2019, focused on climate change and the project of establishing a school, to be led by Alex Halliday, who recently joined the University as director of the Earth Institute. With extraordinary speed this task force produced its report last December, with a unanimous recommendation to proceed. In June the Trustees gave their approval.

The president said a school is the most powerful way for a university to devote academic resources to a great problem, and to maintain that commitment over time. Climate change will raise many difficult issues, ranging from ethical questions about how to distribute benefits and pains, to what kind of treaties and international laws should be established. What are the economics of climate? What will the full physical impact be?

One of the challenges of founding a school, the president said, is to take care not to interfere with important work that is already being done in this field, but to magnify it. That has required a lot of discussions with school deans and faculty about how to create a new entity that is nevertheless connected to current efforts. The president said these discussions had a great outcome—unanimous support from deans for the new school.

The president asked a few follow-up questions: What kind of student body should the school have within a 3-5-year period? What would the curriculum be for a two-year master’s or professional master’s program? What kinds of academic and field expertise does the school want

in its faculty? What kind of projects should the school undertake in the outside world? Can Columbia World Projects provide a model for developing meaningful projects? One important condition, the president said, is that the school for the foreseeable future will be budget neutral for the institution—that is, established University resources will not be invested in the school. On the other hand, there are many resources on hand that can be redeployed for this purpose. The president was also confident in the fundraising potential for endowing and supporting this venture, starting with an anonymous \$50 million gift to launch the school.

The president said that he wanted the Senate to hear from him personally on this subject, and that he would provide further details later.

Sen. D’Armiento thanked the president for his remarks. She said the Senate would be in active discussions this year about the progress of the climate school. The president then left the meeting.

Executive Committee chair’s report.

Resolution to strengthen appointments for non-tenure-track faculty across the University. Sen. D’Armiento said the resolution, adopted by the Senate last March, was approved by the Trustees at their October meeting, along with corresponding revisions to the Statutes. She said this policy change, which extends notice periods for non-tenure-track faculty across the University, was an important, hard-won result for the Senate, which passed its first resolution on this subject in February 2016. She thanked the Faculty Affairs Committee for its work over the years, as well as the Faculty Caucuses. She also thanked Provost Katznelson and Vice Provost Latha Venkataraman for their support.

Question about the climate school. Sen. Eli Noam (Ten., Bus.), referring to the president’s report, asked about the budgetary implications of a climate school. He noted the president’s statement that endowment funding would be available. But what about the expense side? He expressed general support for the plan, but said the Senate should know more about the costs involved.

Sen. D’Armiento noted the president’s assurances that the school would be budget neutral during its first few years and that he would provide more details in a subsequent report to the Senate.

Trustee action on proposed Statutory amendment to enable the Senate to conduct official business at virtual meetings. Sen. D’Armiento said the Trustees approved an amendment allowing the Senate to act at a virtual meeting during an emergency, which she said is the current state of affairs. Going forward, the Senate can conduct regular business at an electronic meeting. In order to vote at a virtual meeting, a senator must be visible on screen. Sen. D’Armiento thanked the Structure and Operations Committee for its work on this issue.

Testing policy. Sen. D’Armiento said a number of concerns had surfaced at the previous plenary and elsewhere in the community about Covid testing. She then read a statement from the Student Affairs Committee, drafted in consultation with the Executive Committee:

We recognize and are grateful for the very significant efforts and incredible work put into building a safe campus community in response to COVID-19, including the development

of a robust testing regime and adoption of strong public health measures. One concern we have heard, however, is the need for implementation of a regular testing program available to all members of the Columbia community. Of particular importance is the availability of regular testing to returning faculty, graduate students, research officers, librarians, and staff. We appreciate that a voluntary testing regime was launched recently. But scientifically, we understand that cases could be missed under such a system. Moreover, this is not consistent with the policy approach of a number of peer institutions who are successfully screening their entire communities. Critically, we are confident that a comprehensive testing regime will bolster the security and sense of security of members of the community as they return to campus.

Sen. D'Armiento said Provost Katznelson and Donna Lynne, director of Columbia's Covid response, would respond to the statement and answer other questions.

Another question about the climate school. Sen. Susan Bernofsky (Ten., Arts) said she was delighted that the president wanted to address the challenge of climate change. But she asked why there will be fundraising for new programs Columbia doesn't have yet when it already has important units that are underfunded at this point, such as the School of the Arts, where students are going into six-figure debt to complete their studies.

More on Covid testing. Sen. Katznelson addressed the SAC statement. He thanked senators for their thoughtful concerns about testing. He said that the most unexpected part of his job had been spending nearly every day since late February with leading Columbia virologists and epidemiologists, and watching how a meaningful set of testing protocols gets put in place. He had by now had several months of tutorials. He was deeply impressed by the depth of care and knowledge in the Columbia community.

The provost said he personally had enormous confidence in Columbia's testing program. He said President Bollinger had mentioned the extremely low positivity rate: 35,075 tests since June 22, with 24 positive cases. He attributed these surprisingly low results to several causes, most importantly the care with which reopening has been pursued, including the lab research ramp-up. This care was shaped by a culture of safety, which community members have faithfully followed. The provost said he received reports every day about violations of the Columbia compact. They're very modest in number, and they're followed up assiduously, including, where necessary, with disciplinary proceedings. But on the whole, he said Columbia should be proud of the levels of compliance with the safety measures.

The provost identified three core goals of any set of testing protocols. The most important is to assure the maximum probability of personal and community safety. Second, a testing regimen should provide early signals of any emerging spikes. And third, testing will provide a process of continuous evaluation of the current situation, based on robust conversation with peers. Now, in addition to the gateway test, the University had increased its weekly random sampling of the campus population from 5 percent to 10 percent. Each week's sample could provide an early warning of a spike. The University is also doing wastewater testing on campus, another early-warning signal.

Finally, there is a new pilot program enabling volunteers to get weekly testing for four consecutive weeks. It was undertaken for two reasons. It gives members of the community the opportunity to get tested beyond the gateway if they want. So all undergraduates and campus residents are now getting tested weekly, as well as any other members of the community who want that. The pilot is also a research tool to see what can be learned from additional voluntary testing.

The provost said it is a crucial principle that the University should have one and only one testing plan and program.

He expressed pride in the testing regime that the University had maintained so far. He recognized that it must be constantly evaluated by Columbia's Public Health Group, by the implementation group led by Donna Lynne, and by the Covid-19 task force, which has a heavy representation of public health figures at weekly meetings.

The provost said active planning is under way for the post-pilot period. Columbia has to learn not only from the failures of other institutions, but also from their successes. Dr. Melanie Bernitz of Columbia Health is in weekly consultation with her peers, and he is in a weekly conversation with his fellow provosts in the Ivy-plus group. The members share with each other all of their testing plans, with their results. The provost said advice from Senate colleagues had also been helpful.

The provost said the monitoring will continue, along with regular reporting of results. He said it's always important to learn how to do things better, but Columbia's testing program was now in a good state. Columbia is aware that a small number of institutions are testing more frequently—something to keep in mind if Columbia's population density grows significantly in the coming spring. It was also essential to have one policy for the whole University, and to maintain control of the accreditation and quality of the test and of the temporal conditions of testing—Columbia was now getting results in 20-24 hours.

Sen. Freyer appreciated the provost's summary. He asked whether positive cases had been picked up in the voluntary testing.

Donna Lynne emphasized that Columbia has shown a lot of flexibility, changing the original program to include the wastewater testing, increasing the weekly sample of tests, and adding the voluntary program. She said flexibility, tempered by the conditions observed in New York City and on campus, is vital. For the 1800 unique individuals tested so far in the voluntary program, she believed there were no positive cases. She asked Dr. Melanie Bernitz, a director of Columbia Health, to confirm this figure.

Dr. Bernitz said one positive case had been detected in the voluntary program, but it was a person with symptoms. The purpose of the voluntary program was to detect asymptomatic cases.

Sen. Alden Bush (Stu., Nursing) asked if wastewater testing had yielded any significant findings. Dr. Lynne said there had been no findings on the wastewater testing.

Sen. Henry Ginsburg (Ten., VP&S) expressed doubt about the odds of picking up asymptomatic cases with a 10 percent weekly sample.

He also said it was clear to him that wearing masks and social distancing are much better measures than testing. He wasn't saying the University shouldn't test, but that if people don't follow public health rules, there can be a spike, because testing just won't catch somebody soon enough. Testing should not encourage people to feel that they don't have to follow all the other rules when they're at work.

The provost said this was an important point. On some campuses that test more frequently than Columbia, the incentives can get perverse, and some people conclude that if they've had three negative tests, they can go to a big party without a mask. Finding the right balance is a puzzle. The public health community says over and over again that mask wearing and related actions are the most important precautions.

The provost acknowledged that sampling can't pick up every asymptomatic case. But even weekly or twice-weekly testing will miss some cases. What the weekly sampling can pick up is a trend line. And with wastewater testing and observations of imminent spikes, it is then possible to change the testing regimen to pick up as high a percentage of cases as possible. But testing is not a magic bullet. Another aspect of the issue, he said, is psychological. In a time of high anxiety, a successful and accurate testing regime is a vital form of reassurance. Columbia has more than 15,000 people on its campuses every day, and they wouldn't be there if they didn't feel it was a safe and rational choice.

The provost said public health circumstances do not now allow the dense, vibrant campus life that President Bollinger had described in his remarks. But the care being given to maintain the mask wearing, the physical distancing in classrooms, and so on, is right. He felt privileged and moved to work with colleagues who were honoring these rules day in, day out.

Sen. D'Armiento offered a clarification of the Executive Committee statement: It did not say that testing is the only valid approach. She preferred the Swiss cheese model: The only way to close the holes is a multi-layered approach, and testing is one method among others.

Student Affairs Committee survey of undergraduate preferences for the spring semester.

Sen. Ramsay Eyre (Stu., CC) said his SAC co-chair Conor O'Boyle (Business) had prepared a statement, but had no available camera, so Sen. Eyre made the presentation. He said SAC had conducted a questionnaire over the previous two weeks to learn student sentiment about the spring semester, before any administrative decisions are made about bringing undergraduates back to campus and expanding in-person hybrid learning opportunities. Sen. Eyre said that unlike the biennial student quality-of-life survey, this was not a scientific instrument. The goal was to get a quick snapshot of student opinion to help assure that plans for the spring reflect student needs.

The response to the survey was large: nearly 10,000 students in the last two weeks. Sen. Eyre outlined some of the results: about 20 percent of undergraduates did not want to come back to campus under any circumstances in the spring, for fear of the ongoing pandemic or for other

personal reasons. But the other 80 percent wanted to come back, either certainly or with some conditions, such as strict safety measures in place on campus. Among the responses on testing: 75 percent of students were willing to undergo a weekly test for the chance to attend class in person; 45 percent said they would only want to attend classes if a weekly mandatory testing program were in place. This response reflects the belief that a comprehensive testing and contact tracing program can help mitigate outbreaks when they occur. This is a high priority for students, Sen. Eyre said, as well as faculty and staff.

Sen. Eyre said one undergraduate concern is that students would have to quarantine under New York state regulations if they're coming from states that have seen a large surge in COVID cases. But nearly 50 percent of the seniors who responded to the survey say they are in New York City already. Sen. Eyre added that 55 percent of seniors expect to be in New York in the spring no matter what.

The main point, Sen. Eyre said, is that these students are very eager to get back to campus, and are committed to upholding the Columbia Community Health compact. Though 50 percent of seniors are in New York now, there hasn't been any spike in cases among them. Sen. Eyre concluded that planning should prioritize these student choices.

Sen. D'Armiento emphasized that the student poll was a quick snapshot of the population, and not a formal survey.

She also emphasized the need for faculty to stay in touch with their students in this difficult time. She had heard from students that they appreciate seeing faculty in the classrooms.

Provost Katznelson thanked Sen. Eyre for his report. He asked to see the student data and share it with other administrators. He noted that Columbia College and SEAS had also sent a survey to all of their students, with a very high response rate. The professional and graduate schools in the coming weeks would also be surveying their students about the spring. The provost said he would appoint a faculty advisory committee that would work across all campuses with the new data, meeting with deans and other administrators to decide about campus density in the spring.

Nominations to committees. Sen. D'Armiento called attention to the latest Standing Committee Roster (see page 12). She said 106 of the Senate's 108 voting seats were now filled. The tenured caucus recently held an election for a vacant seat on the Executive Committee, choosing Sen. Debra Wolgemuth (Ten., VP&S), who had served on the committee previously. Sen. D'Armiento welcomed her back.

Welcome to new senators. Dana Neacsu, a member of the Senate Elections Commission, welcomed nine senators elected since the September plenary.

Old business.

Resolution to Approve a Program Leading to the Master of Public Administration in Economic Policy Management (SIPA). Sen. James Applegate (Ten., A&S/Natural Sciences), co-chair of the Education Committee, said that SIPA brought proposals last spring to convert three programs that had functioned for years as tracks in the MPA program into standalone MPA

degree programs. Two of these programs, in Development Practice and in Environmental Science and Policy, sailed through the Senate on March 6. But Economic Policy Management (page 19), which reached the Senate on May 1, proved controversial and was tabled.

Sen. Applegate said the proposed MPA/EPM is a 54-point program, to be completed in one calendar year, including a summer term. At 18 points per semester, the program is intense. The target audience is people with several years of work experience in the area who are ready to advance their careers.

Sen. Applegate said the program has been up and running for years as a track in the MPA program. His main question about the program last spring was, Is it reasonable to expect students to do that much work in a year? The answer was yes, they're doing it already. The controversy on the Senate floor last spring had to do with possible overlaps with other SIPA programs. Sen. Applegate said the objectors and the SIPA program proponents were in contact over the summer, and resolved outstanding issues.

Sen. Applegate said Dan McIntyre, Special Advisor to the SIPA Dean, and Prof. Patricia Mosser, director of the EPM program, were present to answer questions.

Dean McIntyre spoke briefly. He said the program was mistakenly identified in the original resolution last spring as having been in existence for a decade; it actually was established in 1992, 28 years ago. He summarized the history of the program and the deliberations that led to the Senate resolution last spring.

Sen. Noam offered the perspective of his school--Business. He said the EPM program sounded similar to the curriculum of the Business School and the Economics Dept. He said he had checked with Business School deans, who were academically supportive of the EPM proposal and of Prof. Mosser. From the financial perspective, the Business School was collegially mindful that current conditions are difficult for a number of schools, particularly SIPA. Many of its students are international; it's a relatively young school, with less endowment income and less alumni support than some other schools. For all of these reasons, Sen. Noam said, the Business School was supportive.

Sen. Henning Schulzrinne (Ten., SEAS) asked how big the program would be. How many students would be enrolled, given that EPM had functioned as a track in the MPA program?

Dean McIntyre said the program has been enrolling and graduating 35-45 students annually in recent years. In past years it enrolled 45-55 students. This year, because of COVID and the difficulty of getting international students here in the summer, enrollment fell considerably. But the program was proceeding as a track this year.

Sen. Schulzrinne asked if the program offers a recognized trajectory for professionals in the field, corresponding to programs in other schools. Or is it a more idiosyncratic Columbia path that someone would have to explain to potential employers?

Dean McIntyre replied that the MPA itself is an internationally recognized degree in the field of public policy and public administration, and SIPA takes part in an international accrediting association for the degree itself. SIPA also offers numerous specialties as other schools and programs do in the United States and around the world. The point was that even though SIPA offers other specializations, the EPM is pretty distinctive. It was developed with support from the World Bank almost three decades ago, when they were looking for a partner to help train emerging mid-level policymakers, particularly in emerging economies. The curriculum was developed with the World Bank, which has remained a financial backer, though unfortunately in a diminishing way. EPM is a distinctive program, based on rigorous macroeconomic econometrics and policy. That's the mix that helps program graduates advance in their careers. He said a number of them are central bankers and finance ministers in countries around the world.

Sen. D'Armiento, seeing no other questions, said the Senate could proceed to a vote. She reminded senators that this was the Senate's first official digital vote, and all senators would have to be visible on screen. She asked them to vote by putting up their hand icons so that the staff could count them. She asked for and received a motion and a second to put the resolution to a vote. The Senate then voted, by show of hand icons.

Sen. Applegate, said that as a co-host for this Zoom meeting, he was unable to use a hand icon. So he raised his actual hand. Some others, not all of them co-hosts, also raised their physical hands.

Sen. D'Armiento, preparing to ask for negative votes, asked senators to turn their hand icons off. Compliance was slow. Then she realized that she, as the host, could turn people's hand icons off

Sen. Richard Smiley (Ten., VP&S) suggested using the yes and no buttons instead of the hand icons. Sen. D'Armiento said she wanted to carry out the voting plan already prescribed for this meeting. She said she would consider other methods for subsequent votes.

The resolution was approved, 66-0, with one abstention.

New business

Advanced Certificate in Food Systems and Public Health (Mailman School of Public Health). Sen. Shelley Saltzman (NT, SPS), who chaired the Education Committee subcommittee that reviewed the program, presented the resolution (page 23). Dana Palmer, Associate Dean for Educational Initiatives at Public Health, was on hand to answer questions.

When she had finished her presentation, Sen. Saltzman invited questions, but there were none.

Sen. D'Armiento called for a vote, this time using the Yes and No buttons in the Zoom meeting settings. The Senate unanimously approved the proposed Certificate.

Committee annual reports for 2019-20

Information Technology Committee. IT Committee co-chair Julia Hirschberg (Ten., SEAS), gave a slide presentation (page 31) based on the committee's written report (page 28),

and Gaspare LoDuca, an IT Committee member and also the University's Chief Information Officer and Vice President for Information Technologies, updated the Senate on the extensive preparations that CUIT made for the fall semester in the time of Covid (page 36).

At the end of Mr. LoDuca's presentation, Sen. Nachum Sicherman (Ten., Bus.) said that two days after taking his Covid test, he received a letter from a private company he had never heard of, offering his test results and also asking for various personal information. He asked whether test results could be integrated into the Columbia system so people don't have to get their results from some unknown private vendor.

Mr. LoDuca said he would raise this issue with Columbia Health, the unit conducting these Covid tests. He said Columbia has to handle personal health information very carefully.

Sen. Sicherman acknowledged that when he looked on the Covid 19 website later on, he found an explanation of the procedure for providing test results, including the name of the private vendor he hadn't recognized.

Sen. Henry Ginsburg said he never knows how long his Reopen app will stay green, enabling him to get into his Columbia building. Sometimes it lasts for 24 hours, sometimes longer, sometimes shorter. Was this a common problem or his alone?

Mr. LoDuca said this problem sounded new to him. He said the app stays green for 24 hours, but from the time of the last symptom attestation. So it isn't always the same 24 hours. It doesn't change every day at 8 am. He asked Sen. Ginsburg to fill out a ticket, and CUIT would look into the problem.

Sen. Schulzrinne said he waited four or five days for a response from Courseworks to a question he had asked about Canvas. By the time he got the answer, the issue was moot.

Mr. LoDuca said the wait shouldn't be that long. He would look into response time. He urged Sen. Schulzrinne to email him with his case ID. He said there are often a lot of questions about new uses of software at the beginning of the year, which don't all get answered.

Sen. Hirschberg invited any senators who were having problems with the new Concur system of travel and business expense reimbursements to contact her. She said Concur would be the subject of the committee's next meeting, with EVP for Finance Anne Sullivan.

Sen. D'Armiento asked Mr. LoDuca if there was an end date for use of the Reopen software. He said that to answer that question, he would have to know the end date for Covid. He assured senators said that all data on Reopen apps would be deleted 21 days after their last symptom attestation. A similar process would apply to contract-tracing data.

Alumni Relations Committee (Sens. Michelle Kaiser and Daniel Billings, co-chairs). Sen. D'Armiento said this report would not be presented at the meeting, but would be available in meeting files (page 47).

Other reports

Columbia officers' annual benefits for 2021. Michael Bloom, Assistant Vice President for Benefits and Compensation, presented the report, referring to a set of slides (page 54).

At the end of Mr. Bloom's presentation, Sen. D'Armiento invited questions. There were none.

Other business

New government restrictions on student visas. Sen. Saltzman asked whether the University would protest a recent government ruling that would impose restrictions on international students pursuing undergraduate and graduate degrees at Columbia. She said the government was only accepting comments on the ruling until October 26.

Sen. D'Armiento asked Loftin Flowers, Associate Vice President for Government Affairs, to answer this question. Sen. D'Armiento was advised that the Senate needed to vote to allow Mr. Flowers, a non-senator, to speak. The vote was conducted.

Mr. Flowers said his office was planning to submit comments on behalf of the University. It had been working with the Office of the Provost as well as others on a draft comment letter, which would be filed in advance of the October 26 deadline. He said a number of peer institutions and higher education groups were also submitting comments. He anticipated other advocacy opportunities down the road.

Sen. D'Armiento thanked Sen. Saltzman for raising this question in advance, thereby giving Mr. Flowers a chance to respond at the Senate. Sen. Saltzman said she had put a link to the relevant government office to enable more individuals to comment on the new regulation (https://www.regulations.gov/document?D=DHS_FRDOC_0001-1933).

Adjourn. Sen. D'Armiento adjourned the meeting shortly after 3 pm.

Respectfully submitted,

Tom Mathewson, Senate staff

COVID-19 Public Health Update

Wafaa El-Sadr, MD, MPH, MPA

November 20, 2020





Global, National, and Local Epidemic Trends

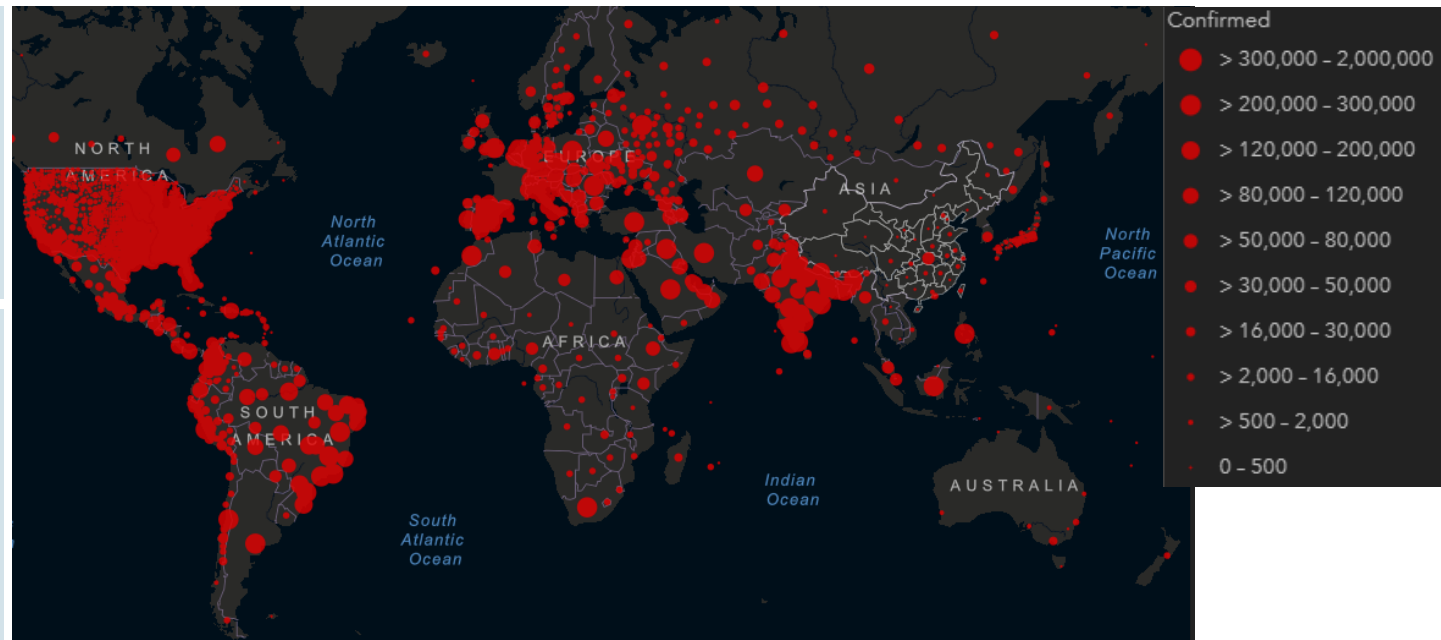
COVID-19 Global Snapshot

As of November 20th:

- **57,110,286** confirmed cases
- **1,364,073** reported deaths*
- **36,653,350** reported recoveries

By Region:

- **43%** in the Americas
- **28%** in Europe
- **19%** in South-East Asia
- **7%** in the Eastern Mediterranean
- **3%** in Africa
- **1%** in the Western Pacific



Top five: US, India, Brazil, France, Russia

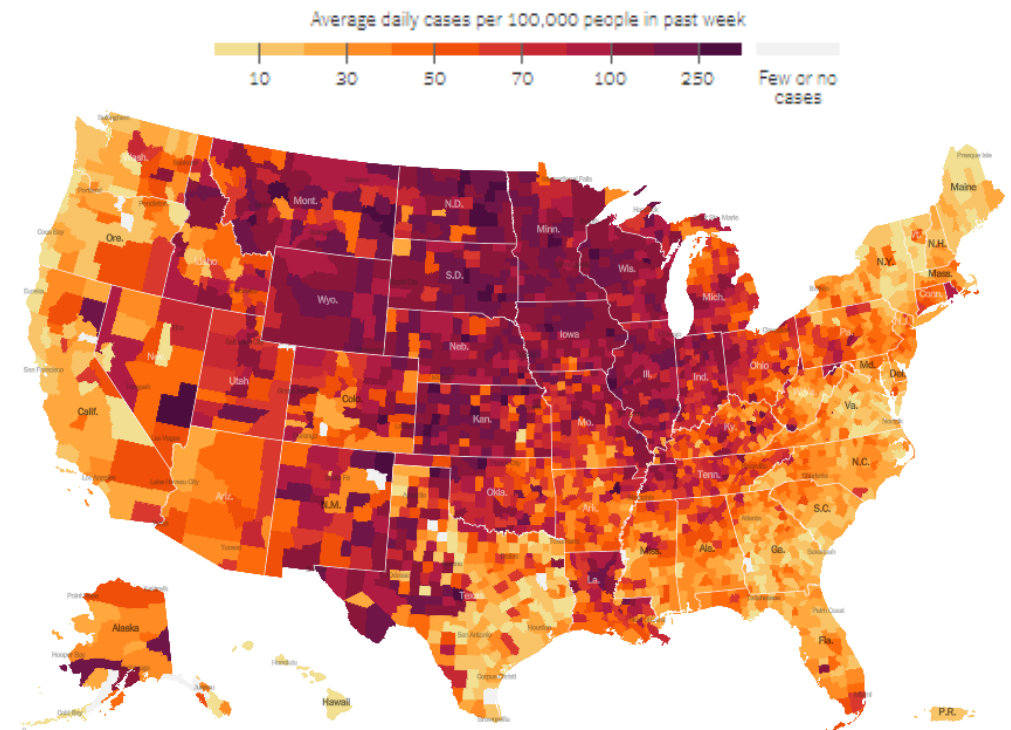
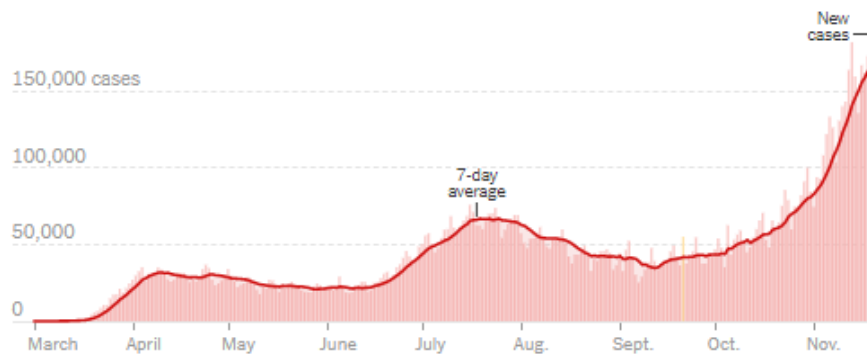
COVID-19 in the US

Current Snapshot in US:

- 11,740,229 confirmed cases
 - 166.2K cases/ day*
 - 21% of global cases
- 252,838 reported deaths
 - 19% of global deaths

*7-day average

New reported cases by day in the United States

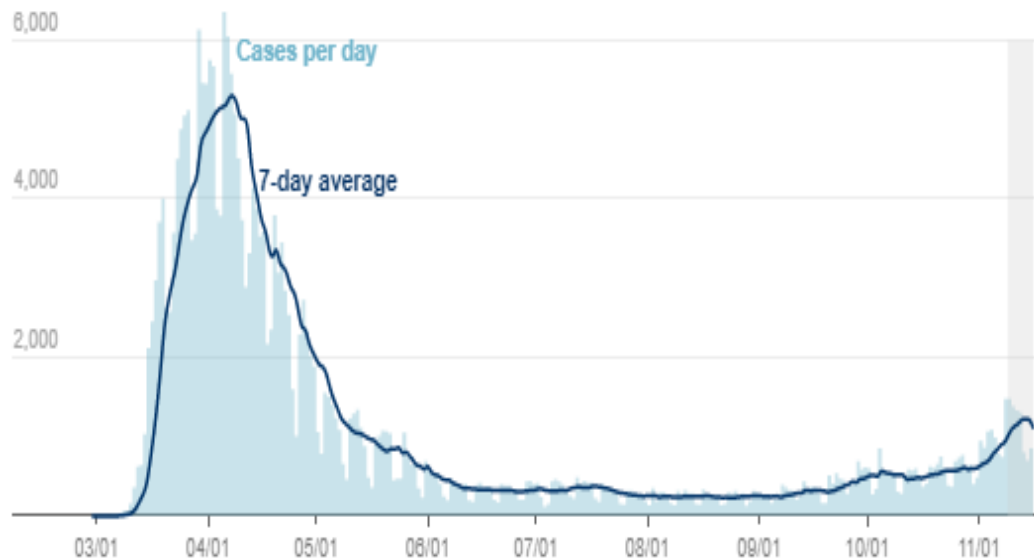


Sources: John Hopkins University, New York Times

COVID-19 in NYC and Recent Trends

Current Snapshot in NYC:

- 274,566 confirmed cases
 - 1,121 cases/ day (7-day average)
- 24,167 reported deaths
 - 8 deaths/ day

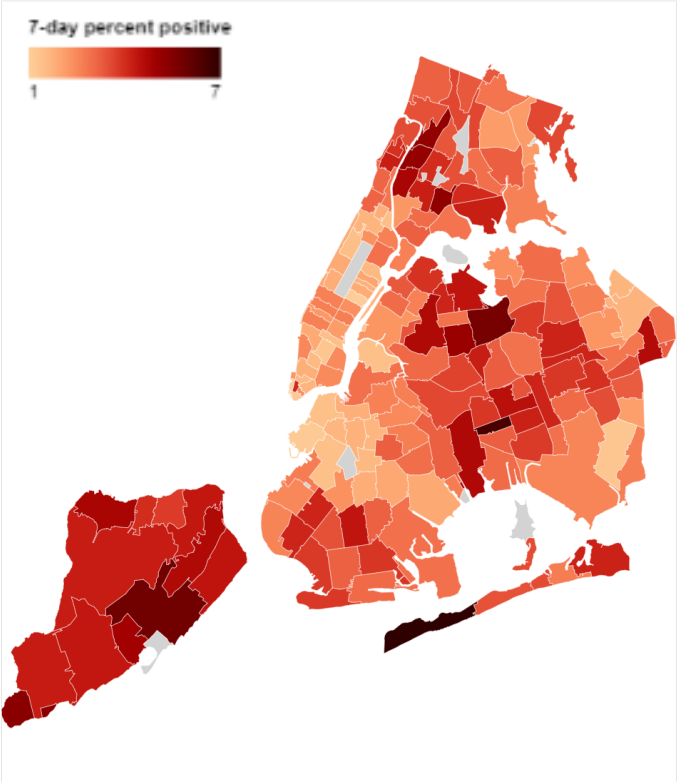


Daily Cases in NYC Since August



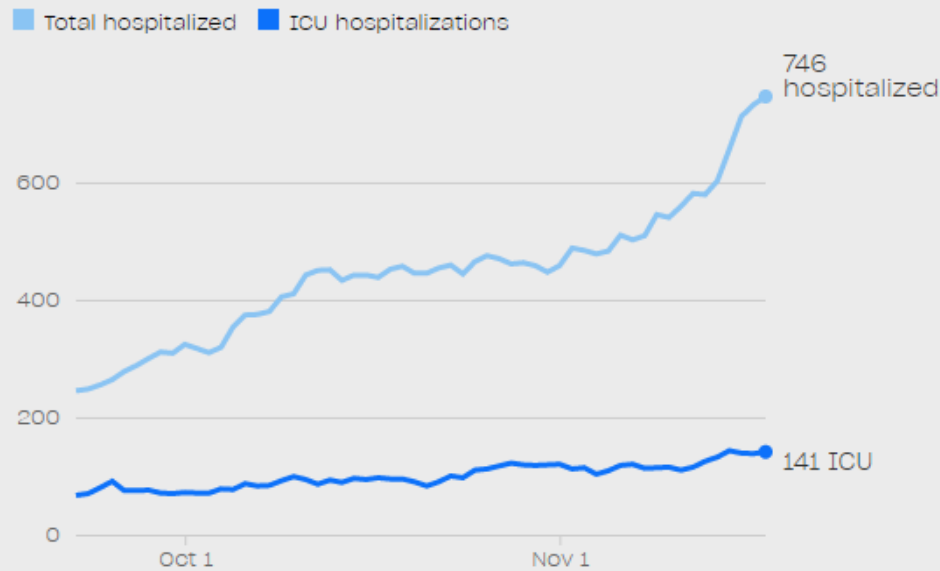
Recent Trends in SARS-CoV-2 testing-- NYC

Percent of people tested who test positive



Recent Trends in hospitalizations-- NYC

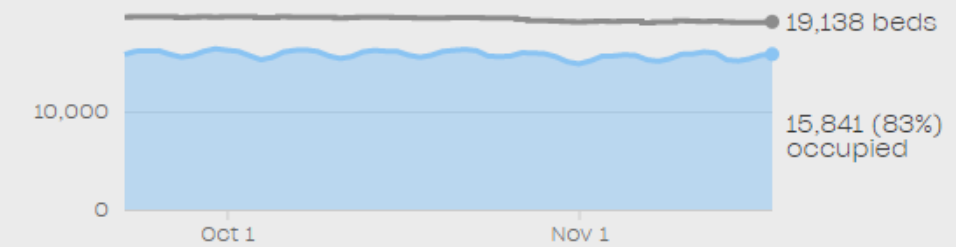
Patients currently hospitalized for COVID-19 in NYC



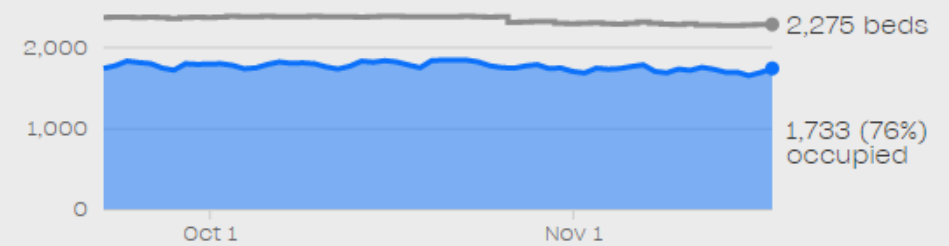
Source: NYC Department of Health, November 18

Capacity at NYC hospitals

All beds



ICU beds



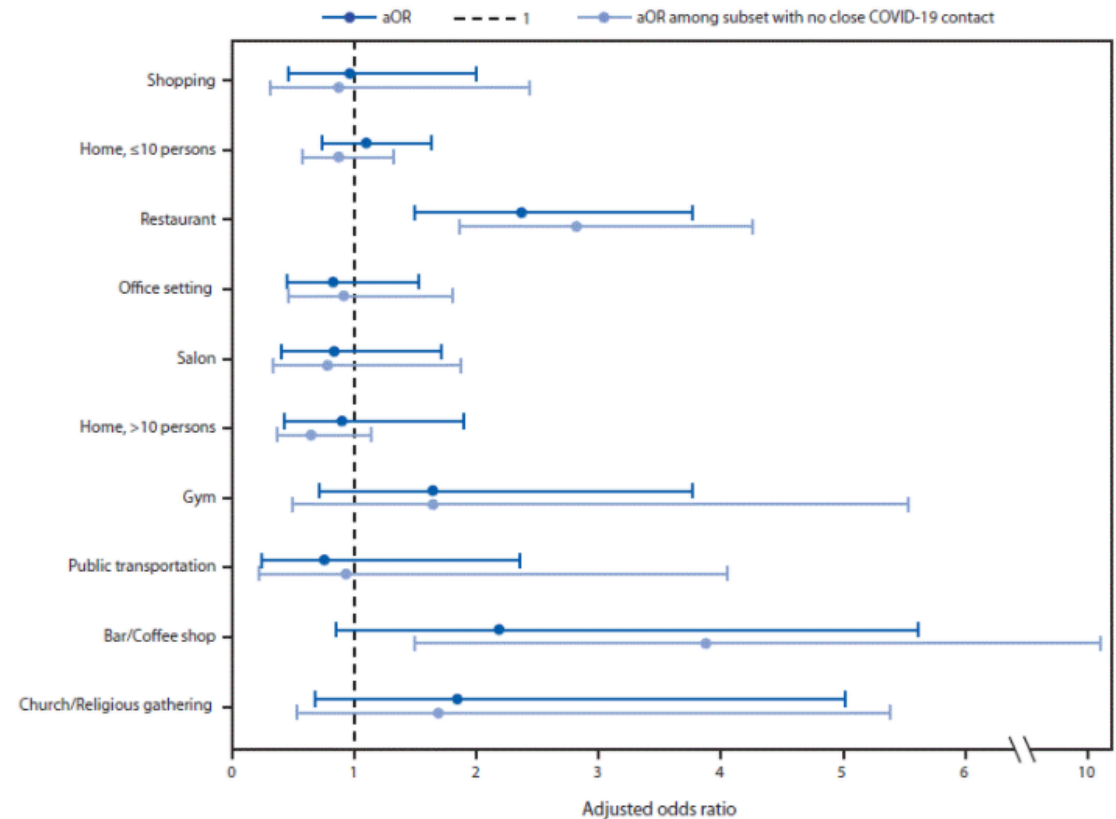
Source: Gov. Andrew Cuomo's office, November 18



SARS-CoV-2 Transmission and Control

Risk for SARS-CoV-2 Infection-- US

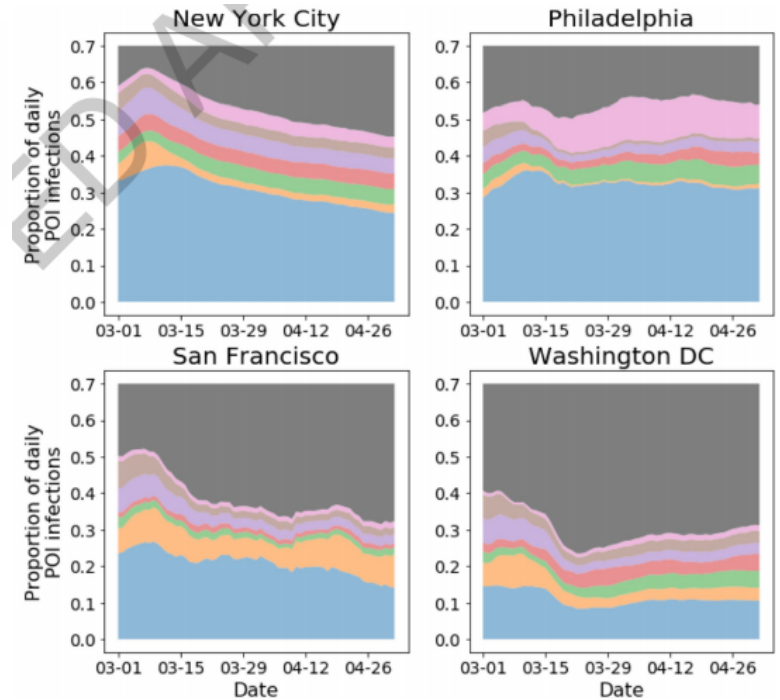
- Findings from a case-control investigation of symptomatic outpatients from 11 U.S. health facilities found following risk factors:
 - Close contact with persons with known COVID-19 or
 - Going to locations that offer on-site eating and drinking options were associated with COVID-19 positivity (two fold higher risk)



Source: CDC (Fisher et al., MMWR)

Mobility Data and COVID-19 Risk

- Cellphone mobility data for 98 million Americans in 10 metropolitan areas (including New York City) from March-May 2nd
- Focused on 57,000 census blocks and traced visits to 550,000 venues
- Looked at how long people remained in points of interests (POI), how frequently they visited, and how crowded those places were
- Main findings:
 - Certain venues, e.g. full-service restaurants and gyms, disproportionately contributed to infections
 - Lower-income census block groups saw smaller reductions in mobility and the venues they visited were more crowded and therefore higher-risk



nature

<https://doi.org/10.1038/s41586-020-2923-3>

Accelerated Article Preview

Mobility network models of COVID-19 explain inequities and inform reopening

Received: 15 June 2020
Accepted: 21 October 2020

Serina Chang, Emma Pierson, Pang Wei Koh, Jaline Gerardin, Beth Redbird, David Grusky & Jure Leskovec

Epidemic Mitigation and Control Measures



Population interventions

- Limitation on mobility
- Stay at home
- Restrictions on travel
- Closure of Schools
- Limit congregation of people



Individual interventions

- Physical/social distancing
- Face covering/masks
- Hand washing or sanitizing
- Cough and sneeze etiquette
- Disinfection of surfaces
- Stay home if sick
- SARS-CoV-2 testing
- Isolation of COVID-19 cases



Biomedical interventions

- Vaccines
- Antiviral drugs
- Neutralizing antibodies

Non-pharmaceutical Vaccine acts



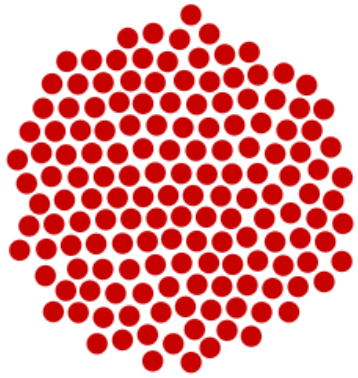
COVID-19 Vaccines

Vaccine Development

Pre-clinical

vaccines not yet in human trials

155



Phase 1

vaccines in small-scale safety trials

39



Phase 2

vaccines in expanded safety trials

18



Phase 3

vaccines in large-scale efficacy trials

11



Approved

vaccines approved for general use

0

Source: WHO. Last updated 10 Nov

Source: *The Guardian*

Pfizer/BioNTech COVID-19 Vaccine

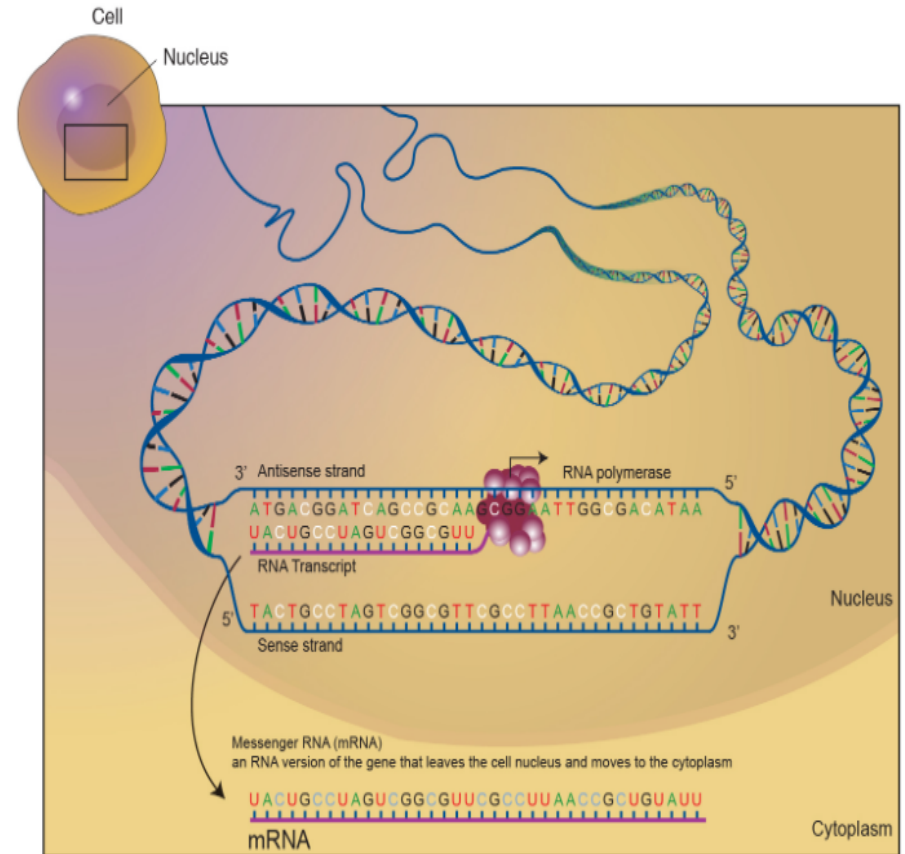
- mRNA vaccine: use synthetic virus genetic material to stimulate body to create protein that mimics the virus. This allows the immune system to respond to these proteins and thus be poised to attack the virus, if encountered
- Two-dose vaccine/placebo (Day 1 and 21)
- Total of **43,538 participants enrolled**, with 42% from international sites and 30% US participants from racially or ethnically diverse backgrounds
- Only vaccine study that currently includes adolescents from 12 years of age
- Preliminary data indicate that vaccine was found to be **95% effective in preventing symptomatic COVID-19**
- No serious safety concerns have been observed thus far
- Submission for **Emergency Use Authorization (EUA) to the FDA planned**



Sources: Pfizer, Photo: Eva Marie Uzcategui/Bloomberg via Getty

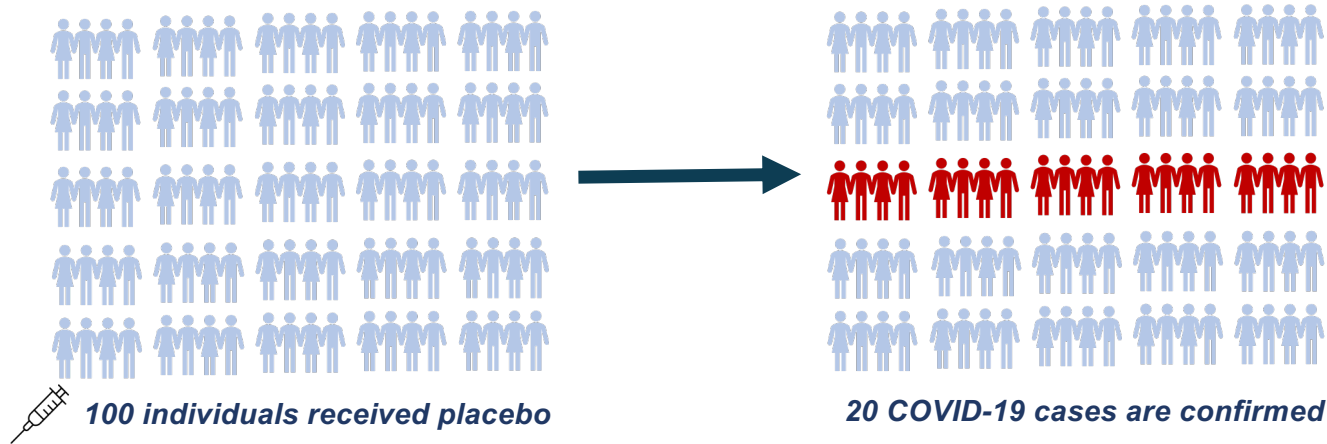
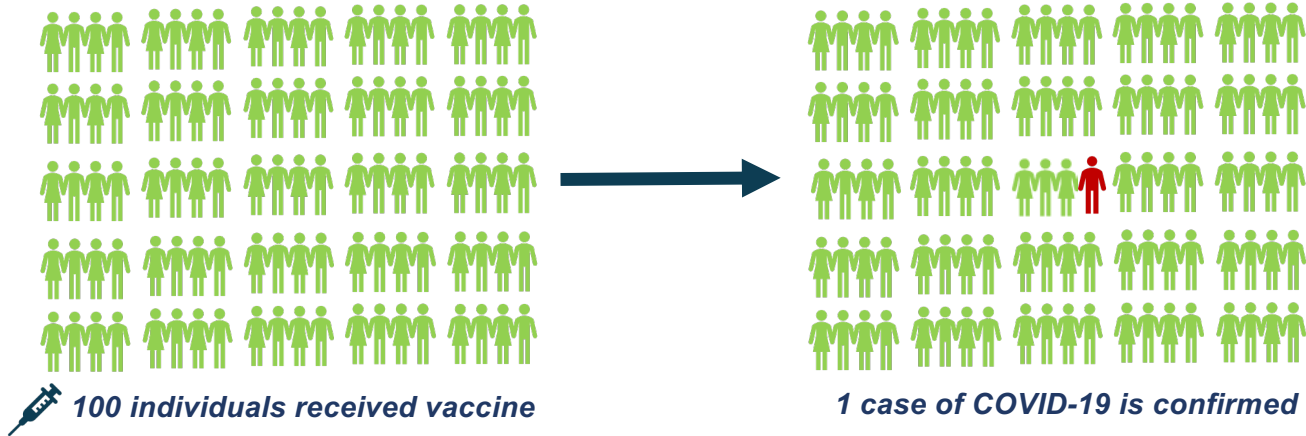
Moderna COVID-19 Vaccine

- mRNA vaccine
- Total of 30,000 participants enrolled
 - Approximately 30% from racially diverse backgrounds; 23% 65+ years old; 17% with high-risk chronic diseases
- Two-dose vaccine/placebo (day 1 & day 28)
- Preliminary analyses indicate that the vaccine is **94.5% effective in preventing symptomatic COVID-19**
- No significant safety concerns identified by the DSMB
- Company intends to file for EUA in the coming weeks



Vaccine Efficacy

$$\text{Vaccine efficacy} = \frac{\text{Attack rate (unvaccinated)} - \text{Attack rate (vaccinated)}}{\text{Attack rate (unvaccinated)}} \times 100$$



Timeline for Late-Stage Candidates

Nov. 2020

Dec. 2020

Jan. 2021

BIONTECH Pfizer FOSUN PHARMA

Expected to apply for EUA (if FDA safety benchmarks are achieved)

moderna NIH National Institutes of Health
Turning Discovery Into Health

Expected to apply for EUA (if FDA safety benchmarks are achieved)

Johnson & Johnson Beth Israel Lahey Health
Beth Israel Deaconess Medical Center

Expects to have results by the end of the year

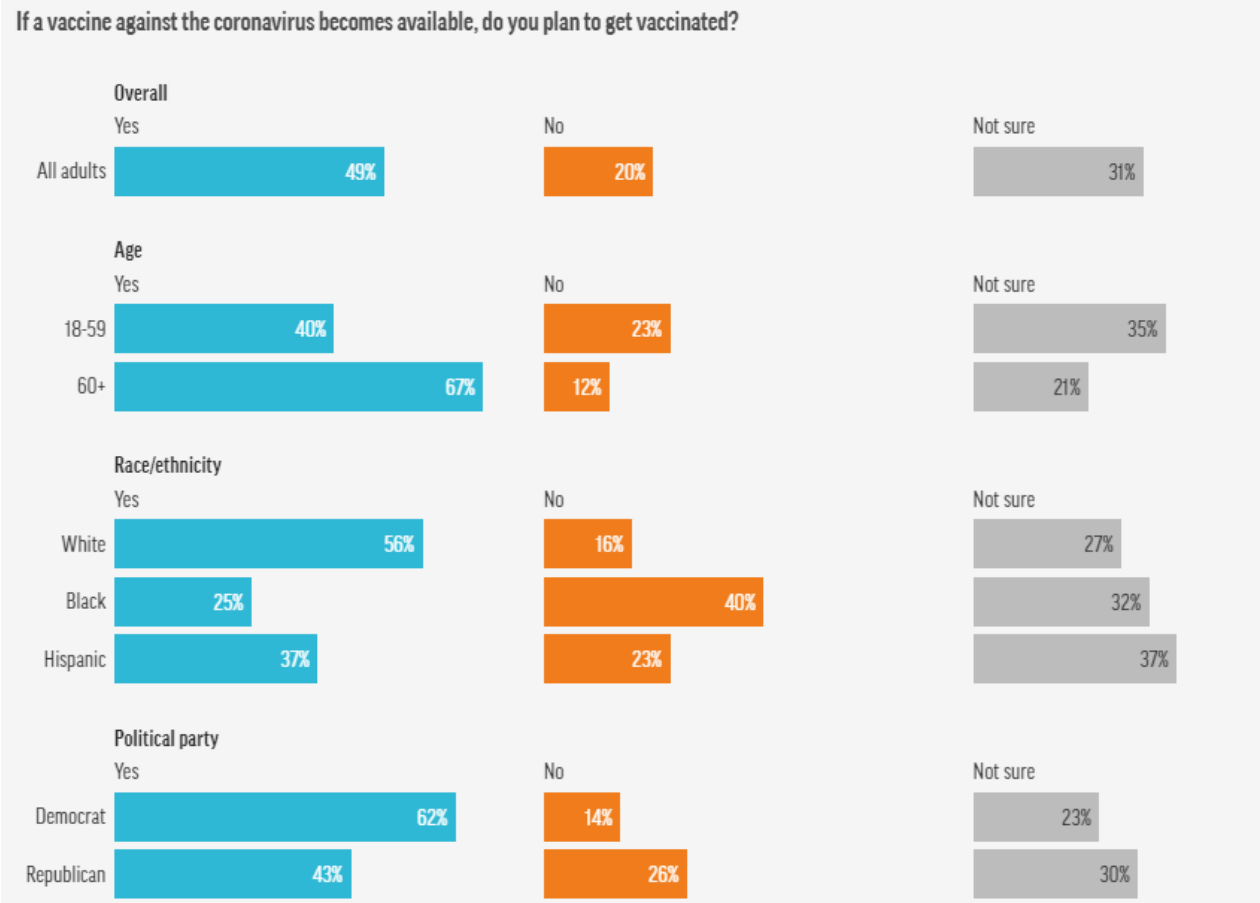
AstraZeneca UNIVERSITY OF OXFORD

Expects to have results by the end of the year

NOVAVAX
Creating Tomorrow's Vaccines Today

Could potentially deliver results by the start of 2021

COVID-19 Vaccine Acceptability-- U.S.

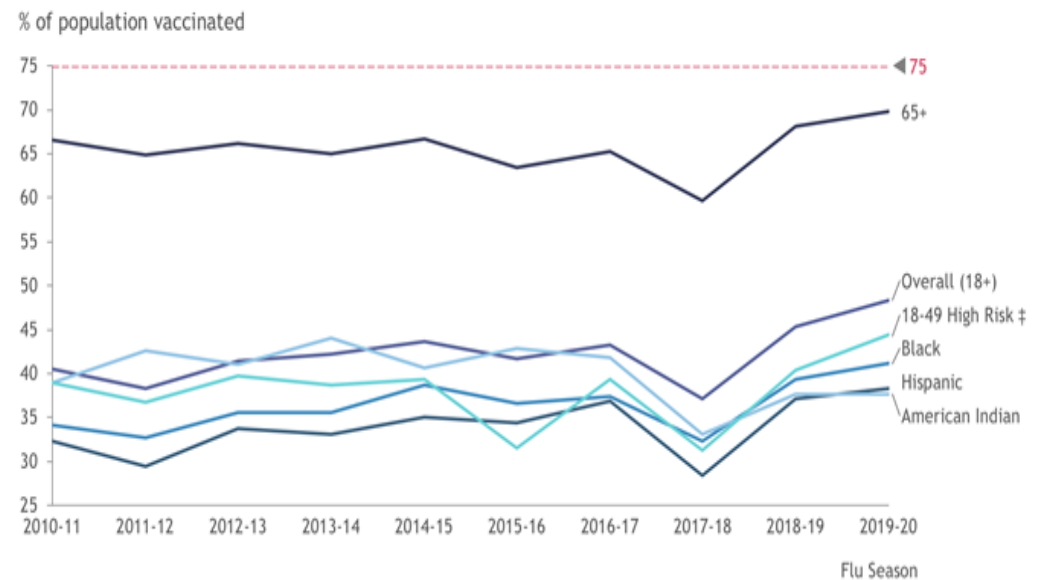


Source: AP-NORC Center for Public Affairs Research

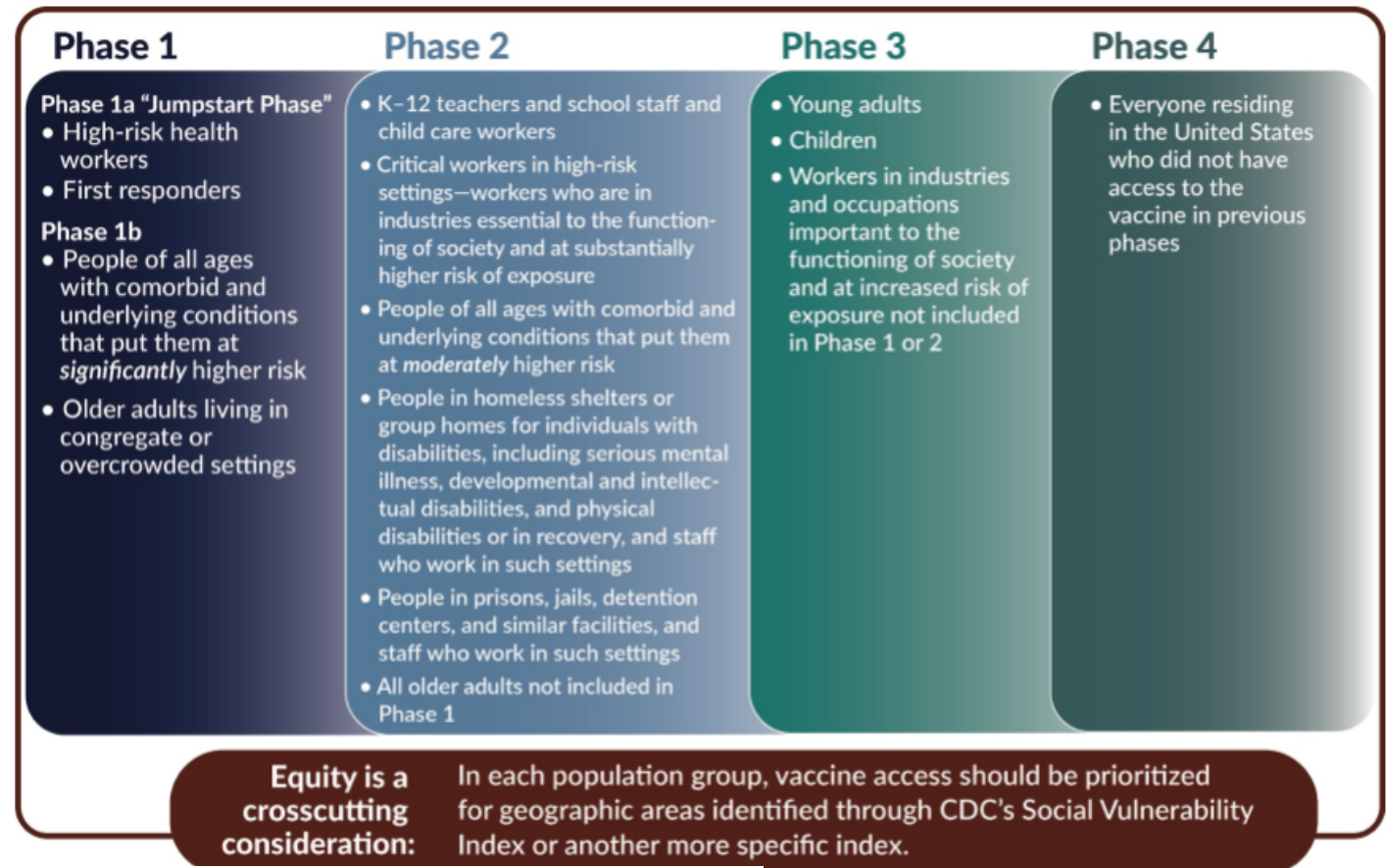
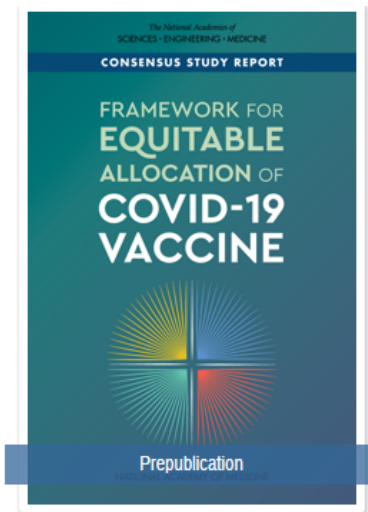
Vaccine Uptake: Potential Challenges

- Recent analysis found **3 out of 4 Americans** would need to receive a vaccine with at least 80 percent efficacy for that vaccine to control COVID-19
- Over the past decade, US has **never managed to vaccinate more than 50% of adults for seasonal influenza in any single year**
- In 2009 during H1N1 pandemic, **fewer than 25% of American adults were vaccinated**

U.S. Seasonal Flu Vaccine Coverage



Proposed Approach to Vaccine Allocation



Source: National Academy of Sciences

Vaccines will not be an immediate magic bullet!

Masks may offer better protection against COVID-19 than any potential vaccine: Experts

When we do have a vaccine, it likely won't be 100% effective, doctors say.

Fauci: Even after a COVID-19 vaccine, masks and social distance still vital

[Health](#) Sep 23, 2020 1:58 PM EDT

Conclusions

- COVID-19 pandemic continues to grow and evolve with over 54,000,000 confirmed cases worldwide
- US continues to lead in terms of number of new cases and has reached record daily number of new cases
- New York City is experiencing a surge in daily number of cases (with hospitalizations and deaths) and rise in PCR test positivity
 - Adherence to face covering/masking, distancing and avoiding social gatherings is critical
- COVID-19 vaccine development is moving at a rapid pace, with encouraging early findings
 - Several challenges will need to be overcome to garner the full benefits from safe and effective vaccine(s)
- Adherence to public health preventive measures have been shown to be effective in controlling SARS-CoV-2 transmission and will continue to be needed for the foreseeable future

Stay safe, stay well, stay connected



PRESENTATION TO UNIVERSITY SENATE

Donna Lynne
November 20, 2020

Student Surveys

- Two surveys:
 - Undergrad sent to 8,481; responses from 3,613 (43%)
 - Graduate sent to 16,948; responses from 4,891 (29%)
- Questions for undergrads (Columbia College, SEAS and GS) and graduate students are nearly identical, with one exception since mode of instruction for undergraduates was solely virtual
- Each graduate school had the option to supplement the “common questions” with their own tailor-made questions

Student Surveys: emerging themes

- Undergraduate
 - Homogenous distribution across all “years”
 - 33% dissatisfied with their overall learning experience; 37% satisfied (CC of the three schools slightly more dissatisfied)
 - 70% of students satisfied with course content
 - Only 22% were satisfied with their connection with faculty
 - Class discussions were big dissatisfier
 - For spring, greatest interest was in having more in-person offerings, followed by more hybrid classes
 - Other open-ended comments include desire for more engagement with students as well as faculty, unhappiness with being at home, mental health, need for more evening classes, desire for in-person Commencement

Student Surveys: emerging themes

- Graduate
 - 19% dissatisfied with their overall learning experience; 58% satisfied
 - Slightly stronger feelings of engagement with hybrid classes than virtual
 - Slightly less satisfaction with class discussions with virtual classes than hybrid; similarly for engagement with faculty
 - For spring, greatest interest was in having more in-person offerings, followed by more hybrid classes
 - Other comments include fatigue, burnout, mental health, class scheduling flexibility

**RESOLUTION TO AMEND THE UNIVERSITY SENATE BY-LAWS
TO ADDRESS ELECTRONIC MEETINGS**

BE IT RESOLVED that the Senate amend its By-Laws to address electronic meetings, as set out, below.

Amendments in **bold**

SEC. 1: ORGANIZATION AND PROCEDURE.

b. Meetings. The Senate shall hold regular meetings at least once a month during the academic year, and may meet more frequently by decision of a majority of its members present and voting, at the call of the President of the University, at the call of the Executive Committee, or at the call of one-third of all its members. Meetings of the University Senate shall be open to members of the University community, campus press, radio and other campus news media, unless such meetings have been designated closed by the Executive Committee of the Senate and such designation has not been overruled by a majority of the members of the Senate present and voting thereon. **When practicable, meetings of the Senate shall be held in person.**

c. Electronic meetings. **Electronic meetings of the Senate may be called by the President, by the Chair of the Executive Committee of the University Senate in consultation with the members of the Executive Committee of the University Senate, by the Executive Committee, and by the call of one-third of all the Senate members. Platforms for electronic meetings shall be designated by the Executive Committee. These electronic meetings of the Senate shall be subject to all rules and governing documents of the Senate, which may include reasonable limitations on, and requirements for, participation of Senators and of others. Any such rules adopted by the Senate shall supersede any conflicting rules of the parliamentary authority, but may not otherwise conflict with or alter any rule of the Rules of Procedure of the University Senate.**

When the Senate is meeting electronically pursuant to Section 1(c), a Senator shall be considered present for purposes of a quorum pursuant to Section 1(d) if they have entered the meeting and not yet left it, even if they have turned off their video.

d. Quorum. One-half of the membership of the Senate shall constitute a quorum for the conduct of the Senate's business. **Only those senators who are physically present for an in-person meeting or are logged in using the approved medium for an electronic meeting shall be counted for the purpose of a quorum.**

- k. Floor Privileges. The Dean or Director of any Faculty, School, or Administrative Board, whether or not he or she is a senator, shall have the right to speak and participate in debate whenever any matter that is of special concern to his or her particular Faculty or School is before the Senate.

The student body in the following affiliated institution may elect one student observer: Union Theological Seminary. If any of the affiliated institutions elect such student observers, they shall be entitled to sit with the University Senate but shall not vote or otherwise participate in its deliberations, unless particular questions relevant to student interests in affiliated institutions are the subject of Senate action, in which case, with the approval of the Chairperson, they shall have a voice but not a vote.

When the Senate considers the report of any standing committee of the Senate, or of any committee, commission, or other group appointed by the Senate or by the Senate Executive Committee, members of that standing committee, and members of such committees, commissions, or groups, who are not members of the Senate may sit with the Senate and have a voice but not a vote in the deliberations of the Senate on that report.

When the Senate is meeting electronically pursuant to Section 1(c), floor privileges shall be governed by the Rules for Electronic Meetings.

- m. Petitions for Senate Action. Any matter may be placed on the agenda of any appropriate committee of the Senate as determined by the Executive Committee by petition signed **physically or electronically** by 150 members of the University community who are entitled to vote for members of the Senate. Any Committee on Instruction may place a matter on the agenda of an appropriate committee of the Senate. Any matter so placed on the agenda of a standing committee shall be disposed of by the committee at the earliest time with due regard to other prior agenda items, and the disposition shall be reported to the full University Senate.

Proponent:

Senate Structure and Operations Committee

University Senate

Proposed: November 20, 2020

Adopted: November 20, 2021

In favor-Opposed-Abstained: 74-1-0

**RESOLUTION TO ADOPT RULES FOR ELECTRONIC MEETINGS
OF THE UNIVERSITY SENATE AND ITS COMMITTEES**

BE IT RESOLVED that the Senate adopt rules for electronic meetings, as set out, below.

1. Selection of platform. The Executive Committee in consultation with the Committee on Structure and Operations shall designate the platform to be used for electronic meetings. To the extent possible, this platform should support public voting and support visible displays (i) identifying those participating, (ii) identifying those seeking recognition to speak, (iii) showing (or permitting the retrieval of) the text of pending motions, and (iv) showing the result of votes.
2. Log in information. Each senator shall be notified by email of any electronic meeting at least 24 hours before the meeting starts. Notice shall include the time of the meeting, the URL and passwords necessary to connect to the Internet meeting service, a link to register if registration is required, and, as an alternative and backup to the audio connection with the Internet service, the phone number and access code(s) the senator needs to participate aurally by telephone. Notice may also include a copy of these rules and the proposed agenda for the meeting.
3. Login time. Internet meeting service availability will begin at least 15 minutes before the start of each electronic meeting.
4. Signing in and out. Senators shall identify themselves or be identified by their computers as required to sign in to the Internet meeting service, and shall maintain Internet and audio access throughout the meeting whenever present, but shall sign out upon any departure before adjournment, where leaving is equivalent to signing out.
5. Connections without video. Senators may connect to an electronic meeting by telephone or other medium without video capability in the event of technical difficulties. Senators who do so must identify themselves to Senate staff so that identifying information may be attached to the visual representation of their participation. Senators participating by telephone may speak, but may not make motions, second motions, vote or be counted toward quorum.
6. Chair of plenary sessions. For the purposes of these rules the Chair of the plenary session shall be either the President of the University or the Chair of the Executive Committee of the University Senate, whoever is presiding
7. Quorum calls. The presence of a quorum may be established at the start of a meeting by inspection of the list of attendees maintained by the Internet meeting service. Thereafter, the continued presence of a quorum shall be determined by the online list of participating members, unless any

member demands quorum call by audible roll call. Such a demand may be made following any vote for which the announced totals add to less than a quorum.

8. Technical requirements and malfunctions. Each senator is responsible for their audio and internet connections. No action shall be invalidated on the grounds that loss of, or poor quality of, a senator's individual connection prevented participation in the meeting.
9. Forced disconnections. The Chair may cause or direct the disconnection or muting of a senator's connection if it is causing undue interference with the meeting. The Chair's decision to do so, which is subject to undebatable appeal that can be made by any member, shall be announced during the meeting and recorded in the minutes.
10. Assignment of the floor. To seek recognition by the Chair, a senator or other authorized person shall use the method appropriate to the Internet meeting service being used. Upon assigning the floor to a member, the Chair shall clear the online queue of senators and other authorized persons who had been seeking recognition. To claim preference in recognition, another senator or other authorized person may promptly seek recognition again, and the Chair shall recognize the member for the limited purpose of determining whether that person is entitled to preference in recognition.
11. Interrupting a speaker. A senator who intends to make a motion or request that under the rules may interrupt a speaker shall use the method appropriate to the Internet meeting service being used for so indicating, and shall thereafter wait a reasonable time for the Chair's instructions before attempting to interrupt the speaker by voice.
12. Motions submitted in writing. Whenever possible a senator intending to make a main motion, to offer an amendment, or to propose instructions to a committee, shall, before or after being recognized, email the motion in writing to the Senate staff, preceded by the senator's name and a number corresponding to how many written motions the member has so far posted during the meeting (e.g., "SMITH 3:."; "FRANCES JONES 2:"). In lieu of email, a Senator may use a messaging application that is part of the Internet meeting service.
13. Display of motions. Screen-sharing shall be used to display the immediate pending question and other relevant pending questions (such as the main motion, or the pertinent part of the main motion when an amendment to which it is pending). Screen-sharing may also be used for reports or discussions at the discretion of the Chair.
14. Voting. Votes shall be taken by the voting feature of the Internet meeting service, and shall be public unless a different method is ordered by the Senate or required by the By-Laws. When required or ordered, other permissible methods of voting are by electronic roll call or by audible roll call. The Chair's announcement of the voting result shall include the number of members voting on each side of the question and the number, if any, who explicitly respond to acknowledge their presence without casting a vote. Business may also be conducted by unanimous consent.

15. Video display. A video of the Chair shall be displayed throughout the meeting, and a video of the senator or other authorized person currently recognized to speak or report shall also be displayed, to the extent possible.

16. Floor privileges. Floor privileges shall be granted in the following manner:

Whenever any matter that is of special concern to their particular Faculty or School is before the Senate, the Dean or Director of any Faculty, School, or Administrative Board, or their designee, whether or not they are a senator, shall have the right to be a participant in the meeting, and shall have all capabilities that Senators have, including screen sharing with the permission of the Chair, but shall not have the right to make motions or to vote.

Student observers from affiliated institutions shall have all the capabilities that Senators have, but shall not have the right to vote or to make motions, and their microphones shall be muted unless unmuted by the Chair.

When the Senate considers the report of any standing committee of the Senate, or of any additional committees as defined in Section 4(b) of the By-Laws, committee members who are not members of the Senate shall have all the technical capabilities that Senators have, but shall not have the right to vote or to make motions, and their microphones shall be muted unless unmuted by the Chair.

17. Participation by Columbia University Members. Holders of Columbia University Identification may attend the meetings if they follow the procedures provided before the meeting to insure the integrity of the meeting. They cannot use the meeting platform to speak, send text messages, make motions, second motions, or vote, except as provided in Paragraph 16. The Chair can evict such visitors at the chair's discretion if such participant causes a disturbance and may limit the number of non-senator participants to stay within the platform capacity limits.

18. Committee meetings. Committees of the Senate as defined in Section 4 of the By-Laws may also meet electronically by using a platform approved by the Executive Committee in consultation with the Committee on Structure and Operations. To the extent possible, committees that meet electronically should follow these rules, but members who participate by telephone or other permitted medium in either a live or electronic committee meeting shall be permitted to vote, make motions, second motions, and be counted toward quorum. Telephone or other medium shall be permitted only if it enables the member using it to hear all other members who are part of the meeting, and if it enables all members who are part of the meeting to hear them.

Proponent:

Senate Structure and Operations Committee

University Senate

Proposed: November 20, 2020

Adopted: November 20, 2020

In favor-Opposed-Abstained: 69-1-0

**RESOLUTION TO RATIFY SENATE ACTIONS
FOR THE PERIOD FROM APRIL 3 TO OCTOBER 23, 2020**

WHEREAS, The Covid-19 pandemic required much of the University's essential business to move to electronic platforms; and

WHEREAS, Senate By-Laws and Rules were premised on in-person meetings, and did not make provisions for situations such as the Covid-19 pandemic; and

WHEREAS, During the pandemic the Senate adopted resolutions and passed motions that were urgent and could not reasonably wait for a regular in-person meeting to occur, and continued to engage in education and discussion; and

WHEREAS, Matters decided on by the Senate in plenaries from April 3 to October 23, 2020, must be ratified at the first regular meeting of the Senate; and

WHEREAS, Following amendments to the University Statutes and Senate By-Laws to address electronic meetings, the Senate may now conduct business in electronic meetings;

THEREFORE, BE IT RESOLVED that the Senate now ratify those actions taken between April 3 and October 23, 2020, in the absence of a quorum:

- Resolution Concerning Summer Powers:
 - i. Resolution to Amend the University Statutes to Address Virtual Meetings in Emergencies
 - ii. Resolution to Extend the Academic Year Across Three Semesters, from September to August
- Resolution to Approve a Program Leading to the Master of Public Administration in Economic Policy Management (SIPA)
- Resolution to Approve an Advanced Certificate in Food Systems and Public Health (MSPH)

Proponent:

Senate Structure and Operations Committee

University Senate

Proposed: November 20, 2020

Adopted: November 20, 2020

In favor-Opposed-Abstained: 67-0-2

**RESOLUTION IN SUPPORT OF THE CONTINUUM PROGRAM FOR
DIVERSITY IN GRADUATE EDUCATION AND CAREER DEVELOPMENT**

WHEREAS, we find ourselves at a moment in the history of the University and country where bold action is required; and

WHEREAS, we recognize the urgent need to address systemic racism in our own domain, higher education, and in our own institution, Columbia University; and

WHEREAS, the University has made a sincere effort to address the issue of diversity and institutional racism through a range of school level initiatives, and

WHEREAS, we embrace diversity on civic grounds as an obligation of citizens in a democracy and on intellectual grounds as a principle in and of itself in higher education; and

WHEREAS, in advancing this program, we act on our ambition to create a graduate student body that reflects the rich diversity of the nation, and on the belief in diversity as an indispensable element of intellectual life and the creation of new knowledge;

THEREFORE, BE IT RESOLVED that the Senate support the adoption of the Continuum Program for Diversity in Graduate Education and Career Development, an initiative on racial equity in graduate education designed to secure greater opportunity and access for talented students from historically underrepresented groups to our world-class graduate programs and the professional careers such education opens up.

BE IT FURTHER RESOLVED that the Continuum Program for Diversity in Graduate Education and Career Development be established as a unit within the Office of the Provost to increase coordination and collaboration among current programs and initiatives, oversee data collection, and establish accountability.

Proponents:

University Senate Commission on Diversity

Student Affairs Committee

UNIVERSITY SENATE COMMISSION ON DIVERSITY

CONTINUUM PROGRAM FOR DIVERSITY IN GRADUATE EDUCATION AND CAREER DEVELOPMENT REPORT AND POLICY RECOMMENDATIONS

November 20, 2020

WHY THIS INITIATIVE IS NEEDED

Recognizing the urgent need to address systemic racism in our own domain, higher education, and our own institution, Columbia University, the University Senate Commission on Diversity convened their work over the summer of 2020 to identify feasible initiatives to facilitate our goal of reaching a more equitable academic environment.

We reviewed data on the current structure and composition of the graduate student population across Columbia's schools and met with key individuals working on diversity and inclusion at the school-level to understand the current structure. Based on this data and these consultations, the commission is proposing the adoption of the **Continuum Program for Diversity in Graduate Education and Career Development**.

The university has made a sincere effort to address the issue of diversity and institutional racism through various initiatives across the schools. There are, currently, a host of initiatives and programs operating across the university, emanating from various units within the university, and others still in the planning stage. Without attempting to offer a comprehensive list, we note new programs introduced by the Office of the President and Office of the Provost, including the mini-institute on addressing anti-black racism, seed grant funding for faculty engaging issues of structural racism, and the Provost's Diversity Fellowship program; by the Vice-Provost for Faculty Advancement, including the Faculty Pipeline and Diversity Initiative; by the Executive Vice President of University Life, including Racial Justice and Anti-Black Violence Resources; by the Dean of the Graduate School of Arts and Sciences, especially the Graduate Equity Initiative, which commits major resources to cross-disciplinary faculty initiatives that transform the way we identify, attract, and support talented students' intellectual and professional development, and by the School of Engineering and Applied Science and School of Business, including major initiatives under development to support cohorts of graduate students from historically underrepresented backgrounds to pursue graduate studies in engineering and business areas. We also note particularly the importance of the work underway in offices of equity

and inclusion within individual schools, from which some of the programs mentioned above originated.

An initiative on racial equity in graduate education, the **Continuum Program for Diversity in Graduate Education and Career Development** is designed to secure greater opportunity and access for talented students from historically underrepresented groups¹ to our world-class graduate programs and the professional careers such educations open up. The Continuum Program for Diversity in Graduate Education and Career Development is designed to build upon existing programs and initiatives. One of the chief goals of the program is to lend support to the work of school level offices and officers, to unify and facilitate coordination across and among schools to add a level of accountability and advance best practices, and to provide an imprimatur for their work from the central administration. In advancing this program we act on our ambition to comprise a graduate student body that reflects the rich diversity of the nation, and on the belief in diversity as an indispensable element of intellectual life and the creation of new knowledge. In other words, we embrace diversity on civic grounds as an obligation of citizens in a democracy, and on intellectual grounds as a principle in and of itself in higher education.

The plan outlined below connects all Columbia University graduate schools in a unified, administratively centralized, effort to close the gap between the proportion of our undergraduate and graduate students from historically underrepresented groups.

It is our strong belief that for the university as a whole to succeed in these efforts, a centralized plan and accountability are required. The development of a central office for the Continuum Program for Diversity in Graduate Education and Career Development thus is essential to any effort to provide the climate and infrastructure necessary for the support of graduate students underrepresented at Columbia and beyond. We also believe it is essential to fully address the challenge as an issue of the academic life and learning environments of our students. For that reason, a dedicated unit within the Office of the Provost would be best positioned to provide the necessary academic and professional support for all graduate students from historically underrepresented groups and to mitigate the isolation experienced by those pursuing degrees in programs with very small numbers of students from historically underrepresented groups.

¹ Historically underrepresented groups: U.S. citizens and permanent residents who have self-identified as at least one of the following: Hispanic or Latino, American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander, (<https://provost.columbia.edu/content/faculty-diversity>.)

PRESENTATION OF DATA

1. Columbia's student population grew 21 percent over the period 2010 to 2019, with growth in all areas: undergraduate², Morningside graduate and professional schools³, Medical Center schools⁴, and professional studies and special programs⁵.
2. The international student population almost doubled over this period, while the domestic student population (U.S. citizens and permanent residents) remained stable, with the result that international students made up 37 percent of the student population in 2019, up from 23 percent in 2010.
3. For federal reporting, the proportion of students from historically underrepresented groups is measured as a share of the domestic student population, and only domestic students are included in the count of students by race and ethnicity. As this report focuses on Columbia's role in contributing to racial equality in graduate education, we consider the total number of possible student places and thus consider students from historically underrepresented groups as a share of the total population as well as the domestic population.
4. At Columbia, students from historically underrepresented groups made up 20 percent of the domestic student population in 2019, up from 16.9 percent in 2010. Considering the total student population, the share of students from historically underrepresented groups declined slightly to 12.6 percent in 2019, from 13.0 percent in 2010.
5. The share of students from historically underrepresented groups is larger in the undergraduate schools: 25.1 percent of the domestic student population in 2019, up slightly from 24.6 percent in 2010. Considering the total student population, the share of these students in the undergraduate schools was 20.4 percent in 2019, down from 21.8 percent in 2010.
6. The share of students from historically underrepresented groups is smaller in the graduate and professional schools: 17.3 percent of the domestic student population in 2019, up from 13.1 percent in 2010. Considering the total student population, the share of these students was 9.7 percent in 2019, from 9.5 percent in 2010.
7. Among the graduate and professional schools, the share of students from historically underrepresented groups is largest in the CUIMC schools: 18.4 percent of the domestic student population in 2019, up from 11.7 percent in 2010. Considering the total student population, the share of these students in the CUIMC schools was 16.2 percent in 2019, up from 10.5 percent in 2010.
8. In comparison, among the Morningside graduate and professional schools and professional studies and global programs, the share of students from historically underrepresented groups was 16.8 percent of the domestic student population in both in 2019, up from 13.3 and 14.5 percent, respectively, in 2010. Considering the total student population, the share of these students in the

² Columbia College, Engineering, and School of General Studies.

³ Architecture, Planning and Preservation, Arts, Business, Engineering, Graduate School of Arts and Sciences, Journalism, International and Public Affairs, Law, and Social Work.

⁴ Dental Medicine, Nursing, Physicians and Surgeons, and Public Health.

⁵ School of Professional Studies and global programs.

two groups was 8.2 and 8.1 percent, respectively, in 2019, as compared with 8.7 and 12.0 percent, respectively, in 2010.

9. In summary, over the period 2010 to 2019, the share of students from historically underrepresented groups grew by 3.1 percent across Columbia. This at a time when the total student body grew by 21 percent and the international student population increased by 97 percent. Over this period, the situation in the undergraduate schools has remained relatively stable, and the graduate and professional schools continue to lag behind the undergraduate schools.

If we consider the student population as consisting of three broad groups, domestic students who do not identify as belonging to an historically underrepresented group (US Non-HUG); domestic students who do identify as belonging to an historically underrepresented group (US HUG), and international students, the change in the structure of the student body since 2011 becomes clearer.

Population Structure: Historically Underrepresented Groups’ Share of Domestic Student Population (2010 and 2019)

2010	US-Non HUG	US HUG	International	Total
Columbia University	83.1%	16.9%	.	100.0%
Undergraduate Schools	75.4%	24.6%	.	100.0%
Morningside Graduate & Professional Schools	86.7%	13.3%	.	100.0%
Medical Center Schools	88.3%	11.7%	.	100.0%
Professional Studies & Special Programs	85.5%	14.5%	.	100.0%

2019	US Non-HUG	US HUG	International	Total
Columbia University	80.0%	20.0%	.	100.0%
Undergraduate Schools	74.9%	25.1%	.	100.0%
Morningside Graduate & Professional Schools	83.2%	16.8%	.	100.0%
Medical Center Schools	81.6%	18.4%	.	100.0%
Professional Studies & Special Programs	83.2%	16.8%	.	100.0%

Source: Office of the Provost for Institutional Research

Population Structure: Historically Underrepresented Groups' Share of Total Student Population (2010 & 2019)

2010	US Non-HUG	US HUG	International	Total
Columbia University	64.0%	13.0%	23.0%	100.0%
Undergraduate Schools	66.7%	21.8%	11.5%	100.0%
Morningside Graduate & Professional Schools	56.7%	8.7%	34.6%	100.0%
Medical Center Schools	79.8%	10.5%	9.7%	100.0%
Professional Studies & Special Programs	70.8%	12.0%	17.2%	100.0%

2019	US Non-HUG	US HUG	International	Total
Columbia University	50.2%	12.6%	37.2%	100.0%
Undergraduate Schools	60.9%	20.4%	18.7%	100.0%
Morningside Graduate & Professional Schools	40.7%	8.2%	51.1%	100.0%
Medical Center Schools	71.8%	16.2%	12.0%	100.0%
Professional Studies & Special Programs	40.2%	8.1%	51.7%	100.0%

Source: Office of the Provost for Institutional Research

Focusing on the PhD student population, we consider three schools in detail, the Graduate School of Arts and Sciences, School of Engineering and Applied Science, and the College of Physicians and Surgeons, for the period 2016 to 2020. We look at the structure of the student population at each of three stages: application, admission, and acceptance by domestic students who do not identify as belonging to an historically underrepresented group (US Non-HUG); domestic students who do identify as belonging to an historically underrepresented group (US HUG), and international students. While we understand that the diversity of the student body is measured as a share of the total domestic population, we deemed it important to consider the complete picture.

We see that:

- The share of students who do *not* identify as belonging to an historically underrepresented group varies by school, representing an average of 47 percent of the student body in the Graduate School of Arts and Sciences, 36 percent in the School of Engineering and Applied Science, and 59 percent in the College of Physicians and Surgeons.
- Interestingly, the share of students who do identify as belonging to an historically underrepresented group is greatest in the school with the smallest PhD student population, the College of Physicians and Surgeons, where they make up 16 percent of the total PhD student population. Students who identify as belonging to an historically underrepresented group make up 9 percent of the total PhD student body in the Graduate School of Arts and Sciences and 4 percent in the School of Engineering and Applied Science.

- The share of international students varies by school, unsurprisingly, representing an average of 44 percent of the student body in the Graduate School of Arts and Sciences, 60 percent in the School of Engineering and Applied Science, and 26 percent in the College of Physicians and Surgeons.

PhD Population: Historically Underrepresented Groups’ Share of U.S. Applications, Admissions, and Acceptances (average 2016-20)

2016-20 average	Applications				Admissions				Acceptances			
	US Non-HUG	US HUG	International	Total	US Non-HUG	US HUG	International	Total	US Non-HUG	US HUG	International	Total
Graduate School of Arts and Sciences	83.3%	16.7%	.	100.0%	83.2%	16.8%	.	100.0%	84.1%	15.9%	.	100.0%
School of Engineering and Applied Science	92.9%	7.1%	.	100.0%	95.5%	4.5%	.	100.0%	89.5%	10.5%	.	100.0%
College of Physicians and Surgeons	81.6%	18.4%	.	100.0%	79.2%	20.8%	.	100.0%	78.7%	21.3%	.	100.0%

Source: Individual school data

PhD Population: Historically Underrepresented Groups’ Share of Total Applications, Admissions, and Acceptances (average 2016-20)

2016-20 average	Applications				Admissions				Acceptances			
	US Non-HUG	US HUG	International	Total	US Non-HUG	US HUG	International	Total	US Non-HUG	US HUG	International	Total
Graduate School of Arts and Sciences	43.1%	8.7%	48.2%	100.0%	49.3%	9.9%	40.7%	99.9%	47.1%	8.9%	44.0%	100.0%
School of Engineering and Applied Science	26.5%	2.0%	71.5%	100.0%	58.7%	2.8%	38.5%	100.0%	35.7%	4.1%	60.2%	100.0%
College of Physicians and Surgeons	48.1%	10.9%	41.0%	100.0%	64.3%	16.7%	19.0%	100.0%	58.8%	15.7%	25.5%	100.0%

Source: Individual school data

CONCLUSIONS FROM THE DATA ANALYSES

Data for the Graduate School of Arts and Sciences, School of Engineering and Applied Sciences, and the College of Physicians and Surgeons indicate that the challenges of successfully recruiting students from historically underrepresented groups exist at every stage of the process from application to graduation and the post-graduate transition to academic and professional careers. Division and department level data provided by one school (Graduate School of Arts and Sciences) confirm that the choke points vary from division to division and department to department as seen in the size of

the applicant pool; the proportion of students offered admission; and the yield or level at which admitted students accept our offers to join graduate programs at Columbia. We also note the historical challenges facing the Science, Technology, Engineering, and Mathematics (STEM) field in improving the representation of students from historically underrepresented backgrounds throughout the pipeline (including pre-college, college, and post-graduate).

POLICY RECOMMENDATIONS

The Commission on Diversity makes two policy recommendations.

1. The development of a dedicated unit within the Office of the Provost to administer the Continuum Program for Diversity in Graduate Education and Career Development. This unit would be led by an individual with extensive experience in diversity and professional development.

The unit will work collaboratively and proactively with schools, departments and programs to recruit and support the needs of diverse students as they pursue graduate study at Columbia University and careers beyond. This unit will focus on initiatives such as those described below, and will be committed to building and maintaining a nurturing community of scholars in which students from diverse backgrounds and experiences will be supported in their career development and goals.

2. The adoption of a continuum model of support of students from historically underrepresented groups that extends across the entire process and timeline of graduate education and beyond.

The Continuum Model:

1. **Applicant Pool**

Goal: To enrich and expand the pool of prospective students by improving knowledge of, and interest in, Columbia graduate schools and to combat bias and discrimination in admissions decisions

Recommendations:

- Summer Research Programs for undergraduates (starting as early as sophomore year) in partnership with city colleges and universities and Historically Black Colleges and Universities
- Application Boot Camps for Prospective Students
- Preview Weekends for promising Prospective Applicants
- Pathways from M.A. to Ph.D. Programs

2. Admissions Process

Goal: To secure higher admission and acceptance rates by identifying talented students from historically underrepresented groups in the applicant pool; by working against bias and discrimination in admissions decisions; and by providing supports (financial and social-cultural) required to successfully recruit accepted students

Recommendations:

- Pre-Admission Interviews of Promising Students (coordinated by “Diversity Office”)
- Admissions Workshops for Departments
- School-wide Recruitment Weekends (coordinated with Departments)
- Increase Funding Levels in Recruitment Packages and Years in Program (to match Ivy League Peer Schools and higher cost of living of NYC)

3. Graduate Experience

Goal: To create a culture of support and mentoring for enrolled graduate students throughout the length of their program

Recommendations:

- Pre-Orientation Events (to build community among arriving students)
- Creation of programming coordinated across the schools of Columbia, aimed at enhancing the professional development of students from historically underrepresented groups and sense of belonging to a cohort
- Creation of Diversity Advisory Boards with Graduate Student Members (to ensure that diversity work is recognized and compensated)
- Designated physical spaces (to enhance opportunities for student connection)
- Fellowships for Public Facing Work

4. Post-Graduate Work

Goal: To successfully mentor and support Columbia graduates in their professional transition to the workplace

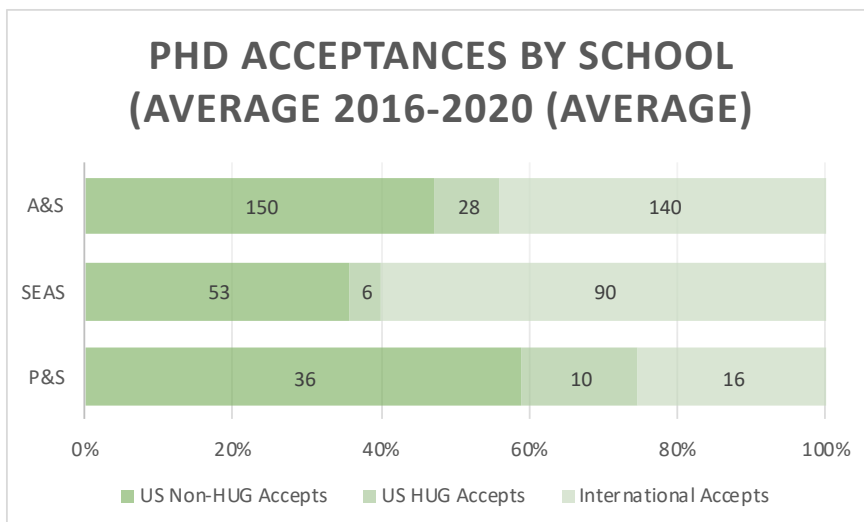
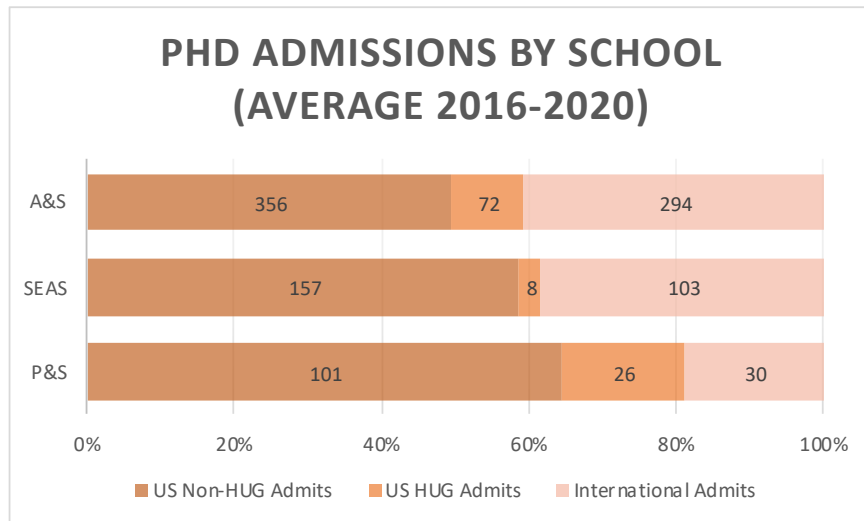
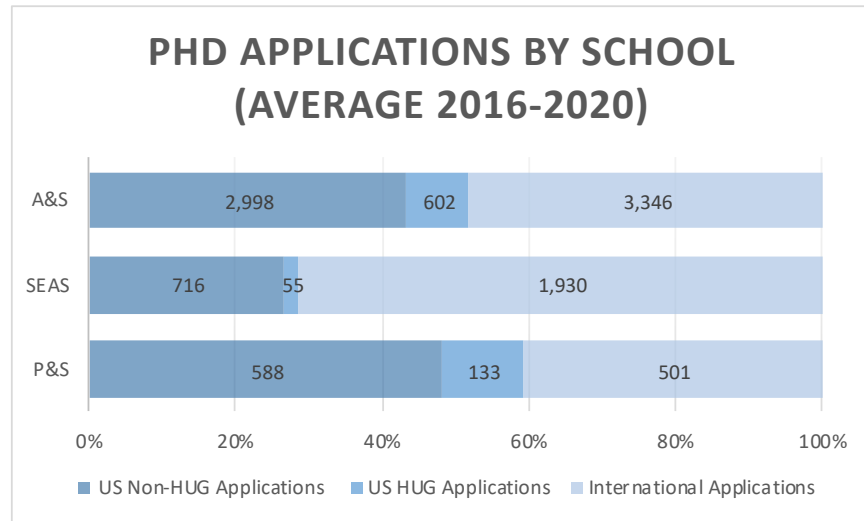
Recommendations:

- Support in placement, and tracking, of students from historically underrepresented groups in their transition to post-graduate employment
- Teaching Fellowships for Columbia Graduates
- Postdocs to Faculty Positions—Career guidance through “Diversity Office”
- Internship Opportunities with area non-profits, K-16 schools, public agencies and businesses
- Industry Partnerships and On-site Visits—Coordinated through “Diversity Office.”

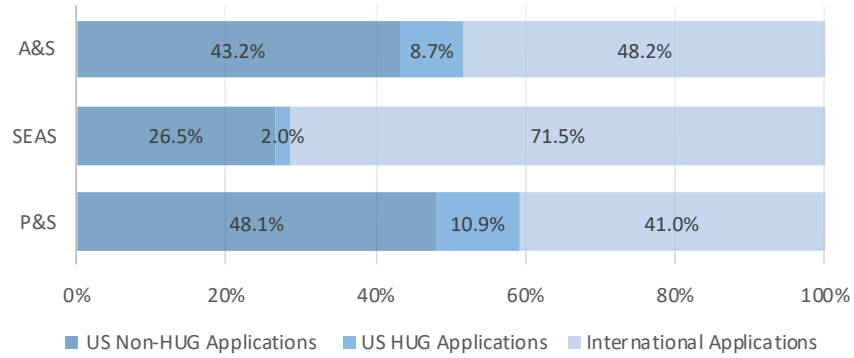
Commission on Diversity

Stu.	Elizabeth Gillette		SSW	Sen.	eag2226@columbia.edu
Stu.	Heven Haile	Co-Chair	CC	Sen.	hh2714@columbia.edu
Stu.	Colby King		CC	Nonsen.	cxk2101@columbia.edu
Stu.	Conor O'Boyle		BUS	Sen.	COboyle21@gsb.columbia.edu
Stu.	Weitao Zhu		GSAS/NS	Sen.	weitao.zhu@columbia.edu
Ten.	Jeanine D'Armiento		P&S	Sen.	jmd12@cumc.columbia.edu
Nonten.	Yamile M. Marti		SSW	Sen.	ymm2101@columbia.edu
Nonten.	Roosevelt Montas		A&S/HUM	Nonsen.	rm63@columbia.edu
Ten.	Stephanie McCurry	Co-Chair	A&S/SS	Nonsen.	sm4041@columbia.edu
Admin. Staff	Tricia Shimamura		Admin. Staff: Morningside-Lamont	Nonsen.	ts2968@columbia.edu
Admin.	Carlos J. Alonso		Adm.	Sen.	ca2201@columbia.edu
Admin.	Dennis A. Mitchell		Adm.	Nonsen.	dmitchell@columbia.edu
Stu. Obs.	Anne O'Connell		GS	Stu. Obs.	ao2668@columbia.edu
Stu.	Cameron Clarke		P&S	Observer	cdc2212@cumc.columbia.edu
Admin.	Shana Lassiter		Adm.	Observer	slassiter@columbia.edu
Ten.	Mignon Moore		BAR	Observer	mmoore@barnard.edu
Stu.	Ogoegbunam Okolo		P&S	Observer	Obo2108@cumc.columbia.edu
Stu.	Zayba Qamar		CC	Observer	zoq2002@columbia.edu
Admin.	Ixchel Rosal		Adm.	Observer	irosal@columbia.edu
Ten.	Andrea White		UTS	Observer	awhite@uts.columbia.edu

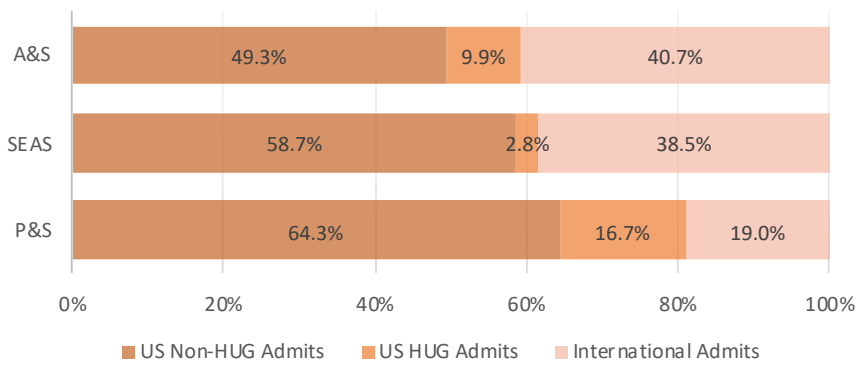
APPENDIX



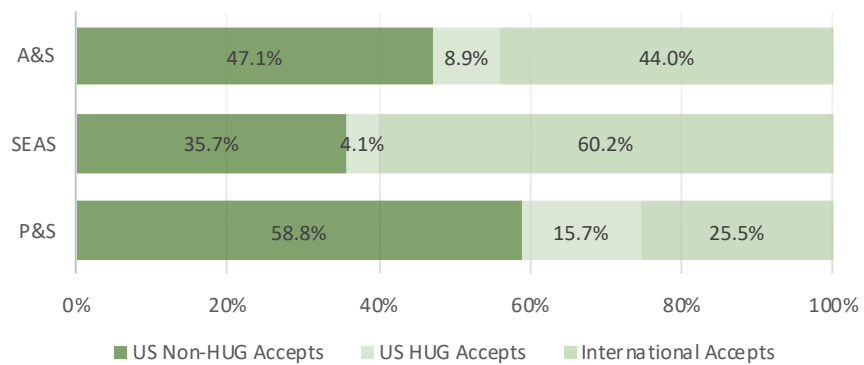
PHD APPLICATIONS BY SCHOOL (AVERAGE 2016-2020)



PHD ADMISSIONS BY SCHOOL (AVERAGE 2016-2020)



PHD ACCEPTANCES BY SCHOOL (AVERAGE 2016-2020 (AVERAGE))



Housing Policy Committee

Annual Report 2019-2020

Regina Martuscello, PhD, Chair

Jeremy Wahl, Vice-Chair



COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

Columbia Residential Overview

Morningside (Data as of Nov2019)

- 148 Buildings (141 owned/7 leased)
- 5,727 Apartments
- 7,842 Tenants
 - 70.9% Students
 - 12.6% Officers of Instruction
 - 5.5% Statutory Tenants (rent controlled/rent stabilized tenants)
 - 3.5% Postdocs
 - 2.8% Retirees/Surviving Spouses
 - 1.2% Officers of Research
 - 1.1% Building Staff
 - 0.9% Transient (visiting academics and others with short-term housing needs)
 - 0.8% Officers of the Libraries
 - 0.8% Officers of Administration

CUIMC (Data as of March2020)

- 7 Buildings
- 904 Apartments/suites
 - 1,343 Beds
- 1,072 Tenants
 - 95% Students
 - 3% Postdocs
 - <1% Officers of instruction
 - <1% Building staff
 - <1% Retirees/Surviving Spouse
 - <1% Officers of Administration

Columbia Residential Overview Cont.

Morningside (Data as of Nov2019)

- Residential Breakdown Officers of Instruction (987 Faculty – 824 Tenured – 97 Non-Tenured)
 - 50% Arts & Sciences
 - 12% Medical Center
 - 11% Engineering
 - 8% Business
 - 5% Barnard
 - 3% Law
 - 3% Zuckerman Institute
 - 2% SIPA
 - 2% Social Work
 - 2% Journalism
 - 2% Athletics
 - 1% Architecture

CUIMC (Data as of March2020)

- Residential Breakdown Students (1,072)
 - 39.5% Mailman School of Public Health
 - 23% Vagelos College of Physicians and Surgeons
 - 13.9% GSAS
 - 10.6% College of Dental Medicine
 - 7.2% School of Nursing
 - 1.1% Physical Therapy
 - 2.1% Institute of Human Nutrition
 - 2.1% Occupational Therapy
 - 0.27% Genetics

Housing Mobility Program

- The Housing Mobility Program utilizes the existing options under the Housing Assistance Program 2 (the income supplement, forgivable loan, and shared appreciation second mortgage) to incentivize identifying housing on the market for rental or purchase. The HMP offers Columbia faculty financial support for relocating out of Columbia housing or downsizing from a large Columbia apartment into a smaller one.
- In 2019-2020, the Provost's Office conducted the 7th application round of the Housing Mobility Program Aligned with previous application cycles, 34 applications were received.
 - Over the seven application rounds, a total of 192 applications were submitted.
- Around 25% of these applications moved forward in the process.
 - These accepted applications are now in various stages of execution, with just over half for relocating out of Columbia Housing and the rest for downsizing to a smaller apartment.

Housing Maintenance

- Joint meeting with the Campus Planning and Physical Development Committee March 2010.
- Specific issues with CUIMC maintenance were discussed.
 - CUIMC moving toward system that Morningside currently uses for work orders and follow-up satisfaction surveys.
 - Based on the Quality-of-Life Survey, tenants of the Haven Towers indicated the need for window replacements, AC/Heating replacements, laundry machine upgrades, reduction in price of laundry and elevator maintenance.
 - FY2019 SOGR budget allotted 74% facades/roofs, 20% building repairs, 6% code compliance.
 - FY2019 Operating costs for repairs, maintenance, security and other core expenses were 34% of the budget.
- Discussed vacant buildings and loss of grocery stores on Broadway between 169th-170th for new NYP building projects.
 - Currently CUIMC is not involved in this project.

Postdoc Housing

- The postdoctoral research scientist & scholar population at Columbia has been experiencing significant housing insecurity, especially international postdocs.
 - International postdocs face unique challenges in NYC, whereby they do not have checks in USD, they do not have a credit history, they do not have a SSN and the minimum salary is not sufficient to sign a lease @40X the rent (and do not have a US guarantor who make 60X the rent).
- University offers ~380 apartments for ~1000 postdocs, who enter Columbia rolling throughout the year.
- What has been accomplished?
 - International House now accepts housing applications from postdocs.
 - A Waitlist Pilot launched at the end of Summer 2020. At that time, housing offers were made to all postdocs who applied for housing but were not approved by their department. Those who chose units and moved into housing through the waitlist are offered 1-year leases with the option to renew if approved by their department for a longer-term allocation. In the event they are not approved for additional time, Columbia Residential will offer off-campus search assistance / guidance through its off-campus housing office.
 - Additionally, as a part of the pilot, Columbia Residential now offers shared apartments at the Arbor for postdocs looking for less expensive housing options.

Housing Study Steering Committee

- In late 2019, the University assembled a Steering Committee to guide a study of Columbia's long-term housing needs across all affiliate groups.
- The Steering Committee consulted with the Housing Policy Committee leadership at the project's early stages. It requested that the Committee create descriptive profiles of different types of Columbia affiliates and their generalized housing needs and challenges.
 - This included grouping affiliates by their commonalities.
- Many key members of the Steering Committee are currently engaged in the challenges of the current context, but the Housing Policy Committee will continue discussions with Steering Committee leadership as soon as the work fully resumes.

COVID-Related Housing

- COVID caused quick and significant changes to housing for all Columbia Students.
 - CU students were moved out at high numbers in dorms and other housing.
 - CU did not charge students for breaking their leases and offered rent relief for multiple months (approx. loss of 2M in revenue).
 - Bard Hall students were away on spring break, could not meet move out deadlines, and could not get their belongings in time.
 - The HPC forwarded the concerns to the administration, who resolved this issue.
- Moratorium on nonessential construction, caused renovations to be put on pause.
 - Other construction projects were delayed, other than life-saving projects (gas leaks).
- Vacant graduate student housing was repurposed for CU front line workers treating patients at the hospital and did not want to return home to their families.
 - These tenants moved out once the hospital surge eased.

Members of Housing Policy Committee

- Andreas H. Hielscher, PhD; Professor of Biomedical Engineering, Electrical Engineering, and Radiology (Physics); (Senator) - **Chair**
- Regina Martuscello, PhD; Associate Research Scientist, Dept of Pathology & Cell Biology (Senator) – **Vice Chair**
- Ian Beilin, PhD; Research Collections and Services Librarian (Senator)
- Jonathan Criswell; Student, School of General Studies (Senator)
- Athena Guizar Ablang; Student, School of General Studies (Observer)
- Anna Kelly, PhD, RN; Assistant Professor of Nursing at the Columbia University Medical Center (Senator)
- Joel Krejmas; Student, College of Dental Medicine (Senator)
- Carrie Marlin; Associate Provost for Administration and Planning
- Michael Rosenthal, PhD; EPIC (Observer)
- Jonathan Susman, MD; Associate Professor of Radiology at the Columbia University Medical Center, (Senator)
- James Wang; Vice President, Facilities
- Weiping Wu, Ph.D.; Professor of Architecture, Planning and Preservation; Director of the MS Urban Planning Program in the Faculty of Architecture, Planning and Preservation, (Senator)

New Members of Housing Policy Committee

- Jeremy Wahl; Student, School of General Studies (Senator) – **Vice Chair**
- Arooba Kazmi; Graduate Student, School of Journalism (Senator)
- Neslihan Senocak, PhD; Associate Professor of History, Tenure (Senator)
- Nachum Sicherman, PhD; Carson Family Professor of Business, Graduate School of Business, Tenure (Senator)
- Joanne Faryon; Associate Professor of Professional Practice, School of Journalism, (Senator)