

University Senate Plenary

September 23, 2022



University Senate

Proposed: September 23, 2022

Adopted: September 23, 2022

PROPOSED AGENDA

University Senate

Friday, September 23, 2022 at 1:15 p.m. via Zoom

Registration required

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

1. Adoption of the agenda
2. Adoption of the minutes of April 29, 2022
3. President's report
4. Executive Committee Chair's report:
 - a. Chair's remarks
 - b. Summer powers
 - c. Nominations to University Senate committees
 - d. Welcome new senators
5. New business:
 - a. Resolutions:
 - i. Resolution to Establish a Dual Academic Program Leading to the Ph.D. in Biomedical Engineering (SEAS) and the Doctor of Dental Surgery (CDM) (Education Committee)
 - b. Committee annual reports:
 - i. Research Officers
 - ii. Alumni Relations
 - iii. Housing Policy
 - c. Other committee reports and updates:
 - i. The Performing Arts at Columbia: The Need for Additional Performance and Practice Space, and Improved Management of Existing Space (Campus Planning and Physical Development)

MEETING OF APRIL 29, 2022

Executive Committee chair Jeanine D'Armiento (Ten., P&S) called the Senate to order shortly after 1:15 pm on Zoom. XX senators were present during the meeting.

Sen. D'Armiento reminded all present that only senators can vote at plenaries, and only senators are normally allowed to speak. She also reviewed the steps for electronic voting.

Adoption of the agenda. The [agenda](#) (see plenary binder, page 2) was adopted as distributed.

Adoption of the minutes. The [minutes](#) of April 1 (binder, 3-8) were adopted as distributed.

Executive Committee chair's remarks. Sen. D'Armiento said the president was unable to attend the present meeting. She urged any senators who had questions for the president to send them to her, and she would forward them to him.

Sen. D'Armiento said this plenary would be a busy one; she preferred to dispense with her own remarks and go straight to the first resolution.

Resolution to Approve an Academic Program Leading to the Master of Science in Political Analytics (School of Professional Studies). Education Committee co-chair Letty Moss-Salentijn asked Sen. Alan Yang (TTOT, SIPA), who had chaired the subcommittee that reviewed the program, to present the [resolution](#) (binder, 9-13).

Also in attendance for this discussion were Steven Cohen, Senior Vice Dean in the School of Professional Studies; Erik Nelson, Senior Associate Dean of Academic Affairs in SPS, and Prof. Gregory Wawro, chair of the Department of Political Science in the Arts and Sciences.

Sen. Yang described the proposed program as a joint venture between the School of Professional Studies and the A&S Department of Political Science, to start in Fall 2023. After reading the proposal, the subcommittee, whose other members were Tao Tan and Sen. Anne Elise van Vlimmeren (Stu., GSAS/NS), prepared detailed questions for the program sponsors. Within a few days, they had received detailed written responses and also held a productive meeting with the sponsors, with forthcoming, even compelling answers to all remaining questions. On April 8, the subcommittee recommended the program to the full Education Committee, which unanimously endorsed it. Before the plenary the subcommittee was also pleased to receive detailed syllabi for the 10 new courses that were being developed for the program.

Sen. D'Armiento invited questions or comments from senators as well as from the program sponsors in the room.

Prof. Wawro, the Political Science Department chair, thanked the subcommittee for its close reading of the proposal. He said the subcommittee's questions prompted important thinking among the proponents, which would be incorporated in the program.

Sen. William Duggan (TTOT, Bus.) asked whether SIPA had an institutional view on the program.

Dean Cohen understood that SIPA did review the program and agreed to it. He added that he was also on the SIPA faculty.

Sen. Duggan asked if there was more than just an understanding.

Sen. D'Armiento invited the committee to respond to that question.

Sen. Jim Applegate, (Ten. A&S/Natural Sciences), the other Education Committee co-chair, said the proposal was a collaborative undertaking—a partnership—between Political Science and SPS, not a rival effort.

Prof. Wawro added that he had spoken with SIPA Vice Dean Wolfram Schlenker about the program. He thought he had allayed any concerns SIPA might have had that the proposed program would impinge on turf that SIPA had staked out.

Sen. Duggan suggested that in principle, whenever there's a clear overlap or commonality of subject matter with a professional school in a proposed academic program, there should be some kind of formal endorsement from that professional school.

Sen. Moss-Salentijn said there is a formal review by the Council of Deans, where questions of possible overlaps are discussed, and there was agreement in this case that the proposed program presented no problems.

Julie Kornfeld, Vice Provost for Education Programs and a member of the Education Committee, said that the decanal review of the proposed program did seek confirmation from the SIPA dean that the school had no objection to it, and received confirmation in writing.

Sen. D'Armiento understood Sen. Duggan to be asking for some kind of formal written statement of support from professional schools with similar academic programs.

Sen. Duggan said he simply wanted for there to be some record of the approval of the relevant professional school.

Sen. D'Armiento said Sen. Duggan was simply asking for some kind of statement in the record that the relevant professional school had no objections, either in this particular case, or the next case.

Sen. Duggan said he was asking, as a matter of policy, to have a statement in the record that the Council of Deans had discussed a program, and there was a formal agreement by the relevant professional school. He said he was not insisting on enacting this provision for the present case, but wanted to see it in future cases.

Sen. D'Armiento thought Sen. Duggan had made a good point. Did he want to make a resolution to that effect?

Sen. Duggan said he did not. He was making a more general point. He hoped to see such a statement accompany future program proposals of this type.

Sen. D'Armiento, determining that there were no further comments, called for a vote. The Senate approved the proposed program by a vote of 52-0, with no abstentions.

Resolution Concerning Summer Powers. Sen. D'Armiento said this [resolution](#) (binder, 14), adopted at the last plenary every year, authorizes the Executive Committee to act in the name of the Senate during the summer, when the Senate is not in session. These powers are used only for essential matters, and any use of summer powers must be reported to the Senate at the first fall plenary. Sen. D'Armiento said the most recent use of summer powers was in 2020, when the Executive Committee modified the academic calendar in response to the pandemic.

Sen. D'Armiento invited discussion. There was none.

She called for a vote. The Senate approved the resolution with 54 votes in favor, without dissent or abstentions.

Committee reports and updates:

- *Practice and performance space: An update from the Campus Planning and Physical Development Committee* co-chair John Donaldson (Ten., Bus.) presented a brief [update](#) (in the plenary meeting folder, not the binder) on the committee's report at the previous plenary.

- *2021-22 Annual Report of the Commission on Diversity.* Diversity Commission co-chairs Colby King (Stu., CC) and Andrea White (Ten., UTS) presented the [report](#) (binder, 16-19), with a contribution from Sen. Tina Lee (Stu., TC). When they were done, Sen. D'Armiento, a member of the Commission, expressed particular appreciation for the leadership and commitment of Sen. King, who was now only a couple of weeks from graduation.

- *2021-22 Annual Report of the Student Affairs Committee* (postponed till later in the meeting).

Other reports and updates:

- *Draft Report of the Anti-Bullying Working Group.* Sen. D'Armiento welcomed the working group. She said the Senate would take no action at the present meeting on the draft [report](#) (binder, 24-34) it was about to hear. It would study the final report, which was due out in a week, and take it up during the summer and fall.

Senior EVP Gerald Rosberg spoke first, standing in for Provost Mary Boyce, who had convened the working group last summer. She had hoped to introduce the report at the present meeting, but was delayed by other obligations. Mr. Rosberg said the provost had appointed two co-chairs for the group: Executive Vice Provost and EVP for University Life Dennis Mitchell and University Professor Gordana Vunjak-Novakovic, who would present the working group's recommendations.

Mr. Rosberg expected those recommendations to prompt a lot of discussion and a lot of action within the administration. He said there would be a role for the Senate in considering the recommendation to establish a university-wide standard of conduct.

Prof. Vunjak-Novakovic said Provost Boyce charged the working group to make recommendations to the University about how to address complaints of workplace misconduct that do not constitute violations of current policies on various kinds of prohibited behaviors, but that are nevertheless understood to be abusive. The roster of the working group included, in addition to the two co-chairs, eight representatives (3 faculty, 3 research officers, and 2 graduate students) plus five staff members. She asked four of the eight working group members to present the working group's findings and recommendations.

- Christine Hendon, Associate Professor of Electrical Engineering, spoke on the prevalence of bullying in academia, and on the path the working group took to reach its recommendation.

- Tulsi Patel, Associate Research Scientist in the Department of Pathology and Cell Biology (VP&S) spoke about the working group's first recommendation—to provide a definition of bullying and abusive behavior.

- Etienne Meunier, Associate Research Scientist in the Department of Sociomedical Sciences, School of Public Health, discussed the working group's second main recommendation, which called on the University to establish a remedial framework for addressing bullying through the creation of an Office of Conflict Resolution.

- Colin Adams, a graduate student in Physics, outlined the third recommendation, which was to foster a culture and climate that would prevent bullying.

Discussion. Sen. D'Armiento thanked the working group, and invited discussion.

Sen. Eli Noam (Ten., Bus.) said he had not heard any mention of free speech or due process or academic freedom in the presentation. He read a passage from an article in the Journal of the American Association of University Professors that identified a number of dangers in new anti-bullying policies on campuses, including the risk that administrators will use them to punish dissenting faculty.

Sen. Maria Uriarte (Ten., A&S/NS) said her concerns were similar to Sen. Noam's, but more focused on bureaucratic and legal issues. She thought it was an unfair characterization to say bullying problems are not addressed at Columbia. They are addressed, through the Ombuds Office (unfortunately without teeth), and by the Office of Research Integrity. When she looked at the roster of the working group, she did not see representation from either of these offices. She asked how the working group had engaged with these two offices, which are both responsible for addressing bullying behavior. Noting the involvement of the Office of General Counsel in the working group, she also asked about the legal basis for establishing hard rules to regulate bullying.

Sen. D'Armiento invited Prof. Vunjak-Novakovic to address these comments.

Responding to Sen. Noam, Prof. Vunjak-Novakovic, said the working group strongly agreed that the it did not want to limit curtail academic freedoms. Responding to Sen. Uriarte, Prof. Vunjak-Novakovic said Provost Boyce had asked the group to come up with recommendations on bullying because what Columbia had established so far was simply not meeting the needs. Prof. Vunjak-Novakovic said that when the working group's final report was published in the coming week, there would be an intensive effort to collect comments from the Columbia community. She recognized that this initiative could only succeed if it works for most people. In principle, she said, any policy changes must be customized for the Columbia environment. As for the question of who would institute this new policy, Prof. Vunjak-Novakovic said that authority belonged to the provost.

Sen. Henning Schulzrinne (Ten., SEAS) made two points. He suggested, first, that in a well-functioning department, the local knowledge of the chair and program directors might enable them to deal more effectively with bullying than some newly created central entity. His second concern was about politically sensitive situations, such as the recent graduate student strike. Would the new office get involved in bullying charges between administrators and union members?

Sen. James Applegate (Ten., A&S/NS) mentioned a problem that had come before the Senate Faculty Affairs Committee numerous times over new policies of this kind. New policies typically speak of providing support for the accuser, but there is no support for the accused. This asymmetry has troubled Faculty Affairs over the years. Sen. Applegate the working group to correct this imbalance from the start.

Sen. D'Armiento reminded the Senate that it was discussing recommendations, not current policy.

Sen. Daniel Savin (Research Officers) said that in his nearly 20 years as chair of the Senate Research Officers Committee he had heard complaints about bullying from numerous research officers of all ranks. He had tried to work with the administration to resolve these issues. He said people's careers have been destroyed because tenured faculty members are able to abuse research officers under their supervision with impunity. He said serious reforms are desperately needed. Sen. Savin said he had to applaud the union representing postdocs and associate research scientists for making the administration finally address this issue.

Prof. Vunjak-Novakovic noted Sen. Schulzrinne's comment that department chairs should intervene in bullying cases. She added that many people should could intervene, and possibly correct problems at this level. But sometimes that doesn't happen. Responding to Sen. Applegate, she added that the working group had offered recommendations, but had not made policy.

She said the University does need a place where the perceptions can be sorted out, because both sides in a dispute may need that. She hoped that the final working group document would help resolve concerns expressed in this discussion, and would prompt an open dialogue to shape the proposed policy into something people really want.

Sen. Nikolas Kakkoufa (TTOT, A&S /Humanities) strongly agreed with Sen. Savin's statement. He added that this year the Senate lost a valued member, who had to leave the University because of bullying.

Sen. Kakkoufa said there are people in Columbia academic units who are being bullied by colleagues and then being evaluated by the same colleagues for the rest of their careers. He was skeptical that people in this situation could get help from a new committee. He said faculty who are on tenure track face a similar dilemma, and may feel they have to accept abuse rather than make a complaint. He said new ideas are needed for ways to make a complaint process accessible to the most vulnerable faculty. He said the Lecturers' Advisory Committee, which he co-chairs, also sees a number of cases where the abuse is coming from administrators, not faculty. His final point was that though he was open to the idea of academic freedom and freedom of speech, these were not the first principles on his mind when he thought about bullying. He said that having worked on queer issues for years, he was prepared to respond to objections from senior colleagues to restrictions on their academic freedom by saying, "Well, your academic freedom does not have to include language that is abusive to people in the trans community, the LGBTQ community, or the racial communities." He didn't think the principles of academic freedom and freedom from abuse need be in conflict. He also understood that new policies directed at abuse of various kinds are not ideal, and can create still more problems, but he said there should be a way to talk about bullying and departmental culture without having to worry about academic freedom of speech.

Sen. D'Armiento said the Senate would be considering all these points, and wanted to contribute to the thought process leading to a final policy.

Sen. Katherine Brooks (Libraries) said that before she joined the Libraries she had been a postdoc in the Department of Ecology, Evolution, and Environmental Biology (E3B). She offered heartfelt thanks for the anti-bullying initiative, which she said was urgently needed. She said she had experience with bullying, both as a postdoc along with many other postdocs, and in the Libraries, and there was no good recourse through existing structures. In the Libraries, she had worked on a staff advocacy group designed to help people in these situations, but had not been able to find good solutions. Sen. Brooks said it was important to find a path to a solution that doesn't require someone to go to the EOAA office, which she said is a scary option. She said the Ombuds Office can try to mediate between an employee and the person bullying them, but the current process doesn't go far enough. She hoped that the current recommendations from the working group could address these issues. She added that people often do not feel comfortable bringing bullying complaints to their department chair, especially if there's a power differential involved. There are even cases of tenured faculty members who are bullied by tenured colleagues. What what is needed is a process that is separate from the environment of a particular academic. She said that like Sen. Savin, she felt strong emotions about this issue.

Sen. Benjamin Orlove (Ten., SIPA) gave thanks to Senate colleagues who were speaking. He said Sen. Savin had stirred memories of colleagues from his previous position, before Columbia, who were devastated by bullying from senior people in their departments, without recourse.

Sen. Orlove said he recognized points made previously about the destructive power of accusations, though he thought most complaints were justified. Deliberations on this problem were clearly a work in progress. He said it would take a lot of work to bring apparently diametrically opposed views on bullying together. He said the current issue is baked into capitalism, and would require a transformation of the university and of American society.

Sen. Jeremy Wahl (Stu., GS) said bullying is a complex and nuanced issue, and the Senate was right to take it on. Discussion so far had focused on the impact of bullying on academic environments. But he said it was also important to talk about its impact on the Senate. Sen. Wahl said he had learned the day before that the Senate Executive Committee had met and voted on a contentious issue relating to student groups on campus without so much as informing the students, including himself—a member of the Executive Committee. Sen. Wohl said the vote was unanimous because he wasn't there to say no. He said student senators are supposed to have access to the room where decisions are made.

Sen. Wohl briefly outlined the events of the Columbia student rebellion of April 1968. He said that out of those protests the Columbia Senate was born—the very mechanism for shared governance and transparency that was now meeting. Sen. Wohl said the Senate was now broken, and student dissent was being suppressed. His own voice had been watered down through a culture of obstruction. People in power in the administration, and in the Senate, have pushed him away to keep him from challenging the status quo. He said Columbia has a culture of profits before people. It never works faster than when it has to explain an embarrassing truth to the public. The racial reckoning taking place across the country is taking place at Columbia too. He said there had been strong and widespread sentiment for renaming one of the Teachers College buildings after Dr. Edmund Gordon, a respected scholar of color.

Sen. D'Armiento interrupted to say that the Senate was now discussing an anti-bullying policy. She said Sen. Wohl's concerns were important but off-topic.

Sen. Greg Freyer (TTOT, Public Health) suggested that Sen. Wohl raise these issues in the Executive Committee. But they were not relevant to the present discussion of bullying.

Sen. Wohl protested that he was being silenced by Sen. D'Armiento, and he needed a few minutes to state his issues.

Sen. D'Armiento said Sen. Wohl could keep talking. But she wanted to know if he would talk about the issue now before the Senate.

Sen. Noam said senators could see how the term “bullying” could be freely applied to any discussion in which there is a disagreement.

Sen. Wahl said he still had the floor.

Sen. D'Armiento told Sen. Wahl to proceed. He thanked Sen. D'Armiento. He said Harvard had recently allocated \$100 million to study its historical relationship with slavery. But Columbia was unable to put a black man's name on a building because it puts profits before people to wait for a donor to provide the money first. On a related subject, Sen. Wohl said he had asked President Bollinger at the previous plenary to address Columbia's relationship with the Sackler family, whose name is closely linked to the opioid crisis. Sen. Wohl considered the president's response—that the Sackler money raised difficult issues, and that Columbia wouldn't accept any more money from the Sackler family—inadequate. He said one important reason why Columbia hadn't severed ties with the Sacklers was that its standards are broken. He had been told not to speak to the press. The

plenary is open to CUID holders, but students are not given information on how to attend. Students can't contact their representatives because the Senate website hasn't been updated since 2019. These issues matter, and the situation of the pandemic did not excuse them. Shortly before the pandemic fellow senator Tanner Zumwalt had reported on the devastating lack of investment in Columbia's student parents. How can Columbia build new schools before investing in these areas of need? He said recent figures show a high rate of food insecurity among students in his school, General Studies. Problems have gotten worse during the pandemic. He said Columbia nevertheless built a new business school, while tuition and executive pay are sky-high, and while students are striking and can't be heard. Students are living in an era marred by chaos, confusion, and division. But Sen. Wohl said he was confident that the resources and the knowledge were available to fix these problems. He appealed to senators to support the Gordon renaming project, and to follow Harvard's lead and dedicate significant resources to addressing Columbia's legacy of racism. He said attention to these issues was long overdue. He said the connection to the bullying issue in his statement was that he had been silenced and pressured not to speak about them in Senate settings.

Sen. D'Armiento invited other student senators to speak.

Sen. Elias Tzoc-Pacheco (Undergrad/SEAS) said his constituents seemed to be more concerned about other problems—such as inappropriate attention from faculty—than about bullying. He said it is important for Columbia to address this student discomfort. As for freedom of speech, students—particularly students of color—often feel they don't have access to it, and have to self-censor. He said it is important to balance academic freedom with the need to have a path to make complaints. He said he supported the anti-bullying initiative, but with an awareness that some students may be mainly concerned about somewhat different issues.

Sen. Tina Lee (Stu., Teachers College) said that in her graduate program there had been a lot of bullying issues involving faculty and students. She said students are evaluated anonymously by faculty every year, and some of the categories, such as professionalism, are highly subjective. The experience can feel like a popularity contest, and abuses of power can occur. For example, a number of black students got low professionalism ratings because they looked angry on Zoom. So students got together and requested a town hall to discuss all of these issues. They also conducted an anonymous survey, collecting both quantitative and qualitative data. The results would be sent to the faculty and to the student body. She initiated a conversation where students and faculty could discuss the underlying issues of the last few years, a situation that required people to think about solutions. She saw this as one way to address a climate of bullying and harassment in a way that was not punitive but that encouraged community building. Sen. Lee said the first step is to address these issues and their impact on students.

Sen. Colby King (Stu., CC) said he had thought about cases where charges of harassment or discrimination don't quite fit the problem conduct. He said he was pleased to hear the focus in the working group's recommendations on restorative justice and other non-punitive measures. Sen. King said students of color, women, and queer people tend to be affected by these policies in ways different from everyone else. On the subject of the Senate, he noted that the website does need updating. He added that Sen. D'Armiento had been very helpful to him in thinking about diversity-related issues. He thanked her.

Sen. Andrea White (Ten., UTS) underscored Sen. King's statement about how bullying pertains to people of color. She also added her own statement of appreciation for Sen. D'Armiento, whose support for the Diversity Commission over the past two years she considered indispensable.

Sen. Cheng Gong (Grad students, SEAS) said the definition and explanations of bullying were helpful to students. Sometimes people may be suffering from bullying without knowing it. And it was also important to be aware of the risk of having a student use the term "bullying" as a weapon to attack a faculty member.

Jeanine D'Armiento said there was time for one last comment.

Sen. Freyer said there had been many valuable comments in the present discussion. His main takeaway was that the only way to make successful policy for addressing bullying is for people to maintain a certain attitude, a determination to educate themselves and to work together and to think of themselves as a community. He said some of the same issues had come up in Faculty Affairs. The only way forward is through dialogue. He thought people would also have to think more about how to have open forums. He concluded by praising the job Sen. D'Armiento had done as chair.

Sen. D'Armiento thanked the working group again for their report. She said the Senate would take up these issues in its committees, and offer feedback.

- *Student Affairs Committee 2021-22 Annual Report*

SAC co-chair Valeria Contreras (Arts) and vice chair Tina Lee (TC) presented the [report](#) (binder, 20-23). Sen. Contreras invited Sen. Wahl, the other co-chair, to join them, but he declined, saying the Senate had heard enough from him.

Sen. D'Armiento thanked Sen. Contreras for the report and SAC for its hard work throughout the Senate session now ending. There were no questions.

She also thanked the Senate for its work, wished everyone a restful summer, and adjourned the meeting shortly after 2:45 pm.

Respectfully submitted,

Tom Mathewson, Senate staff

**UNIVERSITY SENATE
COMMITTEE ROSTERS 2022-23**

Committee Structure	Delegation	Full name	Chair	Constituency	Senator / Nonsenator	Contact
Executive Committee (13)	Executive Committee (13)					
Ten.	Ten.	James Applegate		A&S/NS	Sen.	jha@astro.columbia.edu, jha127@icloud.com
Ten.	Ten.	Jeanine D'Armiento	Chair	P&S	Sen.	jmd12@cumc.columbia.edu
Ten.	Ten.	Letty Moss-Salentijn		CDM	Sen.	lm23@cumc.columbia.edu
Ten.	Ten.	Henning G. Schulzrinne		SEAS	Sen.	hgs@cs.columbia.edu
Ten.	Ten.	Maria Uriarte		A&S/NS	Sen.	mu2126@columbia.edu
Ten.	Ten.	Debra Wolgemuth		P&S	Sen.	djw3@cumc.columbia.edu
Nonten.	TTOT	Greg Freyer		SPH	Sen.	gaf1@cumc.columbia.edu
Nonten.	TTOT	Shelley Saltzman		SPS	Sen.	sas5@columbia.edu
Stu.	Stu.	Valeria Contreras		ARTS	Sen.	vc2556@columbia.edu
Stu.	Stu. (Graduate)	Cheng Gong		SEAS	Sen.	cg3224@columbia.edu
Stu.	Stu. (Undergraduate)	Elias Tzoc-Pacheco		SEAS	Sen.	egt2119@columbia.edu
Ex officio	Admin.	Lee C. Bollinger		Adm.	Sen.	lcb50@columbia.edu
Ex officio	Admin.	Mary C. Boyce		Adm.	Sen.	boyce@columbia.edu, provost@columbia.edu
Alumni Relations Committee (7)	Alumni Relations Committee (7)					
Ten.	Ten.	Open		.	.	.
Nonten.	TTOT	Jonathan Susman		P&S	Sen.	js1138@cumc.columbia.edu
Stu.	Stu.	Lynda Chalker Doku		BUS	Sen.	LDoku23@gsb.columbia.edu
Research Officer	Research Officers	Roheeni Saxena		Research Officers - Postdoctoral	Sen.	rs3098@cumc.columbia.edu
Admin.	Admin.	Lisa Rosen-Metsch		Adm.	Sen.	lm2892@columbia.edu, me2002@columbia.edu
Alum.	Alum.	Daniel D. Billings	Co-Chair	Alum.	Sen.	daniel.billings@me.com.
Alum.	Alum.	Laurie Magid	Co-Chair	Alum.	Sen.	laurie.magid@yahoo.com
Budget Review Committee (12)	Budget Review Committee (12)					
Ten.	Ten.	Niall Bolger		A&S/NS	Sen.	bolger@psych.columbia.edu
Ten.	Ten.	Matthew L. Jones		A&S/SS	Sen.	mjones@columbia.edu
Ten.	Ten.	Elisa Konofagou		SEAS	Sen.	ek2191@columbia.edu
Ten.	Ten.	Maria Uriarte		A&S/NS	Sen.	mu2126@columbia.edu
Ten.	Ten.	Howard Worman		P&S	Sen.	hvw14@cumc.columbia.edu
Nonten.	TTOT	Greg Freyer		SPH	Sen.	gaf1@cumc.columbia.edu
Nonten.	TTOT	Nikolas P. Kakkoufa		A&S/HUM	Sen.	nikolas.kakkoufa@columbia.edu
Stu.	Stu.	Gadha Raj Naduppambal		SIPA	Sen.	gadharaj@columbia.edu
Stu.	Stu.	Open		.	.	.
Research Officers	Research Officers	Daniel Wolf Savin		Research Officers - Professional	Sen.	savin@astro.columbia.edu
Alum.	Alum.	Daniel D. Billings		Alum.	Sen.	daniel.billings@me.com.
Executive Chair / Designee	Ten.	Jeanine D'Armiento		P&S	Sen.	jmd12@cumc.columbia.edu

**UNIVERSITY SENATE
COMMITTEE ROSTERS 2022-23**

Campus Planning and Physical Development (16 Campus Planning and Physical Development Committee (16))

Ten.	Ten.	John B. Donaldson	Co-Chair	BUS	Sen.	jd34@gsb.columbia.edu
Ten.	Ten.	Giuseppe Gerbino		A&S/HUM	Nonsen.	gg2024@columbia.edu
Ten.		Ben Orlove		SIPA	Plenary Observer	bs05@columbia.edu
Ten.	Ten.	Severin Fowles		BAR	Sen.	sfowles@barnard.edu
Ten.	Ten.	Open		.	.	.
Nonten.	TTOT	Steven Chaikelson	Co-Chair	ARTS	Sen.	sec11@columbia.edu
Nonten.	TTOT	Patrice Derrington	Co-Chair	GSAPP	Sen.	pad2160@columbia.edu
Stu.	Stu.	Valeria Contreras		ARTS	Sen.	vc2556@columbia.edu
Stu.	Stu.	Nash Taylor		GSAPP	Sen.	nt2543@columbia.edu
Stu.	Stu.	Open		.	.	.
Libraries	Libraries	Katherine Brooks		Libraries	Sen.	kcb2145@columbia.edu
Admin. Staff	Admin. Staff	Whitney Green		Admin. Staff: Morningside-Lamont	Nonsen.	wrg2103@columbia.edu
Research Officers	Research Officers	Adrian Brügger		Research Officers - Professional	Sen.	brugger@civil.columbia.edu
Admin.	Admin.	Peter Michaelides		Adm.	Nonsen.	pem3@columbia.edu, mp3905@columbia.edu,
Admin.	Admin.	Scott Wright		Adm.	Nonsen.	sjw91@columbia.edu
Alum.	Alum.	Laurie Magid		Alum.	Sen.	laurie.magid@yahoo.com

Education Committee (19)

Education Committee (19)

Ten.	Ten.	James Applegate	Co-Chair	A&S/NS	Sen.	jha@astro.columbia.edu, jha127@icloud.com
Ten.	Ten.	Sonya Dyhrman		A&S/NS	Sen.	sd2512@columbia.edu
Ten.	Ten.	Ansley Erickson		TC	Sen.	erickson@tc.columbia.edu
Ten.	Ten.	Frank Lichtenberg		BUS	Sen.	frl1@gsb.columbia.edu
Ten.	Ten.	Letty Moss-Salentijn	Co-Chair	CDM	Sen.	lm23@cumc.columbia.edu
Ten.	Ten.	Daichi Shimbo		P&S	Sen.	ds2231@cumc.columbia.edu
Ten.	Ten.	Charles Zukowski		SEAS	Sen.	caz@columbia.edu
Ten.	Ten.	Open		.	.	.
Nonten.	TTOT	Shelley Saltzman		SPS	Sen.	sas5@columbia.edu
Nonten.	TTOT	Alan Yang		SIPA	Sen.	asy2@columbia.edu
Nonten.	TTOT	Joseph Ulichny		A&S/NS	Nonsen.	jcu2102@columbia.edu
Stu.	Stu.	Fouad Habib		SPH	Sen.	fh2423@cumc.columbia.edu
Stu.	Stu.	Jonathon Katz		CDM	Sen.	jik2126@cumc.columbia.edu
Stu.	Stu. (Undergraduate)	Elias Tzoc-Pacheco		SEAS	Sen.	egt2119@columbia.edu
Stu.	Stu.	Erick Zent		CC	Sen.	ekz2103@columbia.edu
Libraries	Libraries	Candice Kail		Libraries	Nonsen.	candicekail@columbia.edu
Admin.	Admin.	Julie Kornfeld		Adm.	Nonsen.	jk3924@cumc.columbia.edu, ag3694@columbia.edu
Admin.	Admin.	Catherine E. Ross		Adm.	Nonsen.	cr2979@columbia.edu
Alum.	Alum.	Tao Tan		Alum.	Nonsen.	tt2124@caa.columbia.edu

**UNIVERSITY SENATE
COMMITTEE ROSTERS 2022-23**

External Relations and Research Policy Committee (18)

Ten.	Ten.	Jeanine D'Armiento	P&S	Sen.	jmd12@cumc.columbia.edu
Ten.	Ten.	Lydia Goehr	A&S/HUM	Sen.	lg131@columbia.edu
Ten.	Ten.	Seth Kimmel	A&S/HUM	Sen.	srk29@columbia.edu
Ten.	Ten.	Jody Kraus	LAW	Sen.	jkraus1@law.columbia.edu
Ten.	Ten.	Silvia Martins	SPH	Sen.	ssm2183@cumc.columbia.edu
Ten.	Ten.	Henning G. Schulzrinne	SEAS	Sen.	hgs@cs.columbia.edu
Ten.	Ten.	Howard Worman	Co-Chair P&S	Sen.	hjew14@cumc.columbia.edu
Nonten.	TTOT	William Duggan	BUS	Sen.	wrd3@columbia.edu
Nonten.	TTOT	Natalie Voigt	NURS	Sen.	nv2276@cumc.columbia.edu
Stu.	Stu. (Graduate)	Cheng Gong	Co-Chair SEAS	Sen.	cg3224@columbia.edu
Stu.	Stu.	Open	.	.	.
Stu.	Stu.	Open	.	.	.
Libraries	Libraries	William Vanti	Libraries	Nonsen.	wbv2101@columbia.edu
Research Officers	Research Officers	William D'Andrea	Research Officers - Professional	Sen.	wjd2111@columbia.edu
Research Officers	Research Officers	Marco Tedesco	Research Officers - Professional	Sen.	mt3102@columbia.edu
Admin.	Admin.	Naomi Schrag	Adm.	Nonsen.	ns2333@columbia.edu
Admin.	Admin.	Open	Adm.	.	.
Alum.	Alum.	Laurie Magid	Alum.	Sen.	laurie.magid@yahoo.com

Faculty Affairs, Academic Freedom and Tenure (17)

Ten.	Ten.	Muhsin al-Musawi	A&S/HUM	Sen.	ma2188@columbia.edu
Ten.	Ten.	James Applegate	A&S/NS	Sen.	jha@astro.columbia.edu, jha127@icloud.com
Ten.	Ten.	Raimondo Betti	SEAS	Sen.	betti@civil.columbia.edu, rb68@columbia.edu
Ten.	Ten.	Elizabeth Corwin	NURS	Sen.	ejc2202@cumc.columbia.edu
Ten.	Ten.	Lori Damrosch	LAW	Sen.	damrosch@law.columbia.edu
Ten.	Ten.	Joseph Howley	A&S/HUM	Sen.	jah2220@columbia.edu
Ten.	Ten.	Andrew R. Marks	P&S	Sen.	arm42@cumc.columbia.edu
Ten.	Ten.	Letty Moss-Salentijn	Co-Chair CDM	Sen.	lm23@cumc.columbia.edu
Ten.	Ten.	Richard Smiley	P&S	Sen.	rms7@cumc.columbia.edu
Ten.	Ten.	Maria Uriarte	Vice Chair A&S/NS	Sen.	mu2126@columbia.edu
Ten.	Ten.	Open	.	.	.
Ten.	Ten.	Open	.	.	.
Ten.	Ten.	Open	.	.	.
Nonten.	TTOT	Greg Freyer	Co-Chair SPH	Sen.	gaf1@cumc.columbia.edu
Nonten.	TTOT	Nikolas P. Kakkoufa	A&S/HUM	Sen.	nikolas.kakkoufa@columbia.edu
Nonten.	TTOT	Jonathan Susman	P&S	Sen.	js1138@cumc.columbia.edu
Nonten.	TTOT	Open	.	.	.

Honors and Prizes Committee (15) (2021-22 roster to be announced)

Housing Policy Committee (11)

Housing Policy Committee (11)

Ten.	Ten.	Michael Bell	GSAPP	Sen.	mjb92@columbia.edu
Ten.	Ten.	Richard Davis	A&S/NS	Sen.	rd2339@columbia.edu
Ten.	Ten.	Nachum Sicherman	BUS	Sen.	nachum.sicherman@columbia.edu
Ten.	Ten.	Open	.	.	.
Nonten.	TTOT	Jeremy Dodd	A&S/NS	Sen.	jrd4@columbia.edu
Nonten.	TTOT	Joanne Faryon	JOURN	Nonsen.	jf3208@columbia.edu
Stu.	Stu.	Open	.	.	.
Stu.	Stu.	Open	.	.	.
Research Officers	Research Officers	William Hunnicutt	Research Officers - Staff	Sen.	hunnicut@civl.columbia.edu
Admin	Admin.	Carrie Marlin	Adm.	Nonsen.	cm3509@columbia.edu

**UNIVERSITY SENATE
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Admin	Admin.	Peter Michaelides		Adm.		Nonsen.	pem3@columbia.edu, mp3905@columbia.edu,
Information and Communications Technology Committee (13)							
Ten.	Ten.	Julia Hirschberg	Co-Chair	SEAS		Sen.	julia@cs.columbia.edu
Ten.	Ten.	Matthew L. Jones	Co-Chair	A&S/SS		Sen.	mjones@columbia.edu
Ten.	Ten.	Itzik Pe'er		SEAS		Nonsen.	itsik@cs.columbia.edu
Nonten.	TTOT	Adam Cannon		SEAS		Sen.	cannon@cs.columbia.edu
Nonten.	Faculty	Open		.		.	.
Stu.	Stu.	Bruce Goumain		GS		Sen.	bjg2171@columbia.edu
Stu.	Stu.	Open		.		.	.
Libraries	Libraries	Teresa Harris		Libraries		Nonsen.	tmh2004@columbia.edu
Admin. Staff	Admin. Staff	Joel Rosenblatt		Admin. Staff: Morningside-Lamont		Nonsen.	jlr9@columbia.edu
Research Officers	Research Officers	Nancy J. Lolocono		Research Officers - Professional		Nonsen.	njl2@cumc.columbia.edu
Admin.	Admin.	Maneesha Aggarwal		Adm.		Nonsen.	maneesha@columbia.edu
Admin.	Admin.	Gaspare S. LoDuca		Adm.		Nonsen.	gl2393@columbia.edu
Alum	Alum.	Stephen Negron		Alum.		Nonsen.	stephen@negron.org

**UNIVERSITY SENATE
COMMITTEE ROSTERS 2022-23**

Libraries and Digital Resources Committee (17)					
Ten.	Ten.	Akeel Bilgrami	A&S/HUM	Sen.	ab41@columbia.edu
Ten.	Ten.	John B. Donaldson	BUS	Sen.	jd34@gsb.columbia.edu
Ten.	Ten.	Joseph Howley	A&S/HUM	Sen.	jah2220@columbia.edu
Ten.	Ten.	Serena Ng	A&S/SS	Sen.	serena.ng@columbia.edu
Ten.	Ten.	Open	.	.	.
Ten.	Ten.	Open	.	.	.
Nonten.	TTOT	Joanne Faryon	JOURN	Nonsen.	jf3208@columbia.edu
Nonten.	TTOT	Open	.	.	.
Stu.	Stu.	Terilyn Ma	NURS	Sen.	tpm2121@cumc.columbia.edu
Stu.	Stu.	Open	.	.	.
Stu.	Stu.	Open	.	.	.
Libraries	Libraries	Ian Beilin	Libraries	Sen.	igb4@columbia.edu
Libraries	Libraries	Katherine Brooks	Libraries	Sen.	kcb2145@columbia.edu
Research Officers	Research Officers	Nancy J. Lolocono	Research Officers - Professional	Nonsen.	njl2@cumc.columbia.edu
Admin.	Admin.	Open	Adm.	.	.
Admin.	Admin.	Ann D. Thornton	Adm.	Sen.	adt2138@columbia.edu
Alum	Alum.	Izzet Kebudi	SEAS	Nonsen.	ik2339@columbia.edu, izzetkebudi@gmail.com
Research Officers Committee (9)					
Research Officers: Senator	Research Officers	Adrian Brügger	Research Officers - Professional	Sen.	brugger@civil.columbia.edu
Research Officers: Senator	Research Officers	William D'Andrea	Research Officers - Professional	Sen.	wjd2111@columbia.edu
Research Officers: Senator	Research Officers	William Hunnicutt	Research Officers - Staff	Sen.	hunnicuttcivil@columbia.edu
Research Officers: Senator	Research Officers	Daniel Wolf Savin	Chair	Sen.	savin@astro.columbia.edu
Research Officers: Senator	Research Officers	Roheeni Saxena	Research Officers - Postdoctoral	Sen.	rs3098@cumc.columbia.edu
Research Officers: Senator	Research Officers	Marco Tedesco	Research Officers - Professional	Sen.	mt3102@columbia.edu
Research Officers: Senator	Research Officers	Christopher Damoci	Research Officers - Staff	Nonsen.	cd2758@cumc.columbia.edu
Research Officers: Senator	Research Officers	Nancy J. Lolocono	Vice Chair	Nonsen.	njl2@cumc.columbia.edu
Research Officers: Senator	Research Officers	Open	Research Officers - Postdoctoral	Nonsen.	.

**UNIVERSITY SENATE
COMMITTEE ROSTERS 2022-23**

Rules Committee (16)		Rules Committee (16)				
Ten.	Ten.	Susan Bernofsky	ARTS	Sen.	sb3270@columbia.edu	
Ten.	Ten.	Carol Ewing Garber	TC	Sen.	ceg2140@tc.columbia.edu	
Ten.	TTOT	Conrad Johnson	LAW	Sen.	cjohnson@law.columbia.edu	
Ten.	Ten.	Open	.	.	.	
Nonten.	TTOT	Angela D. Nelson	P&S	Nonsen.	adn2006@columbia.edu	
Nonten.	TTOT	Open	.	.	.	
Stu.	Stu.	Roger Tejada	LAW	Sen.	rt2763@columbia.edu	
Stu.	Stu.	Tina R. Lee	TC	Sen.	trl2127@tc.columbia.edu	
Stu.	Stu.	Open	.	.	.	
Stu.	Stu.	Open	.	.	.	
Stu.	Stu.	Open	.	.	.	
Libraries	Libraries	Candice Kail	Libraries	Nonsen.	candicekail@columbia.edu	
Admin. Staff	Admin. Staff	Janie Weiss	Admin. Staff: CUIMC	Nonsen.	janie@columbia.edu	
Research Officers	Research Officers	Open	.	.	.	
Admin.	Admin.	Melissa Rooker	Adm.	Nonsen.	rooker@tc.columbia.edu	
Admin	Admin.	Open	#REF!	Adm.	.	
Structure and Operations Committee (13)		Structure and Operations Committee (13)				
Ten.	Ten.	Martha Kim	SEAS	Nonsen.	mak2191@columbia.edu	
Ten.	Ten.	Brendan O'Flaherty	A&S/SS	Sen.	bo2@columbia.edu	
Ten.	Ten.	Henning G. Schulzrinne	SEAS	Sen.	hgs@cs.columbia.edu	
Ten.	Ten.	Susan Witte	SSW	Sen.	ssw12@columbia.edu	
Ten.	Ten.	Debra Wolgemuth	P&S	Sen.	djuw3@cumc.columbia.edu	
Ten.	Ten.	Open	.	.	.	
Nonten.	TTOT	Conrad Johnson	LAW	Sen.	cjohnson@law.columbia.edu	
Stu.	Stu.	Open	.	.	.	
Stu.	Stu.	Open	.	.	.	
Admin. Staff	Admin. Staff	Janie Weiss	Admin. Staff: CUIMC	Nonsen.	janie@columbia.edu	
Research Officers	Research Officers	Daniel Wolf Savin	Co-Chair	Research Officers - Professional	Sen.	savin@astro.columbia.edu
Admin.	Admin.	Linda Mischel Eisner	Co-Chair	Adm.	Nonsen.	lmischel@columbia.edu
Admin.	Admin.	Pearl Spiro	Adm.	Adm.	Nonsen.	ps27@columbia.edu

**UNIVERSITY SENATE
COMMITTEE ROSTERS 2022-23**

Student Affairs Committee (25)		Student Affairs Committee (25+1 Student Observer)				
Stu.	Stu.	Sophia Adeghe		CC	Sen.	soa2122@columbia.edu
Stu.	Stu.	Lynda Chalker Doku		BUS	Sen.	LDoku23@gsb.columbia.edu
Stu.	Stu.	Valeria Contreras	Co-Chair	ARTS	Sen.	vc2556@columbia.edu
Stu.	Stu. (Graduate)	Cheng Gong	Vice Chair	SEAS	Sen.	cg3224@columbia.edu
Stu.	Stu.	Bruce Goumain		GS	Sen.	bjg2171@columbia.edu
Stu.	Stu.	Fouad Habib		SPH	Sen.	fh2423@cumc.columbia.edu
Stu.	Stu.	Jonathon Katz		CDM	Sen.	jik2126@cumc.columbia.edu
Stu.	Stu.	Tina R. Lee		TC	Sen.	trl2127@tc.columbia.edu
Stu.	Stu.	Virginia Lo		CC	Sen.	cl4080@columbia.edu
Stu.	Stu.	Terilyn Ma		NURS	Sen.	tpm2121@cumc.columbia.edu
Stu.	Stu.	Gadha Raj Naduppambil		SIPA	Sen.	gadharaj@columbia.edu
Stu.	Stu.	Nash Taylor		GSAPP	Sen.	nt2543@columbia.edu
Stu.	Stu.	Roger Tejada		LAW	Sen.	rt2763@columbia.edu
Stu.	Stu. (Undergraduate)	Elias Tzoc-Pacheco	Co-Chair	SEAS	Sen.	egt2119@columbia.edu
Stu.	Stu.	Avalon Zborovsky-Fenster		BAR	Sen.	atz2106@barnard.edu
Stu.	Stu.	Erick Zent		CC	Sen.	ekz2103@columbia.edu
Stu.	Stu.	Open		BUS		.
Stu.	Stu.	Open		CS		.
Stu.	Stu.	Open		GSAS/HUM		.
Stu.	Stu.	Open		GSAS/NS		.
Stu.	Stu.	Open		GSAS/SS		.
Stu.	Stu.	Open		JOURN		.
Stu.	Stu.	Open		SPS		.
Stu.	Stu.	Open		SSW		.
Stu. Observer	Stu. Observer (UTS)	Open		UTS		.

**UNIVERSITY SENATE
COMMITTEE ROSTERS 2022-23**

Commission on the Status of Women (15)		Commission on the Status of Women (15 as of 10/15/2021)			
Ten.	Ten.	Jeanine D'Armiento	P&S	Sen.	jmd12@cumc.columbia.edu
Ten.	Ten.	Henry Ginsberg	P&S	Sen.	hng1@cumc.columbia.edu
Ten.	Ten.	Marni Sommer	SPH	Sen.	ms2778@columbia.edu
Ten.	Ten.	Susan Witte	Chair SSW	Sen.	ssw12@columbia.edu
Ten.	TTOT	Monica P. Goldklang	P&S	Nonsen.	mpg2124@cumc.columbia.edu
Ten.	TTOT	Denise Milstein	A&S/SS	Sen.	dm531@columbia.edu
	TTOT	Paola Valenti	BUS	Observer	pv2194@columbia.edu
	Stu.	Elliot Hueske	CC	Nonsen.	ebh2153@columbia.edu
	Stu.	Virginia Lo	CC	Sen.	cl4080@columbia.edu
	Stu.	Avalon Zborovsky-Fenster	BAR	Sen.	atz2106@barnard.edu
Nonten.	Stu.	Open	.	.	.
Nonten.	Research Officers	Christopher Damoci	Research Officers - Staff	Nonsen.	cd2758@cumc.columbia.edu
Stu.	Libraries/Admin. Staff/Research Officers	Open	.	.	.
Stu.	Admin. Staff	Janie Weiss	Admin. Staff: CUIMC	Nonsen.	janie@columbia.edu
Stu.	Libraries	Sarah Witte	Libraries	Nonsen.	shs4@columbia.edu
Commission on Diversity (12 +1)		Commission on Diversity (12 and 1 student observer)			
Stu.	Stu.	Sophia Adeghe	CC	Sen.	soa2122@columbia.edu
Stu.	Stu.	Lynda Chalker Doku	BUS	Sen.	LDoku23@gsb.columbia.edu
Stu.	Stu.	Tina R. Lee	TC	Sen.	trl2127@tc.columbia.edu
Stu.	Stu.	Sidney Saint-Hilaire	P&S	Sen.	sas2474@cumc.columbia.edu
Stu.	Stu.	Open	.	.	.
Faculty	Ten.	Jeanine D'Armiento	P&S	Sen.	jmd12@cumc.columbia.edu
Faculty	TTOT	Amy Kapadia	SSW	Sen.	ask2123@columbia.edu
Faculty	TTOT	Open	.	.	.
Faculty	Ten.	Andrea White	Co-Chair UTS	Sen.	awhite@uts.columbia.edu
Librarians / Admin. Staff / Research Officers	Admin. Staff	Phoebe-Sade Arnold	Admin. Staff: Morningside-Lamont	Nonsen.	pa2461@columbia.edu
Admin	Admin.	Carlos J. Alonso	Adm.	Sen.	ca2201@columbia.edu
Admin	Admin.	Dennis A. Mitchell	Adm.	Sen.	dmitchell@columbia.edu
Admin	Stu. Obs.	Open	Stu. Obs.	Observer	.
Elections Commission (5)		Elections Commission (5)			
Ten.	Ten.	Brendan O'Flaherty	A&S/SS	Sen.	bo2@columbia.edu
Nonten.	TTOT	Conrad Johnson	LAW	Sen.	cjohnson@law.columbia.edu
Stu.	Stu.	Roger Tejada	LAW	Sen.	rt2763@columbia.edu
Librarians / Admin. Staff / Research Officers	Libraries/Admin. Staff/F Open	Open	.	.	.
Admin.	Admin.	Ann D. Thornton	Adm.	Sen.	adt2138@columbia.edu

University Senate

Proposed; September 23, 2022

Adopted: September 23, 2022

In favor:Opposed:Abstained 58:0:0:

**RESOLUTION TO ESTABLISH A DUAL ACADEMIC PROGRAM
LEADING TO THE PH. D. IN BIOMEDICAL ENGINEERING (SEAS)
AND THE DOCTOR OF DENTAL SURGERY (CDM)**

WHEREAS the persistence of a number of oral health diseases has revealed an urgent need for a new generation of dental scientists, qualified to apply new insights in basic research as well as powerful recent technological innovations in dentistry to their work with patients; and

WHEREAS the Department of Biomedical Engineering in the Fu Foundation School of Engineering and Applied Science and the College of Dental Medical Medicine have collaborated on a new program to address this need by integrating two degrees: the Doctor of Philosophy in Biomedical Engineering and the Doctor of Dental Surgery; and

WHEREAS the proposed program would require 8 years of study, 4 in each degree program, with an attempt to maintain momentum in clinical training during periods when the student is focusing on doctoral research, and vice versa; and

WHEREAS the two programs separately require 60 points for the Ph. D. in biomedical engineering and 107 points for the D.D.S., but the dual program will reduce the total credit requirement by 30, allowing students to collect the equivalent of the master's degree in biomedical engineering from their dental studies; and

WHEREAS the program would expect to enroll two new students a year when it reaches steady state, and to require no new courses, and no new faculty; and

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

THEREFORE BE IT RESOLVED that the University Senate approve the establishment of the dual program linking the Ph. D. in Biomedical Engineering and the Doctor of Dental Surgery;

BE IT FURTHER RESOLVED that the Education Committee will review the program five years after its expected launch in the fall of 2023.

Proponent: Education Committee



**PROPOSAL FOR A NEW DUAL DEGREE OFFERED BY TWO COLUMBIA SCHOOLS (DUAL-INTERNAL) OR A
COLUMBIA SCHOOL AND EXTERNAL PARTNER (DUAL-EXTERNAL)**

Please insert the requested information in the table below:

Degree A:	DDS
Program Name A:	DDS in Dentistry
Degree B:	PhD
Program B Name:	Bio-Medical Engineering
Sponsoring School A:	College of Dental Medicine
Sponsoring School B:	Fu Foundation School of Engineering and Applied Sciences
Proposed Start Date:	9/1/2023
Name and Email Address of the Primary Contact Person for this Proposal:	Dr. Sunil Wadhwa sw2680@cumc.columbia.edu
Date of Proposal Submission:	- 2/11/22 (GSAS executive committee approved proposal)

DESCRIPTION OF THE PROGRAM

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 Doctor of Dental Surgery/Doctor of Philosophy in Biomedical Engineering (DDS/PhD) dual degree program is an integrated program offered by the Fu Foundation School of Engineering and The College of Dental Medicine at Columbia University. The purpose of this program is to advance the current training of dental students with world-class training in biomedical engineering at the graduate-level. This interdisciplinary educational experience will prepare students to become innovative leaders in science, engineering, and dental education. The program is open to a select group of Columbia dental students. Specifically, those that have earned the bachelor's degree in engineering and, in addition, all of the prerequisites required to enter the DDS program. This combined program makes it possible to earn both the DDS and PhD degrees in 8 years (4 years for the DDS program, 4 years for the PhD program). The program allows for DDS students to enter the BME PhD program as a Master's student, and thus a reduction of the number of required courses.

- B. What are the advantages to students to pairing these two programs?

The burden of oral health diseases has not improved in the past 30 years. One of the major reasons behind this is that there is a severe shortage of dental scientists. Dental scientists are trained in order to adapt and translate basic science findings into dental health care applications. Therefore, despite the significant advances made in biomedical research, there are not enough dental scientists to translate these technological and scientific understandings to actual improvements in patient care. Biomedical engineering advances are causing a dental practice revolution. Digital dentistry (Intra-oral scanning, CAD-CAM and 3D printing) have almost replaced dental impressions sent to dental laboratories for the construction of dental appliances and restorations. Artificial Intelligence and Big Data have begun to show promise in the diagnosis and prognosis of oral diseases. Given the growing and intimate interplay between the fields of dentistry and engineering, there is a clear need for future scientists who can bridge these two disciplines to advance dental research. We have designed the DDS-PhD program to meet this critical need and to train a new generation of dental

scientists performing innovative research across these two critical disciplines that will enable novel approaches for treating and understanding of oral diseases. Students are able to complete both programs in a shorter amount of time and will be prepared to begin careers as researchers and leaders in bioengineering and dentistry in academia, as well as the private sector.

C. How will the proposed program be advertised? Please provide a mock-up of the website landing page.

We plan on targeting pre-dental societies at engineering degree granting institutions and advertising at national and international engineering and dental research meetings.

The DDS program is prescribed. Students take the same courses at the same time as reflected in section C below. A list of the possible BME PhD courses available to students is provided in Exhibit 1 at the end of this document. Please note CDM does not currently have the ability to develop a mock webpage that we could provide a URL. Please see MS Word example of possible website Exhibit 2.

2) Curriculum

A. Compared with taking the 2 dual degrees separately, how do the program requirements differ in the dual program? Have any requirements been eliminated?

The DDS-BME PhD candidate enters the BME PhD program as a student who has already completed a master's degree.

B. Please describe the credits required for this program.

- i. If the BME PhD program were taken on its own, it would require a minimum of 60 credits.
- ii. If the DDS program were taken on its own, it would require a minimum of 107 credits.
- iii. For this combined program, up to 30 credits from the DDS program will be counted towards the program BME PhD, so students in the combined DDS/BME PhD program will only have to take an additional 30 Credits.

- C. Provide a sample schedule showing the courses the students will take during each term of the program. For elective or selective courses, simply enter “elective” or “selective.” For external dual degrees, please indicate when the student will take courses at Columbia and when the student will take courses at the external (non-Columbia) school.

Program Part 1-DDS Didactic

Year 1: Medical and Dental School Courses

The first year curriculum begins at the end of August when students will follow the same curriculum as first year medical students along with the fundamental dental courses.

Year 2 First semester: Medical School Courses

The summer between 1st- 2nd year is committed to a SEAS laboratory rotation to assist the student in defining an area of interest and selecting a thesis advisor. During the first six months of second year, the DDS-PhD student follows the DDS school program.

Program-Part 2- BME-PhD

Year 2 Second semester

Starting in January of the second year, the candidate will shift to the BME-PhD program where they choose a SEAS graduate advisor, join the laboratory of a SEAS faculty member, and begin taking BME graduate courses. During this period, candidates will be required to maintain their dental skills through laboratory and clinical assignments. These assignments will require candidates to be in dental laboratories and/or clinics one half day per week. Doctoral students must complete a program of 30 points of credit beyond the M.S. degree. The core course requirements (9 credits) for the doctoral program include the course in computational modeling of physiological systems (*BMEN E6003*), plus at least two graduate mathematics courses; one must be from the Applied Math department. Students must register for *BMEN E9700: Biomedical engineering seminar* and for research credits during the first two semesters of doctoral study. Remaining courses should be selected in consultation with the student’s faculty adviser to prepare for the doctoral qualifying examination and to develop expertise in a

clearly identified area of biomedical engineering. In the summer between the 2nd-3rd year, the trainee will work in the lab of their major thesis advisor.

Year 3:

Students will begin work under the direction of their thesis advisor combining laboratory work and BME graduate courses. In addition, the completion of the preliminary examination must occur by the end of the third year. The progress of each student is monitored by his/her mentor in SEAS and CDM, and by the SEAS/BME thesis advisory committees, which must meet annually, and by meetings with the Program Director and members of the Executive Committee. We expect that the majority of students will have developed a thesis proposal by the end of their 3rd year. In the summer between the 3rd-4th year, the trainee will work in the lab of their major thesis advisor

Years 4 - 6.5:

During these years, students work on their thesis research under the direction of their SEAS/BME advisor. Progress continues to be monitored by the thesis advisory committee, by the director of the graduate program in which the student is enrolled, and by the DDS-PhD directors. Depending on progress, the thesis is written and defended by December of the sixth year, so that the student can return to dental studies by January of the following year. In the summers between the 4th-5th and 5th and 6th year, the trainee will work in the lab of their major thesis advisor.

Clinical Continuity during PhD Training – Clinical Competence Program

To ensure that DDS-PhD students return to their major clinical block of dental school optimally prepared, we have developed a clinical tutorial program that spans the entire PhD research interval. Based on feedback from the current MD-PhD program director at Columbia, this strategy of persistent clinical exposure during the PhD is far more effective than the strategy of a single, intensive refresher block after

the PhD/prior to the major clinical block. *There are three **primary goals for the Clinical Competence Program** during the PhD years: 1) To preserve and build on medical/dental knowledge and oral exam skills gained during the preclinical training, 2) To provide exposure to clinical specialties in which DDS-PhD students might be interested to help facilitate choices of appropriate post-graduate training; and 3) To provide trainees with mentors and dental-scientist role models who will help guide their career choices.* The clinical competence program also eases the transition back to the dental clinics by fostering self-confidence in the clinical arena. The program also ensures that students are comfortable with the social mores of the dental clinic which may differ significantly from those of the research laboratory.

Structure of the Clinical Competence Program: The program has two components. **In the first component,** the DDS-PhD thesis students are assigned as small groups of 2-4 students to one of the clinical preceptors for an entire year. Students will have a different preceptor each year of their PhD training. Students meet with their preceptor at least twice per month for a whole year so that they become very acquainted with their clinical preceptors. The first-year preceptor will be Dr Philipone, Associate Professor of Oral Pathology. Dr Philipone will spend the year reinforcing how certain medical conditions affect the oral structures, reviewing oral pathology case presentations and oral pathology histology. The second year preceptor will be Dr. Matsumura, Associate Professor of Oral Radiology. Dr Matsumura will go over radiographic evidence for dental diseases by case presentations. The third year preceptor will be Dr Vicky Evangelidis, Associate Professor of General Dentistry. Dr Evangelidis will focus on caries presentation. The fourth year preceptor will be Dr. Flora Heravi, Assistant Professor of Periodontics. Dr Heravi will go over periodontal disease presentation. In these small groups, DDS-PhD students examine and present patients in clinic. Students initially present cases to their preceptor one-on-one. They also present cases to the group one evening per month. They will utilize the EPIC integrated medical/dental electronic health records to acquire medical/dental history and radiologic data in order to present a coherent and professional patient history, oral exam, and dental treatment plan. Preceptors will provide formal evaluations of student performance.

In the second component of the clinical competence program, students are paired one-on-one with a clinical specialist in an area of dentistry that is of interest to them. The student meets with the specialist two half days per month for 6 months and they work with them together in clinic or the hospital. Each

DDS-PhD student completes at least four (but can be more) of these half-year clinical specialty pairings during the PhD years. Based on semi-annual (or more frequent) meetings with each student that includes discussion of career choices, the Directors assign the clinicians (preferably dental-scientists) to the student. Specialists include Oral Surgery, Advanced Education in General Dentistry, Oral Pathology, Oral Radiology, Orthodontics, Pediatric Dentistry, Prosthodontics, Community Dentistry, and Periodontics.

Program Part 3 Dental Clinical Training

Years 6.5- 8

The student will re-enter the preclinical training the second semester of their 6th year. The final two years of the program are the same as the DDS 3rd and 4th years. The summers of this period of training are spent seeing patients in the clinic. It is anticipated that during this time that the candidate continues to participate in research activities in their mentor's laboratory and prepare an individual training NIH fellowship F- series grant. Students are strongly encouraged into applying for an F-fellowship because of the grant writing experience.

Science Research Continuity during Clinic training

Students are encouraged to attend their major advisor's lab meetings, BME journal club, research symposium, and American Association of Dental Research Annual Meeting. The students will also be required to attend the **Dental Biomedical engineering** Journal Club, which provides an overview of biomedical engineering opportunities in the dental specialties.

Trainee's Evaluation:

Two main mechanisms will be employed for ongoing assessment of the Trainees. Evaluations will be performed 1) quarterly by Trainee's advisory committee, 2) annually by the Program Directors.

Evaluation by Trainee's Advisory Committees:

The trainee will meet with this committee on a quarterly basis to plan the training program for the upcoming semester and review outcomes and performance of the previous quarter. The committee will submit a written annual evaluation of the trainee's performance to Program Directors.

Evaluation by Program Directors (PDs):

The Program Directors will in turn prepare a yearly progress report on the trainee, summarizing the fulfilment of their curricular requirements and their research progress. Research progress will be assessed based on: (a) The one-page evaluation by the trainee's advisory oversight committee; (b) a one-page personal progress report prepared by the trainee; (c) a list of the trainee's publications over the past year; (d) a record of attendance of seminars and conferences over the past year and (e) yearly meeting with the program directors. If concerns arise about a trainee, the mentor will meet with the program directors to better assess the situation and suggest corrective actions.

September 15, 2022

SENATE RESEARCH OFFICERS COMMITTEE (ROC)

2021-2022 ACADEMIC YEAR FINAL REPORT

We briefly summarize a few of the highest-priority issues that ROC addressed this past year.

Email bounce-back message for former CU ROs. Columbia UNI/email access ends for an RO when they leave CU. ROs utilize their email addresses on multiple academic materials, including publications, abstracts, and posters. Publishers of these materials often require a .edu address. Interested readers of these works will use this address to contact the RO. When these email addresses are terminated, ROs lose connection to their published research from their time at CU. Working with the IT staffs for the Morningside/Lamont and CUIMC campuses, ROC advocated for the implementation of a bounce-back message system, whereby individuals looking to reach an RO are directed to an alternative email address via a bounce message. ROC proposed a one-time set up for the bounce-back message, which would exist for a 5-year period. The administration has now finalized and implemented this policy.

Research professorships. Professional Research Officers (PROs) who are leading their own research program as Principal Investigators (PIs) on externally funded research grants are a vital part of Columbia University's mission of research, education, and service. We have proposed to the Office of the Provost to create a research professor track that will increase the ability of PRO PIs to contribute to the University's mission, enhance the long-term viability of their research programs, and attract top scientist and scholars from around the globe to the University. Such a track already exists at Lamont-Doherty Earth Observatory and has been extremely successful in helping LDEO to maintain its premier status in the earth science studies in the nation. We estimate that there are approximately 150 PRO PIs who would be eligible for the proposed research professor track.

Housing. The Postdoc Housing Waitlist Program has been highly successful, following its initial pilot launch three years ago. The program is the result of a collaborative effort involving ROC, the Housing Committee, and Morningside residential. The program has been expanded to involve CUIMC working with Morningside to ensure all postdocs find housing.

Meetings with university administrators and others

- Prof. Alex Halliday, Founding Dean, Climate School, Director, Earth Institute; Prof. Maureen Raymo, Co-Founding Dean, Climate School, Director, Lamont-Doherty Earth Observatory; Alicia Roman, Executive Director, Earth Institute; Alison Miller, Chief of Staff, Earth Institute; Robert Chen, Senior Research Scientist; Director, Center for International Earth Science Information Network (CIESIN); and Sen. Jeanine D'Armiento, Executive Committee chair (02 Jun 2021).
- Prof. Alex Halliday, Founding Dean, Climate School, and Director, Earth Institute, along with Co-Founding Deans Prof. Maureen Raymo (Director, LDEO) and Prof. Ruth

DeFries (University Professor); Alison Miller, Chief of Staff, Earth Institute; Alicia Roman, Executive Director, Earth Institute; Robert Chen, Director, Center for International Earth Science Information Network (CIESIN) (14 Sep 2021).

- Dr. Ericka Peterson, Director, Office of Postdoctoral Affairs; and Samantha Samel, Assistant Director (09 Nov 2021).
- Besmira Ismaelgeci, Associate Director of Faculty Housing on Morningside; Maria Fabbiola Green, Senior Associate, Faculty Housing; Diana Mejia, AVP for Facilities at CUIMC; Mario Rapetti and Anthony J. Lutz, Director and Associate Director, respectively, of Housing Services in the CUIMC Facilities Office of Residential Property Management; Noemi Bueno, Assistant Director, Leasing Operations, CUIMC FRPM; and Ericka Peterson, Executive Director, Office of Postdoctoral Affairs (14 Dec 2021).
- William Berger, Executive Director, Sponsored Projects Administration (18 Jan 2022).
- Mark Hawkins, VP, Finance and Controller; Fabrizio Carucci, AVP, Finance, for Research Policy and Indirect Cost; Naomi Schrag, VP, Research Compliance, Training, and Policy; Daniel Driscoll, VP, Human Resources; Michael Bloom, AVP, HR, for Benefits and Compensation; and Hana Bloch, HR, Director, Leave Management (22 Mar 2022, joint with External Relations and Research Policy).
- Prof. Jeannette Wing, EVP for Research; Prof. Latha Venkataraman, Vice Provost for Faculty Affairs; and her successor as of 01 Jul 2022, Prof. Eugenia Lean (19 Apr 2022).
- David Austell, Associate Provost and Director of the Office of International Students and Scholars, along with his colleagues Jane Acton, Associate ISSO Director for Faculty and Scholar Services, and Gabriel Saravalli-Burchfield, Senior Scholar Advisor, ISSO (24 May 2022).

Some issues for the coming year

- Power-based bullying and harassment.
- Timely reappointments.
- Funding for maternity leave.
- Research professor titles.
- Staff research officer salary equity study.

Respectfully,

University Senate Research Officers Committee 2021-2022

DANIEL WOLF SAVIN, Chair, *Senior Research Scientist*, Astrophysics Laboratory

TATYANA BEHRING, *Postdoctoral Research Scientist*, Psychiatry

MANUELA BUONANNO, *Associate Research Scientist*, Center for Radiological Research

ADRIAN BRÜGGER, *Associate Research Scientist*, Civil Engineering and Engineering Mechanics

WILLIAM J. D'ANDREA, *Lamont Assoc. Research Professor*, Lamont-Doherty Earth Observatory

CHRISTOPHER B. DAMOCI, *Senior Staff Assoc. II*, Herbert Irving Comprehensive Cancer Center

WILLIAM HUNNICUTT, *Staff Associate III*, Civil Engineering and Engineering Mechanics

NANCY LOIACONO, *Research Scientist*, Environmental Health Sciences

ROHEENI SAXENA, *Postdoctoral Research Fellow*, Environmental Health Sciences

MARCO TEDESCO, *Lamont Research Professor*, Lamont-Doherty Earth Observatory

REGINA MARTUSCELLO, *Associate Research Scientist*, Pathology and Cell Biology

Research Officers Committee (ROC) Annual Report 2021-2022

Daniel Wolf Savin, Chair
Nancy Lolocono, Vice Chair

September 23, 2022



Overview

- University Senate
- Research Officers Committee (ROC)
- Activities in 2021-2022
- Plans for 2022-2023

Overview

- University Senate
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The University Senate

Policy body addressing issues affecting more than 1 school. Established by Trustees in 1969. Consists of

- Officers of Instruction: 63 senators
- Students: 24 senators
- Senior Administration: 9 senators
- **Research Officers (ROs): 6 senators**
- Officers of the Libraries: 2 senators
- Administrative Staff: 2 senators
- Alumni: 2 senators

Overview

- University Senate
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- Activities in 2020-2021
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The Research Officers Committee (ROC)

Consists of all 6 senators plus 3 non-senators, selected to achieve balance among RO ranks and across campuses.

Trustee Approved Mandate

Considers all RO matters relating to terms and conditions of academic employment, including, but not limited to, promotion, leaves, retirement, academic freedom, academic advancement, benefits, housing, conduct and discipline, and other perquisites.

Research Officer Population (as of 9/2021)

Professional ROs (815)

- Qualifications and contributions to fields are equivalent to parallel faculty rank, includes:
 - Lamont Research Professors of various ranks (38/21/3)
 - Senior Research Scientist/Scholar (58)
 - Research Scientist/Scholar (55)
 - Associate Research Scientist/Scholar (640)

Postdoctoral Research Scientists/Scholars (889)

Postdoctoral Research Fellows (197)

Staff Research Officers (474)

- Recently reclassified as:
 - Senior Staff Associate I, II, III (206)
 - Staff Associate I, II, III (268)

Overview

- University Senate
- Research Officers Committee (ROC)
- **Activities in 2021-2022**
- Plans for 2022-2023

ROC Activities: 2021-2022

Email Bounce-Back Service for Former ROs

- UNI/email addresses used by ROs on academic materials.
- These addresses are an important connection to ROs' published research from their time at Columbia.
- UNI/email access ends when ROs leave Columbia.
- ROC worked Morningside/Lamont and CUIMC IT to institute an email bounce-back service with RO's new contact email.
- Service lasts for 5 years.
- Has approval from all required Senior Administrators.
- Implementation was completed this past year.

ROC Activities: 2021-2022

Research Professor Titles for PRO PIs

- Principal Investigator (PI) Professional Research Officers (PROs) bring in ~10% of all external support to Columbia.
- Funding rate per capita comparable to Faculty.
- Titles already exist at Lamont-Doherty Earth Observatory.
- Some of the benefits for Columbia:
 - Recruitment of more soft-money researchers;
 - Retention of those already at Columbia.

ROC Activities: 2021-2022

Meetings with Administrators and Others

- Founding Deans of the Climate School and staff.
- Director of the Office of Postdoctoral Affairs.
- Columbia Administrators responsible for postdoc housing.
- Executive Director of Sponsored Projects Administration.
- University-wide leadership about maternity leave.
- Vice Provost for Faculty Affairs (outgoing and incoming) and Executive Vice President for Research.
- Leadership of Office of International Students and Scholars

Overview

- University Senate
- Research Officers Committee (ROC)
- Activities 2021-2022
- Plans for 2022-2023

ROC plans for 2022-2023

- Power-based harassment and bullying.
- Timely reappointments.
- Maternity leave funding from non-grant sources.
- Establishing Research Professors outside of Lamont.
- SRO salary equity study.

2021-2022 ROC membership

Senators (6)

Tatyana Behring, *Postdoc. Res. Sci.*, Psychiatry (tbb2125)

William D'Andrea, *Lamont Assoc. Res. Prof.*, Lamont (wjd2111)

William Albert Hunnicutt, *Staff Assoc.*, Civil Engineering (wah2125)

Nancy LoIacono, *Res. Sci.*, Environ. Health Sciences (njl2)

Daniel Wolf Savin, *Senior Res. Sci.*, Astrophysics Lab (dws26)

Marco Tedesco, *Lamont Res. Prof.*, Lamont (mt3102)

Non-senators (3)

Adrian Brügger, *Assoc. Res. Sci.*, Civil Engineering (ab1247)

Christopher B. Damoci, *Senior Staff Assoc. II*, Irving Cancer Center (cd2758)

Roheeni Saxena, *Postdoc. Res. Fellow*, Environmental Health Sciences (rs3098)

Staff

Tom Matthewson, *Program Officer*, University Senate (tmm2)

University Senate Alumni Relations Committee
Annual Report 2021-2022

Background The mission of the Columbia Alumni Association's (CAA) is to cultivate a uniquely Columbia environment in which diverse, impactful opportunities inspire students and alumni to engage, exchange, and experience the lifelong benefits of our University community.

The CAA is a global network connecting Columbians of all schools to the intellectual and social fabric of Columbia. It links almost 375,000 alumni through more than 100 Global Clubs and Shared Interest Groups, online resources, and over 200 thought-provoking programs around the world. The CAA's vision statement is: *Build. Belong. Bond. We are Columbia. We are the CAA.*

Highlights from the 2021-2022 University Senate session

In September 2021, Genna Farley Fleming, Senior Associate Director for Diversity and Engagement, Columbia Alumni Association, presented the report of the CAA's Task Force on Belonging. Created by the CAA Board in January 2020, the Task Force was charged with helping to ensure that the CAA provides a welcoming, all-inclusive atmosphere, where all alumni and members of the Columbia community can feel included.

The Task Force identified a number of common themes that included:

- Alumni experiences being strongly tied to the student experience;
- Alumni seeking more networking across groups;
- Differing alumni experiences of belonging based on age, and
- Varying alumni perceptions of who is accepted within the alumni community.

On the question of whether alumni feel accepted by the CAA, 58 percent of all respondents said that everyone is accepted regardless of race or ethnicity. However, among a separate sample of alumni within shared interest group communities, this share fell to 22 percent (from our Black Alumni Council members) and 48 percent (from our Asian Columbia Alumni Association members).

When asked about socio-economic class, perceptions, again, varied by population. While 45 percent of all respondents felt that everyone was welcome at the CAA regardless of socio-economic status, this share dropped to between 23 percent and 39 percent among shared interest groups, depending on the specific shared interest group surveyed.

The Task Force learned the importance of the CAA's virtual programming, which allowed greater access than in-person events. The CAA anticipates that this programming will remain impactful, especially for alumni who live outside the Tri-state area. Lastly, alumni want to see themselves in

the CAA's programming and communications, not only through pictures of people who look like them but also through the experiences represented. They want to see people on similar career paths and with similar family structures, as well as other shared aspects of identity that are important to their sense of belonging.

The Task Force developed five recommendations:

1. Enhance engagement and feelings of belonging through segmented programmatic offerings.
2. Ensure strategic planning and cross-collaboration across programmatic and volunteer efforts, especially among segmented groups and clubs, to build a stronger sense of unity with volunteers and alumni overall.
3. Increase awareness of existing programmatic and volunteer opportunities as well as brand recognition of the benefits of being engaged with the University and CAA.
4. Continue to gather and use data to understand why alumni do and do not participate in CAA engagement opportunities.
5. Continually assess the effectiveness of initiatives to ensure broad community inclusion and representation in all events and programs, communications, and volunteer opportunities.

Members of the Alumni Relations Committee shared their perspectives on belonging, shaped in part by their experience of remote learning during the pandemic, and underlined the importance of maintaining virtual programming.

The Committee also learned more about University Life's [Welcome Home Columbia](#) initiative, with in-person and virtual programming. The CAA is currently preparing CAA 2027, its next five-year plan, which will serve as a roadmap as Columbia navigates the last stages of the pandemic and beyond, work that involves a number of deans, including committee member and General Studies Dean, Lisa Rosen-Metsch.

In October 2021, CAA Senior Director Ken Catandella updated the committee on the Columbia Alumni Leaders Experience (CALE), a curated collection of virtual/online events from October 21 to 23, 2021. A group of approximately 40 people, including a steering committee of alumni from across the university, a second group of associations and clubs, and the CAA administrative team, prepare this three-day program, which highlights volunteerism and honors Columbia University community citizenship. CALE would normally be hosted on campus and attended by alumni leaders from around the world, with more than 6,000 alumni invited and 1,000 attendees anticipated, including Student Affairs Committee members and other student leaders.

In October 2021, committee member [Sen. Keith Goggin](#), a former CAA Chair whose leadership, vision, and generosity helped to develop the [CAA Scholarship](#), with seventeen CAA scholars

representing each school. Consistent with CAA's mission to build, bond, and belong, each CAA Scholar was connected with a CAA Scholarship Ambassador from their individual school to serve as an initial alumni contact.

In November 2021, the committee met with Amelia Alverson, Executive Vice President for University Development and Alumni Relations, who provided a summary of the current fundraising efforts led by her office. EVP Alverson Amelia updated the committee on the 10th Annual Giving Day, a gift count that was 11 percent higher than the previous year. Donations were received from alums in all 50 states and 68 countries. EVP Alverson emphasized that one of the University's highest priorities is financial aid, highlighting various large gifts, including a [\\$5 million gift](#) from Larry Lawrence '69GS, '71BUS to the School of General Studies.

VP MacPhee provided CAA updates and noted that CAA engaged the alumni community with 40 CAA-produced webinars in 2021, attracting 6,000 unique attendees, of whom 1600 had been previously considered unengaged. CAA also assisted the President's Office on a survey of the classes of 2020 and 2021, both of which missed in-person commencements as a result of the COVID-19 pandemic.

Elected to the [Columbia's Board of Trustees](#) in November 2021, Sen. Goggin stepped down from the University Senate. Sen Laurie Magid now serves as co-chair of the Alumni Relations Committee with Sen. Daniel Billings.

In February 2022, the committee met with Joseph Defraigne Greenwell, Vice-President for Student Affairs in the Office of University Life. VP Greenwell outlined the programs created for students during the pandemic. He explained that some of the programs are available to alums on-line. A follow-up issue for our committee is determining how alums can access potentially valuable programs on mental health and other issues.

At this meeting, the committee met with Sens. Valeria Contreras and Tina Lee, Chair and Vice-Chair, respectively, of the Student Affairs Committee to consider a possible student leadership conference similar to the Columbia Alumni Leaders Experience event. Our committee offered assistance to the students in organizing their conference and the CAA has offered the Alumni Center as a location for a possible student conference. Co-Chairs Laurie Magid and Daniel Billings plan to meet with Student Affairs Committee leaders in June to offer suggestions on how to plan a conference for student senators.

In its March 2022 meeting, the Alumni Relations Committee met with Melissa Begg, Dean of the School of Social Work and Professor of Social Work and Biostatistics, and Linara Davidson Greenidge, Associate Dean for Communication Strategy, Development, and Alumni Affairs. They explained that the School of Social Work is planning its 125th anniversary. Our Committee would like to help get the word out to alums in other schools about the about the range and importance

of the work of School of Social Work alums. Our Committee suggested making sure that School of Social Work alums are included on programs during Leaders Weekend, and that perhaps there could be some kind of town hall program sponsored by the CAA about the School of Social Work.

At the meeting on April 26, 2022, the Alumni Relations Committee heard from Loftin Flowers, Associate Vice President for Government Relations, and Nathan Robb, Assistant Vice President for Government Relations, in the Office of Government and Community Affairs. The Committee was updated on efforts on the student loan issue. They also discussed the program they oversee for student interns in federal offices. We discussed the possibility of having their office oversee the group of student interns in state offices, but decided we should first learn more about existing at the School of International and Public Affairs and other schools.

Some plans for the coming year:

1. Advise student Senators on leadership conference in September
2. Investigate availability to alums of on-line information about University Senate plenary meetings and materials.
3. Follow up with the School of Social Work on how to inform alums in other schools about their work and the 125th anniversary, and on whether there are volunteer opportunities for alums of other schools through the School of Social Work.
4. Consider speakers about how public safety concerns, issues, and updates are conveyed to alums. Have a representative from the Inclusive Public Safety Advisory Committee launched in January 2022
5. Follow up with CAA about partnerships with the Office of Student Life including a graduate student fair
6. Determine who the Committee can partner with to increase alumni involvement in the Manhattanville community

Respectfully,

Senate Alumni Relations Committee 2021-2022 | Members and Contributors

Daniel Billings, Co-Chair, Alumni Senator

Laurie Magid, Co-Chair, Alumni Senator

Yifan Li, Student, School of International and Public Affairs

Lisa Rosen-Metsch, Dean, School of General Studies

Roheeni Saxena, Postdoctoral Research Fellow, Environmental Health Science

Jonathan Susman, Associate Professor of Radiology, CUIMC

Donna MacPhee, Vice President for Alumni Relations, Columbia Alumni Association

Genna Farley Fleming, Senior Associate Director for Diversity and Engagement, Columbia Alumni Association

Jessie Mygatt, Associate Director, Columbia Alumni Association

COMMITTEE ON HOUSING POLICY ANNUAL REPORT 2020-2022

These past two years the Housing Policy Committee considered a wide variety of issues and was shunted, like all committees, by the Covid-19 pandemic. Below is a summary of the work done over the last two years on these issues and the ongoing work to follow.

Committee Members 2020-2021

Regina Martuscello, PhD (Chair)
 Jeremy Wahl, Stu. Sen (Vice Chair)
 Ian Beilin, PhD (Observer)
 Joanne Faryon (Senator)
 Arooba Kazmi (Senator)
 Carrie Marlin (Admin)
 Neslihan Senocak, PhD (Senator)
 Nachum Sicherman, PhD (Senator)
 Jonathan Susman, MD (Senator)
 James Wang (Admin)
 Weiping Wu, PhD (Senator)
 Michael Rosenthal, PhD (Retired)
 Justine Blau (Senate Staff)

Committee Members 2021-2022

Regina Martuscello, PhD (Co-Chair)
 Jeremy Wahl, Stu. Sen (Co-Chair)
 Ian Beilin, PhD (Observer)
 Joanne Faryon (Senator)
 Carrie Marlin (Admin)
 Neslihan Senocak, PhD (Senator)
 Nachum Sicherman, PhD (Senator)
 Peter Michaelletis (Admin)
 Michael Bell (Observer)
 Richard Davis (Senator)
 Geraldine McAllister (Senate Staff)

Housing Mobility Program

The Housing Mobility Program began in 2015 and offers Columbia faculty financial support for relocating out of Columbia housing or downsizing from a large Columbia apartment into a smaller one.

- 2020-2021

The Provost's Office conducted the eighth application round of the Housing Mobility Program. Thirty-seven applications were submitted, above the average of 27 across the previous seven application rounds. Over the eight application rounds, a total of 229 applications have been submitted. Around 25% of these applications moved forward in the process. These accepted applications are now in various stages of execution, with close to 60% for relocating out of Columbia Housing and the rest for downsizing to a smaller apartment.

- 2021-2022

The Provost's Office conducted the ninth application round of the Housing Mobility Program. Twenty applications were submitted, below the average of 29 across the previous eight application rounds. Over the nine application rounds, a total of 249 applications have

been submitted. Close to 30% of these applications moved forward in the process. These accepted applications are now in various stages of execution, with just over 60% for relocating out of Columbia Housing and the rest for downsizing to a smaller apartment.

Housing Assistance Programs (HAP)

- 2021-2022

An overview of the current HAP programs was given to the committee. Committee members probed the administration on how these programs are used and suggested ideas that could enhance the programs, increase program user reach and alter current programs to cast a wider net. Current HAP programs:

- **HAP2:**

- Income supplementation program:

- 10 year max
- Down payment assistance with real estate contract
- Benefits for tenured and nontenured faculty
 - Eligibility is limited to full-time faculty members seeking to purchase, renovate or rent a home as primary residence within commuting distance of the university. Faculty must be recommended by their dean to participate.

- Forgivable loans

- 10 year max
- Down payment assistance
- Annual forgiveness of principal
- Withholdings on forgiven principal and interest
 - Eligibility is limited to tenured faculty members seeking to purchase and/pr renovate a primary residence within commuting distance of the University. Faculty must be recommended by their dean to participate. All loans under the program are subject to approval of the Provost and University's Chief financial officer.

- Shared appreciation second mortgages

- Up to 30 year term
- On top of primary mortgage
- University receives appreciation commensurate with the proportion of the purchase represented by the loan
 - Eligibility is limited to tenured faculty members seeking to purchase and/pr renovate a primary residence within commuting distance of the University. Faculty must be recommended by their dean to participate. All loans under

the program are subject to approval of the Provost and University's Chief financial officer.

Senior faculty housing assignment

- Senior faculty housing assignments occur through the Housing Priorities Committee, which is chaired by the Provost and includes representatives from all of the schools.

Postdoc Housing

- 2020-2021

During the pandemic there was an efflux of individuals leaving CU housing and NYC. This opened up more housing for postdocs, who are a vulnerable population, for much needed housing reforms. The International House was opened to postdocs in 2019 and The Arbor was opened in 2020 to postdocs looking for housing. A collaborative effort was formed with Morningside residential to place any postdoc in CU housing that required it. The Postdoc Pilot Waitlist Program launched in summer 2020 and was able to place 100% of postdocs in CU housing that wanted it.

- 2021-2022

Continuation of the Postdoc Waitlist Program continues out of its pilot phase and is a successful program for postdocs looking for housing. A meeting between Morningside and CUIMC residential offices brought this program to CUIMC and facilitated the transfer of postdocs that did not receive housing in the CUIMC lottery and automatically placed them on the Postdoc Waitlist. As of end of 2022 semester this program is integrated at both campuses and is considered a successful program in enhancing postdocs ability to find 1-year guaranteed housing at Columbia.

Columbia Housing Steering Committee

A Columbia Housing Study Steering Committee was formed in late 2019, but the pandemic interrupted this work which has since changed direction. The Housing Policy Committee of the University Senate assembled a guide to the current affiliates, programs and housing challenges in 2019 which can stand as a useful tool for other discussions about the needs of our different types of affiliates.

Housing Maintenance

Housing maintenance is an ongoing discussion between Housing Policy and Campus Planning and Physical Development. Maintenance and updating usually occurs between tenants when a unit is empty. Some maintenance can occur while occupants still live in the unit. Issues that are ongoing for discussion include: elevator issues, outdated laundry machines, AC/heating issues in older buildings, windows needing replacement in the Haven Towers and long-term scaffolding outside of residential buildings.

Columbia Residential Overview

- 2020-2021

Residential breakdowns for 2020 were not available in fall 2020 due to pandemic restrictions. Numbers for 2019 were presented in 2020, with promised follow-up in 2021-2022. As of Fall 2020 there was a 28% vacancy rate in CU housing due to the pandemic. Previously, housing was steady at 95% occupancy.

- 2021-2022

Residential breakdowns following the pandemic for Fall 2021 Morningside residential were presented in 2022.

As of November 2021:

- 148 buildings, 141 owned, 7 leases
- 5,669 apartments with 7,751 tenants
- Tenant type:
 - Students 59%
 - Faculty, researchers & librarians 22%
 - Statutory tenants 7%
 - Postdocs 5%
 - Administrators, building staff & others 3%
 - Retirees/surviving spouses 3%
 - Transient 1%
- Officers of instruction school breakdown:
 - Arts & Sciences 48%
 - Medical Center 13%
 - Engineering 11%
 - Business 9%
 - Barnard 5%
 - Law 3%
 - Zuckerman Institute 3%
 - Social work 2%
 - Journalism 2%
 - Athletics 2%
 - SIPA 1%
 - Architecture 1%

Other updates: Postdoc housing is now run through faculty housing at the Morningside campus

Covid policies

- 2020-2021

Early days of the pandemic saw significant impacts on housing at Columbia, with a 33% reduction in graduate student housing, and a 9% reduction in postdoc housing in the fall. New cleaning policies were put into place for CU residential and testing was available to all CU affiliates. Contract tracing was performed by the University for all CU affiliates and by NYC for non-affiliates living in CU housing. The committee requested that CU affiliates and their family members living in CU housing also be extended the right to testing. However, this request was ultimately denied, as CU testing was reliant on UNI access, which is not given to affiliates families living in CU housing.

Survey for CU residents

- 2020-2021

Columbia residential issues surveys for move-in and move-out tenant only, or in the instance of maintenance satisfaction. There has never been a survey issued to current Columbia tenant regarding satisfaction of residence. Some faculty members have lived in Columbia housing for over 30 years and have never been surveyed on their experiences living in their building/apartment. It was raised as a possible initiative for the Housing Policy Committee to issue a survey to Columbia residential tenants to see satisfaction on various items including apartment satisfaction, maintenance, super satisfaction, noise, upgrades, etc. After committee discussions the issue was raised to Diego Rivera and his team and proposed as a collaborative effort by both the Housing Policy Committee and Columbia Residential.

- 2021-2022

During a joint meeting with Diego Rivera and Columbia Residential it was explained that a short 2-question survey has been developed and sent out to a small number of residents as a pilot test of a larger yearly-survey system being employed from Columbia Residential, due to the conversation had with the committee the previous year.

Yearly meeting with Morningside residential

- 2020-2021

Yearly meetings were established in 2020 for administrators at Morningside housing with the Housing Policy Committee. The HPC would like to be a resource for Morningside residential, and brought forward a few ideas and questions to the team:

1. Vacancies in CU housing due to COVID and the ability to have units available for quarantine.
2. Rent setting factors and changes due to market disruptions from COVID.
3. Moving within CU housing.

4. The creation of a housing policy handbook.
 5. A survey for CU residents, as there is no yearly satisfaction inquiry for tenants, even if they have lived in CU housing for 30 years.
 6. Maintenance issues related to laundry and elevators.
 7. Hiring/firing of building supers
- 2021-2022
The second yearly meeting with administration from Morningside residential continued the previous year's discussions with some achievements by Columbia. The previously suggested survey to tenants was implemented as a short pilot survey, 2-question survey, using the Net Promote Score (NPS) method. This survey will be enhanced and continued in the years to come.
Other improvements include new outlined policies and processes on the Columbia Residential website, monthly staff and student newsletter – both to increase information flow and awareness amongst tenants. New units are including furnishings and utilities within rent. An updated online chat and website request function have been added, with great success. Gender neutral housing has been implemented, along with religious accommodations, and student conduct training. A new off-campus housing partner has been implemented within CU residential to enhance the off-campus housing needs.

Yearly meeting with CUIMC residential

- 2020-2021
During the joint yearly meetings with CPPD, the Housing Policy Committee also meets with CUIMC residential and Amador Centeno to discuss facilities and maintenance at the CUIMC campus residential buildings, specifically the Haven Towers.
- 2021-2022
This year the committee invited individuals from CUIMC residential to meet and discuss ways the HPC can be of assistance to CUIMC housing. A connection was made between the housing lottery at CUIMC and the Postdoc waitlist program at Morningside. Individuals will now be automatically placed on the waitlist following no apartment assignment from the lottery. In addition, the idea was proposed to have a representative from CUIMC residential join the HPC for continuity between the campuses and housing policies that affect all affiliates.

Joint yearly meeting with Campus Planning and Physical Development

- 2020-2021
The Housing Policy Committee will continue to meet yearly with CPPD to discuss maintenance, new housing projects, contractor usage and building supers. Issues related to length of time scaffolding is up over residential buildings was raised, in addition to numerous complaints regarding elevators and laundry access in residential buildings. The

use of contractors was discussed and how contractors are selected for residential buildings. Finally, new housing projects and the state of Manhattanville residential was discussed.

- 2021-2022

Discussions continued into 2021-2022 from previous years comments. A finalized listing of residential access and allotment for Manhattanville was presented. Unit breakdown:

- Micro studios: 18
- Studios: 65
- 1bdm apt: 23
- 2bdm apt: 25
- 3bdm apt: 11

Residential access will be for graduate students, postdocs, junior faculty and senior faculty.

Meetings with other CU offices

- 2020-2021

EOAA: Discussed incidents of harassment and discrimination related to CU housing that have been reported to EOAA. No reported incidents of harassment or discrimination from CU housing officials have been reported. Some reported incidents had occurred between tenants; however, these were minimal and are resolved without further incident. It was suggested that a code of conduct be sent or regularly available to tenants.

- 2021-2022

Office of Work/Life: Discussed current programs available for housing assistance, emergency housing and relocation services for faculty and staff. While students who reach out directly receive services, Work/Life is not intended for student use and thus does not proactively market to students.

Scott Wright, Vice President, Campus Services: Discussed summer housing for research students and needs of faculty and researchers for summer student interns. Also discussed deadlines and connected individuals with Campus Services to ensure deadlines for enrollment match deadlines for program admissions.

Report of the University Senate Campus Planning and Physical Development Committee

The Performing Arts at Columbia: The Need for Additional Performance and Practice Space and the Improved Management of Existing Space

October 5, 2022

Acknowledgements¹ We owe special thanks to Steven Chaikelson, Professor of Professional Practice in Theatre Arts in the Faculty of the Arts; Seth Cluett, Lecturer in the Discipline of Music and Director, Computer Music Center; Giuseppe Gerbino, Professor of Music; Barry Kane, Associate Vice President and Registrar; Gaspare LoDuca, Chief Information Officer and Vice President for Information Technology; Phil Mendoza, Executive Director, Graduate School of Business; Magdalena Stern-Baczewska, Senior Lecturer in the Discipline of Music; Chris Washburne, Professor of Music and Chair of the Department of Music; Scott Wright, Vice President for Campus Services; and Julia Hahn, Production Manager, and Brendan Regimbal, Director of Production and Operations, Lenfest Center for the Arts, for their help in preparing this report. Any errors, omissions, and misinterpretations remain the responsibility of the committee.

Executive summary: Over the past year, the Campus Planning and Physical Development Committee has studied the space needs for on-campus performance activities², including music, theater, and dance, both in fulfillment of degree requirements and for extracurricular activities. It is the opinion of the Committee that the current space shortage relating to these activities is acute, and that it is our Undergraduate population that is most negatively affected. Accordingly, the Committee urges the University to begin to address this situation expeditiously and comprehensively.

Artistic endeavors, whether for course credit or as extracurricular activities, contribute to an individual sense of well-being and to a sense of belonging and shared community. Such endeavors are all the more important in the wake of an extended period of remote teaching and learning. The importance of these activities to the relative standing of universities is underlined by the recent unveiling of spacious new performing arts centers by peers, including Princeton, Brown, Yale, and the University of Chicago. (See Appendix A where a sample of these competitor spaces are presented.) Finally, continued success in these areas is particularly important at a time when undergraduate expansion is being considered. In summary,

¹ This section has been updated to include titles.

² This includes the activities of the Department of Music, its Music Performance Program, the School of the Arts, including its MFA in Theatre, the Barnard College Department of Dance, where numerous Columbia undergraduates take courses, and the Barnard and Columbia undergraduate theatre program (based at Barnard College).

the committee feels that now is the time for the University to act to enhance and expand the on-campus space available to the Columbia Community, and particularly, the undergraduate community, for its artistic endeavors.

Specifically, the Campus Planning and Physical Development Committee recommends that:

- In the short-term, the University expand the use of electronic assignments systems to include practice rooms, that the limited stock of these rooms presently available may be more intensively utilized;
- In the short- to medium-term, the University consider the creation of additional multi-function spaces to support performance activities;
- In the medium-term, the University consider ways to enhance current facilities and anticipate new performance space needs, creating shared spaces to be available across the institution;
- In considering ways to expand performance spaces, that the University think creatively about the possibilities offered by buildings such as Uris Hall, and, in the near future, the University initiate planning for a new consolidated performing arts center on the Morningside or Manhattanville campuses.

In the first section of this report we detail performance needs in terms of music, theatre, and dance, looking in detail at the Department of Music, the School of the Arts, and the Barnard College Dance Department, in whose program many Columbia undergraduates participate. We next consider the available spaces and, where applicable, their limitations.

In these discussions we detail the complications and drawbacks, most especially associated with the use of Miller Theatre, Lenfest Center for the Arts, and the much anticipated Artist's Cove space currently under construction in Lerner Hall. In short, these spaces are not available to the entire Columbia Community, being essentially either already fully booked or compromised in design. But space needs are not limited to formal performance venues alone: more practice and rehearsal space is also needed. In the third section of this report, we suggest available software solutions that could encourage a more useful allocation of existing practice and rehearsal rooms. The final section contains our recommendations.

I. Performance Space Needs

Whatever the nature of the performance, there are a number of broad needs common to all that must be met:

- (1) Guaranteed access: Whether music or theater, involving the Music Department or the School of the Arts, organizers need to know space availability before a semester begins, and, therefore, need to know the process for reserving space. Under current procedures at the University, it can be difficult to find out who oversees many of the existing practice and performance spaces, and what priority of use is in effect.
- (2) Adequate storage space: Musical instruments and theatrical production sets can only be moved from building to building expensively and at risk of damage. Space adjacent to the venue itself, where instruments and sets can be stored, is critical.

(3) Appropriate acoustics: Acoustics designed specifically for the maximal acoustic benefit of the audience is essential.

(4) Proximity: Proximity to the Morningside Campus, where the majority of students are based, is essential. It also would allow easy access to transportation for those coming to campus to attend a performance.

II. Existing Performance Spaces

Currently, there are five performance spaces available on the Morningside and Manhattanville Campuses: Miller Theatre, Lenfest Center for the Arts performance space, the Artist's Cove, currently under construction in Lerner Hall, the Italian Academy, and Maison Française.

Each of these spaces is challenged in at least one of the four ways noted above.

- **Miller Theatre:** A theatre space to showcase Columbia as a center for the performing arts, Miller Theatre is no longer available for degree-related student music performances or practice. The Committee finds it somewhat ironic that a lack of availability in this first class performing arts center forces departments to rent external space for student concerts, including in Carnegie Hall, at great expense.
- **Lenfest Center for the Arts Performance Space.** This accommodates the needs of the MFA Theatre Program thesis productions, which were performed formerly in the Riverside Church Theatre, and in other rented theatre spaces throughout Manhattan. Presently, it is fully programmed throughout the academic year. There is no excess capacity available for other departments, programs, or productions. While state of the art in certain respects, its black box theatre has no formal raised stage and very limited audience capacity. There is little storage space and no freight elevator; all scenery, props, musical instruments et cetera must be loaded in and out of the theatre for each production, sharing the same elevators that are used for public access. It was not designed as a concert space and is not available. See Appendix B for a more detailed discussion of the Lenfest spaces.
- **Artist's Cove.** This space is under construction and, under current thinking, will be used during daytime hours for faculty supervised rehearsals, tutoring, or individual lessons. It is a very welcome additional space for these activities and will help to satisfy some of the needs detailed in this proposal. After 5:00 PM and on weekends it will be exclusively available for use by student groups. Unfortunately, it does not assist in providing effective performance space for the Music Performance Program³: recitals et cetera need to be held during evening hours if they are to attract a significant audience. Students have classes and other activities during daytime hours, making recital scheduling, for both performers and audiences, very difficult. While a wonderful addition

³ The Music Performance Program matches undergraduate students with performing artists in the New York area for instruction. Entrance is competitive and admission entitles a student to course credit. At present the scarcity of practice rooms limits the size of the program.

to the inventory of performance spaces at the University, it will not alleviate the shortage of performance space for the Music Performance Program.⁴

- **The Italian Academy and Maison Française.** These spaces have the same drawbacks as the Lenfest Center for the Arts Performance Space, while also suffering from the lack of availability during the critical end-of-semester period.
- **External spaces.** Because of the shortage of adequate on-campus performance space, the Music Performance Program has been forced to rent external venues such as Symphony Space and Weill Hall at Carnegie Hall for end of year concerts. While these venues are acoustically excellent, they are distant from campus and expensive to rent.

For a first-class university, the clear dearth of performance spaces is an embarrassment. It is becoming more so, since our peer institutions (e.g., Princeton and the University of Chicago) have recently constructed new performing arts centers that offer state-of-the-art facilities to their music and drama students. Many premier small colleges that do not have a Department of Music, per se, also provide at least one dedicated auditorium, recording studio, and dedicated practice rooms with superior light and air. In contrast, for the 494 individual students and 42 ensembles in the Music Performance Program at Columbia University, it is essentially hopeless for all the students who would benefit from formal recital time to receive it. While we recognize that there are many financial demands on the University’s resources, it is the view of the Committee that a new performance space should be an absolute priority.

B. The State of Practice Rooms

The availability of practice rooms is also in crisis. Below, we first detail the class and practice rooms available to a typical Music Performance Program student, together with the effective restrictions on each. This is followed by an assessment of the current demand for such rooms as well as a projection of future needs considering the expansion of SEAS and the College currently under consideration.

1. Currently Available Space

	Potentially Available Classrooms	Use Restrictions
1.	555 Lerner	available to orchestras only, weekly classes
2.	112 Broadway	used daily for jazz ensembles only
3.	109 Dodge	used daily for piano lessons only
4.	110 Dodge	used daily for piano lessons only
5.	716 Hamilton	Fri., Sat., Sunday only, chamber music lessons only
6.	803 Dodge	only non-piano individual lessons

⁴ This space is presently under construction, and is expected to be open in the summer of 2023. The Artist’s Cove repurposes a meeting room (The Party Space) into a performance venue. There will be storage space and a grand piano, drums, amplifiers etc. permanently on stage. While it promises to be a spectacular performance venue, its arrival will not increase the overall availability of useful spaces.

7.	404 Dodge	after 7:30 PM; chamber lessons and ensembles
8.	405 Dodge	after 7:30 PM; chamber lessons and ensembles
9.	620 Dodge	after 7:30 PM; chamber lessons and ensembles
10	622 Dodge	after 7:30 PM; chamber lessons and ensembles
11	Carmen B01	access restricted due to Covid and not yet restored
12	204 Broadway	access restricted due to Covid and not yet restored

	Available Practice Rooms	Use restrictions
1.	Shapiro Hall	8 rooms for all University affiliates; no MPP priority
2.	East Campus	3 rooms; only available to East Campus residents
3.	Broadway	3 rooms; only available to Broadway residents
4.	Carman Hall	3 booths; only available to Carmen residents
5.	Carman drum booth	1 room; generally not available

2. The Demand for Practice Spaces

We first detail the number of Music Performance Program students (2019, pre-Covid) and then go on to measure the additional population with which these students must compete to gain practice time.

	Instruction Type	Number of MPP Students	Number of MPP Ensembles
1.	Classical lessons	41	
2.	Jazz lessons	62	
3.	Chamber ensembles	72	23
4.	Jazz ensembles	86	13
5.	World ensembles	39	6
6.	Orchestra	105	
7.	Piano lessons	89	
	Total	494	42

Here is the reality: The eight rooms in Shapiro Hall are available to all 31,500 Columbia students. At the present time, approximately 2,000 non-student affiliates have swipe access, and this is in addition to the

approximately 500 Music Performance Program students. If each Music Performance Program student should individually wish to practice two times per week for one hour each time, the total demand would be roughly 1,000 hours, distributed most likely over the 8:00 AM to 8:00 PM twelve hour time interval. In other words, if each Music Performance Program student were to be accommodated for two hours per week, the University would thus need to provide at least 12 practice rooms, to be continuously occupied full time by participants in that program alone. If the restricted practice rooms in East Campus and Shapiro were available to Music Performance Program students exclusively, the then-available 11 rooms would just about suffice. There would be, however, next to no availability for the 2000 other Columbia affiliates with swipe access. With everyone presently granted the same priority, there is no easy access for Music Performance Program students.

3. Special Difficulties Encountered by Music Performance Program Students: Recital Spaces

It would be desirable for each Music Performance Program to be able to give one concert per year. Accordingly, the Department of Music receives open dates in the various on-campus performance spaces noted above in exchange for the year-long responsibility for tuning and maintaining the musical instruments present there. There are, however, many restrictions that make scheduling largely unworkable. These are detailed below:

- **Lerner Hall:** The grand piano in 555 Lerner is serviced in exchange for 12 rentals per semester pending availability. The dates given to the Music Department for related performances are given the absolute last priority. Many of the available dates are unworkable. Music Department use is further restricted on the available days to conclude by 5 PM, and only for Monday-Friday. As card access is required to access this room, it is unavailable, even in non-Covid times, to non-Columbia affiliates making it difficult for the family and friends of artists to attend recitals. It is this room that will be replaced by the Artist's Cove.
- **Maison Française:** The grand piano in the East Gallery is provided and serviced in exchange for a paltry three venue rentals per semester. Furthermore, the Department of Music must pay for guard service after 5:00 PM and staff must bring in the necessary recording equipment, music stands et cetera. The arrangement with the Italian Academy is identical.
- **St Paul's Chapel:** The Department of Music maintains this grand piano in exchange for three, Wednesday-only rentals, and covers the cost of guard service and cleaning. The rentals must be held within the time span of 5:00 to 9:00 PM, pending availability.
- **Earl Hall:** In exchange for three rentals, pending availability, the Department of Music maintains the grand piano and pays cleaning and guard service fees.
- **Uris Hall⁵:** It is about to be significantly reconstructed for use by the Arts and Sciences division of the University. It is the Committee's understanding that no new performance space is scheduled to

⁵ Background: As a natural and relatively inexpensive solution to the absence of adequate performance space, the Committee considered a refurbishment of Uris Hall Room 142. This room has many advantages. It seats about 70 persons, a desirable size that could be increased, and has three exits. It is located immediately at the entrance to Uris Hall, convenient for concert or

be created in this building despite its many advantages locationally and otherwise. In a previous draft of this report the Committee had recommended Uris 142 as a natural space to be transformed, something that presently is not under consideration. The Committee views this outcome with regret. On a more optimistic note, the Committee understands that Calder Lounge on the first floor of Uris Hall is to be retained as a meeting space, and the configuration of the room and its flooring make it ideal as a venue for small concerts. Moreover, the Arts and Sciences has committed to dedicating Calder Lounge to student recitals every night for the last two weeks of each term, providing essential support for the Music Performance Program⁶.

To be clear, the phrase “pending availability” means that the Music Performance Program is given dates after all other activities have been booked. Having the last choice means that the few available times may be either undesirable or unworkable, particularly if a general audience is sought. Accordingly, it is the belief of the Committee that any new performance space must come under the exclusive scheduling priority of those departments and programs involved in performance activities, including the Department of Music and the School of the Arts.

C. Externalities Provided to the University by the Department of Music and Music Performance Program

Music Performance Program students actively enhance the Core Curriculum by providing live performances for Music Humanities classes throughout the academic year. In this way, the Program annually serves a large population of Columbia Undergraduates. In the Music Humanities course evaluations, these live performances are often cited as among the highlights of the course.

Music Performance Program students are also active in undergraduate recruitment, helping to make Columbia competitive overall with our peer institutions. The Office of Admissions regularly involves Music Performance Program faculty, staff, and student in recruitment events for prospective and admitted student. The faculty is composed of some of the world’s finest musicians, a significant draw for undergraduate applicants. The Louis Armstrong Jazz Performance Program, part of the Music Performance Program, is the largest and most prestigious program of its type across all the Ivy League and for students with an interest in jazz, its presence is often the deciding factor in the choice of Columbia. It is shameful that instructors of such high caliber may be unable to view their own students performing in first class performance spaces. In total, Music Performance Program students provide performances as many as 75 times per year for various other Columbia Administration events.

theatre goes. At the present time, there are four administrative offices underneath the higher-level seating that could easily be adapted to create ample storage space for sets and instruments. Redesigned fifteen years ago at a cost of more than \$1,000,000, it is gently tiered and has excellent acoustics. A new addition to Uris Hall, there is likely to be no asbestos removal required. Lastly, there are ample bathroom facilities on the same floor.

⁶ Correction: The earlier version of this report noted that although it has been informally suggested that the Music Performance Program be given five nights of access to the Calder Lounge space per year, no formal guarantees of any time in this space have been given.

We are all aware of the dramatic increase in mental health services demanded by Columbia undergraduates. For many students, musical activities are crucial to their wellbeing. During the pandemic, the on-line presence of their instructors, whether for one-on-one lessons or with small ensembles, helped many students to better manage these difficult circumstances. There also is evidence that the discipline learned through the continued practice of an instrument materially facilitates the success of students who eventually study medicine or the law.⁷

Music Performance Program students provide weekly concerts, open to the public, at Faculty House and Maison Française. This enriches the entire community of Morningside Heights. As delightful as these experiences may be, they are not an adequate substitute for a formal recital in a well-designed performance space.

D. Future Growth in the Music Performance Program

The lack of performance and rehearsal space effectively prevents the expansion of the Music Performance Program. The program can, for example, offer a maximum of 25 chamber music ensembles. Without these constraints, it could easily accommodate an additional 10 ensembles. If the expansion of the College and School of Engineering becomes the reality, the waitlist to join an ensemble is likely to become significantly longer. It is unfortunate that many undergraduate Columbia students who could benefit from and contribute to the Music Performance Program are disappointed, often early in their time at Columbia as a result of the lack of adequate performance space and sufficient practice rooms. The Music Performance Program simply cannot accommodate more students give the physical resources available to it, yet a 20 percent increase in enrollment that could see undergraduate enrollment increase from just over 8,800 (OPIR, Fall 2020) to 10,600, is under active discussion. It is reasonable to suggest that this 20% increase would lead to an identical increase in demand for inclusion in the MPP program.

E. Summary

The Music Department and its Music Performance Program enrich the cultural life of the University enormously while at the same time fostering community on campus. Nevertheless, it is forced to beg for the necessary space. This is an extremely unfortunate situation for a world-class University in the artistic capital of the United States.

II. School of the Arts Needs

A. Introduction

While this report has thus far emphasized the Department of Music and its Music Performance Program needs, the brutal fact is that School of the Arts needs are even more acute, so much so as to measurably degrade the educational experience of full time, full tuition paying students. Presently, there are

⁷ <https://www.usnews.com/education/blogs/medical-school-admissions-doctor/articles/how-a-music-background-can-help-premed-students>; https://www.americanbar.org/groups/legal_education/resources/pre_law/

approximately 190 MFA Theatre students, and 50 undergraduate theatre majors, and 40 undergraduate dance majors. Enrollment in undergraduate theatre courses is approximately 600 per year, while enrollment in undergraduate dance courses, which can also satisfy the undergraduate physical education requirement, ranges from 2,000 -2,400 per year.

From the perspective of the School of the Arts, it is both inconvenient and inefficient that the performance spaces available, inadequate in number and design as they are, presently occupy multiple buildings stretching between 115th Street and 133rd Street. Furthermore, most of the available performance spaces typically lack critical ancillary features, such as secure storage areas for sets and costumes, that facilitate ease of production. The dispersal of available venues makes this problem more acute. In what follows we provide an overview the current space inventory and associated shortcomings. In the appendix to this document, a more detailed description of the Lenfest Center for the Arts spaces is provided. Our discussion is organized by functionality of the available spaces.

B. Inadequate Storage Space

The lack of adequate performance-related storage space is the critical issue across the School of the Arts, the Columbia/Barnard Theatre Program, the Barnard College Dance Department, and extracurricular student groups. As will be detailed below, for many of the available performance spaces there is no storage space whatsoever. In other cases, what is available is either insufficient, inappropriate, or insecure. As a result, a large amount of time and expense must be devoted to the movement of sets, props, and costumes to and from the venue to what storage space is available. While the School of the Arts teaches its students the importance of sustainability and encourages them to make production decisions that are environmentally friendly and cost effective, it is ironic that academic departments and student groups often have no alternative but, for lack of storage space, to discard materials that could otherwise be reused or recycled for future productions, and/or rent equipment at a much higher annual cost than if the same equipment were purchased by the University and stored in an appropriate secure space on campus. Below we consider currently available storage from the perspective of each theatre program.

1. The School of the Arts: For the Theatre Program, classes, rehearsals, and performances are spread across the following multiple buildings between 115th Street and 133rd Street.

- Shapiro Theatre and Studios (115th Street): very limited dedicated storage space available in several closets.
- Watson Hall (115th Street): no storage space.
- Dodge Hall (116th Street): no storage space.
- The Riverside Church tower (Claremont Ave., 120th and 122nd Streets): no storage space⁸

⁸ Some students object to holding classes and rehearsals in churches, because of the larger religious purposes to which they are put.

- Lenfest Center for the Arts (119th Street): storage space limited to items required for the current production. (See Appendix B)
- Nash Building (133rd Street): temporary storage space on the 4th and 5th floors. There is permanent prop and costume storage space on the 5th floor (referred to as “Production Resources” space).

Although the Nash Building does have permanent storage space, the Theatre Program is then required to rent a truck to transport materials and sets between Nash and other rehearsal, classroom, or performance locations throughout Morningside Heights and Manhattanville, a requirement that discourages multiple rehearsals.

2. Columbia/Barnard Undergraduate Theater Program (managed by Barnard College’s Department of Theatre): Presently, the only available storage spaces are in hallways and storage lockers in the basements of Altschul and Milbank Halls. Yet, even these spaces may soon be unavailable due to anticipated renovations.

3. Extracurricular Student Groups: Other than the Varsity Show’s storage space in Hartley Hall, it appears that there is no regular storage space available to undergraduate student-led performing groups.

In summary, large amounts of money and enormous amounts of faculty, production staff, and student time are wasted due to insufficient storage space. This waste takes many forms. The storage of flats, platforms, scenery, and props would allow for these items to be reused or recycled which would save the time and expense currently devoted to building similar set pieces for each production. Currently, sound and lighting equipment is rented separately by each student production group. If adequate secure storage space were available, this equipment could be purchased, held in inventory, and rented to student groups at a modest charge to maintain a replacement sinking fund. Rechargeable battery packs to facilitate outdoor practice could be purchased and shared by various student groups. Under the present arrangement, students invariably store items in their dorm rooms, which could lead to safety or liability issues. Lastly, we note one unfortunate incident directly attributable to the shortage of student storage space: during construction in 2019, a miscommunication led Columbia Housing Facilities to dispose of everything in the Varsity Show storage facility in Hartley Hall.

C. Inadequate Classroom and Rehearsal Space

1. The School of the Arts: The Theatre (MFA) and Film (MFA and Undergraduate) Programs suffer from a profound lack of rehearsal space. Theatrical productions cannot be prepared for presentation by students studying in their dorm rooms or the library. It is, almost by construction a ‘multi-agent enterprise.’ Adequate rehearsal space is thus critical to a successful program. Besides rehearsal and classroom spaces being spread across multiple buildings between 115th and 133rd Streets as noted earlier, during the regular spring and fall semesters these spaces are fully booked not only during the day but also for evening classes, production rehearsals, and performances.

- Because space allocation naturally prioritizes class sessions and formal production rehearsals, there is limited to non-existent rehearsal space available for students who need simply to prepare work for class.
- The spaces that are currently being used for production rehearsals are often inappropriate to the work being done in them: frequently the available spaces are too small or the acoustics inadequate; immovable furniture may make the space unsuitable for practice; the type of flooring may make the rehearsal of dance scenes unsafe or impossible. In summary, although a space may technically be available this does not guarantee that it is fit for all types of rehearsals. This is not surprising: most of the spaces presently in use for rehearsals were not designed for this specific purpose.
- The lack of classroom and rehearsal space effectively prevents the expansion of these programs or the addition of new ones.

2. Columbia/Barnard Undergraduate Theatre Program: The situation here is shocking. Each semester there are approximately 300 students (approximately 35 to 40 percent from Barnard College, with the remaining 60 to 65 percent from Columbia College and General Studies), including approximately 50 undergraduate theatre majors.

- Each semester, approximately ten to 15 courses in this program require that, in the aggregate, approximately 120 to 150 students rehearse between class sessions.
- Presently, **there is only one classroom/studio** (229 Milbank Hall) that is regularly available for student rehearsals.
- The Theatre Department is then forced to seek standard classroom space for theatre majors who are rehearsing for their thesis productions.
- Due to the limited classroom/rehearsal space available, students regularly rehearse in stairwells, randomly encountered empty classrooms, residence hall lounges etc. These spaces frequently are inappropriate to the work done in them, besides displacing other students who might have a legitimate competing claim on the space.

3. Dance Department: In the Barnard College Dance Department, there are approximately 1,000 to 1,200 students each semester (approximately 40 percent from Barnard College, with the remaining 60 percent from Columbia College, the School of Engineering, and General Studies), including approximately 40 undergraduate dance majors.

- The curriculum itself is diminished by the lack of performance space. Other departments of the same size and quality at peer institutions require their students to participate in more performances and allow for more rehearsal time to prepare for each performance. The Dance Department must often rent space in Miller Theatre and various downtown venues for major presentations.
- Presently, there are three dance studios and one smaller rehearsal room. Two dance studios are in operation for classes daily between 8:00 AM and 9:00 PM. While some space is available for student rehearsal or practice, it is limited to approximately three to four hours per week per student,

which is insufficient. Historically, any remaining studio time has been offered to extracurricular student groups, but that has been significantly reduced as the Department has grown over the years.

- Since there is no support space, students are often expected to change their clothing in hallways and bathrooms. No space is available for warmups prior to class. These circumstances represent significant potential safety and Title IX issues.
- There is no proper storage space for costumes, which are presently stored in an office. Equipment is rented rather than purchased as there is no permanent storage space.
- The anticipated addition of a Barnard Wellness Center may further reduce the space available for dance practice and performance.

4. Extracurricular Student Groups: These groups are primarily composed of students from Columbia College, Fu Foundation School of Engineering and Applied Science, General Studies, and Barnard College, with occasional graduate student participation. More than 1,500 undergraduate students participate in extracurricular performing arts groups each year. All the space challenges mentioned earlier for majors and course work are even more acute for this population. For student-led groups, reserving rehearsal space is an inequitable, random, free-for-all process. Since there is not enough space available for students, competition for space becomes intense: most theatre, dance, and music groups want to rehearse weeknights between 8:00 PM and 11:00. PM Presently, it is not even remotely possible.

- Since there is not enough available space for those who need it, groups will often reserve whatever space they can get and then, if necessary, trade with another group for a more appropriate space. As with students in the Undergraduate Theatre Program, rehearsals end up being held in dorm rooms, stairwells, hallways et cetera. Student groups often find and “squat” empty classrooms, 520 Mathematics and specific Hamilton Hall classrooms being the most popular. It is inevitable that students who have more experience navigating the Columbia system have an unfair advantage over other less conversant students. There are well-founded reports of better-informed students tricking less informed ones into surrendering reserved spaces. Increasingly, residence hall lounges have become off limits to rehearsals.
- Classroom space is not officially available to extracurricular groups during the first three weeks of each semester, at the very time that all such groups need to get organized, hold auditions and begin rehearsals. The lack of space leads to a great deal of competition and confusion among groups. Imagine yourself as a first-year student interested in the performing arts choosing to audition during the first week of your first semester. Presently, you would be introduced to a performing arts environment that appears completely haphazard and disorganized.
- More than 1,000 students across the University participate in extracurricular dance groups. Those groups are required to fundraise to cover the cost of rehearsal and performance space rental. As a result, students often are forced to resort to rehearsing outdoors on concrete in all types of weather and temperatures. These are significant health and safety issues and every year there are injuries related to rehearsing under these conditions.

In summary, there is a profound lack of performance, rehearsal, and storage space for the performing arts across the University. Following on the Pandemic, the current space shortage continues to diminish student well-being by adding unproductive pressures and anxieties. The inability to schedule practice or rehearsal rooms, and the last minute “juggling” that follows, adds to anxiety. The Committee frequently hears the expression “scrambling for rooms,” especially from undergraduates. Thus, we argue for immediate investment in dedicated space for the activities.

III. A Suggestion for More Effective Use of Existing Practice Rooms

There are two ways to deal with a space shortage: (1) create more, and (2) more fully utilize existing spaces. While we are passionate in our belief that a new space, suitable both for musical concerts and recitals and theatrical productions must be given overwhelming priority, we will also argue that existing spaces, particular music practice and theatrical rehearsal rooms can be managed more efficiently so that they are maximally available to those who need them the most.

Our remarks here are thus focused on the use of room assignment technologies to assist in the more efficient use of the existing practice rooms. It is not a suggestion that such a technology could serve to remove the need for additional practice rooms. It will not. The Committee met with Gaspare LoDuca, Chief Information Officer and Vice President for Information Technology at Columbia, to assess the feasibility of using assignment technologies to allocate practice rooms. The University Registrar’s Office uses Event Management Systems (EMS) software for room allocations, although this software offering is batch oriented, with substantial pre-loading of requirements and restrictions, something that might not be best for rapidly changing practice room needs. However, ease of access and monitoring could be possible through the Lenel access system while Robin software, currently used by CUIT to manage its own approximately 350 cubicles, may provide the needed flexibility. In terms of cost, the already licensed EMS and Lenel software would be free of charge if extended to the practice room application. The Robin system would be available at the additional annual cost of approximately \$40,000. Any dedicated software developed in-house or acquired for the practice room focus could be integrated into the existing Columbia System, something that would be undertaken by CUIT itself at zero marginal cost to the University if sufficient lead time were allowed. This emphasizes that software is available for practice room assignment and that the University is blessed with CUIT resources capable for its successful integration. Additionally, a “functional owner” would need to be regularly available to adjudicate disputes, evaluate exceptions, et cetera.

IV. The Recommendations of the Campus Planning and Physical Development Committee

The present space shortage has its origin in and is a consequence of the decentralized evolution of the University. Essentially, a space comes under the full control of the Department or School that has financed its creation. As a result, many spaces around the Morningside and Manhattanville campuses are not fully

utilized, a problem that has been aggravated by the “controlled building access” currently in effect across the University. Undergraduates suffer the effects the most.

Adding a performance space “here” and an additional storage space or practice room “there” does not really solve the performance space issues facing the School of the Arts and the Department of Music. Ultimately an integrated new building will be necessary if Columbia is to be competitive with its peers in music and the performance arts offerings. And the faculty who will oversee the use of the space must be involved in the design and control the direction of its use. We offer the following recommendations:

- 1. We ask that the Administration recognize the critical lack of performance and practice space on the Columbia campus available to its performing artists and, in particular, its undergraduates.**
- 2. We ask that resources be made available for the creation of one new performance space to be shared by the key schools and departments active in this area, the School of the Arts and the Department of Music. For example, Uris Hall should be considered for the incorporation of a new performance space, including the necessary storage space, with first priority given to Department of Music–School of the Arts needs.**
- 3. We ask that the University establish an electronic assignment system for practice rooms.**
- 4. We ask that the Administration initiate discussion around a new performing arts center.**

Respectfully,

John Donaldson and Patrice Derrington,

Co-Chairs, Campus Planning and Physical Development Committee

Campus Planning and Physical Development Committee Members and Contributors
2021-22 & 2022-23

John B. Donaldson, Co-Chair, BUS		jd34@gsb.columbia.edu
Patrice Derrington, Co-Chair, GSAPP		pad2160@columbia.edu
Jerald Boak	Alum.	jeraldboak@gmail.com
Katherine Brooks	Libraries	kcb2145@columbia.edu
Adrian Brügger	Research Officers	brugger@civil.columbia.edu
Steven Chaikelson	ARTS	sec11@columbia.edu
Valeria Contreras	ARTS	vc2556@columbia.edu
Severin Fowles	BAR	sfowles@barnard.edu
Giuseppe Gerbino	A&S/HUM	gg2024@columbia.edu
Paula Goodman	Admin. Staff	plg47@columbia.edu
Whitney Green	Admin. Staff	wrg2103@columbia.edu
Michelle Kaiser	Alum.	mjekaiser@gmail.com
Barry Kane	Admin. Staff	bk2430@columbia.edu
Laurie Magid	Alum.	laurie.magid@yahoo.com
Peter Michaelides	Adm.	pem3@columbia.edu
Ben Orlove	SIPA	bso5@columbia.edu
Henning G. Schulzrinne	SEAS	hgs@cs.columbia.edu
Nash Taylor	GSAPP	nt2543@columbia.edu
Scott Wright	Adm.	sjw91@columbia.edu

Appendix A

In this appendix we provide photographs to give some indication of the performing arts centers recently created at peer institutions. A listing of the relevant web sites follows these photos. Detailed information can be found there.

Princeton University:

BUILDINGS & ACCESS

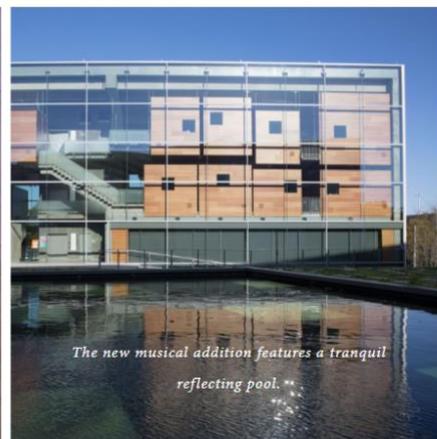
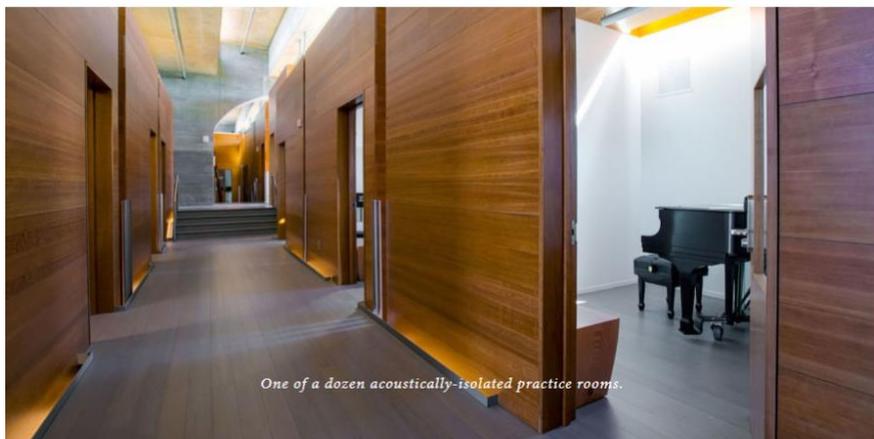
Woolworth Music Building and Efron Music Building house the Department's administrative offices, classrooms, rehearsal spaces, and the Mendel Music Library.



Woolworth Music Building Efron Music Building

All Department-affiliated students (graduate, majors, certificate, studio lesson and ensemble participants), faculty, and staff automatically have access to Department buildings once their department affiliation has been confirmed. Other members of the Princeton University community may request access through this form:

Music, theater, dance and visual arts come together at the three-building complex made possible in part by a \$101 million gift from the late Peter B. Lewis, Princeton Class of 1955.



Reva and David Logan Center for the Arts

A multidisciplinary home for the arts at the University of Chicago



We're back! Our building is now open and we're excited to see you.

In light of recent elevated COVID-19 metrics on campus and in the City of Chicago, and Chicago's **Community Risk Level** being changed to "medium" last Friday, the University is recommending that individuals wear a mask in indoor settings when others are present.

Please read our [COVID-19 Updates](#) for current information on building access and health & safety protocols.

Like 7.4K

Follow

3,978 followers

[Buy Tickets](#)

Contact

773.702.ARTS (2787)

Brown University

The Lindemann Performing Arts Center

Capital Projects

Current

Active Projects List

Brook Street Residence Halls

Churchill House Renovation and Addition

Greenhouse Gas Reduction & Decarbonization Project

Lincoln Field Building Renovation & Addition

Stonewall House

The Lindemann Performing Arts Center

Completed

Planning Resources

Project Delivery Process



The Schwartz Center



The Department of Performing and Media Arts is housed within the elegant Schwartz Center for the Performing Arts. A regionally recognized cultural facility, the Schwartz Center attracts 20,000 patrons a year to its varied activities.

Sources of Information; Performing Arts Centers at Other Peer Universities:

Princeton Lewis Center/Dept Overview:

<https://music.princeton.edu/facilities/>

Detail with picture:

<https://www.steinway.com/news/steinway-chronicle/spring-2018/playing-a-new-steinway-at-princeton-is-just-like-floating-on-air>

Policies:

<https://www.musicprincetoninfohub.com/practice-rooms>

Yale's Hendrie Hall was recently updated:

<https://music.yale.edu/2015/02/13/ydn-57-1-million-music-complex-slated-begin-construction>

<https://music.yale.edu/campus-facilities>

Brown just added a major performing arts center:

<https://www.brown.edu/facilities/projects/capital-projects/current/lindemann-performing-arts-center>

<https://www.brown.edu/initiatives/performing-arts-center/project-details>

<https://music.brown.edu/about/our-facilities/accessing-and-requesting-music-spaces>

Cornell's newish Schwartz Center:

<https://pma.cornell.edu/schwartz-center>

Univ of Chicago Logan Center:

<https://arts.uchicago.edu/explore/rev-a-and-david-logan-center-arts>

Very detailed listing of space assets and policies <https://arts.uchicago.edu/logan-center/logan-center-facilities-information-and-space-requests>

Appendix B:

Comments on the Lenfest Center for the Performing Arts:

While the various performance spaces in the Lenfest building are extremely attractive from the perspective of the audience experience, they are extremely inconvenient spaces for those who work in them, the actors and producers who create the artistic works. It appears as though the spaces were designed without input from those who would use them.

This Appendix provides photographs of the various performance spaces in Lenfest with special attention to the storage spaces associated with them. We emphasized that these performance spaces are quite functional from the audience perspective, while being much less so for those creating the performances. Three relevant spaces, the Lantern, an exhibition space on the top floor, the Black Box Theatre for theatrical performances, and the KOA Screening Theatre are considered.

1. The Lantern space is an open, exhibition-hall like space bounded on the south side by a curtainwall of glass that allows magnificent views of the surrounding neighborhood looking downtown. It is attractive for meetings, dinners, lectures etc. although the high degree of ambient light makes the viewing of slides difficult. Suitable in principle for dance performances, the floor unfortunately does not contain any shock-absorbent materials. More elaborate theatrical productions require vendor provided lighting systems and sound systems (at great expense) as the current facilities are more conducive to an art gallery than to a live performance. Any use beyond a lecture or dinner requires that protective plywood be put down to preserve the expensive flooring.
2. The Black Box Theatre (Flexible Performance Space) is an excellent space for theatrical performance. The lighting and sound system are excellent. There is, however, next to no storage space, temporary or otherwise: sets must be dismantled and carried to the storage facility by truck if the space is to be used for a different production the next day. If the collapsible seating is put in place, the effective performance floor area is small, and the temporary storage space further compromised. We illustrate the dearth of storage space not only immediately proximate to this theatre but also in the entire Lenfest building in Appendix B.
3. The Katharina Otto-Bernstein Screening Room. Once again, this is an excellent space for the single purpose for which it was designed: to screen movies and discuss them. It is actively used by the Film School for lectures, classes and special screenings. It is not congenial to theatrical performance, however, for a number of reasons. In particular, there is no stage, no backstage area or any other directly accessible storage space. Conceivably, it could serve as a concert hall. Unfortunately, none of the entrances is large enough to admit a grand piano. A Steinway Model D would have to be turned on its side and the legs perhaps removed if it were to be brought into the space, something that only outside professional piano-movers could accomplish. And the speaker's area is too small for such a piano to remain as a permanent fixture. It turns out that only the lobby is suitable for a grand piano and its environment is too variable to allow the piano to be properly maintained.

Figure 1: Theatre Lighting Closet



Figures 1, 2, 3, 4 confirm that there is little storage space adjacent to the Black Box Theatre.

Figure 2: Backstage to Black Box Theatre

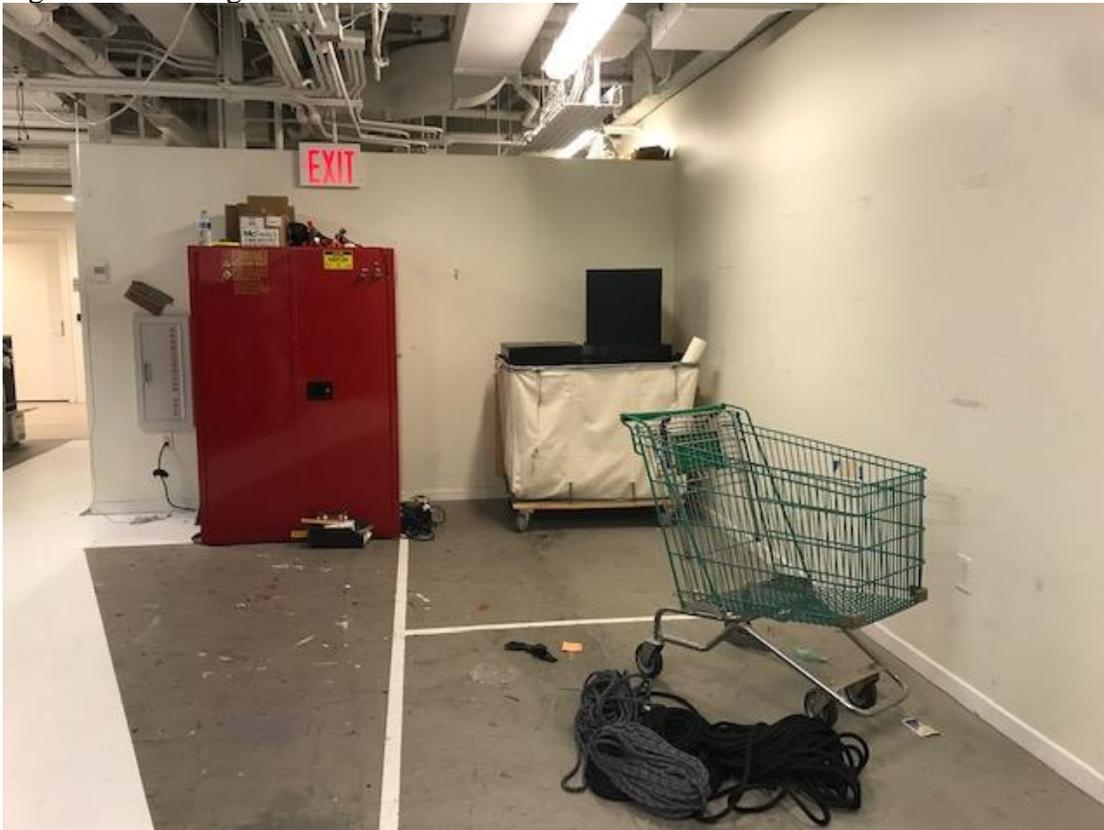


Figure 3: Backstage to Black Box Theatre

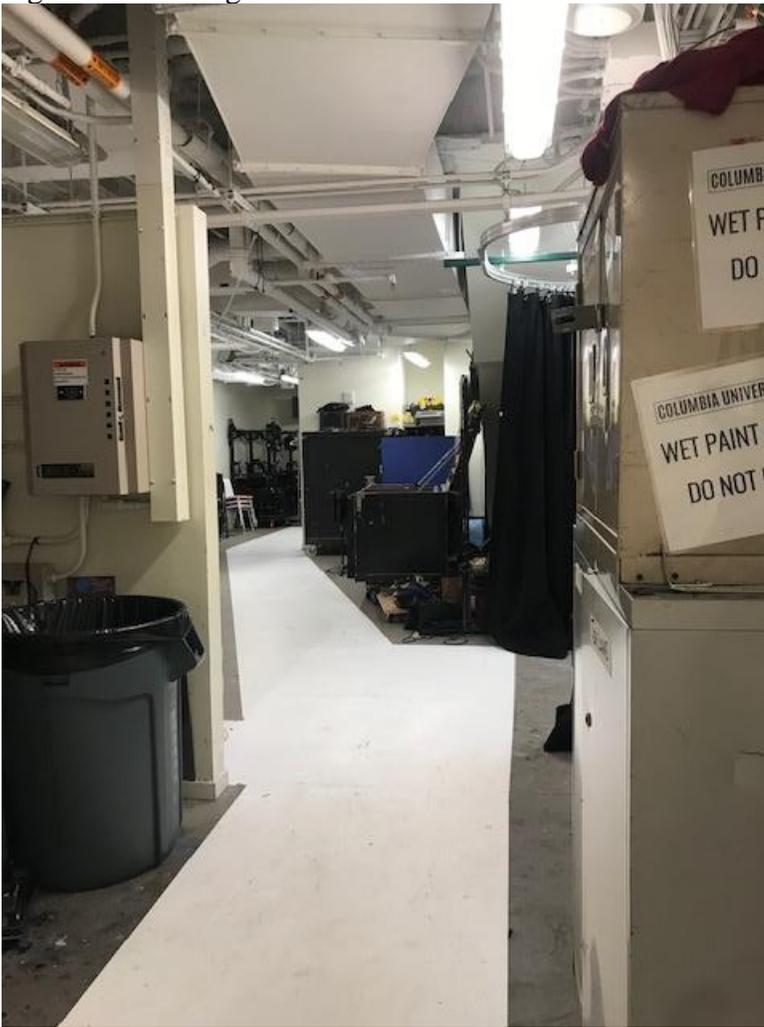


Figure 4: Backstage to Black Box Theatre



Figure 5: Backstage to Black Box Theatre



Figure 6: Paint Room



Figure 7: Lantern Storage Room



There is little surplus storage space if chairs, etc. are to be easily accessible.

Figure 8: C Level Building storage



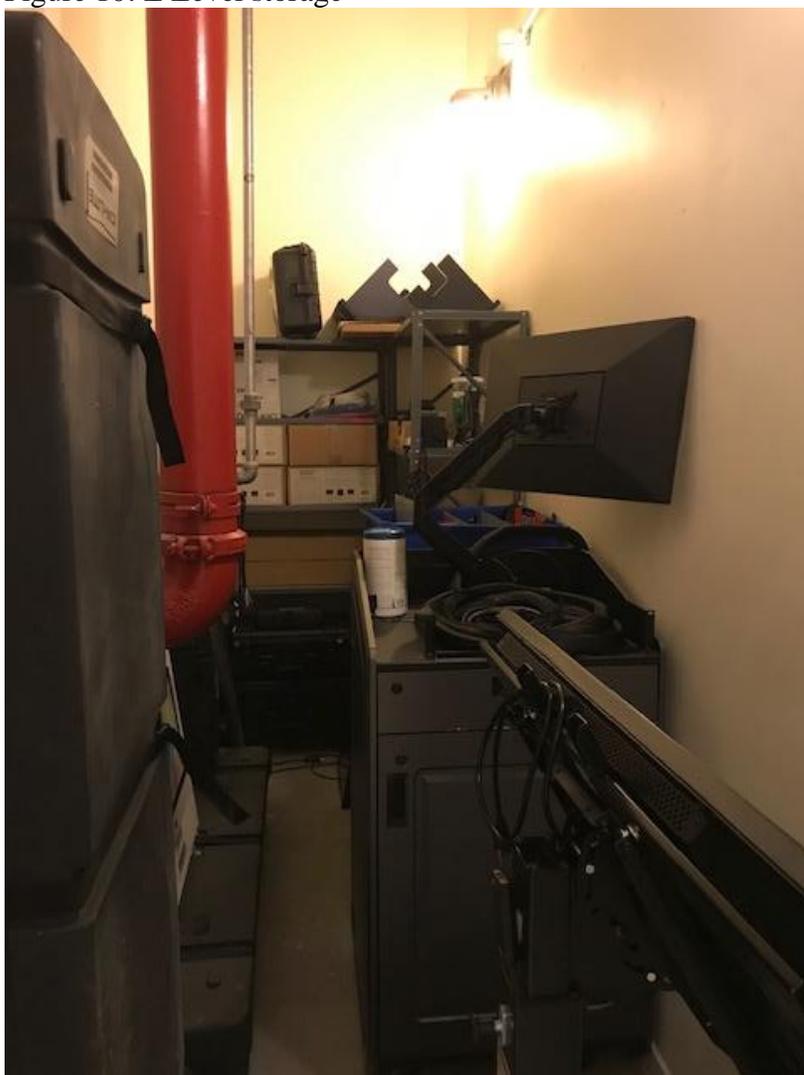
This is storage of items (tables, ladders) that are used intermittently. Practically speaking, there is no surplus storage space for the School of the Arts.

Figure 9: Costume shop



This is only a 10' by 15' space. To the right of the space is the sole stacked washer and dryer.

Figure 10: E Level storage



It is already full; no storage space for sets, costumes, etc.

Figure 11: C Level rehearsal room



This is the single dedicated rehearsal space in the Lenfest building. It is already occupied virtually all the time for course preparation, theatrical rehearsals etc. by the School of the Arts. This rehearsal room is located in the basement.

Figure 12: C Level, riser storage (second set of collapsible seating for the Black Box Theatre)



No surplus storage space here.

CPPD FINAL REPORT

The Need for Additional Performance and Practice Space and the Improved Management of Existing Space at Columbia University

Focus: Undergraduate students at Columbia University

Message: The shortage of such spaces is acute, almost to the extent of compromising the mental health, contentedness and aspirations of Columbia University undergraduates.

A change of direction is needed. This problem will not solve itself. It will only become more severe, and is already at a crisis stage.

The CPPD Committee's Recommendations

Recommendation #1

We ask that the Administration recognize the critical lack of Performance and Practice Spaces on the Columbia campus available to its performing artists, and, in particular, its undergraduates.

Illustration of Need:

Columbia/Barnard Undergraduate Theatre Program

300 students/semester take classes, 60% from CC and GS

10-15 courses/semester with 120-150 students must rehearse between classes

Resources: 1 rehearsal room regularly available

Outcome: Students forced to rehearse in classroom, hallways, dorm rooms, lounges, etc.

Recommendation #2

We ask that resources be made available for the creation of one new performance space shared by the key schools and departments active in this area, the School of the Arts and the Department of Music.

For example, Uris Hall should be considered for the incorporation of a new performance space with first priority given to Department of Music – School of the Arts needs.

Illustration of Need:

Current Performance Spaces (Music Recital Perspective)

Lerner Hall 555:	restricted use; prior to 5:00 PM
Maison Française:	3 rentals/semester
Italian Academy:	3 rentals/semester
Earl Hall:	3 rentals/semester
St. Paul's Chapel:	3 rentals/semester
Uris Hall Calder Lounge:	14 nights/semester (pending)

Recommendation #3

We ask that the University establish an electronic assignment system for practice room

Problem: space silos at Columbia.

Advantages: more efficient use of existing space. Our CUIT can implement inexpensive software.

Recommendation #4

We ask that the Administration initiate discussion for a new Performing Arts Center.

Conclusion: The need is great and cannot be ignored.