

University Senate Plenary

April 9, 2021



University Senate

Proposed: April 9, 2021

Adopted: April 9, 2021

PROPOSED AGENDA

University Senate

Friday, April 9, 2021 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 March 12, 2021
3. President's report
4. Executive Committee Chair's report:
 - a. Chair's remarks
 - b. COVID-19: An update on the public health situation from Dr. Wafaa El-Sadr
 - c. Update on preparations for AY2021-2022 from SEVP Rosberg
5. Old and new business:
 - a. Resolutions:
 - i. Resolution to Approve an Academic Program Leading to the Executive Master of Science in Engineering (SEAS) (Education Committee)
 - ii. Resolution to Establish a Dual Degree Linking the Master of Business Administration with the Executive Master of Science in Engineering (Business and SEAS) (Education Committee)
 - iii. Resolution to Approve an Academic Program Leading to the Master of Public Administration in Global Leadership (SIPA) (Education Committee)
 - iv. Resolution Concerning Summer Powers (Executive Committee)
 - b. Committee reports and updates:
 - i. The Advancement of Women Faculty Through the Academic Ranks: Mailman School of Public Health Pipeline Study (Commission on the Status of Women)
 - ii. Report on University Public Safety and Restorative Justice (Commission on Diversity, Student Affairs Committee)
 - iii. Student Affairs Committee Annual Report 2020-2021

MEETING OF MARCH 12, 2021

In the absence of President Lee Bollinger, Executive Committee chair Jeanine D’Armiento (Ten., VP&S) called the Senate to order at 1:15 pm on Zoom. Seventy-three of 104 senators were present during the meeting.

Sen. D’Armiento announced that Dana Neacsu of the Law School and a member of the Senate Elections Commission, would be serving as parliamentarian for the meeting.

Adoption of the agenda. The agenda was adopted as proposed (See the [March 12 plenary binder](#), page 2).

Adoption of the minutes. The minutes of February 19, 2021 were adopted as proposed ([March plenary binder](#), pages 3-10).

President’s report. Sen. D’Armiento said President Bollinger was unable to attend the present meeting. She offered to relay any questions to him or to another administrator.

Executive Committee Chair’s report. Sen. D’Armiento noted that the last in-person plenary was almost exactly a year earlier. She said a bright, sunny day like the present one encourages people to think the pandemic is over, but there remained some distance to go. She said the vaccine was providing wonderful physical protection for members of the present group who were taking care of patients, but it could not protect them from the mental strain of too many patients and too many deaths. But she believed that conditions had generally improved in recent months.

COVID-19: An update on the public health situation from Dr. Wafaa El-Sadr, University Professor. Prof. El-Sadr gave a presentation, Covid-19 Pandemic and Vaccine Update, referring to a set of slides ([March plenary binder](#), pages 14-31).

At the end of the report, Sen. Benjamin Rudshteyn (Research Officers—Postdocs) noted the recent expansion of vaccine eligibility in New York State to include all public-facing employees in public and not-for-profit institutions. He said some peer institutions, including Weill-Cornell, were interpreting the ruling to cover all medical staff, faculty, and postdocs. He asked whether Columbia planned to proceed similarly.

Prof. El-Sadr said there did appear to be a rapid expansion of eligibility for vaccines in recent days, and a wide range of interpretations over exactly who was included in that expansion. She said Columbia was seeking clarification of the range of the term “public-facing” to get a clearer sense of the state’s intentions. Prof. El-Sadr said this clarification was particularly important because Columbia was about to acquire its own supply of vaccines.

Sen. D'Armiento noted that many Columbia people seemed to be already vaccinated, but the fraction of people vaccinated citywide was only about 10 percent. It was important to remember the privileged position of the Columbia population.

Prof. El-Sadr added a cautionary note: there was still substantial community transmission of the virus. It was still important, whether one was vaccinated or not, to maintain the same precautions as throughout the past year.

Sen. Henry Ginsberg (Ten., VP&S) asked who gets sequenced. Is it mainly hospitalized patients? He also asked how findings from sequencing were obtained. Were they simply observational, or were all sequences tested in the lab?

Prof. El-Sadr said hospitalized patients are likely to be a sicker-than-average population, so that kind of sample had to be considered accordingly. She said a better approach, which some countries and the DCD were now following, was to base sequencing on a random sample of patients who have tested positive for the virus. Another issue is deciding what samples to look at in the lab. People have been mainly studying the predominant variants, like the 1.1.7 in the UK.

Sen. Ginsberg said it might be helpful for the Senate to understand that public health people are always playing catch-up with a virus like Covid-19. There's no other way to proceed.

Sen. El-Sadr said that when people study efficacy rates and ask her which vaccine to take, her answer is, Take the one you're offered. The reason is that the studies for the major vaccines were conducted at different times, in different settings, with different variants circulating. If the studies were conducted now, the Moderna and Pfizer/Biotech results might be 72 percent, instead of 94 and 95 percent.

Sen. D'Armiento passed on a question from the Chat about news of additional vaccines coming to the University. She had heard that the new vaccine would be Moderna, but Columbia would not know which one it is getting until it comes, because there were now too many questions about availability and supply.

Sen. Alden Bush (Stu., Nursing) expressed concern about inequities between demographic groups in vaccination rates. He recognized that efforts were under way to address this problem. But as a nurse, he sees this problem on the ground. He said President Biden had called for expanded eligibility for the vaccine by May 1. What will Columbia and its affiliates, including the Medical Center, do to overcome the restrictions and red tape that are keeping people from getting vaccinated? Sen. Alden said he had had many moments in administering vaccinations where three family members were together, only one of whom was eligible. The other two were physically there, but couldn't get the vaccine—a missed opportunity. He asked what the eligibility rules are for peer institutions with academic health centers. He said Columbia has the manpower, the resources, and the science to do more.

Sen. El-Sadr said this was a grave concern. She said there are always disparities not just between countries but within countries and within cities. She said a lot of the conversation has been about hesitancy and lack of confidence in the vaccine, but there's a whole other dimension, which is to

make it easier to get the vaccine, bringing it to the people rather than expecting them to come to the vaccine. That's the way to reach people. Everyone has also heard the horror stories about trying to make an appointment on malfunctioning sites, and so on. Sen. El-Sadr was encouraged that there was now some movement in the right direction, with better efforts—particularly by New York City—to situate vaccination sites within communities of need, setting them up in schools, senior centers, and mobile units. The Johnson and Johnson vaccine, which doesn't have to be frozen, can directly reach people who are homebound. These steps were encouraging, but it was essential to maintain the momentum, engaging community-based organizations that can give vaccines. Several of these have signed on for training, and they really know how to reach the communities they serve. Sen. El-Sadr said the vaccination scale-up had been a bumpy ride, and should have gone very differently, but she was encouraged by the recent course correction.

Sen. Ramsay Eyre (Stu., CC), relaying a question from Colby King in the Chat, asked whether Columbia's new supply of vaccines would be made available to members of the surrounding West Harlem community who are not Columbia affiliates.

Sen. El-Sadr said the answer to that question would depend on the vaccine supply. She said the intent is not to exclude people from the community, but to make vaccines available for eligible individuals at several Columbia sites. She said several community-based sites in West Harlem were vaccinating now. Columbia should also be communicating about where those sites are and how community members can get vaccinated there.

COVID-19: The year in review and launch of the [Columbia Emergency Loan Fund](#), with Flores Forbes, Associate Vice President for Community Affairs. Sen. D'Armiento took a moment to review the past year, the impact of the pandemic, and the efforts that the University made to respond to it. Dr. El-Sadr had provided several updates at plenaries about the public health situation, and Donna Lynne, Senior Vice President and Chief Operating Officer for CUIMC and director of Columbia's Covid response, came to the plenary more than once to explain testing initiatives. Sen. D'Armiento said the Senate should not forget some of its own early efforts to assist people during the worst of the crisis, such as the tutoring program that was set up by Sens. Mignon Moore (Ten., Barnard) and Jonathan Susman (NT, VP&S), along with Prof. Seamus Kahn, and the memorable effort by alumni to help supply healthcare providers with Protective Personal Equipment. The Senate also discussed other important issues at plenaries, including support for caregivers, the subject of a report from the Commission on the Status of Women in February and a response from Senior Executive Vice President Gerry Rosberg announcing a new expansion of support. Sen. D'Armiento anticipated further responses from the administration to that Commission report. At the December plenary, Sen. Soulaymane Kachani (NT, SEAS), Vice Provost for Teaching, Learning and Innovation, reported on new initiatives in hybrid and online learning. Some Senate committees had also extensively discussed the support for students provided through the Cares Act. Senators were also pleased to see President Biden sign the American Rescue Plan Act of 2021, with renewed economic stimulus. There have also been active, continuing, and helpful discussions in committees with the administration to clarify responses to the pandemic.

Report on the Emergency Loan Fund from Flores Forbes, Associate Vice President for Community Affairs. Mr. Forbes said Columbia has been providing technical assistance to small

businesses in Harlem since 2009. A Small Business Administration development center based in the Business School has helped about 3500 small businesses (there are 8000 of them in Upper Manhattan) raise \$84 million. Of that total, \$30 million was raised from the COVID stimulus bill, and that helped create or save 4500 jobs in Upper Manhattan. The Columbia Emergency Loan Fund, which launched in July 2020, would be providing \$500,000 in loans of two types. One would be loans of up to \$5000, for micro manufacturers. The other type, which was already getting under way, was loans of up to \$50,000 for brick-and-mortar businesses, many of them restaurants that were still open, with a chance to survive. In providing this assistance, Columbia was using its intellectual capital, relying on faculty and professional advisors from the Business School. Mr. Forbes invited questions.

Sen. Henning Schulzrinne (Ten., SEAS) asked if the loans Mr. Forbes was discussing were different from PPP loans, which have to be repaid. Was there consideration that many businesses may not be able to repay the loans given what they have gone through in the past year? Requiring repayment may accelerate their demise.

Mr. Forbes said that most lenders—even the federal government when it guarantees a loan—put a lien on business assets. Columbia does not do that. It does rigorous due diligence, but it also recognizes the possibility that the business may go under. Roughly 30 percent of the black businesses in Harlem are gone; they will not be back. The businesses that Columbia is working with now are the ones that have survived. One condition of eligibility for the loans is that the business must be a client of the Columbia-Harlem Small Business Development Center. Mr. Forbes said the technical assistance Columbia provides is invaluable. It also offers a grace period of one year before any payments on the loan are due. Most banks and other financial institutions don't do that. Then, if the business owner pays 48 months on time—on, say, a five-year loan—then 50 percent of the balance will be forgiven.

Sen. D'Armiento said Senior Executive Vice President Gerald Rosberg was in the room, and she thought the next question would be best directed to him.

Sen. Shayoni Mitra (NT, Barnard) noted Prof. El-Sadr's remarks about massive global disparities in the availability of vaccines. What will Columbia's international students face when Columbia reopens in the fall? Will they be vaccine eligible when they come back to campus if they didn't have access or there wasn't enough supply in their own countries? Sen. Mitra saw this point as related to Sen. D'Armiento's acknowledgment of the privilege of Columbia people in getting access to vaccines. She said Dr. El-Sadr's map showed that it was mainly the Global South that was being left out.

Mr. Rosberg said this was one of those problems that Columbia doesn't have enough information about to make a reliable prediction for the fall. This is a real problem not only for those students, but for the whole community: Columbia does not want unvaccinated people here. So there's every incentive to find a way to get them vaccinated. Another serious question was what to do about people who are vaccinated overseas with a vaccine that is not in use here? Also, how should Columbia credit people for having been vaccinated once they get here? These questions are under constant discussion, with the answers still at large. The key variable is the availability of vaccines in the fall. The hope has been that the vaccine would be so plentiful by then that

everybody would get it. But more recent reports say that point will be reached this spring. He offered a promise that international students would not be overlooked.

Mr. Rosberg added a comment about essential workers. He said the University was not neutral on the question of who is eligible for the vaccine. It wants everyone to be eligible. It must be cautious because it does not want to lose access to limited supplies of vaccine because it has been accused of non-compliance with eligibility rules. But it will do everything possible to get as many people on campus vaccinated as quickly as possible. Researchers working in the labs are an extremely high priority.

Sen. D'Armiento thanked Mr. Forbes for his presentation. She again acknowledged the administration for its responsiveness in the crisis, and for taking the Senate's concerns seriously. She added that the Senate would continue to raise serious issues.

Old business.

Committee reports

The need for a more stringent testing regime (Research Officers Committee, Commission on the Status of Women, and Student Affairs Committee). Adrian Brugger (Nonsen., Research Officers) reported on follow-up discussions that he and Sen. Regina Martuscello (Research Officers) had held with administrators after their February presentation to the Senate requesting a more stringent Covid testing regime for the Columbia populations that are not rigorously screened by the current program.

At a meeting on March 10, the two research officers met with Senior EVP Gerald Rosberg and Prof. Rui Costa, as well as other senior administrators, members of the Office of the General Counsel, school leaders, and a representative of the undergraduate student body to make their case, again, about the current disparity between testing for the undergraduate population on campus (twice a week) and the other populations: faculty, staff, and graduate students at all campuses. The two researchers reaffirmed their request for mandatory weekly testing for all members of Columbia community, regardless of title and rank, with regular access to campus.

Dr. Brugger said Mr. Rosberg and Prof. Costa listened to the ROC subcommittee, and were now discussing these issues with the relevant committees and administrators. Dr. Brugger said he looked forward to hearing from them very soon, considering the very urgent nature of this matter. He also thanked Mr. Rosberg and Prof. Costa for giving this issue the serious attention it required.

New business:

Committee reports:

Progress report on Columbia's commitment to antiracism and public safety (Commission on Diversity). Sen. Andrea White (Ten., UTS) asked her Diversity Commission co-chair, Colby King (Nonsen., Stu., Columbia College) to present the report.

Mr. King read the following statement:

We at the Commission on Diversity have been working on Public Safety as a restorative justice issue since Fall 2019. Senator Heven Haile, former student co-chair of the

Commission, and I presented a report to the Commission on Diversity in early Spring 2020 and gave our initial presentation to the Senate at the March 6, 2020 plenary. The necessity of our work was made all the more clear following the events of last summer and President Bollinger's July 21, 2020 statement on "Columbia's Commitment to Anti-Racism."

Over the past year we have met with the Inclusive Public Safety Working Group commissioned by the President, and representatives from many campus groups and organizations, including the Black Students Organization, the Center for Justice, and the National Lawyers Guild. We have collaborated extensively with the Student Affairs Committee.

Thanks to these collaborations and our work over these past eighteen months, we have arrived at a vision for a transparent and restorative justice-centered reimaging of Public Safety. To that end, we offer this preliminary statement and plan to present a full report with recommendations at our next Senate plenary.

Sen. D'Armiento invited questions and comments.

Sen. Susan Witte (Ten., Social Work) said she was aware of advocacy from the School of Social Work Action Lab that included a petition with over 160 signatures calling for the removal of photos of suspects from the University-wide Clery alerts. Sen. Witte said this concern had also been raised in the Inclusive Public Safety Task Force. She asked whether the Diversity Commission would also prioritize this issue.

Mr. King said the Diversity Commission was aware of this issue. He had taken part in numerous discussions of Clery reporting, and of ways to make that process more equitable.

Sen. White said the theme of the final Diversity Commission report would be on restorative justice, with a particular focus on the independent review of public safety.

Sen. D'Armiento announced that Sen. Witte had pasted a link in the Chat about the Social Work Action Lab petition.

Adjourn. Sen. D'Armiento adjourned the meeting at about 2:20 pm.

Respectfully submitted,

Tom Mathewson, Senate staff

Global COVID-19 Pandemic Update

April 9th, 2021

Wafaa El-Sadr, MD, MPH, MPA



Status of the Global Pandemic

COVID-19 Global Snapshot

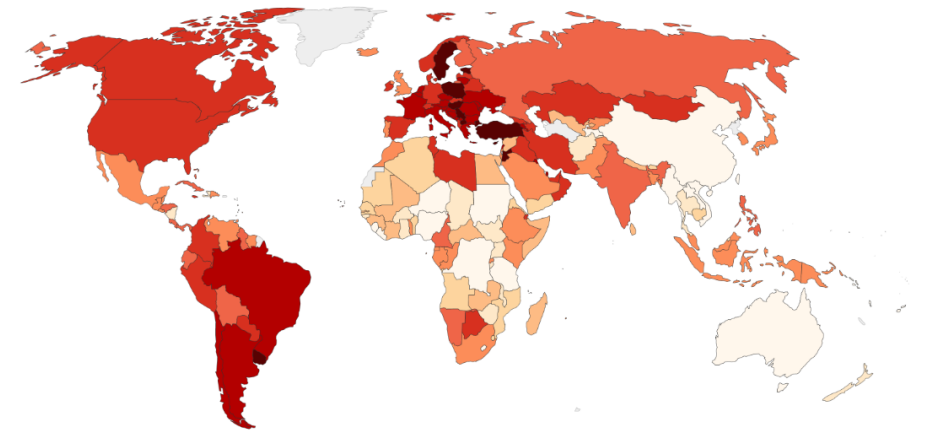
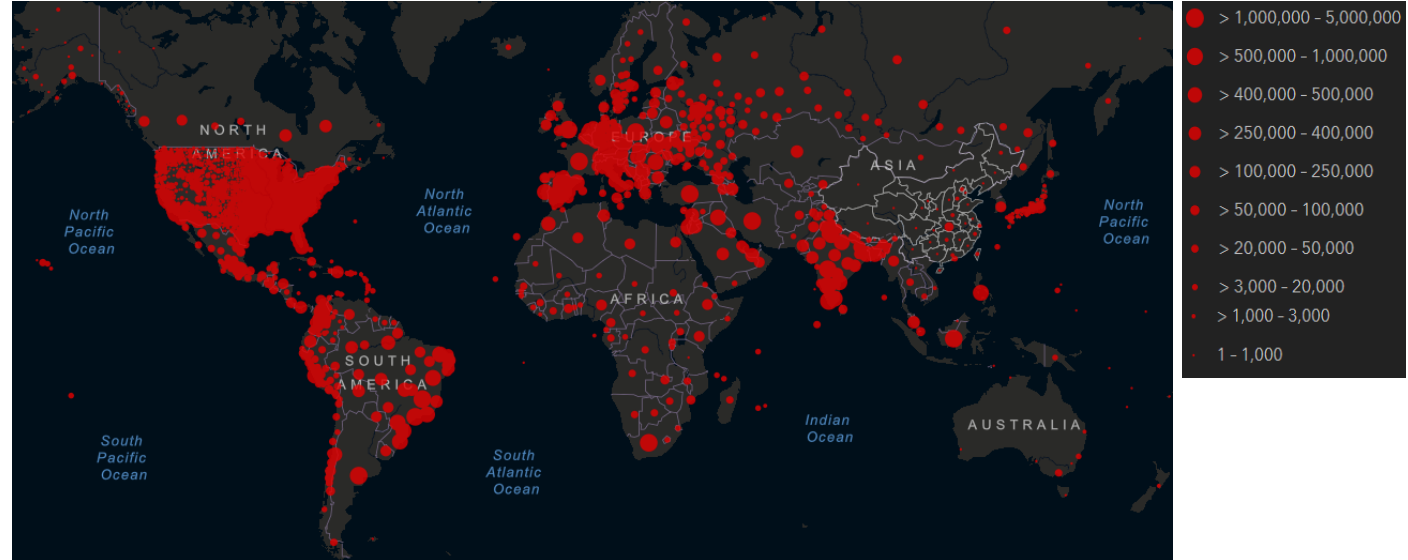
Top five: US, Brazil, India, France, Russia

As of April 9th:

- 134,102,467 confirmed cases
- 2,905,149 reported deaths*
- 76,218,908 reported recoveries

By Region:

- 43% in the Americas
- 35% in Europe
- 11% in South-East Asia
- 5% in the Eastern Mediterranean
- 2% in Africa
- 1% in the Western Pacific



No data 0 0.5 2.5 5 10 50 100 250 500 1,000 4,000

Number of new confirmed cases/million population

COVID-19 in the US/ NYC

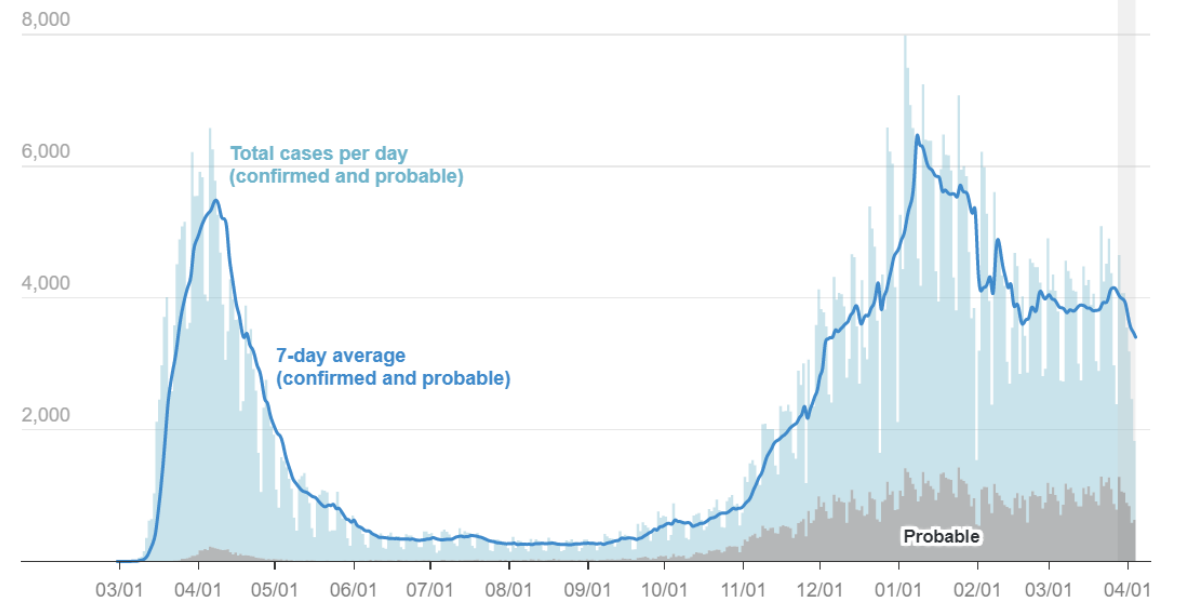
US Current Snapshot:

- **31,003,585 confirmed cases**
 - 23% of global cases
- **560,127 confirmed deaths**
 - 19% of global deaths

NYC Current Snapshot:

- **874,637 confirmed cases**
 - 3,282 cases/ day
- **31,641 confirmed deaths**
 - 51 deaths/ day

New reported cases by day





COVID-19 Vaccine Development & Distribution

COVID-19 Vaccine Development

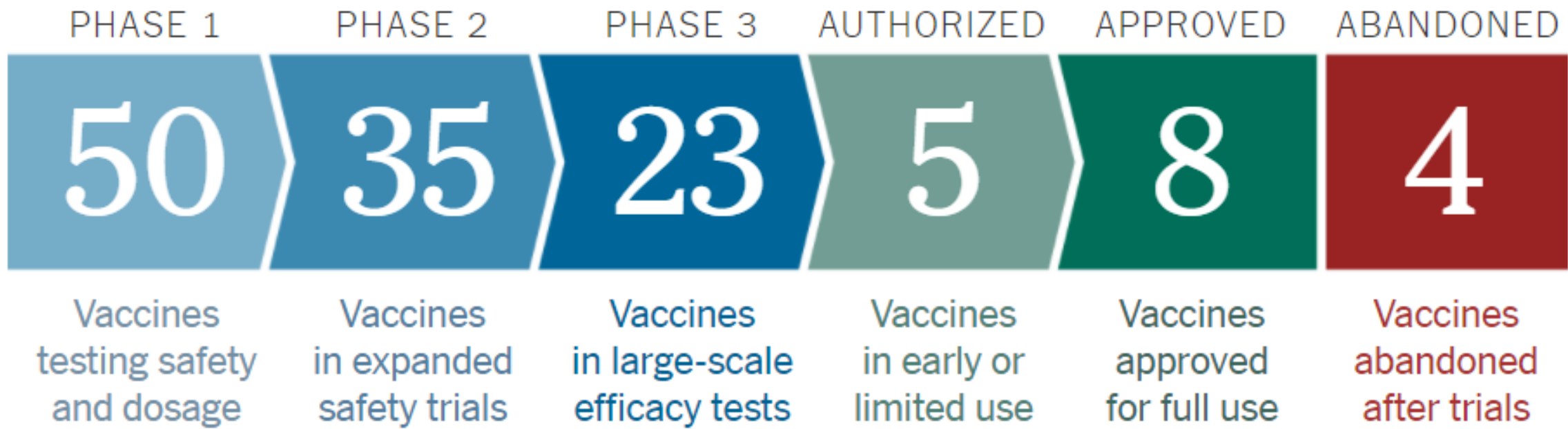


Image source: New York Times

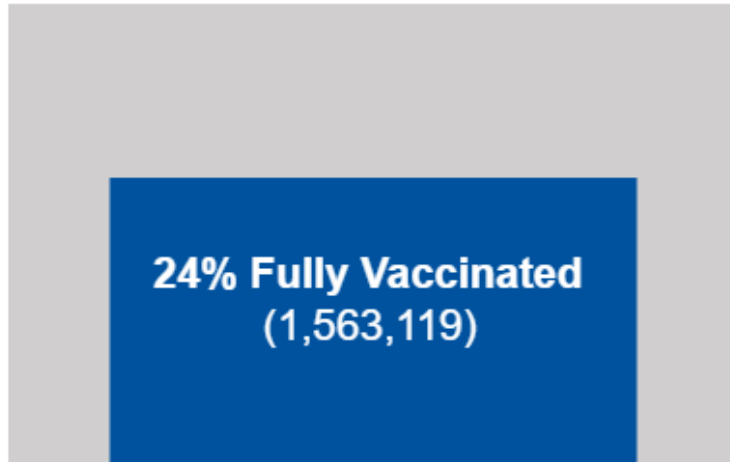
Vaccine Allocation and Distribution in NYC

NYC Vaccination Coverage

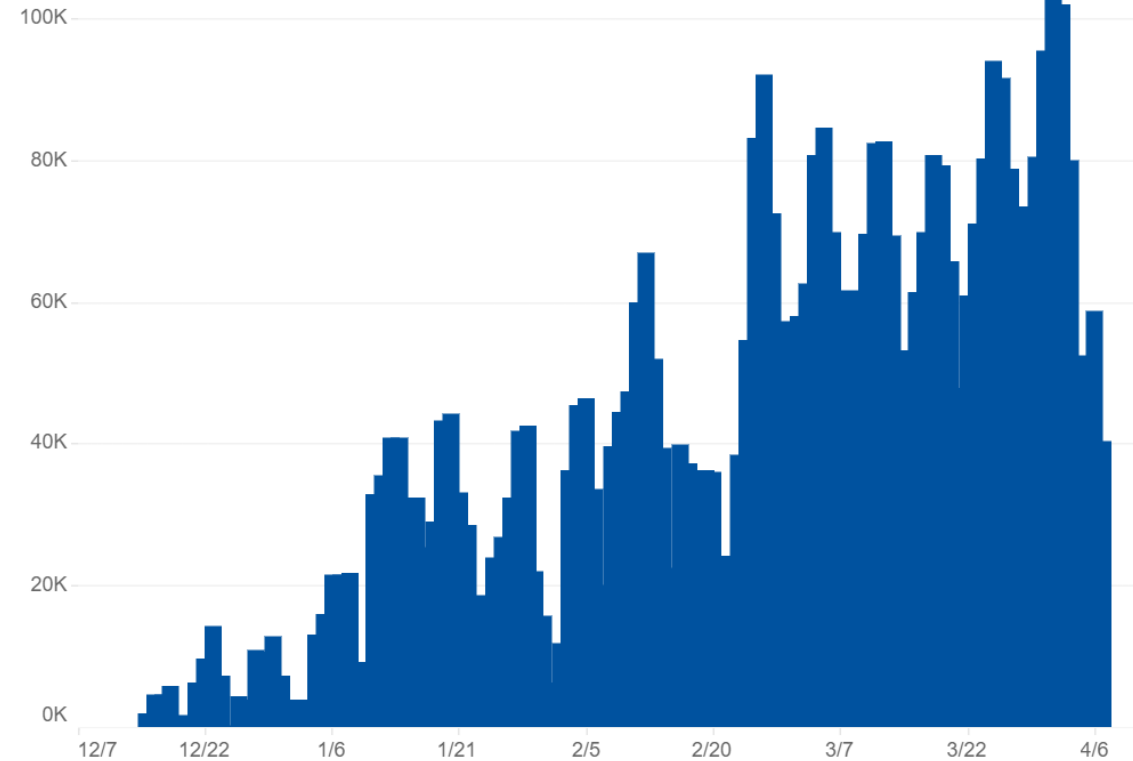
≥18 years of age

38% At Least 1 Dose
(2,518,374)

24% Fully Vaccinated
(1,563,119)

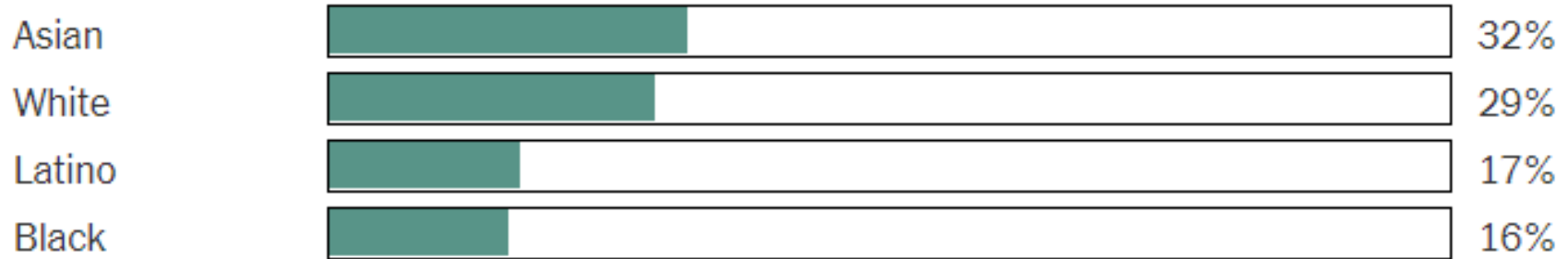


Doses Administered in NYC

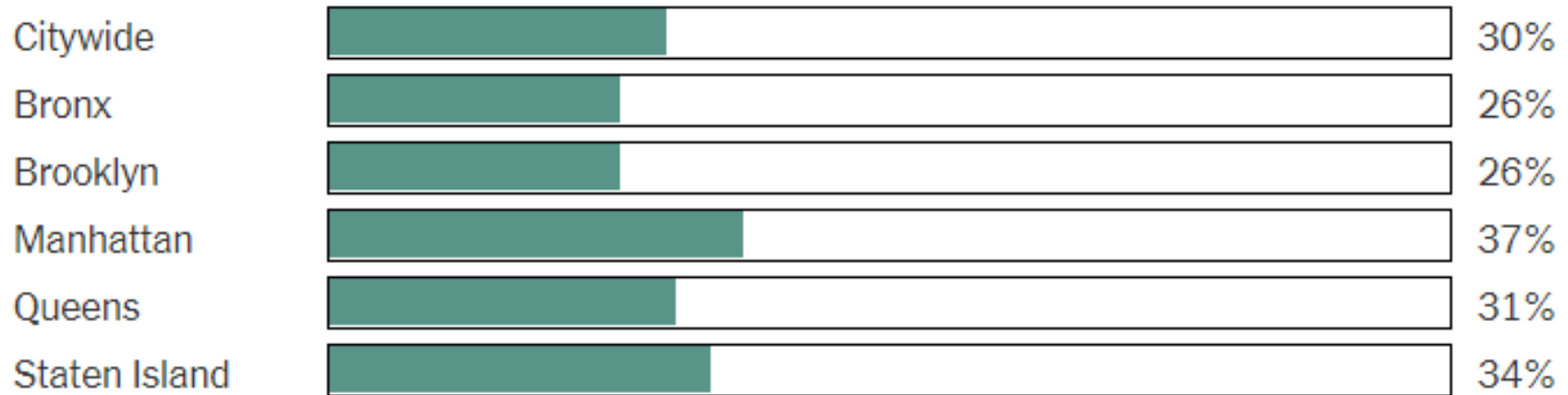


Vaccinations in NYC

Vaccination Rates by Race At least one shot

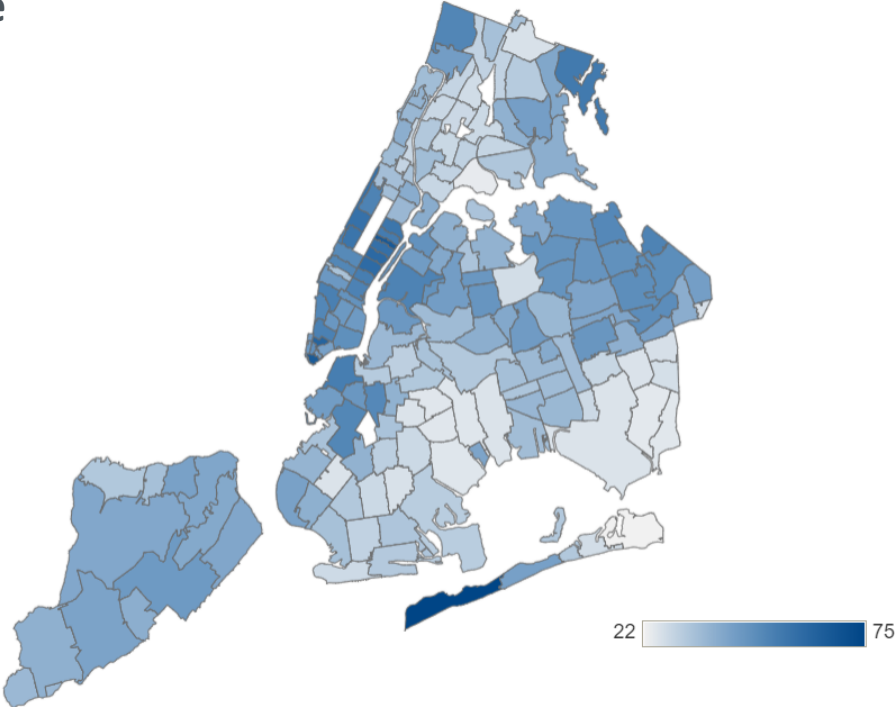


Vaccination Rates by Borough At least one shot

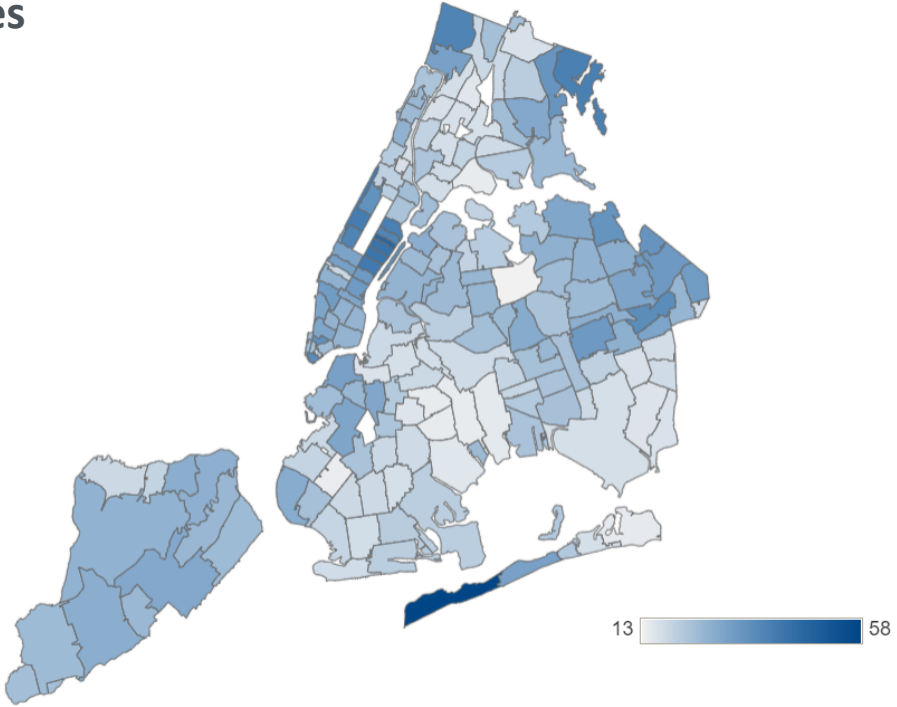


Vaccination by Zip Code – NYC

First Dose



Two Doses



Vaccination per 100 person

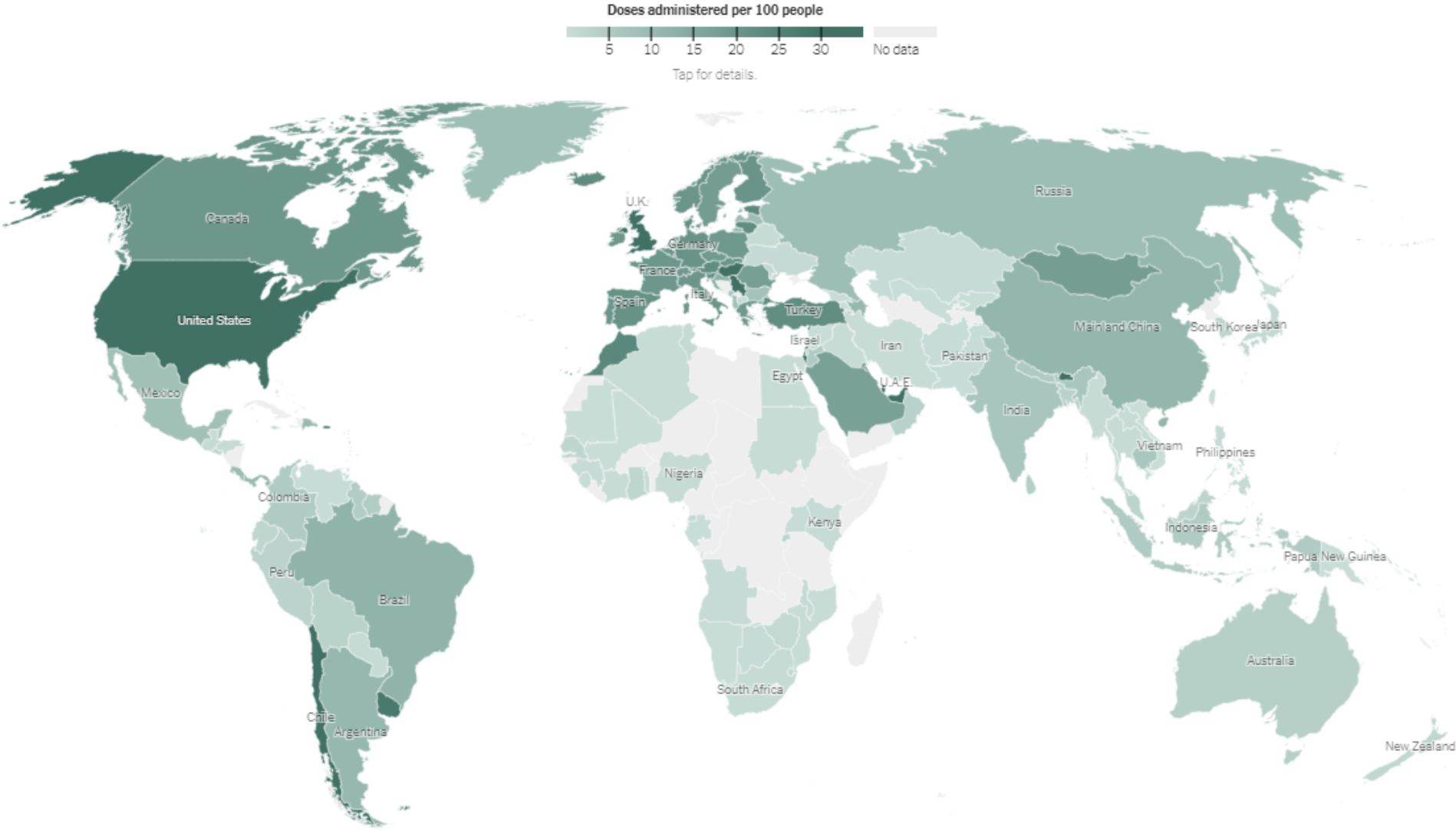


Image: New York Times



COVID-19 Vaccine Real World Effectiveness

Data on Real-World Effectiveness

Vaccine	Setting/ Population	Results/ Effectiveness
Pfizer-BioNTech	Mass vaccination sites in Israel 596,618 newly vaccinated individuals ¹	<p>Documented infection: 46% (day 14-20 after 1st dose), 92% (day 7 or more after 2nd dose)</p> <p>Symptomatic COVID-19: 57% (day 14-20 after 1st dose), 94% (day 7 or more after 2nd dose)</p> <p>Hospitalization: 74% (day 14-20 after 1st dose), 87% (day 7 or more after 2nd dose)</p> <p>Severe disease: 62% (day 14-20 after 1st dose), 92% (day 7 or more after 2nd dose)</p> <p>Death: 72% (day 14-20 after 1st dose)</p>
	Community PCR testing in England Adults over 70 years old (156,930 samples linked to vaccination status) ²	<p>Symptomatic COVID-19: 61% (day 28-34 after 1st dose)</p> <p>Hospitalization: 43% lower risk (after 1st dose)</p> <p>Death: 51% lower risk (after 1st dose)</p>
Pfizer-BioNTech & Moderna	Weekly SARS-CoV-2 testing for 13 weeks in US A total of 3,950 health care workers, first responders, essential and frontline workers ³	<p>Documented infection: 80% (≥ 14 days after 1st dose), 90% (≥ 14 days after 2nd dose)</p>
Oxford-AstraZeneca	Community PCR testing in England/ adults in England over 70 years old ²	<p>Symptomatic COVID-19: 60% (day 28-34 after 1st dose), 73% (day 35+) (after 1st dose)</p> <p>Hospitalization: 37% lower risk (after 1st dose)</p>

1. Dagan et al., NEJM (Feb 2021), 2. Lopez Bernal et al., medRxiv pre-print (Mar 2021), 3. Thompson et al., CDC MMWR (Mar 2021)

mRNA COVID-19 vaccines are highly effective in preventing infections in real-world conditions



Nearly 4,000* health care personnel, first responders, and essential workers were tested weekly for the virus that causes COVID-19



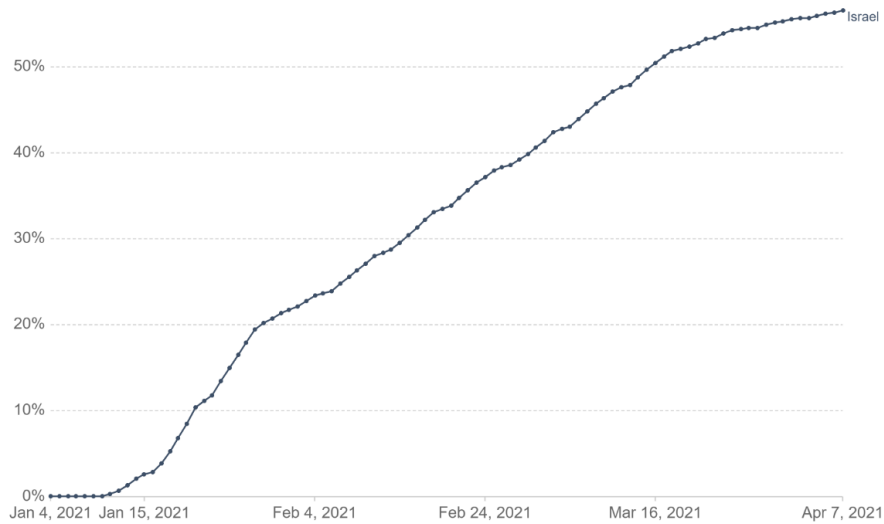
Those who were fully vaccinated[†] were **90% less likely** to get infected

* Effectiveness of Pfizer-BioNTech and Moderna mRNA vaccines among 3,950 study participants in eight U.S. locations from December 14, 2020, to March 13, 2021. Participants self-collected specimens weekly regardless of symptoms and collected additional specimens if they became sick.

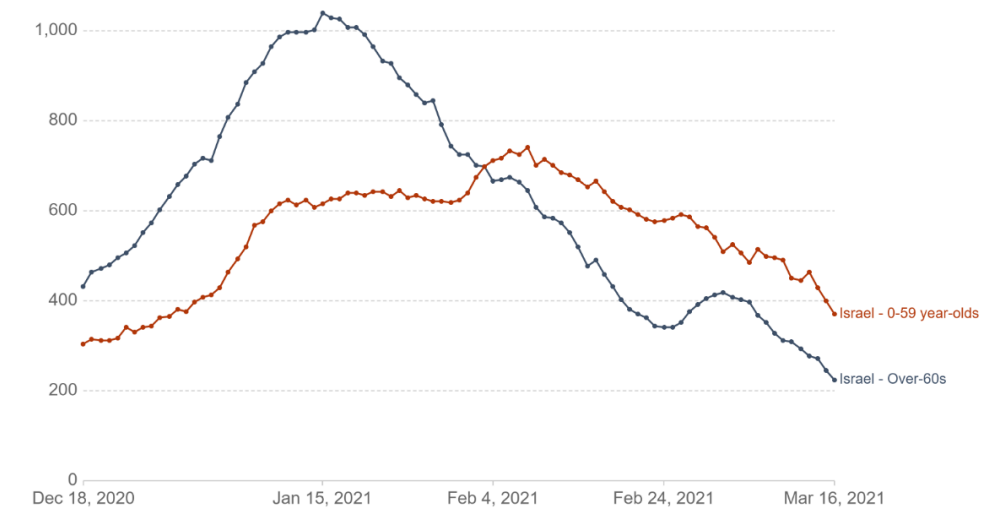
[†] Fully vaccinated = 2 weeks after 2nd dose

Effect of Vaccination in Israel

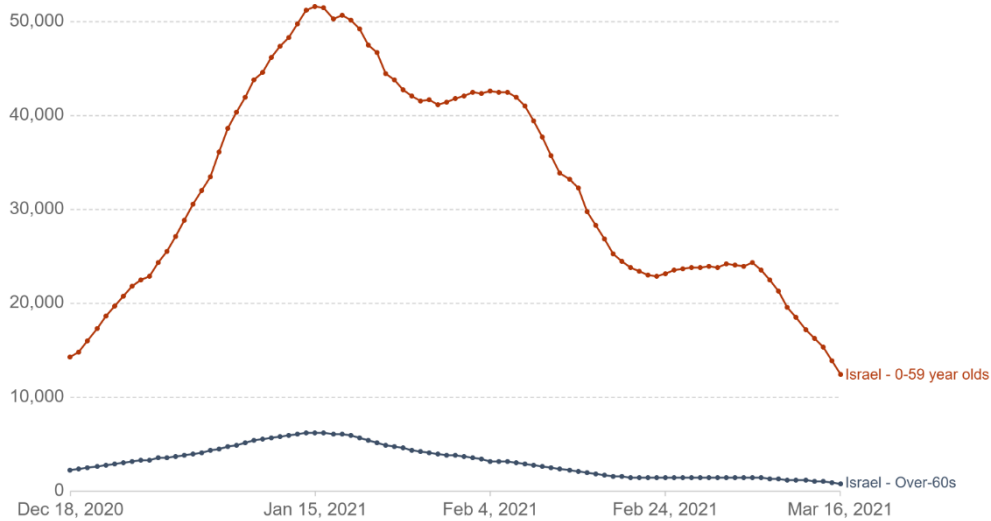
Share of people who received at least one dose of COVID-19 vaccine



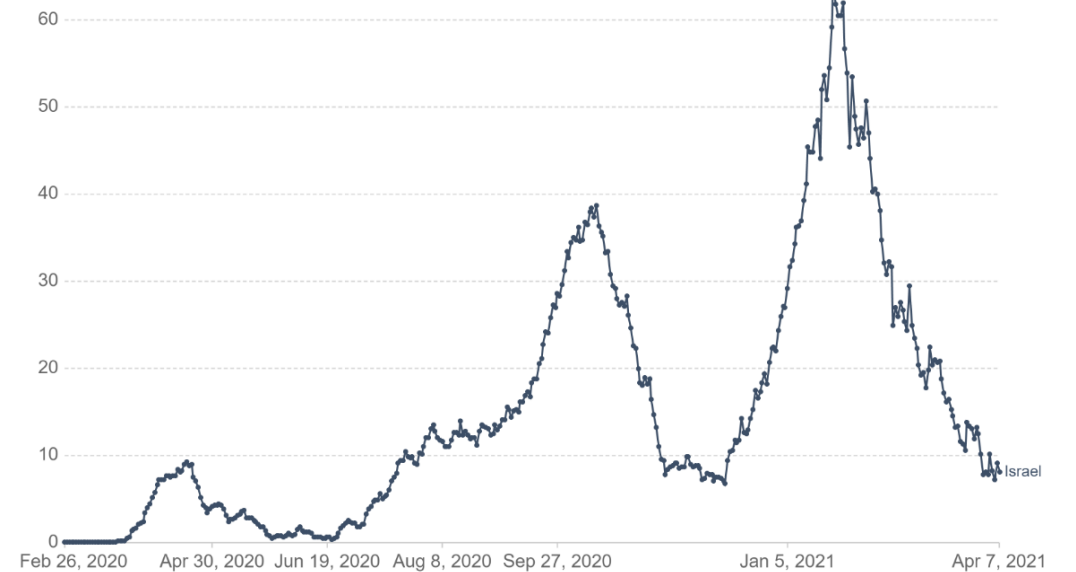
New hospitalizations for COVID-19 by age



Weekly confirmed COVID-19 cases by age



Daily new confirmed COVID-19 deaths



6-Month Vaccine Efficacy and Safety: Pfizer-BioNTech

- Analysis of **927 confirmed symptomatic cases** of COVID-19 demonstrated the Pfizer-BioNTech vaccine was **highly effective (91.3%)** against COVID-19, measured 7 days to 6 months after the second dose
 - 100% effective in preventing severe disease as defined by the U.S. CDC; 95.3% as defined by US FDA
- Vaccine was 100% effective in preventing COVID-19 cases in South Africa
- 6-month follow-up of more than 12,000 confirms favorable safety and tolerability profile with no safety concerns reported



6-Month Antibody Persistence: Moderna

- Ongoing Phase 1 trial looking at mRNA1273-elicited binding and neutralizing antibodies in 33 healthy adult participants 180 days after the second dose
- Antibody activity remained high in all age groups at day 209
- All participants had detectable activity with lower age groups having higher geometric mean end-point titers (GMTs) for their binding antibodies (Figure 1)

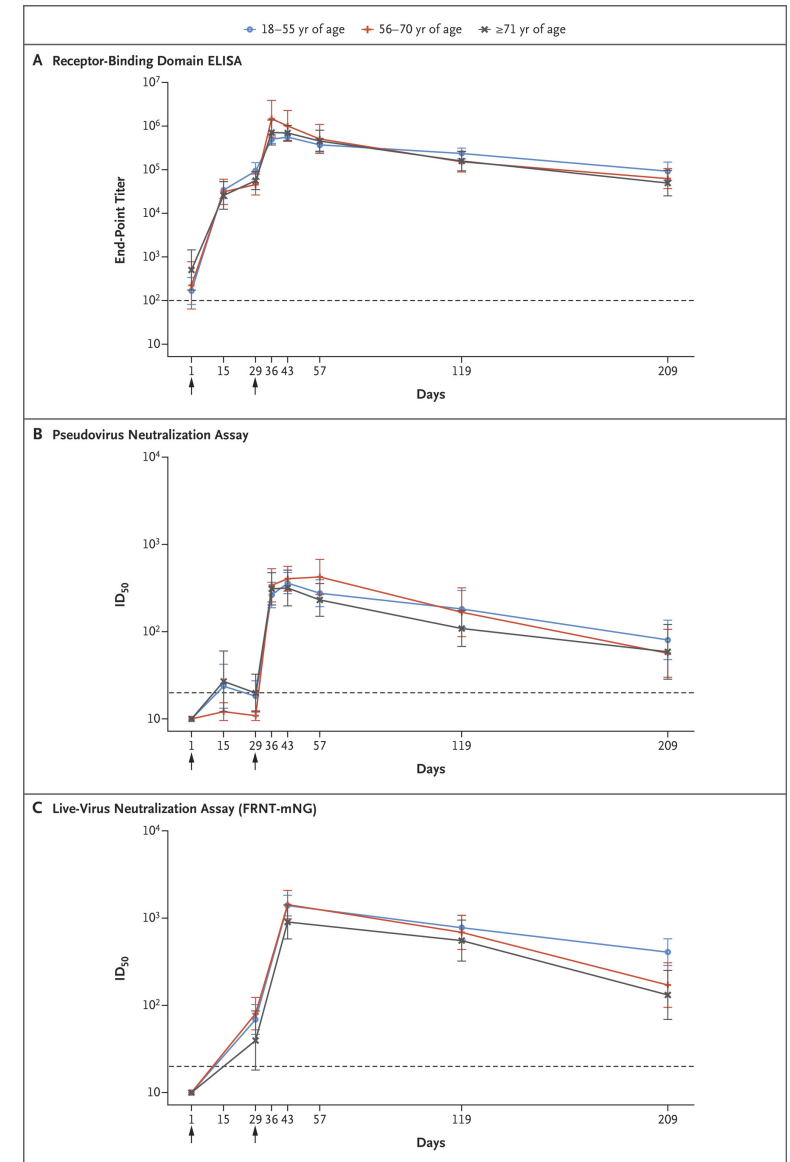
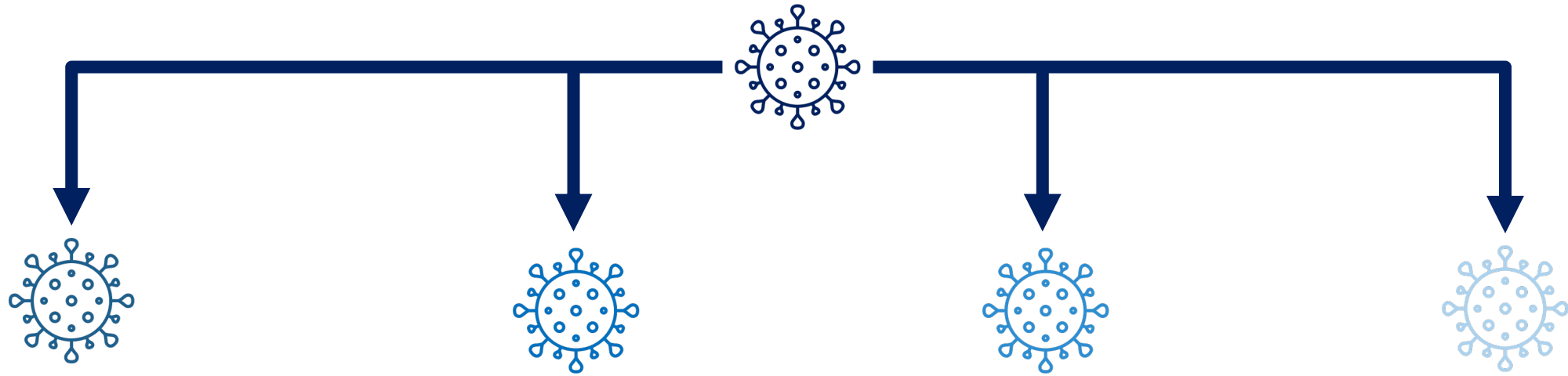


Figure 1. Time Course of SARS-CoV-2 Antibody Binding and Neutralization Responses after mRNA-1273 Vaccination



SARS-CoV-2 Variants

SARS-CoV-2 Variants



Name: B.1.1.7
First detected: Sept. 2020
Country first detected: UK
Detected in other countries: Yes (>90)
Concerns: Increased transmissibility
Higher risk of severe outcomes

Name: B.1.351
First detected: Oct. 2020
Country first detected: South Africa
Detected in other countries: Yes (>48)
Concerns: Increased transmissibility
Possible reduction in vaccine effectiveness

Name: P.1
First detected: Dec. 2020
Country first detected: Brazil
Detected in other countries: Yes (>25)
Concerns: Increased transmissibility
Possible reduction in vaccine effectiveness
Ability to overcome immunity after infection by other variants

Name: B.1.526
First detected: Nov. 2020
Country first detected: NYC
Detected in other countries: No
Concerns: Increased transmissibility

COVID-19 Cases Caused by SARS-CoV-2 Variants in NYC (as of April 6)

Variants of concern that are being monitored by CDC:	
B.1.1.7	1,586 (14.0%)
B.1.351	7 (0.1%)
B.1.429	180 (1.6%)
B.1.427	92 (0.8%)
P.1	27 (0.2%)
Other variants being monitored by NYC:	
B.1.526	3,878 (34.3%)
B.1.525	19 (0.2%)
P.2	7 (0.1%)
Number of genome sequences from specimens from NYC residents in GISAID, cumulative	11,309

Vaccine Efficacy Against the Variants

Viral Neutralization of the B.1.1.7, P.1, and B.1.351 Variants and Vaccine Efficacy

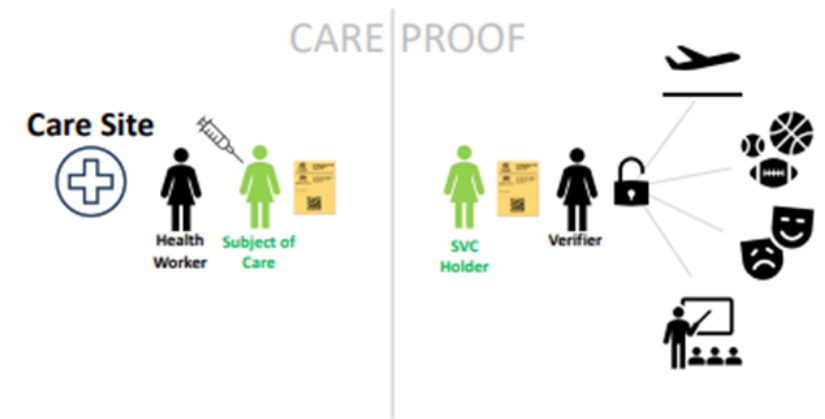
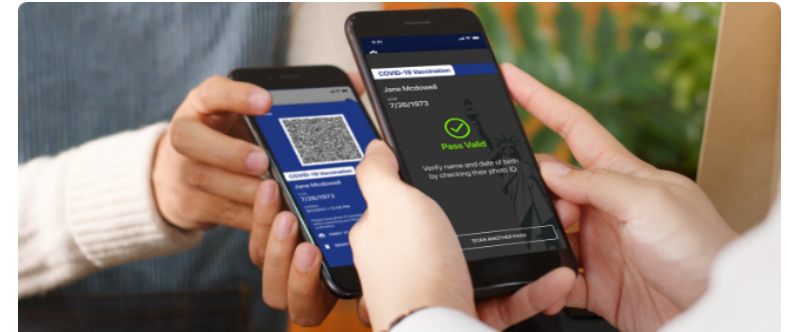
Vaccine (Company)	Neutralization by Pseudo-virion or Live Viral Plaque Assay			Efficacy in Settings with 501Y.V2 Variant
	B.1.1.7 Variant	P.1 Variant	B.1.351 Variant	
Ad26.COVS.2.S (Johnson & Johnson)	NA	NA	NA	57% for moderate-to-severe COVID-19 85% for severe COVID-19 & hospitalization
BNT162b2 (Pfizer/BioNTech)	Decrease by 2×	Decrease by 6.7×	Decrease by ≤6.5×	100% for severe COVID-19 (n=9)
mRNA-1273 (Moderna)	Decrease by 1.8×	Decrease by 4.5×	Decrease by ≤8.6×	NA
Sputnik V (Gamaleya)	NA	NA	NA	NA
AZD1222 (AstraZeneca)	NA	NA	Decrease by ≤86× to complete immune escape	22% for symptomatic COVID-19
NVX-CoV2373 (Novavax)	Decrease by 1.8×	NA	NA	49% for symptomatic COVID-19
CoronaVac (Sinovac)				
Brazil	NA	NA	NA	NA
Turkey	NA	NA	NA	NA
BBIBP-CorV (Sinopharm)	NA	NA	Decrease by 1.6×	NA



COVID-19 Vaccine Passports

What Are Digital Vaccine Certificates or “Vaccine Passports”?

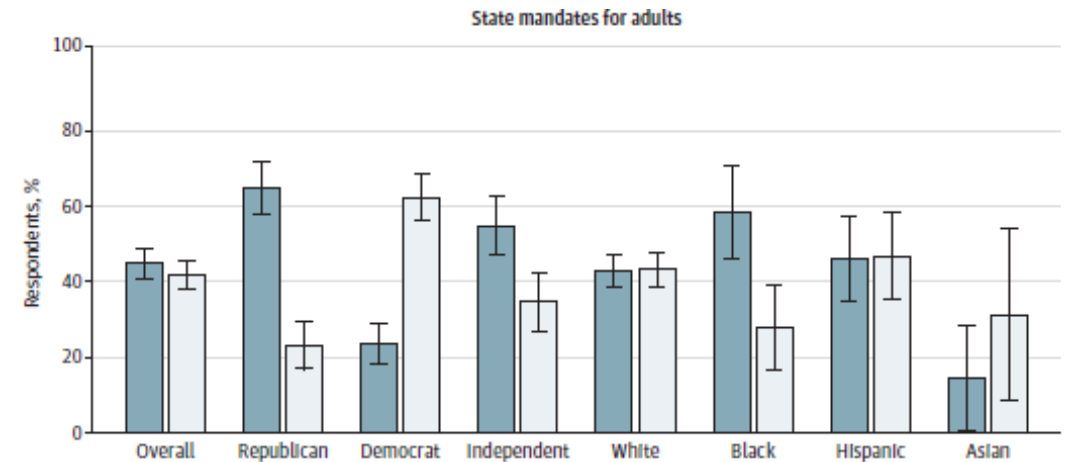
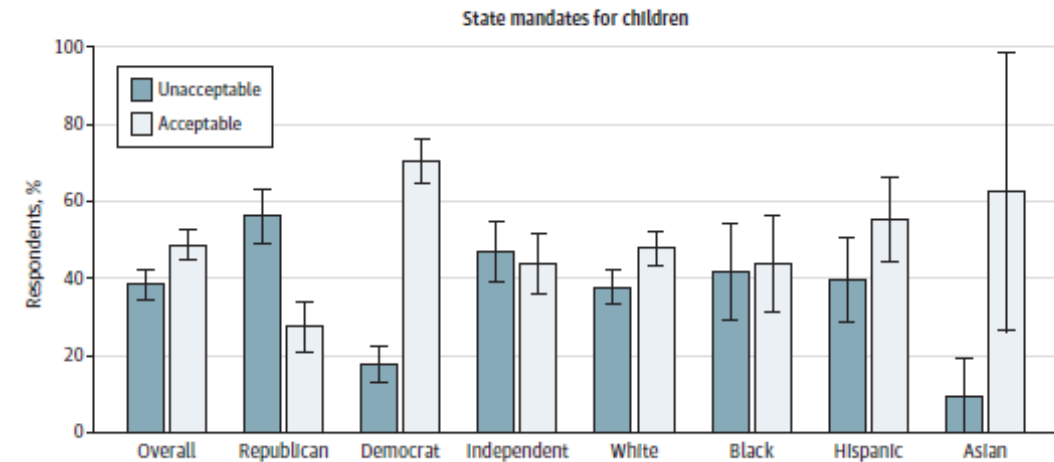
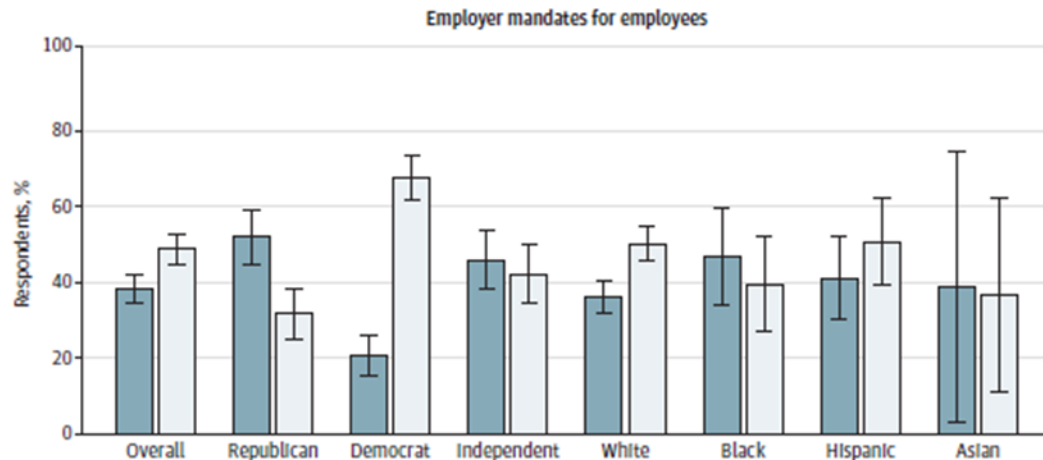
- Vaccine passports refer to digital immunization records, or physical cards, that serve as proof of a person’s COVID-19 vaccination status
- Digital certificates are generally comprised of a two-part system:
 - A digital record that a person receives from the entity that administered the vaccine
 - A mobile app that can access that record to confirm the person’s vaccination status
- The certificates, digital or physical, are typically scannable and have been proposed and utilized to allow vaccinated individuals to travel more freely, go to large events, enter businesses, etc.



US Public Attitudes Toward COVID-19 Vaccine Mandates

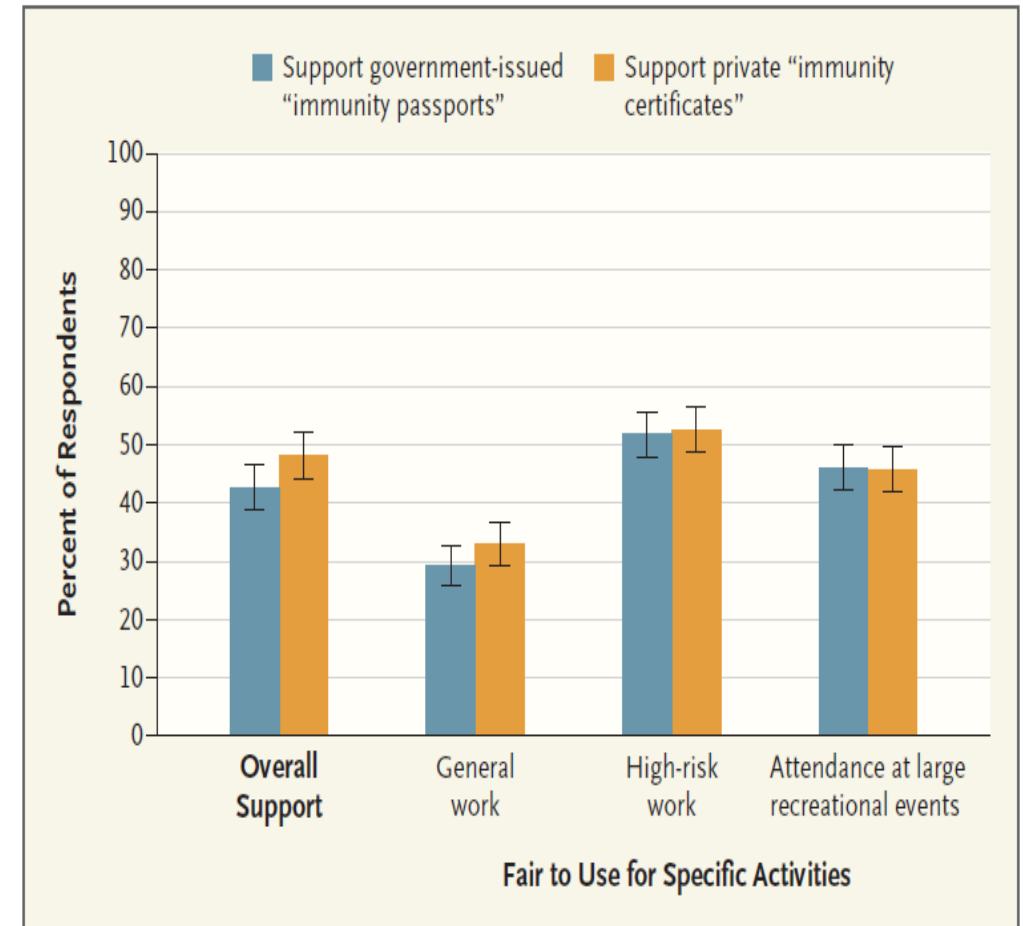
Survey of the U.S. public to assess acceptability of COVID-19 vaccine mandates:

- 2,730 adults participated
- Respondents asked about the acceptability of states requiring adults and children and employers requiring employees to **“get the COVID-19 vaccine (unless they have a medical reason not to be vaccinated).”**
- Among all respondents, 61.4% indicated they would likely get a COVID-19 vaccine
- Nearly one-half (49%) supported requiring vaccination for children; 41% for adults; 48% for employer-enforced mandates



U.S. Public Views on Immunity Passports

- U.S. national online survey conducted in June 2020:
 - Participants were asked about either government “passports” or private “certificates” for COVID-19 immunity
 - Of 1,315 respondents, **45.2% supported immunity privileges**, with slightly more favoring private certificates than government passports (48.1% vs 42.6%, $p=0.04$)
 - **Support was greater when it came to returning to high-risk jobs or attendance at large recreational events** than for returning to work generally
 - Level of support did not differ according to age, socioeconomic or employment status, urbanicity, political affiliation or views, or whether the respondent had a chronic disease
 - Adjusted analyses showed **less support among women, and among Hispanics and other minorities compared with whites, but not among Blacks**



Support for Immunity Privileges and Perceived Fairness of Their Use by Activity in a Nationally Representative Sample of 1315 People.

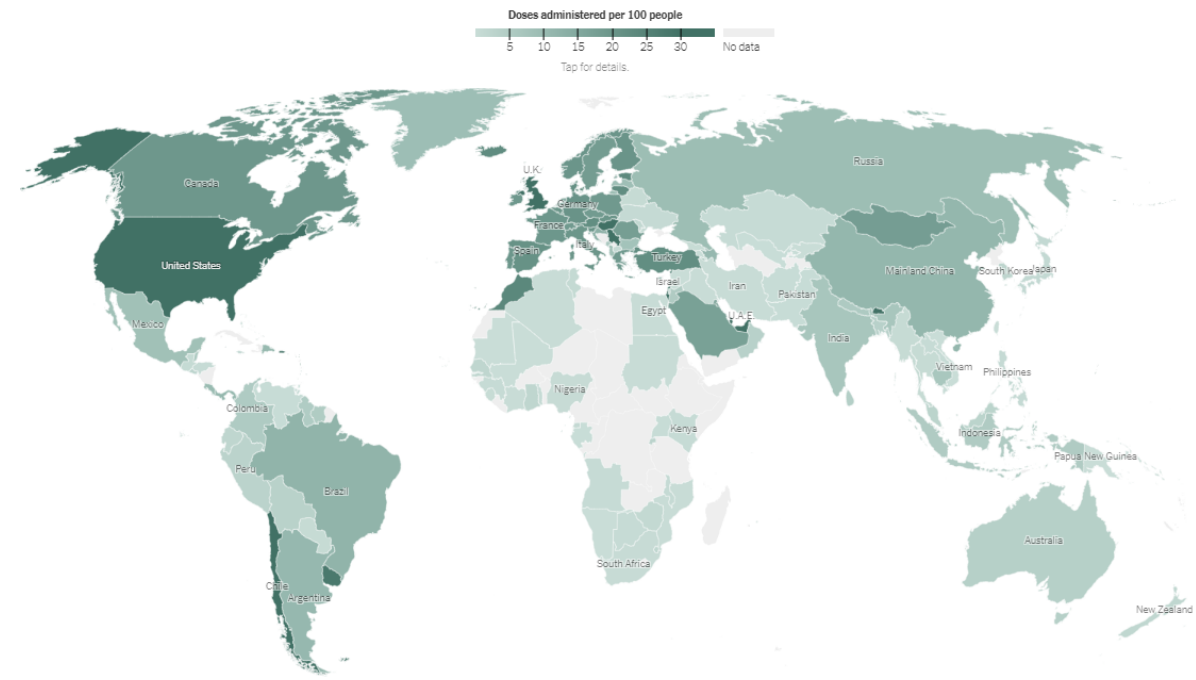
Potential Benefits of Digital Vaccine Certificates

- Can promote a semblance of normalcy in allowing vaccinated individuals to reengage more safely in society through:
 - Returning to work/ school
 - Traveling more freely
 - Visiting large events (concerts, theater, etc.)
 - Visiting businesses, restaurants, etc.
- Can serve as an incentive to get vaccinated
- Can mitigate fraud and falsification of “paper only” vaccination certificates
- Can be multipurpose and allow for tracking of doses and continuity of care, as well as proof of COVID-19 test results



Reasons for Concern

- **Legal, privacy, ethical implications**
 - Risks exacerbating existing inequalities for those who don't have access to vaccines, or the technology required
 - Poses privacy concerns since health and/or location data will be shared and maintained by third parties
- **Degree of protection from vaccines still not 100% known**
 - Extent to which they protect against SARS-CoV-2 variants
 - Extent to which they prevent infection and transmission
- **May promote and inaccurate level of risk perceptions and less-cautious behavior**
- **Lack of universal guidelines and regulations**
- **May distract from the urgency of the pandemic in marginalized communities and low-resource settings**



COVID-19 Vaccine Willingness Survey Columbia University

Wafaa El-Sadr, MD, MPH, MPA

Melanie Bernitz, MD, MPH

Linda Fried, MD, MPH

Scott Hammer, MD

Steve Shea, MD, MPH

With appreciation

Ginny Kaplan

Donna Lynne

Richard Mitchell

Joey Platt

Methods

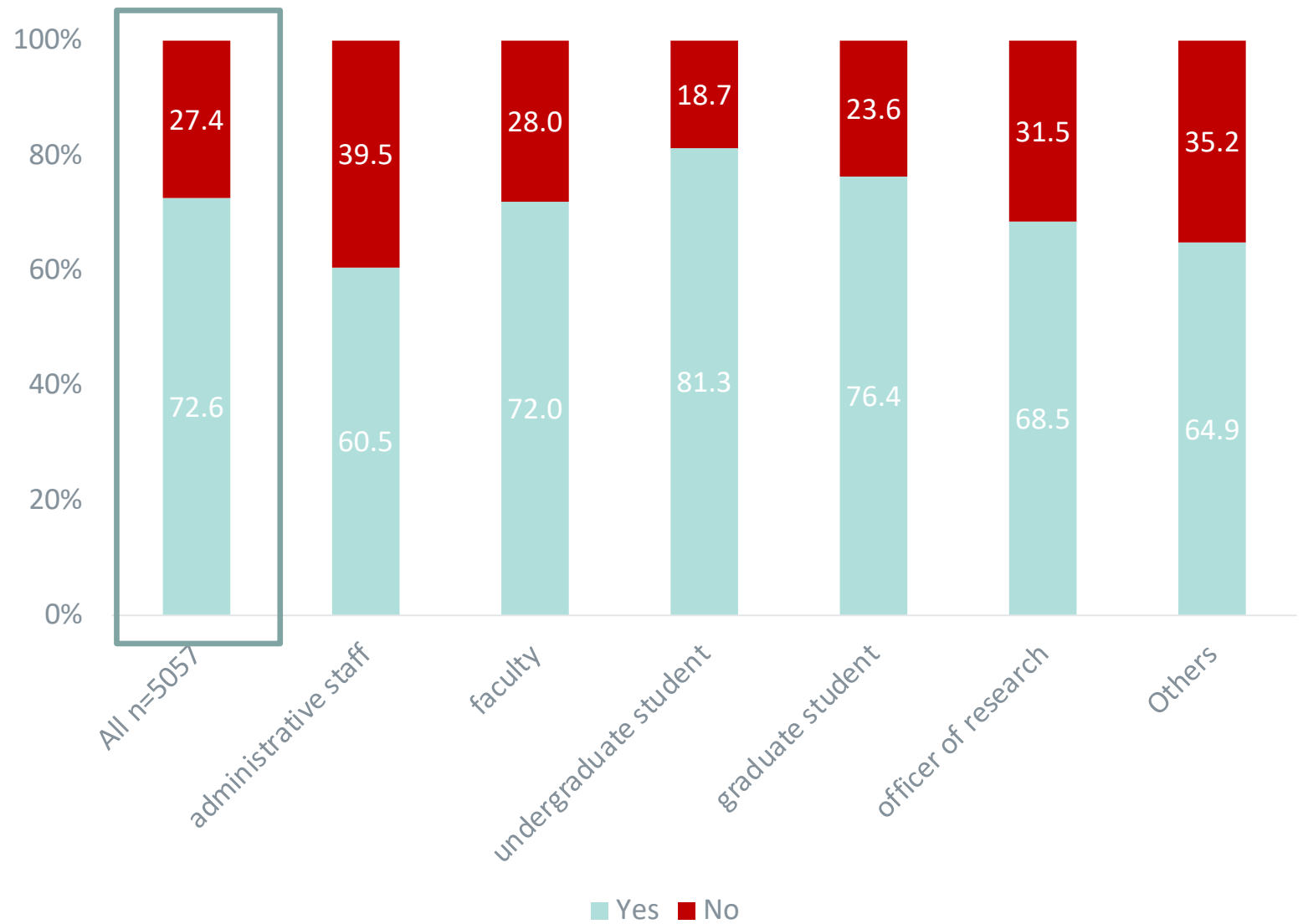
- **Online survey conducted March 9– March 24, 2021**
- **Invitation to participate was via email, with two reminder emails**
- **Survey included:**
 - Six questions on demographics, including University affiliation, campus, age, gender/sex, and race/ethnicity
 - Eight questions related to vaccination readiness and attitudes
- **Population sampling:**
 - 25% Administrative Personnel
 - 10% Academic Personnel
 - All Undergraduate and Graduate Students

Population Surveyed

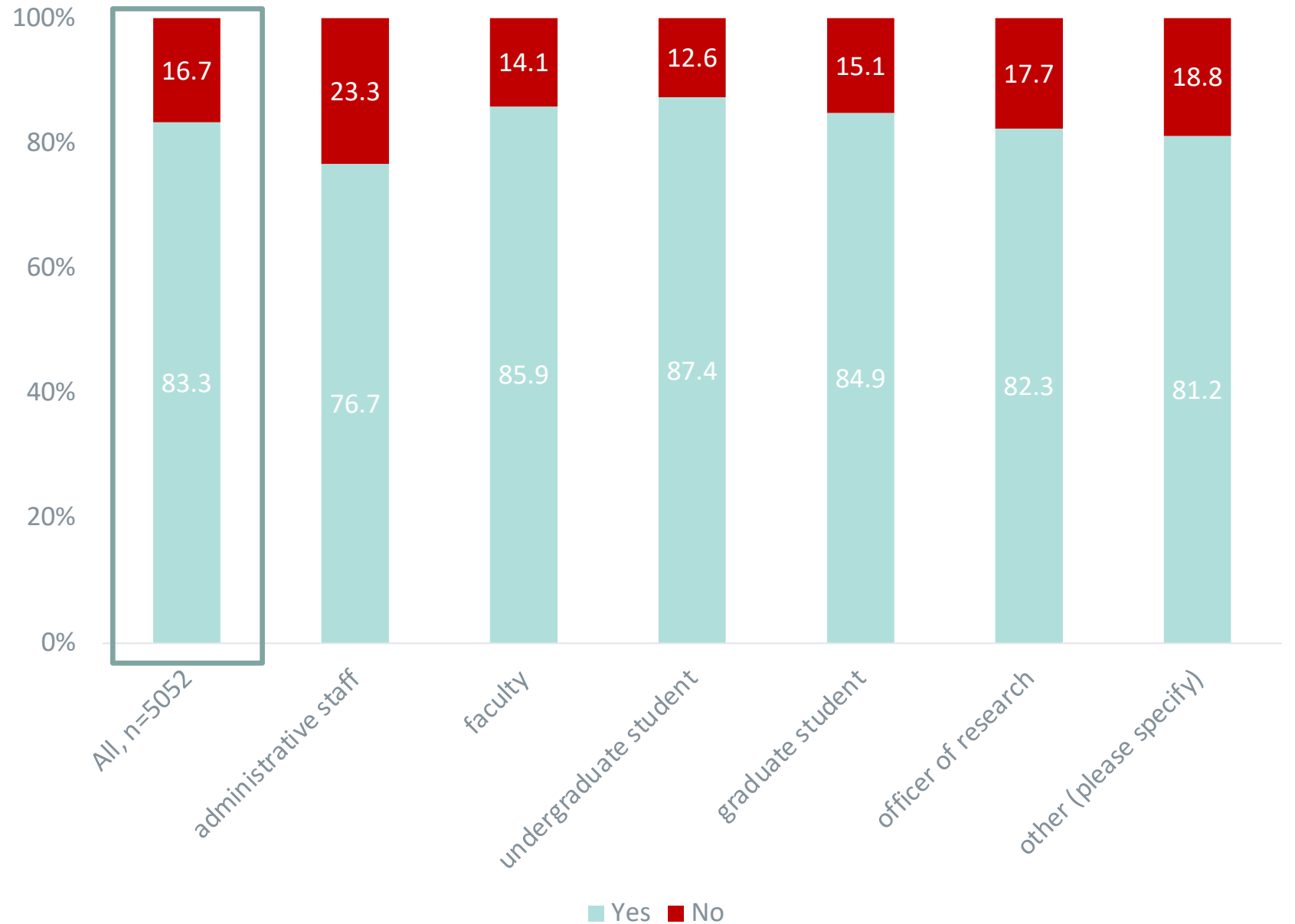
- Responses received from 5229 (15%)

Affiliation	Count of Individuals
Graduate Students	1881
Undergraduate Students	1085
Administrative Staff	926
CUIMC Faculty and Librarians	161
CUIMC Administrative Staff	296
Faculty and Librarians	239
CUMC Students	173
CUIMC Research Officers	132
Research Officers	128
Other	208
Total	5229

Employers/schools mandating vaccinations by affiliation, %, n=5057



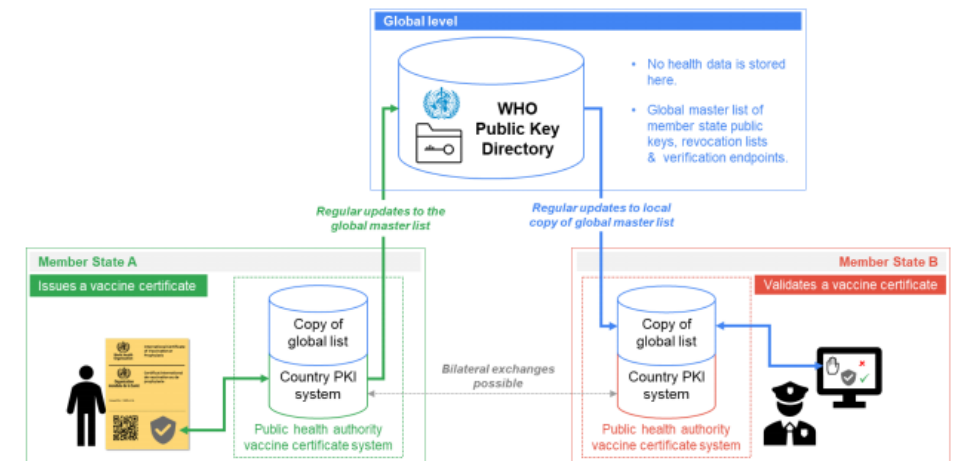
Requiring individuals to disclose whether vaccinated to employers/schools by affiliation, %, n=5057



Setting Standards

WHO's Interim Guidance for Smart Vaccination Certificate (SVC)

- Developed to guide the creation of a globally interoperable SVC
- **Key design principles:**
 - **Equity:** Ensuring that SVCs do not further pre-existing inequities or create new ones
 - **Accessibility:** Ensuring that SVCs are accessible to all, including through the use of open standards
 - **Privacy protecting:** Ensuring that individual privacy rights are respected and protected
 - **Scalability, flexibility and sustainability:** Ensuring that SVCs can reach global scale, are sustainable beyond the pandemic, & are adaptable for other contexts/ uses
- **WHO's trust framework:** technical specifications, interoperability criteria and related governance mechanisms that are agreed upon by multiple entities to establish trust between entities



WHO will play the role of a trust broker among 90 Member States that meet SVC interoperability requirements.

Setting Standards

Vaccine Credential Initiative (VCI)

- Voluntary coalition of health records management and technology companies aimed at providing individuals with access to verifiable copies of their vaccination records (paper and digital) using open, interoperable standards
- Produces implementation guides needed to support the issuance of verifiable health credentials by organizations offering vaccine passports





Thank you

University Senate

Proposed: April 9, 2021

Adopted: April 9, 2021 with 61

affirmative votes

**RESOLUTION TO APPROVE AN ACADEMIC PROGRAM LEADING TO THE
EXECUTIVE MASTER OF SCIENCE IN ENGINEERING**

WHEREAS the School of Engineering and Applied Science proposes to offer a new version of its Master of Science degree, designed to train future senior executives responsible for developing products, a kind of training that tends to occur now over the course of long apprenticeships at companies; and

WHEREAS the training in the new program, a full-time, 30-credit, three-semester experience, would take place in a set of core courses and half-courses (12 credits in total) designed to impart the habits of minds and skills needed to design and develop any product, followed by a set of elective courses in a particular engineering concentration (15 credits) and a capstone project in the third semester (3 credits); and

WHEREAS the designers of the proposed program are confident that the New York City area is becoming increasingly competitive with Silicon Valley and will foster new engineering companies in a number of fields, and that students are eager to become leaders of these companies;

WHEREAS the Senate Education Committee has favorably reviewed the proposed program;

THEREFORE BE IT RESOLVED that the University Senate approve the establishment of the Executive Master of Science in Engineering;

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

Proponent: Education Committee

PROPOSAL FOR A NEW DEGREE, NEW DEGREE FROM AN EXISTING TRACK, NEW CERTIFICATE, OR NEW CERTIFICATION OF PROFESSIONAL ACHIEVEMENT (CPA) PROGRAM

Please insert the requested information in the table below:

Degree:	Master of Science
Program Name:	Executive Master of Science in Engineering
If this program is currently a track in an existing program but has evolved as a stand-alone program, please indicate the program it's based on:	
Sponsoring School(s):	Fu Foundation School of Engineering and Applied Science
Proposed Start Date:	Fall 2022
Name and Email Address of the Primary Contact Person for this Proposal:	Harry West hw2599@columbia.edu
Date of Proposal Submission:	February 19, 2021

DESCRIPTION OF THE PROGRAM

Please complete the questions below and submit this document and the external reviewer list (if applicable) through the APAS system (<https://apas.provost.columbia.edu/>) to begin the review process. *Please note: Firefox is the recommended browser for APAS; functionality may be less optimal when using Internet Explorer or Chrome.*

1) Purpose

A) Describe in 1-2 paragraphs the purpose of the proposed program, its target audience, its content, and its format/pedagogical approaches.

The Executive Master of Science in Engineering will provide students with a broad understanding of engineering science and the end-to-end product development process. It is intended for professionals who are preparing for leadership roles that need an understanding of the development process of new products (goods or services). They may go on to positions such as VP of engineering, COO/CTO/CIO roles, a product manager for a large technical program, or an entrepreneur.

The program comprises a set of core courses that students in the program will take as a cohort. The core courses provide an overview of the design process, data management, and topics in what is known as “tough engineering”; electives in their chosen area of concentration; and a capstone project which integrates their overall learning experience and prepares them to immediately take on a significant leadership role.

B) How does the new program relate to ongoing programs? Will it replace any existing program(s)? Does the proposed program completely or partially duplicate (an) existing program(s) in any other unit of the University?

The Executive Master of Science in Engineering is complementary to current degree programs offered by the Fu Foundation School of Engineering and Applied Science (SEAS); it will not replace any existing Master of Science degree programs in the university. The goal of this new program is not to give students a deep expertise in any one engineering discipline. Instead, the focus is on giving a broad understanding of engineering challenges and teaching a general approach to designing and developing new products. The core of the Executive Master of Science in Engineering will draw upon courses that are currently offered by different departments across Columbia Engineering and bring them together in a coherent program.

2) Need

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

New York City and its environs is becoming increasingly competitive to Silicon Valley for establishing and growing new technology companies. Emerging challenges in: climate, energy, and sustainability; medical devices; supply chain systems; large scale software systems; AI and machine learning; robotics and smart machines amongst others are technologically complex, inherently multidisciplinary and will have profound impact on humanity. The successful development of new engineering solutions will require leaders who understand the process of

designing and developing technology to serve the needs of humanity, can think strategically, and have the systems and data tools to engage creatively with technology.

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

Many students are aspiring to leadership roles in product development and are customizing their programs to include courses in design, data, and business which may not be required by their department and they are engaging in extracurricular entrepreneurial activities in the engineering school and across the university.

Our alumni, members of our Board of Visitors and our industry partners have expressed interest in such a program. We believe that we will receive thousands of applications each year to enter this program.

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

The program has been designed by a team of faculty with extensive professional and entrepreneurial experience representing several SEAS departments. We have also taken into consideration our collective experience of the needs of employers as we provide references for our students. This program has been designed specifically to fill a gap in our current offering which we believe will be in demand by both students and employers.

A 2020 survey by LinkedIn of 6607 Learning and Development professionals indicated that their priority was:

- Leadership & management
- Creative problem solving & design thinking
- Communication

Three venture capital companies we approached for advice expressed support for the proposed program and offered to advise on the development of the program.

D) What other institutions in the metropolitan area and in the Northeast offer similar programs?

The proposed new program here is unique because of its focus on the creative application of technology in an engineering school. Other programs which share some similar attributes include joint engineering/MBA programs such as:

The MS/MBA curriculum offered by Harvard Business School and the Harvard John A. Paulson School of Engineering and Applied Sciences has a core Systems Engineering course and Engineering Design & Innovation Management Seminar similar to parts of the core of the proposed curriculum (see

<https://www.hbs.edu/mba/academic-experience/joint-degree-programs/school-of-engineering-and-applied-sciences/Pages/curriculum.aspx> for more details).

Similarly, Dartmouth offers a program in Engineering Management:

https://mem.dartmouth.edu/?gclid=Cj0KQCQiAvP6ABhCjARIsAH37rbReWDPQT1Zs7Q3HZj7LtI9fy3L9T SmwLlj8Zj2KCMBEyW3OLquNovMaAsEIEALw_wcB

In addition, Berkeley offers and MBA/MEng:

<https://engineering.berkeley.edu/academics/graduate-programs/mba-meng/>

Also, there are more specialized programs offered within a department each of which has some overlap with a potential concentration in the proposed Columbia program. For example, the University of Pennsylvania program in Electrical and Systems Engineering is similar to a potential course of study in the proposed Columbia program with a focus on electrical systems

<https://drive.google.com/file/d/1Ili2UCszbOK4v3Nj2Ia0oQrA4v6Bi9n8/view>.

The same applies to MIT's program in System Design and Management

<https://sdm.mit.edu/sdm-program/master-of-science-in-systems-design-management/>

3) Curriculum

- **Provide a brief summary of the program, in the form of a one-paragraph catalogue or website description.**

The Executive Master of Science in Engineering provides students with a broad understanding of engineering science and the end-to-end product development process. It is intended for professionals who are preparing for leadership roles in the development of new products. The program comprises a series of core courses that will be taken by students in the program together as a cohort; electives in their chosen area of concentration; and a capstone project which integrates their overall learning experience and prepares them to take on a significant leadership role.

1. Core courses (15 credits)
 - a. Human-Centered Design and Innovation, ENGI E4501, (1.5 credits)
 - b. Design of UI/UX for Connected Systems, ENGI E4502, (1.5 credits)
 - c. Analytics in Python, ENGI E4503, (1.5 credits)
 - d. Data, Models and Decisions, ENGI E4504, (1.5 credits)
 - e. Frontiers of Tough Tech, ENGI E4505, (3 credits)
 - f. Fundamental Design Tools, ENGI E4507, (3 credits)
 - g. Strategy, Leadership and Organizational Change, ENGI E4509 (3 credits)
2. Electives in their concentration (12 credits) – 12 credits in one of the following concentrations:
 - a. Medical Device Design
 - b. AI and Machine Learning
 - c. Supply Chain, Retail and Service Systems
 - d. Robotics and Smart Machines
 - e. Climate, Energy, and Sustainability
 - f. Software Systems
 - g. Advanced Materials and Nanotechnology
3. Capstone (3 credits)

Applying core learning to a design or development challenge in the area of their elective concentration.

- **Indicate the minimum total number of credits (or clock hours, as appropriate) required for completion of the program, as well as any other program requirements (e.g., final paper, field placement, capstone project). For Bachelor's programs, please indicate both the total number of points required for graduation (e.g., 124 or 128), as well as the minimum number of points within the major or concentration. Also note that the minimum number of points is 30 for Master's programs, 20-24 for Certificate programs, and 12 for Certification of Professional Achievement (CPA) programs.**

30 credits

University Senate

Proposed: April 9, 2021

Adopted: April 9, 2021 with 63

affirmative votes

**RESOLUTION TO ESTABLISH A DUAL DEGREE LINKING THE
MASTER OF BUSINESS ADMINISTRATION WITH THE
EXECUTIVE MASTER OF SCIENCE IN ENGINEERING**

WHEREAS the Business and Engineering schools have jointly proposed to link the Executive Master of Science in Engineering (approved here moments ago) with the flagship Master of Business Administration in a new dual degree program; and

WHEREAS the two schools have already demonstrated their capacity to collaborate with a successful dual degree program connecting the Master of Science in Management Science & Engineering with the Master of Science in Business Analytics; and

WHEREAS the proposed program will be a full-time, entirely in-person program (at least for the first few years), with core courses followed by a set of electives in concentrations in both the MBA and the Executive M.S. in Engineering, a process that will require 81 credits, with some double counting of cross-listed courses, and normally about two years to complete; and

WHEREAS for students in the Executive M.S. in Engineering, exposure to the full MBA curriculum will only broaden and deepen the experience of business principles and practices that they will already be having in their own program with the challenge to develop a new product and bring it to market; and

WHEREAS the Senate Education Committee has favorably reviewed the proposed program, satisfying itself that sufficient measures will be taken to assure coordination and collaboration between the two schools, particularly in student advising and in the preparation of the capstone project, which is meant to reflect the entire academic experience of the dual program;

THEREFORE BE IT RESOLVED that the University Senate approve the dual degree program linking the Executive Master of Science in Engineering to the Master of Business Administration;

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

Proponent: Education Committee



**PROPOSAL FOR A NEW DEGREE, NEW DEGREE FROM AN EXISTING TRACK,
NEW CERTIFICATE, OR NEW CERTIFICATION OF PROFESSIONAL
ACHIEVEMENT (CPA) PROGRAM**

Please insert the requested information in the table below:

Degree:	Exec MS-MBA
Program Name:	Executive MS in Engineering-Master of Business Administration
If this program is currently a track in an existing program but has evolved as a stand-alone program, please indicate the program it's based on:	This program brings together courses from existing MS programs in Engineering and the Master of Business Administration with the purpose of creating an MBA with an Engineering focus and foundation
Sponsoring School(s):	Fu Foundation School of Engineering and Applied Science and Columbia Business School
Proposed Start Date:	September 2022
Name and Email Address of the Primary Contact Person for this Proposal:	Professor Garud Iyengar garud@ieor.columbia.edu
Date of Proposal Submission:	February 19, 2021

DESCRIPTION OF THE PROGRAM

Please complete the questions below and submit this document and the external reviewer list (if applicable) through the APAS system (<https://apas.provost.columbia.edu/>) to begin the review process. *Please note: Firefox is the recommended browser for APAS; functionality may be less optimal when using Internet Explorer or Chrome.*

1) Purpose

- A) Describe in 1-2 paragraphs the purpose of the proposed program, its target audience, its content, and its format/pedagogical approaches.**

The dual Executive Master of Science in Engineering and Master of Business Administration will provide students with a broad integrated understanding of engineering science and management. It is intended for professionals with relevant industry experience who are preparing for, or in, leadership roles. Graduates may go on to positions such as VP of engineering, COO/CTO/CIO roles, a product manager for a large technical program, or an entrepreneur.

The program comprises a set of core courses in both engineering and management that students will take as a cohort. The core courses provide an overview of core engineering and applied science foundations and topics in what is known as “tough engineering”; as well as business skills such as leadership, strategy, finance, economics, and marketing. After completion of the core, students choose from an extensive array of electives, fulfill an engineering concentration, fulfill a business concentration, and complete a capstone project which integrates the overall learning experience and prepares graduates to take on significant leadership roles in their area of interest.

- B) How does the new program relate to ongoing programs? Will it replace any existing program(s)? Does the proposed program completely or partially duplicate (an) existing program(s) in any other unit of the University?**

The dual Executive Master of Science in Engineering and the Master of Business Administration is complementary to current degree programs offered by the Fu Foundation School of Engineering and Applied Science (SEAS) and the Business School; it will not replace any existing programs at the university. The focus of the program is to combine engineering foundations with the broader management skills needed to succeed in leadership roles in industry, and on giving a broad understanding of engineering challenges and a general approach to designing and developing new products. The core of the dual degree will draw upon courses that are currently offered by different departments across Columbia Engineering and the Business School and bring them together in a fully integrated program.

2) Need

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

New York City and its environs is becoming increasingly competitive to Silicon Valley for establishing and growing new technology companies. Emerging challenges in: climate, energy, and sustainability, medical devices, supply chain systems, large scale software systems, AI and machine learning, robotics and smart machines among others are technologically complex, inherently multidisciplinary and will have profound impact on humanity. Each of these challenges, and new ones yet to be identified, are frequently being addressed with the tools of engineering sciences.

The successful development and deployment of new engineering solutions will require leaders and

managers who both understand the process of designing and developing technology to serve the needs of humanity, can think strategically, are skilled managers, and have the systems and data tools to engage creatively and effectively with technology and technological experts.

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

Many students currently at the Engineering School are aspiring to leadership roles in industry and finance and are customizing their programs to include courses in design, data, and business which may not be required by their department and they are engaging in extracurricular entrepreneurial activities in the engineering school and across the university. Similarly, roughly one quarter of Business School applicants have a STEM undergraduate degree and 20% of MBA graduates go to work in the tech sector, but only a small number currently take on highly technical leadership roles. The data analytics and technology curriculum at the Business School has expanded greatly over the last decade, and Business School students also seek out advanced programming classes, design classes, and other offerings from Engineering. In addition, the schools' two existing joint MS programs (Master of Science in Business Analytics and Master of Science in Management Science and Engineering), which are designed for students who have just completed undergraduate degrees, are very popular. We anticipate that this new degree will appeal to more seasoned professionals with similar interests, who will be well positioned to become leaders in the emerging and evolving tech industry.

Our alumni, members of our Board of Visitors/Board of Overseers and our industry partners have expressed interest in such a program. We believe that we will receive thousands of applications each year to enter this program.

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

The program has been designed by a team of faculty with extensive professional and entrepreneurial experience representing several SEAS departments and the Business School. We have also taken into consideration our collective experience of the needs of employers as we provide references for our students, and through conversations with the staff in our career management centers. In addition, conversations with numerous alumni and advisory boards who are leaders in industry, further support the need for this program. This program has been designed specifically to fill a gap in our current offering which we believe will be in demand by both students and employers.

A 2020 survey by LinkedIn of 6607 Learning and Development professionals indicated that their priorities were:

- Leadership & management
- Creative problem solving & design thinking
- Communication

Three venture capital companies we approached for advice expressed support for the proposed program and offered to advise on the development of the program.

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The proposed new program here is unique because of its focus on the creative application of technology in an engineering school. Other programs which share some similar attributes include joint engineering/MBA programs such as:

The MS/MBA curriculum offered by Harvard Business School and the Harvard John A. Paulson School of Engineering and Applied Sciences has a core Systems Engineering course and Engineering Design & Innovation Management Seminar similar to parts of the core of the proposed curriculum (see <https://www.hbs.edu/mba/academic-experience/joint-degree-programs/school-of-engineering-and-applied-sciences/Pages/curriculum.aspx> for more details).

The Leaders for Global Operations (LGO) program at MIT is a 24-month dual degree MS/MBA program between MIT's School of Engineering and Sloan School of Management (see <https://lgo.mit.edu/> for more details).

Dartmouth offers a similar program in Engineering Management (<https://mem.dartmouth.edu/>).

3) Curriculum

A) Provide a brief summary of the program, in the form of a one-paragraph catalogue or website description.

Students take core courses in their first year, enrolling both in the Engineering School and the Business School in both semesters. In the second year, students take elective courses in areas of concentration in Engineering and Business, and complete their required Capstone course in Engineering.

1. Core SEAS courses (15 credits)
 - a. Human-Centered Design and Innovation, ENGI E4501, (1.5 credits)
 - b. Design of UI/UX for Connected Systems, ENGI E4502, (1.5 credits)
 - c. Analytics in Python, ENGI E4503, (1.5 credits)
 - d. Data, Models and Decisions, ENGI E4504, (1.5 credits)
 - e. Frontiers of Tough Tech, ENGI E4505, (3 credits)
 - f. Fundamental Design Tools, ENGI E4507, (3 credits)
 - g. Strategy, Leadership and Organizational Change, ENGI E4509 (3 credits)
 - h. Capstone, ENGI E4510, (3 credits)

2. Core Business School courses (21 credits)
 - a. Accounting I: Financial Accounting, ACCT B6001, (3 credits)
 - b. Corporate Finance, FINC B6300, (3 credits)
 - c. Lead: People, Teams, Organizations, MGMT B6500, (1.5 credits)
 - d. Strategy Formulation, MGMT B6502, (1.5 credits)
 - e. Managerial Economics, ECON B6200, (1.5 credits)
 - f. Global Economics Environment, ECON B6201, (1.5 credits)
 - g. Managerial Statistics, DROM B6100, (1.5 credits)
 - h. Business Analytics, DROM B6B5101, (1.5 credits)
 - i. Marketing Strategy, MRKT B6601, (1.5 credits)
 - j. Operations Management, DROM B6102, (1.5 credits)
 - k. Foundations of Entrepreneurship, MGMT B8518 (3.0 credits)

Indicate the **minimum total number of credits** (or clock hours, as appropriate) required for completion of the program, as well as any other program requirements (e.g., final paper, field placement, capstone project). For Bachelor's programs, please indicate both the total number of points required for graduation (e.g., 124 or 128), as well as the minimum number of points within the major or concentration. Also note that the minimum number of points is 30 for Master's programs, 20-24 for Certificate programs, and 12 for Certification of Professional Achievement (CPA) programs.

- 30 credits for the MS at SEAS
 - 15 Core (4.5 credits of these core credits are taught as part of the Business School core, are cross listed, and count toward both degrees.)
 - 3 Capstone
 - 12 Electives (3 credits of electives are cross listed/jointly taught and count toward both degrees.)

- 51 credits for MBA at CBS
 - 21 Core (4.5 credits of the Business School core are cross-listed and are counted toward both degrees.)
 - 24 Electives (3 credits of electives are cross listed/jointly taught and count toward both degrees.)
 - 6 Electives (cross listed from MS Core.)

- Core: Distribution of credits (34.5 Credits)
 - 13.5 Credits SEAS Only Core + Capstone
 - 16.5 Credits CBS Only Core
 - 4.5 Additional credits are taught as part of the Business School core, are cross-listed, and count toward both degrees

- Electives: Distribution of credits (33 Credits)
 - 9 SEAS Only electives
 - 21 CBS Only electives
 - 3 credits of electives are cross listed/jointly taught and count toward both degrees

Total with double-counting cross-listed/jointly taught courses: 81 credits (15 + 3 + 12 + 21 + 24 + 6)

Total without double-counting: 67.5 credits (13.5 + 16.5 + 4.5 + 9 + 21 + 3)

From the list of core courses from Columbia Engineering and Columbia Business School, here is the list of cross-listed courses:

Data, Models and Decisions, ENGI E4504 (1.5 credits)
 Analytics in Python, ENGI E4503 (1.5 credits)
 Managerial Statistics, DROM B6100 (1.5 credits)
 Business Analytics, DROM B6B5101 (1.5 credits)
 Operations Management, DROM B6102 (1.5 credits)

Strategy, Leadership and Organizational Change, ENGI E4509 (3 credits)
 Lead: People, Teams, Organizations, MGMT B6500 (1.5 credits)
 Foundations of Entrepreneurship, MGMT B8518 (3.0 credits)

**RESOLUTION TO APPROVE AN ACADEMIC PROGRAM LEADING TO THE
MASTER OF PUBLIC ADMINISTRATION IN GLOBAL LEADERSHIP**

WHEREAS the School of International and Public Affairs has developed a new Master of Public Administration program to prepare mid-career professionals (with at least seven years of professional experience) for leadership positions in global policy; and

WHEREAS the proposed MPA is a full-time, 10-month, 34-credit program, with an immersive 6-credit introduction in July, followed by 12-credit fall and spring semesters, each of which also includes a two-credit integrative seminar on global policy leadership; and

WHEREAS course designers expect the program to stand out among mid-career master's programs at peer institutions because of SIPA's strong (by some measures preeminent) reputation in global policy curricula, and because of its location in New York City, a center for global organizations; and

WHEREAS the Senate Education Committee has favorably reviewed the proposed program;

THEREFORE BE IT RESOLVED that the University Senate approve the establishment of the MPA in Global Leadership in the School of International and Public Affairs;

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

Proponent: Education Committee



PROPOSAL FOR A NEW DEGREE, NEW DEGREE FROM AN EXISTING TRACK, NEW CERTIFICATE, OR NEW CERTIFICATION OF PROFESSIONAL ACHIEVEMENT (CPA) PROGRAM

Degree:	Master of Public Administration (MPA)
Program Name:	MPA in Global Leadership
If this program is currently a track in an existing program but has evolved as a stand-alone program, please indicate the program it's based on:	N/A
Sponsoring School(s):	School of International and Public Affairs
Proposed Start Date:	July 1, 2022
Name and Email Address of the Primary Contact Person for this Proposal:	Dan McIntyre, dm2429@columbia.edu
Date of Proposal Submission:	February 16, 2021 (revised March 25, 2021)

DESCRIPTION OF THE PROGRAM

Purpose

A) Describe in 1-2 paragraphs the purpose of the proposed program, its target audience, its content, and its format/pedagogical approaches.

In the spirit of the SIPA mission – “to empower people to serve the global public interest ... by educating students to serve and lead” – the School proposes a new Master of Public Administration in Global Leadership (MPA in Global Leadership). The new MPA would be an intensive 10-month, 34-credit degree designed to provide mid-career professionals who have at least 7 - 10 years (and preferably 10 – 15 years) of progressively senior experience with the advanced public policy knowledge, analytical skills and leadership capabilities to make an even greater impact in their fields or to shift to a senior position in a new area of endeavor. The target student body for the new degree would be considerably more advanced in their careers than current SIPA students, who are typically 22 – 32 years old, with zero to 5 years of experience. And unlike the existing 54-credit MPA programs, which begin with nearly two semesters of required core courses, the MPA in Global Leadership assumes that students’ extensive professional accomplishments and intellectual maturity have prepared them to focus on the more specialized courses that students in the 54-credit programs typically take in their third and fourth semesters.

Students would complete at least 34 credits over 10 months, beginning in late July with an intensive, specially designed Summer session (total of 6 credits) that would explore major frameworks for understanding and addressing contemporary global policy issues, introduce students to global policy leaders, provide refresher workshops in economics and quantitative analysis, and include cohort-building activities and professionally guided self-assessment exercises to help identify their educational goals for the remaining two semesters. In consultation with the MPA in Global Leadership Program Director, students would design individualized curricular plans for Fall and Spring semesters – at least 12 credits per semester, drawing from more than 300 existing courses at SIPA and, with approval, elsewhere in the University. Highly accomplished MPA in Global Leadership students would enrich SIPA classes and provide excellent networking opportunities for other SIPA students. Students in the new program also would enroll during Fall and Spring semesters in a special, 2-credit integrative seminar on global policy leadership, in which each student would develop a special project on a global policy issue.

The proposed degree, which is informed by a highly successful program at Harvard’s Kennedy School of Government, which enrolls about 200 students per year, would be particularly attractive to individuals who not only want to study at SIPA, the leading global policy school¹, but also take advantage of the unparalleled co-curricular and networking opportunities available in New York City. The program would seek to enroll 50 – 65 students per year at steady state and recruit a diverse student body – approximately half international and half US -- and will strive to enroll a significant proportion of women and underrepresented minorities.

¹IPA ranked #1 by *US News and World Report* in Global & International Policy and Administration (2018, 2019, 2020)

B) How does the new program relate to ongoing programs? Will it replace any existing program(s)? Does the proposed program completely or partially duplicate (an) existing program(s) in any other unit of the University?

The proposed MPA in Global Leadership will not replace or duplicate any existing programs at SIPA or elsewhere in the University. Given the new degree's focus on a wide range of global public policy issues and leadership, there are no programs in other units that overlap with it. Similarly, the new MPA would be clearly differentiated from SIPA's existing MPA programs in student body, program structure and educational content.

The student body for the new MPA would have at least 7 - 10 and preferably 10 – 15 years of increasingly senior professional experience, compared to typically zero – 5 years for SIPA's two-year MPA programs. Students in the new program would be seeking to move to senior positions, while students in existing programs are largely preparing for positions at early stages of the career ladder.

Unlike SIPA's Executive MPA (EMPA), which is primarily designed for part-time students already living and working in the greater metropolitan area, the new program could only be taken full time. Applicants to the new MPA, who would be older and more senior in their career than EMPA students, would need to demonstrate that they are prepared to take advantage of the program's shorter, self-designed curriculum. Unlike SIPA's 54-credit master's programs, which include a rigorous foundation of core courses and require three or four full-time semesters to complete, the MPA in Global Leadership would require 34 credits and be completed in 10 months.

Need

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

Increasingly specialized knowledge and advanced analytical and management skills are required to address the world's most pressing economic and political challenges. Regardless of whether issues play out on a local or national stage or in an international setting, solutions require knowledge of the global forces at work. The proposed MPA in Global Leadership would address this need by helping established leaders in public policy and related fields deepen their knowledge of policy in SIPA's areas of special strength – and prepare to move up to senior positions. Although there are similar mid-career programs at peer institutions in the Northeast, SIPA is differentiated from them by its unsurpassed strengths in a wide range of global policy fields, its robust connections to leading New York City-based international institutions and its extensive international network of alumni and supporters. In addition, the proposed program advances Columbia University's commitment to "The Fourth Purpose" – bringing the University's extraordinary knowledge and capacity together with individuals beyond the campus to catalyze action "to more effectively address pressing human problems."

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

Because there already are a number of mid-career MPAs at peer institutions, we are confident that demand exists. Similar programs in the region – including Harvard, Princeton, Johns Hopkins and

NYU – enroll a total of about 400 students per year. We are confident that SIPA’s location in New York City, distinctively global curriculum and wide-ranging networking opportunities will provide an attractive alternative for this existing pool of students, as well as other potential applicants.

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

Mid-career professionals around the world are seeking educational opportunities to prepare themselves for the increasingly globalized economics, politics and policy issues of our times. Many employers encourage – and sometimes provide financial support for – high-achieving professionals to secure a graduate degree that broadens their perspective and deepens their knowledge and skills in relevant areas. Some professionals are seeking highly focused degree programs, such as SIPA’s 12-month MPA in Economic Policy Management, which provides extensive and advanced training in macroeconomic policy and econometrics. Other professionals, however, seek a broader education about globalization, leadership and public policy, which they can tailor to their own career needs and complete in a shorter time – and the new MPA would address the educational goals of these potential students. Given the demand for new leadership to address the topics at the core of the SIPA curriculum – including challenges in international finance and economic policy, climate change and energy policy, international security and conflict – there should be many opportunities for employment and entrepreneurial endeavors by the program’s graduates.

D) What other institutions in the metropolitan area and in the Northeast offer similar programs?

Similar programs are offered by four peer institutions in the Northeast:

- Harvard Kennedy School of Government: [Mid-Career Master in Public Administration](#)
- Johns Hopkins School of Advanced International Studies: [Master of International Public Policy](#)
- NYU Wagner Graduate School of Public Service: [Executive MPA for Public Service Leaders and Executive MPA for Global Policy Leaders](#)
- Princeton School of Public and International Affairs: [Master in Public Policy](#)

As mentioned above, SIPA’S proposed MPA in Global Leadership will differ from these programs in important ways, including SIPA’s global orientation and close relations with diverse international institutions in New York City and beyond. The Wagner Graduate School of Public Service offers an MPA with a similar name – Executive MPA for Global Policy Leaders – but its structure is significantly different than SIPA’s proposed MPA. The Wagner program is a joint degree in which students spend Fall semester at NYU, Spring semester at University College of London, then complete a Capstone project in the Summer. Sixty percent of the Wagner program consists of required courses or Capstone, while only 25% of the proposed SIPA program is required courses.

Curriculum

A) Provide a brief summary of the program, in the form of a one-paragraph catalogue or website description.

The 10-month (34-credit) Master of Public Administration in Global Leadership provides accomplished policy experts, managers and other professionals who have at least 7 - 10 years of

increasingly senior professional experience (and preferably 10 – 15 years’ professional experience) with the policy expertise, analytical skills and leadership capabilities to advance their careers to the highest level. Students begin the program with a specially designed 5-week (6-credit) immersion experience during late July and August, focused on major global policy issues and strategies to address them. The Summer session includes private sessions with leaders of major New York City and international institutions and provides a multidisciplinary approach to grappling with global policy issues. In addition, students and faculty mentors engage in cohort-building activities, and students complete professionally supervised self-assessments to help frame their educational plans for the remaining two semesters at SIPA – and to further advance their careers.

In consultation with the Program Director, students custom design a course of study in Fall and Spring semesters (at least 12 credits in each semester) that advances their individual career plans, drawing from nearly 300 courses offered every year at SIPA and, with permission, hundreds of other courses offered throughout Columbia University. Depending on their educational interests, students select at least one 3-credit course from one of the following categories: 1) Economics and Quantitative Analysis; 2) Management and Leadership; 3) Policy Foundations. In addition, students participate a specially designed, two-semester Integrative Seminar on Global Policy Leadership (2 credits per semester), in which they meet in private sessions with global leaders and design and complete individualized projects on global policy leadership.

B) Indicate the minimum total number of credits (or clock hours, as appropriate) required for completion of the program, as well as any other program requirements (e.g., final paper, field placement, capstone project).

34 credits.

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University Senate

Proposed: April 9, 2021

Adopted: April 9, 2021
with 61 votes in favor

RESOLUTION CONCERNING SUMMER POWERS

BE IT RESOLVED that the Executive Committee be empowered to represent the University Senate in all matters within its jurisdiction from today until the first meeting of the full Senate in September 2021, and that the Executive Committee act, insofar as possible, on the basis of policies already established by the Senate, and

BE IT FURTHER RESOLVED that in matters pertaining to Senate constituencies with no representation on the Executive Committee, the Executive Committee will consult with the senators from these constituencies.

BE IT FURTHER RESOLVED that at the Senate's first meeting next fall, the Executive Committee report fully to the Senate on any actions taken under summer powers.

Proponent:

Executive Committee

Columbia University Senate
Commission on the Status of Women

The Advancement of Women Faculty through the Academic Ranks
Mailman School of Public Health Pipeline Study

From 2019 to 2020, the Commission on the Status of Women worked with Dean Linda Fried and the Office of the Vice Provost for Faculty Affairs to study the advancement of women faculty in the Mailman School of Public Health over the past ten years. This work follows the previous studies for Arts and Sciences (2001 and 2015), Vagelos College of Physicians and Surgeons (2018), and School of Law (2019). This report summarizes our findings and our recommendations.

Considering the periods 2007-08 and 2018-19, the Commission found that:¹

1. The total number of faculty increased by 2 percent. The number of women faculty increased by 11 percent (from 92 to 102) and the number of men faculty decreased by 8 percent (from 75 to 69) (see Table 1).
 - a. The number of tenured faculty increased by 77 percent over this period (from 31 to 55), with a 145 percent increase in women tenured faculty (from 11 to 27) and a 40 percent increase in men tenured faculty (from 20 to 28).
 - b. The number of tenure track faculty decreased by 5 percent over this period (from 40 to 38), with a 5 percent increase in women tenure track faculty (from 21 to 22) and a 16 percent decrease in men tenure track faculty (from 19 to 16).
 - c. The number of non-tenure track faculty decreased by 19 percent over this period (from 96 to 78), with a 12 percent decrease in women non-tenure track faculty (from 60 to 53) and a 31 percent decrease in men non-tenure track faculty (from 36 to 25).

¹ The data used for the analysis are Snapshot data taken on November 1 of academic years 2007-08 and 2017-18. These data were drawn from PeopleSoft and reviewed by the Office of Academic Appointments. The Commission worked with the Vice Provost for Faculty Affairs and the Office of Faculty Affairs to find the most appropriate unique identifier for use in faculty counts. Possible identifiers included: (i) Administrative Department (department that administers a faculty member's position, where any related paperwork is generated, including a tenure dossier), and (ii) Position Department (department in which a faculty member is tenured and where they undertake their research / teaching). For most faculty, administrative department and position department are the same, but this is not always the case. The main concern in using Administrative Department as identifier is the inclusion of appointments to centers. The main concern in using position department is that a faculty member may have multiple positions. To address these concerns, the Commission chose the Position Department, but it combined it with Primary Appointment. The Appendix presents analogous results with faculty defined by Administrative Department.

**Table 1: Columbia University School of Public Health Faculty
Percentage Change in Faculty by Rank and Gender between 2007-08 and 2018-2019
Faculty defined by Position Department - Primary Appointment**

	2007-08			2018-19			Percentage Change		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
Tenured	11	20	31	27	28	55	145%	40%	77%
Tenure-Track	21	19	40	22	16	38	5%	-16%	-5%
Non-tenure track	60	36	96	53	25	78	-12%	-31%	-19%
Total	92	75	167	102	69	171	11%	-8%	2%

2. Women faculty accounted for 60 percent of total faculty in 2018-19, as compared with 55 percent in 2007-08 (see Table 2). In 2018-19:
 - a. Women accounted for 49 percent of tenured faculty, up from 35 percent in 2007-2008 (to 27 from 11).
 - b. Women accounted for 58 percent of tenure track faculty, up from 53 percent in 2007-08 (to 22 from 21).
 - c. Women accounted for 68 percent of non-tenure track faculty, up from 63 percent in 2007-08 (to 53 from 60).

**Table 2: Columbia University School of Public Health Faculty
Share of Faculty by Gender for different Rank in 2007-08 and 2018-2019
Faculty defined by Position Department - Primary Appointment**

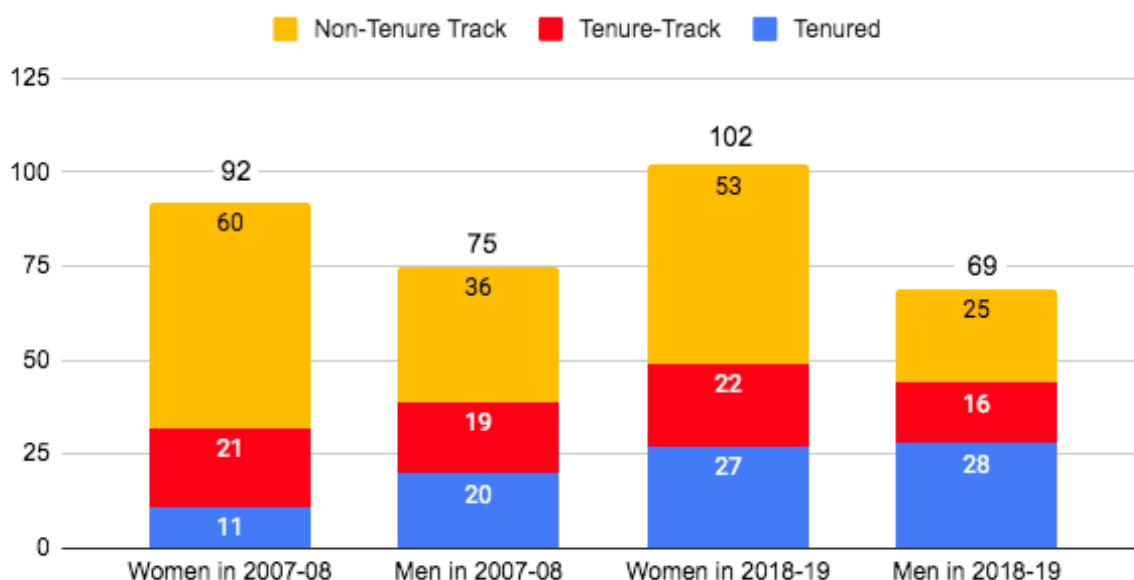
	2007-08					2018-19				
	Women		Men		Total	Women		Men		Total
	Number	Percentage	Number	Percentage	Number	Number	Percentage	Number	Percentage	Number
Tenured	11	35%	20	65%	31	27	49%	28	51%	55
Tenure-Track	21	53%	19	48%	40	22	58%	16	42%	38
Non-tenure track	60	63%	36	38%	96	53	68%	25	32%	78
Total	92	55%	75	45%	167	102	60%	69	40%	171

3. In 2018-19, 48 percent of all women faculty (49/102) and 64 percent of all men faculty (44/69) were tenured or on tenure track, as compared with 35 percent of women faculty (32/92) and 43 percent of men faculty (39/75) in 2007-08. The increased share of all men faculty who are tenured or on tenure-track stems mainly from the decreasing number of non-tenured men faculty.

**Table 3: Columbia University School of Public Health Faculty
Share of Rank by Gender in 2007-08 and 2018-2019
Faculty defined by Position Department - Primary Appointment**

	2007-08						2018-19					
	Women		Men		Total		Women		Men		Total	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Tenured	11	12%	20	27%	31	19%	27	26%	28	41%	55	32%
Tenure-Track	21	23%	19	25%	40	24%	22	22%	16	23%	38	22%
Non-tenure track	60	65%	36	48%	96	57%	53	52%	25	36%	78	46%
Total	92	100%	75	100%	167	100%	102	100%	69	100%	171	100%

Columbia University School of Public Health Faculty Change by Rank and Gender between 2007-08 and 2018-19



Conclusions:

- Over the period studied, the total number of School of Public Health faculty remained relatively constant, with only a 2 percent increase (167 to 171), unlike other schools studied previously², and the School has demonstrated a strong commitment to the representation of female faculty, with women faculty accounting for 60 percent of total faculty in 2017-18, up from 55 percent in 2007-08 (from 92 to 102).
- During this time, the School of Public Health *substantially increased* the total number of tenured faculty, with the result that tenured faculty accounted for 32 percent of total faculty

² Faculty defined by administrative department increased only from 150 in 2007-2008 to 155 in 2018-2019 (See Appendix – Table 1)

in 2018-19, up from 19 percent in 2007-08.³ The share of women among the tenured faculty increased to 49 percent from 35 percent (from 11 to 27), over this period.

3. The number and share of tenure-track faculty decreased very slightly over this period, to 22 percent of all faculty in 2018-19, from 24 percent in 2007-08 (from 40 to 38). The share of women among tenure track faculty increased to 58 percent in 2018-19 from 52 percent in 2007-08. This increase suggests promising improvements for women to move along the pipeline.
4. The number of non-tenure track faculty decreased by 19 percent over the period studied (from 96 to 78), while the share of non-tenure track faculty in the total faculty decreased to 46 percent from 57 percent. In 2018-19, women faculty accounted for 68 percent of non-tenure track faculty, as compared with 62 percent in 2007-08.
5. One important caveat related to the non-tenure versus tenure issue is that *female faculty remain more likely to be on the non-tenure track than men, with 52 percent of all women faculty on the non-tenure track in 2017-18, as compared with 36 percent of all men faculty. Nevertheless, this situation has improved over the period studied, with 65 percent of all women faculty and 48 percent of all men faculty on the non-tenure track in 2007-08. This compared with data from other studies, including the Vagelos College of Physicians and Surgeons, implies a contextual factor that signals women may be less likely to be on the tenure track.*

Recommendations:

When we inquired with Dean Linda Fried regarding study outcomes, she shared three recommendations that she believes have facilitated the advancement of women faculty at the School of Public Health over the past decade: data, leadership, and culture. We wish to see these recommendations instituted across campus.

Data: Ongoing and careful data capture is essential to continually assess (i) the current status in terms of equity and (ii) the success of policy refinements and practices to in response to equity directives. Annual reports at all units should be required to examine to what extent tenure, tenure track and all faculty lines reflect diversity across identities to make sure that historically marginalized groups are represented at increasing and equitable rates in tenurable, tenured and in all leadership positions.

Leadership: We need leadership that consistently amplifies messages (anchored in policy and practice) reinforcing the requirement for equity in our institutions. Leaders and new hires should be valued both for their presenting characteristics and experience, as well as for their potential.

³ Tenured faculty defined by administrative department increased from 29 in 2007-08 to 49 in 2018-19 (See Appendix – Table 1)

The Faculty Leadership Institute at CUIMC is an example of institutional commitment to prepare faculty for positions of leadership. We must create mechanisms of accountability.

Culture: Institutional culture change flows from strong messages and actions from leadership, encouraging best policies and practices in support of equity, mentoring consistent with these practices, including developing and sustaining a culture that values a diversity of perspectives.

In light of the social justice movements across the United States in the past year, the Commission recommends that all Columbia units integrate these practices into day to day functioning, not only with regard to gender equity, but also with regard to race/ethnicity, sexual orientation, gender identity⁴, disability status, socioeconomic status, religion, national origin, immigration status, limited English proficiency, or physical characteristics or health conditions.

In spite of improvements over the past decade, the fact that women may still be less likely than men faculty to be on the tenure track at the School of Public Health, and at the Vagelos College of Physicians and Surgeons (two units that we have reviewed in the past three years), suggests that we must continue to be vigilant in all of our efforts to strengthen equity. Implicit bias assures that we cannot assume objective capacity to build equity. Intentional data collection, strong leadership in support of equity, and institutional culture that values diversity in leadership are needed to ensure progress towards equity at Columbia University.

⁴ In future pipeline studies, we will seek to include faculty who do not identify as cisgender men or women

Commission on the Status of Women Members and Contributors 2019-20 & 2020-21

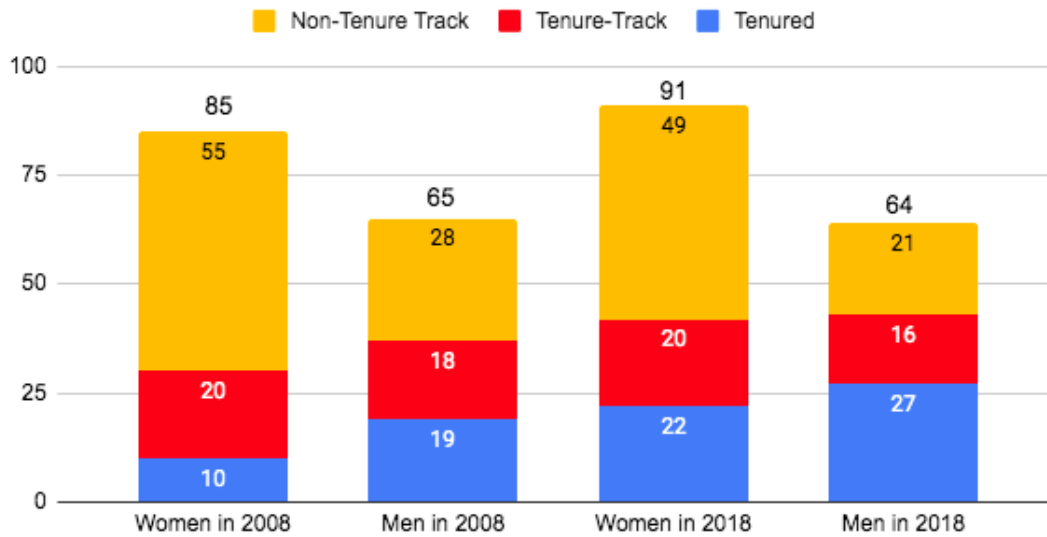
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Appendix

**Table 1: Columbia University School of Public Health Faculty
Percentage Change in Faculty by Rank and Gender between 2007-08 and 2018-2019
Faculty defined by Administrative Department**

	2007-08			2018-19			Percentage Change		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
Tenured	10	19	29	22	27	49	120%	42%	69%
Tenure-Track	20	18	38	20	16	36	0%	-11%	-5%
Non-tenure track	55	28	83	49	21	70	-11%	-25%	-16%
Total	85	65	150	91	64	155	7%	-2%	3%

Mailman Faculty (Admin Dept) 2008 to 2018 by Gender and Rank



**Table 2: Columbia University School of Public Health Faculty
Share of Faculty by Gender for different Rank in 2007-08 and 2018-2019
Faculty defined by Administrative Department**

	2007-08					2018-19				
	Women		Men		Total	Women		Men		Total
	Number	Percentage	Number	Percentage	Number	Number	Percentage	Number	Percentage	Number
Tenured	10	34%	19	66%	29	22	45%	27	55%	49
Tenure-Track	20	53%	18	47%	38	20	56%	16	44%	36
Non-tenure track	55	66%	28	34%	83	49	70%	21	30%	70
Total	85	57%	65	43%	150	91	59%	64	41%	155

**Table 3: Columbia University School of Public Health Faculty
Share of Rank by Gender in 2007-08 and 2018-2019
Faculty defined by Administrative Department**

	2007-08						2018-19					
	Women		Men		Total		Women		Men		Total	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Tenured	10	12%	19	29%	29	19%	22	24%	27	42%	49	32%
Tenure-Track	20	24%	18	28%	38	25%	20	22%	16	25%	36	23%
Non-tenure track	55	65%	28	43%	83	55%	49	54%	21	33%	70	45%
Total	85	100%	65	100%	150	100%	91	100%	64	100%	155	100%

COLUMBIA UNIVERSITY SENATE COMMISSION ON DIVERSITY

Report on Columbia University Public Safety and Restorative Justice

I. Introduction

In the summer of 2020, concern about police violence and accountability, as well as the structural nature of racial discrimination within criminal justice institutions at large, rose to the forefront of American public discourse. Such concerns were raised largely in response to the killings of George Floyd, Breonna Taylor, Ahmaud Arbery, and countless others by police and vigilante actors. The consequence has been a national call for change in approaches to policing and public safety in general, including demands for accountability and transparency in addressing racism and its effects within institutions. Institutions of higher learning have been among those to take seriously this national call for redress of racial injustice and, on July 21, 2020, the Office of the President of Columbia University released a statement entitled, “Columbia’s Commitment to Antiracism,” locating this community in response to the national public discourse and setting out actions to be taken.¹

It is important to note that while these issues have more recently gained heightened attention, concerns about race and policing have a longstanding history at Columbia University.

II. University History

The mission statement of Columbia University declares that “The University recognizes the importance of its location in New York City and seeks to link its research and teaching to the vast resources of a great metropolis.”² However, Columbia’s relationship with its closest Harlem and Washington Heights neighbors, and with students and faculty of color, has historically been contentious.

In 1969, Columbia University formed the University Senate in response to the campus turmoil of 1968, which included protests against Columbia’s attempt to create a gym in Morningside Park that signaled division between the University community and the surrounding Harlem community. Black students, Harlem residents, and their allies occupied many university buildings and stopped the construction of what came to be called “Gym Crow.” At the request of the Executive Committee of the Faculty, a report was produced by the Cox Commission in response to the 1968 protests. According to the “Crisis at Columbia” report, “Separate and unequal access to the facilities prompted cries of segregation and racism.”³ Columbia’s turbulent relationship with the surrounding community, and especially the proposed creation of a gym in Morningside Park, was an initiating cause of subsequent political unrest. The report noted that:

¹ President Lee C. Bollinger, “Columbia’s Commitment to Antiracism,” July 21, 2020; accessed February 23, 2021, <https://president.columbia.edu/news/columbias-commitment-antiracism>.

² “Mission Statement,” Mission Statement | Columbia University in the City of New York; accessed February 19, 2020, <http://ftp.columbia.edu/content/mission-statement.html>.

³ The Cox Commission’s “Crisis at Columbia” report explains, “The building provided access to the University community at the top of Morningside Park along its western boundary, while residents of the surrounding Harlem community would enter on the basement level, along the eastern edge of the park, where they would have access to only a small portion of the building.” Archibald Cox, et al., “Crisis at Columbia,” New York: Vintage, 1968; accessed April 4, 2021, <https://exhibitions.library.columbia.edu/exhibits/show/1968/causes/gym>.

By the spring of 1968, the opposition both in the [Harlem] community and among the faculty and student body was highly emotional, widespread, and deeply rooted. Contrary to statements by Columbia officials, this was—in the context of 1968—a racial issue.⁴

The University cannot prosper spiritually or intellectually as an isolated island surrounded by distrust.⁵

In order to address this legacy of distrust and to seek restorative justice and healing for the institution, its constituent communities, and its neighbors, we, the members of the Columbia University Senate Commission on Diversity, submit this report.

III. Protections and Transparency in Public Safety Practices

A. Background

The Commission on Diversity identified public safety as a priority matter for restorative justice in Fall 2019 and gave an initial presentation to the University Senate at the March 6, 2020 plenary. Over the course of the past eighteen months, the Commission has met with representatives from many campus groups and organizations, including the Black Student’s Organization, the Center for Justice, and the National Lawyers Guild. The Commission has collaborated extensively with the Student Affairs Committee. Having also met with the Inclusive Public Safety Working Group commissioned by the Office of the President, the Commission on Diversity sees its efforts being supported by the Working Group.⁶

To frame discussion on public safety and campus security, the Commission on Diversity conducted a review of reports on the practices and policies of private security and police forces at colleges and universities across the country. In many of these reports, investigators were especially concerned with constitutional protections and transparency. One noted, “There is no constitutional protection against unreasonable search and seizure by private citizens, ... no requirement for private security agents to issue Miranda warnings, ... no exclusionary rules for evidence obtained through unauthorized searches or questioning conducted by private agents.”⁷ In other words, private security forces, including those at universities, are generally not required to observe standard legal protections granted to the public in relation to the police. This could result in “[heightened] anxiety about private agents who could be highly skilled (such as ex-government agents) but subject to less stringent legal constraints and less effective oversight than their public service counterparts.”⁸

⁴ Archibald Cox, et al., “Crisis at Columbia,” New York: Vintage, 1968; accessed March 11, 2021, <https://exhibitions.library.columbia.edu/exhibits/show/1968/consequences/cox>.

⁵ Archibald Cox, et al., “Crisis at Columbia” New York: Vintage, 1968; accessed March 11, 2021, <https://exhibitions.library.columbia.edu/exhibits/show/1968/consequences/cox>.

⁶ See report of the Inclusive Public Safety Working Group, “The Data-Gathering Subcommittee Progress Report,” December 15, 2020; accessed March 22, 2021 https://universitylife.columbia.edu/sites/default/files/content/report_of_the_inclusive_public_safety_working_group_12_15_20.pdf.

⁷ Malcolm K. Sparrow, “Managing the Boundary Between Public and Private Policing,” Harvard Kennedy School and National Institute of Justice, September 2014.

⁸ Sparrow, “Managing the Boundary Between Public and Private Policing.”

Additionally, reports raised concerns about the transparency of private universities and the scarce release of reports on internal operations pertaining to public safety. In most states, including New York, private campus security and public safety forces are exempt from most public records requests, even when officers have the power to make arrests or use force.⁹ This has led to concerns for the safety and security of not only students, faculty, and staff within an institution, but also neighboring community members, as “[p]eople who are not affiliated with the school, but who live in a neighborhood under campus police jurisdiction, are subjected to a police force with little if any accountability.”¹⁰ Conditions such as these make it exceedingly difficult for the institution in question to identify incidents of racial profiling and other discriminatory policing practices, due especially to the lack of publicly available material with which to identify problematic trends and render these practices accountable to oversight.

B. Columbia University

In the United States, campus law enforcement may take a number of different forms. A 2011 Bureau of Justice Statistics survey reported that, of 905 four-year colleges and universities surveyed, 861 (95%) had their own private campus law enforcement agency. Private security firms or local law enforcement agencies were used by most of the schools that did not have their own campus security agency. Of the surveyed colleges and universities with their own campus law enforcement agency, ranked by the greatest number of full-time employees, Columbia University’s Department of Public Safety tied for tenth position, with 188 persons employed full-time in 2011.¹¹ By 2020, Columbia’s Department of Public Safety employed 165 full-time security officers as well as 62 uniformed supervisors licensed by the State of New York.¹² In 2011, law enforcement employees at 96 of the 100 largest four-year campuses included sworn personnel, broadly understood to mean armed officers with law enforcement authority and powers of arrest. Only Columbia University, New York University, DePaul University, and Portland State University had no sworn personnel,¹³ a situation that is unchanged at Columbia, with the 2020 Annual Security and Fire Safety Report noting that “officers are not sworn and do not carry firearms, nor do they have police powers including those of arrest.”¹⁴ The distinction is critical in so far as uniformed public safety personnel may invoke a perception of authority and power they may not actually carry.

IV. Best Practices and Campus Security Reporting Procedures at Peer Institutions

Civilian oversight agencies have existed in the United States for close to a century, and the function and structure of these bodies have evolved over time. Initially designed to provide basic civilian oversight, the function of these agencies transformed in the 1970s and 1980s with the emergence of an investigative

⁹ Madeline Will, “Despite Public Interest in Increased Police Transparency, Most Private Universities Shield Police Reports,” Student Press Law Center, March 16, 2016.

¹⁰ Nathalie Baptiste, “Campus Cops: Authority Without Accountability,” *The American Prospect*, November 2, 2015; accessed February 25, 2021, <https://prospect.org/civil-rights/campus-cops-authority-without-accountability/>.

¹¹ Brian A. Reaves, “Campus Law Enforcement, 2011–2012,” U.S. Department of Justice, January 2015, p. 22; accessed March 8, 2021, <https://www.bjs.gov/content/pub/pdf/cle1112.pdf>.

¹² “2020 Annual Security and Fire Safety Report Columbia University Public Safety,” Columbia University Public Safety, 2020, p. 5; accessed March 8, 2021, <https://publicsafety.columbia.edu/annualsecurityreport>.

¹³ Brian A. Reaves, “Campus Law Enforcement, 2011–2012,” U.S. Department of Justice, January 2015, p. 23; accessed March 8, 2021, <https://www.bjs.gov/content/pub/pdf/cle1112.pdf>.

¹⁴ “2020 Annual Security and Fire Safety Report Columbia University Public Safety,” Columbia University Public Safety, 2020, p. 5; accessed March 8, 2021, <https://publicsafety.columbia.edu/annualsecurityreport>.

model. From the 1990s and through the present, there has been a subsequent shift toward auditor, monitor, and mixed models of civilian oversight. (See Table 1a: “Civilian Review Board Models.”) With greater focus on policing and heightened calls for public safety reform in recent years, civilian oversight practices have become part of a now national conversation.¹⁵

Before considering distinct features of the broad types of civilian review agencies, we should first consider their purposes and objectives. Civilian review bodies are intended to enhance accountability in order to improve trust between public safety agencies and the local communities they are intended to serve. The review function aims to increase transparency, providing protocols for complaints to be received and investigations to be conducted properly. Since the creation of the first civilian oversight agencies in the United States in the 1930s, in 2016, there were over 140 such agencies in existence.¹⁶

The benefits of independent review boards have been noted for quite some time. In 2001, the National Institute of Justice released a report on citizen oversight committees and noted significant benefits.

Complainants have reported that they:

- *Feel “validated” when the oversight body agrees with their allegations—or when they have an opportunity to be heard by an independent overseer regardless of the outcome.*
- *Are satisfied at being able to express their concerns in person to the officer.*
- *Feel they are contributing to holding the department accountable for officers’ behavior.*

Police and sheriff’s department administrators have reported that citizen oversight:

- *Improves their relationship and image with the community.*
- *Has strengthened the quality of the department’s internal investigations of alleged officer misconduct and reassured the public that the process is thorough and fair.*
- *Has made valuable policy and procedure recommendations.¹⁷*

As Columbia University explores possible ways in which to build up trust in the Department of Public Safety through greater transparency and accountability, we recommend that it consider incorporating a civilian review function. We set out below the broad models in existence across the country, the critical features and potential strengths and weaknesses of each model, and the forms in place in a number of colleges and universities. (See Table 1b: “Forms of Civilian Review in Place Across U.S. Colleges and

¹⁵ On the subject of policing reform, the Thurgood Marshall Institute notes that the following groups and organizations are currently active in this area: [Advancement Project](#); [American Civil Liberties Union](#); [Amnesty International](#); [Campaign Zero](#); [Center for Constitutional Rights](#); [Community Resource Hub for Safety & Accountability](#); [Human Rights Watch](#); [Leadership Conference on Civil and Human Rights](#); and [Policing Project at NYU School of Law](#).

¹⁶ Joseph De Angelis, Brian Buchner, and Richard Rosenthal, “Civilian Oversight of Law Enforcement,” National Association for Civilian Oversight of Law Enforcement, 2016; accessed March 8, 2021, https://d3n8a8pro7vhm.cloudfront.net/nacole/pages/161/attachments/original/1481727974/NACOLE_Accessingth_eEvidence_Final.pdf?1481727974.

¹⁷ Peter Finn, “Citizen Review of Police: Approaches and Implementation,” U.S. Department of Justice, Office of Justice Programs, The National Institute of Justice Report, March 2001, pp. x-xi; accessed March 11, 2021, <https://www.ojp.gov/pdffiles1/nij/195076.pdf>.

Universities.”) We suggest that best practices in public safety transparency and accountability derive from a diversity of models already in place at peer institutions. Best practices include the authority and function to administer complaints, review policies and procedures (*e.g.*, UC Berkeley, The University of Chicago, New York University), provide independent assessment, and make recommendations (*e.g.*, SUNY Binghamton, The University of Chicago.) We note that in undertaking such a review of Public Safety at this moment, Columbia is not alone among U.S. colleges and universities.¹⁸

Table 1a: Civilian Review Board Models

Model	Characteristics	Strengths	Weaknesses	Example
Investigation-focused	Undertake independent investigation of complaints	Independence	Cost and complexity	Civilian Complaint Review Board, New York, NY
	Independent investigations may be instead of or in addition to an internal investigation	Skilled investigators	Possible resistance from body being investigated	
	Staffed by civilian investigators, with no members from the body being investigated	Investigators' skill and independence may enhance trust	Failure to meet expectations may lead to loss of trust	
Review-focused	Primarily charged with undertaking reviews of internal investigations and may provide recommendations	Community input	Authority and resources may be limited	Citizen's Police Review Board, Albany, NY
	Populated by civilian volunteers	Scope for building trust in the community	Board members may have limited expertise	
	Facilitates public meetings to gather community input and support communication	Low-cost structure and least complex model	Degree of independence may be limited	
Auditor-monitor-focused	Examines broad patterns in complaint investigations	Strong public reporting	Focus on broad patterns may not be supported by community	Office of the Inspector General for the New York City Police Department, New York, NY
	May participate in or monitor internal investigations	Moderate costs (between the most and least expensive models)	Requires expertise	
	Undertake systemic reviews with aim of driving organizational change	Potential to drive long-term cultural change	Limited authority may mean role limited to recommendations / comments	

Source: (De Angelis et al., 2016)

¹⁸ See Stephanie Hanes, “If Police on Campus Have Guns, Is College More Safe?,” *The Christian Science Monitor*, July 2, 2020, <https://www.csmonitor.com/USA/Education/2020/0702/If-police-on-campus-have-guns-is-college-more-safe>.

Table 1b: Forms of Civilian Review in Place Across U.S. Colleges and Universities

University	University Public Safety / Law Enforcement Structure	Review Board	Authority / Function	Review Board Est.
UC Berkeley: University of California Police Department	UCPD Officers are sworn peace officers with statewide authority (see California Penal Code Section 830.2 (b)).	UC Berkeley Campus Police Review Board	Administers complaints against sworn members of UC Police Department; monitors and reviews departmental policies and procedures.	1990
Binghamton University: New York State University Police at Binghamton	The New York State University Police at Binghamton is a fully accredited law enforcement agency with sworn law enforcement officers; recognized by the New York State Division of Criminal Justice Services.	Binghamton University Campus Citizen Review Board	Provides "independent and evidence-based assessment of the operation of the University Police Department (UPD) toward the goals of advising the Binghamton University president about issues and recommending changes."	2020
University of Chicago Police Department	UCPD Officers are employed by the University and all sworn officers have the authority to make full custody arrests.	Independent Review Committee for the University of Chicago Police Department	Reviews complaints relating "to issues of excessive force, violation of rights, abusive language, or dereliction of duty." Evaluates UCPD actions and makes recommendations as needed. This independent committee exists alongside internal review structures.	2005
Columbia University Department of Public Safety	Columbia University Department of Public Safety does not include sworn officers with law enforcement authority, powers of arrest, and they are unarmed.			NA
New York University: NYU Public Safety Department	NYU's Public Safety Department does not include sworn officers with law enforcement authority and powers of arrest, and they are unarmed.	Professional Standards	A unit within the Department of Public Safety, oversees and manages accreditation, adherence to standards, and development of policies.	NA
Johns Hopkins: Johns Hopkins Campus Safety and Security (Police Department stayed until 2022)	Johns Hopkins Campus Safety and Security includes (i) unarmed campus police officers with arrest authority; (ii) unarmed campus security officers without arrest authority; (iii) unarmed private security firm officers without arrest authority; and (iv) armed off-duty Baltimore City police officers with arrest authority.	Complaints submitted to a central email, investigated by security management/HR/ Office of Institutional Equity	In June 2020, creation of Johns Hopkins Police Department, a private campus police department, was stayed for two years, as was the creation of the associated Accountability Board. (source: https://publicsafety.jhu.edu/jhpd-information/accountability-board/)	NA
Yale University: Yale Police Department	Yale Police Department includes 93 sworn staff, including patrol officers and detectives. While Yale employees, Yale police officers, who have been certified by the Connecticut Police Officer Standards and Training Council, are commissioned for deployment by the New Haven Police Department.	Yale Police Department	<p>The University Police and Security Department has civilian administration in the form of the Director of Compliance and Strategic Initiatives (reports to the Director of Public Safety/Chief of Police) and the Director of Strategic Analysis, who reports to the Director or Compliance and Strategic Initiatives.</p> <p>In March 2020, Yale undertook an Assessment of the Yale Police Department.</p> <p>In June 2020, Yale released a statement, "The Yale Police Department in a Time of Historic Change"</p>	

Source: Compiled by author

V. Recommendations

In conclusion, the Commission on Diversity recommends the creation of an independent review body. In so far as transparency and accountability contribute to communal trust and restorative justice, the Commission on Diversity makes the following four recommendations:

1. An independent review body shall comprise students, faculty, staff, and community members not affiliated with Columbia University's Department of Public Safety, and that such body be empowered to review incidents and complaints involving the Department of Public Safety.
2. An independent review body shall be granted the authority to receive and review complaints about the Department of Public Safety issued by students, faculty, and staff of Columbia University, as well as from members of the broader community, regardless of University affiliation.
3. An independent review body shall provide assistance navigating the reporting process for complainants who request support; shall make recommendations, including corrective action, in response to individual complaints; and publicize anonymized recommendations to the community.
4. An independent review body shall conduct a self-evaluation and issue proposed recommendations no less than once per year for any structural changes to the Department of Public Safety that will both reinforce its mission and build a stronger community of trust.

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THE SENATE STUDENT AFFAIRS COMMITTEE HAS ENDORSED THIS REPORT.

Columbia University Senate Student Affairs Committee, Annual Report 2020-2021

This year, the Student Affairs Committee (SAC), led by Ramsay Eyre (CC, *Co-Chair*), Conor O’Boyle (CBS, *Co-Chair*), and Steven Corsello (GSAPP, *Vice Chair*) partnered with colleagues in the Senate and throughout the University to advocate for the interests of Columbia students.

COVID-19 advocacy

In Summer 2020, the SAC leadership met regularly with the Senate Executive Committee and Interim Provost Ira Katznelson to advocate for an optional return to campus for students as soon as possible. It also advocated for public health and safety measures to be put in place, including widely available COVID testing. It authored letters to the deans of undergraduate and graduate schools requesting information on the University’s testing and contact tracing program, clarification on the academic calendar and students’ continuity of education, and on off-campus housing assistance. It directed students who requested more information toward the proper resources at the University and in their schools.

Following the University’s decision not to bring students back to campus in the Fall semester, SAC secured an extension to the deadline for undergraduate students to apply for emergency on-campus housing. This extension was especially important for students with home environments not conducive to online learning.

SAC members met and worked with Alex Halliday, Director of Columbia’s Earth Institute, and Prof. Sandra Goldmark, to bring students into the planning/development process for the Columbia Climate School

Throughout the year, SAC advocated for the expansion of the University’s COVID testing program. In the Spring, it partnered with the Research Officers Committee (ROC) to urge Interim Provost Katznelson and Senior Executive Vice President Gerald Rosberg to adopt a policy of mandatory weekly testing for all Columbia affiliates, so as to quickly identify all cases in the Columbia community and prevent the further spread of new COVID variants.

Fall and Spring Semester Surveys

SAC conducted two surveys—the first in June 2020 and the second in October 2020—to gather information about student attitudes towards returning to campus under hypothetical circumstances, including under various public health and safety measures. Each of these surveys garnered over 10,000 responses from students, and indicated that the vast majority of students were eager for the opportunity to return to campus, and willing to abide by all public health and safety

measures to do so, including mandatory testing. SAC used the data gathered in these surveys to advocate for

Collaboration with the Commission on Diversity

In November 2020, SAC voted to endorse the report and recommendations of the Commission on Diversity to promote diversity in Columbia graduate programs. This report recommended the creation of a Continuum Program for Diversity in Graduate Education and Career Development.

Following year-long discussions about the role of the Department of Public Safety in light of national conversations about policing and racial justice, SAC endorsed the Commission on Diversity's April 2021 Report on Public Safety and Restorative Justice. This report recommended the creation of an independent review body to review incidents and complaints involving the Department of Public Safety, to be composed of students, faculty, staff, and community members not affiliated with Public Safety.

Task Force on Higher Education

To address ongoing concerns about the cost of attending Columbia, particularly in programs that have not adopted no-loan policies, SAC recommended the creation of a Task Force on the Future of Higher Education within the Senate. Consisting of students as well as scholars at Columbia studying the economics of higher education, members of this Task Force will be appointed in Summer 2021 and commence their work in the Fall. It will be charged with studying and making recommendations concerning, among other topics, the causes of the drastic rise in tuition costs in recent decades, the impact of the student debt crisis on Columbia students, and the state of financial aid across Columbia schools.

Subcommittee on Student Financial Insecurity

Arooba Kazmi and Elliot Hueske, Co-Chairs

With the help of staffers, SAC's Student Financial Insecurity Subcommittee looked into how funds for the CARES Act were dispersed around the various schools at Columbia. The subcommittee noticed that most schools were able to disperse the funds among the students that applied but a few schools mishandled the dispersion of funds. For instance, the subcommittee found that one school was requiring documents such as bank statements and paperwork as proof for funds while most were distributing funds to students without any proof. The amounts of funds varied, most ranging from \$500-\$2000.

Subcommittee on Public Safety and Racial Justice

Cameron Clarke and Elizabeth Gillette, Co-Chairs

The work of the Public Safety and Racial Justice Subcommittee centered around research for the potential founding of an Institute for Restorative Justice, affiliated with the Center for Justice and Student Conduct and Community Standards at Columbia. The subcommittee's plans for continuing its work next academic year involve establishing precedent for this work at peer institutions, speaking with Climate School faculty to determine the process of establishing a new center, scheduling meetings with the Center for Justice as well as Student Conduct and Community Standards, and updating and revising the original proposal for an Institute for Restorative Justice. In addition, subcommittee members are looking into funding mechanisms and budget allocations to support such a center.

Subcommittee on Virtual Learning

Oren Ross and Vivian Todd, Co-Chairs

The Virtual Learning Subcommittee researched student opinions on the three virtual and hybrid semesters following the outbreak of COVID-19, highlighting the benefits and downsides of virtual learning. The subcommittee also explored issues with potentially invasive proctoring software, such as Proctorio. The subcommittee's work culminated in a presentation to the Senate IT Committee and to representatives from the Center for Teaching and Learning.

Student Affairs Committee 2020-2021

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