

# University Senate Plenary

February 24, 2023



University Senate

Proposed: February 24, 2023

Adopted: February 24, 2023

## PROPOSED AGENDA

University Senate

Friday, February 24, 2023 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 February 3, 2023
3. President's report
4. Executive Committee Chair's report:
  - a. Chair's remarks:
    - i. Responding to the Recommendations of the Anti-Bullying Working Group
  - b. Questions for the Chair
5. New business:
  - a. Resolutions
    - i. Resolution to Approve an Academic Program Leading to the Doctor of Philosophy in African American and African Diaspora Studies (Department of African American and African Diaspora Studies, Arts and Sciences) (Education Committee)
    - ii. Resolution to Reaffirm the University's Commitment to Excellence through Diversity (Commission on Diversity)
  - b. Committee reports and updates:
    - i. The Advancement of Women Faculty through the Academic Ranks: Graduate School of Business Pipeline Study (Commission on the Status of Women)

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### MEETING OF FEBRUARY 3, 2023

Executive Committee Chair Jeanine D'Armiento (Ten., VP&S) called the Senate to order at 1:15 pm on Zoom. Seventy-one of 104 senators were present during the meeting.

**Adoption of the agenda.** The [agenda](#) was adopted as proposed (see Plenary Binder, 12/9/22, p. 2).

**Adoption of the minutes.** The [minutes](#) of December 9, 2022 were adopted as proposed (Binder, 3-10).

**Chair's remarks.** Sen. D'Armiento said that unfortunately President Bollinger would not attend the present meeting. She invited senators with questions for the president to follow the usual practice of sending the questions to her, to forward to the president.

Sen. D'Armiento reminded senators about the recent appointment of Columbia's president-elect, Nemat "Minouche" Shafik. The announcement of her appointment was part of a three-day stay at Columbia, which included visits to the Manhattanville, CUIMC, and Lamont campuses. She urged senators to find out more about her on the Columbia website. President-elect Shafiq recently went back to London to finish her work as leader of the London School of Economics. She will take charge at Columbia on July 1. In the interim President Bollinger and the Trustees will work with her to ensure a smooth transition.

Sen. D'Armiento said the Senate would be launching its second faculty quality-of-life Survey in the next few weeks. She thanked Commission on the Status of Women co-chairs Sen. Susan Witte (Ten., SW) and Prof. Paula Valenti (NT, SIPA) for their hard work in preparing the survey. She encouraged faculty senators not only to respond but also to urge their colleagues to take part. She asked Sen. Witte to speak.

Sen. Witte said this survey had been delayed first by the pandemic and then by other work. But the Commission was excited to launch it now.

Sen. D'Armiento noted that the survey would include some questions about Covid and its impact.

Sen. Daniel Savin (Research Officers) noted that this was the second survey of faculty, and asked why other constituencies hadn't been surveyed?

Sen. D’Armiento said one of the other Senate constituencies, students, had produced a number of satisfaction surveys, and other constituencies were working with the Commission on their surveys. She encouraged the research officers to prepare a survey, and the Senate would support its launch.

Sen. Savin said the Research Officers Committee had reached out to the Senate office, but the survey had not happened. He said he understood that there have been staffing issues and there had been a pandemic. But the survey hadn’t happened.

Sen. D’Armiento said she would be happy to look at any survey the Research Officers have prepared, and help to get it circulated.

### **New business**

- *Committee Reports and updates.* Sen. D’Armiento asked if there was any objection to switching the order of the two reports on the meeting agenda. There was none.

Ombuds Office Annual Report 2021-2022. Joan Waters, University Ombuds Officer, delivered the report. She was joined by her colleagues Marilyn Molina, Associate Ombuds Officer, and Jeimy Batista, Administrative Manager

She began by showing a brief animation [video](#) prepared by Nicoletta Barolini, Art Director for the Office of Communications and Public Affairs, to illustrate the work of the Ombuds Office.

Sen. Fouad Habib (Stu., Public Health) asked exactly which constituencies the Ombuds Office serves.

Ms. Waters said her office serves the entire university—faculty, students and staff on all campuses, as well as alumni and affiliates.

It helps these people identify and understand the issues, as well as the options available at the University to address them. The office is independent in the sense that it is not involved in or beholden to any particular administrative or academic unit. Most importantly, it is not authorized to accept notice or information on behalf of the university. Any information shared with one of the ombuds officers is confidential, without any records being kept. There are bricks-and-mortar ombuds offices on both CUIMC and Morningside campuses. Ombuds officers will also meet with people at any of the other campuses.

Sen. Lydia Goehr (Ten., A&S/Hum) said she thought the setup of the story in the video was one-sided, and seemed to signal that one participant in the conflict was the aggressor.

Ms. Waters said she thought these conflicts could be interpreted in any number of ways, and the Ombuds Office deals with a great variety of situations. She appreciated the feedback.

Sen. Benjamin Orlove (Ten., SIPA) said he appreciated the emphasis on ethical behavior and civic engagement in the video's final statement. He was less comfortable with the first part.

Ms. Waters then gave a [slide presentation](#) (Binder, XX-YY) on the work of the Ombuds Office.

At the end of the presentation Sen. Susan Bernofsky (Ten., Arts) said she understood that what Columbia affiliates say in meetings with ombuds officers is confidential, but what about their Columbia affiliation? Is that information collected and shared?

Ms. Waters says that information is not shared. She does keep high-level numbers—school and campus affiliations—but no names, and calendar entries are all scrubbed. The office deletes email about particular cases, and asks affiliates to do the same on their end. Confidentiality is crucial to the success of the Ombuds Office. She said the fact that so many people return to the office is an indication of their confidence in the process.

Sen. D'Armiento identified a question in the chat, which asked whether the increase in cases since the onset of Covid had further increased the burden on her staff. Ms. Waters said that when people contact her office seeking help, the staff tries to schedule appointments with them for 24-72 hours later. The longer someone has to wait for an appointment, the less likely it is that that person will show up for the appointment. So the quicker people are scheduled the better. She also thought the spike in contacts during the pandemic might have been an aberration.

Sen. Natalie Voigt (NT, Nursing) asked what the relationship was between the Ombuds Office and the CUIMC Office of Professionalism.

Ms. Waters said the Office of Professionalism was established only about a year ago. Its function is to help people who are concerned about issues of professionalism, and to be a repository for those concerns. Their goal is to be educational, and not punitive. Ms. Waters says she has standing meetings with the Office of Professionalism, which sometimes also sends her referrals for coaching or facilitation.

Someone asked whether the Ombuds Office, besides serving all Columbia constituencies, also encourages members of constituencies different to come in for consultations.

Ms. Waters said the Ombud Office does offer encouragement of that kind, and is either physically present at orientation events, or else it provides its materials at those events. What often happens is that people don't see the need for the office when they're just starting out at Columbia. Then, once they decide they need help, they have to search. But whenever the Ombuds Office is put in front of people, its numbers and calls go up.

Sen. Habib asked whether the Ombuds Office is being promoted specifically for graduate students. Sen. Habib, a second-year MPH student, said he had never heard of the office before.

Ms. Waters said the Office does its best with a limited budget. She appreciated any help from Columbia affiliates to spread the word.

Sen. Daniel Savin said power-based bullying and harassment have been an issue at Columbia for many years. He asked how, when multiple people come to the Ombuds Office to complain about a particular individual, that information gets relayed to the administration. And does the administration act on that kind of information?

Ms. Waters said her office addresses such cases issues carefully and confidentially, providing full protections to prospective complainants. In a case where, say, 10-12 members of a lab have come to the Ombuds Office to talk about their PI, the Office can outline options these lab members have to pursue their complaints, either anonymously and confidentially, or together as a group. The question of whether and how the Ombuds Office might step in depends a lot on the context of the situation. The Office receives allegations from people who perceive themselves to have been bullied or the recipient of some some power-based behavior that they don't appreciate. These conversations can be challenging and difficult. The office helps connect people to the resources. If they follow through on these suggestions, they might see a change.

Sen. Jonathan Sussman (TTOT, VP&S) referred to the previous exchange about the Office of Professionalism, and the arrangement for referring cases or conferring on them. He asked whether those practices are consistent with the structure of confidentiality required for her work.

Ms. Waters said she makes clear to the Office of Professionalism that her conversations with anyone referred to her by the OoP are confidential.

Sen. Sussman said he was troubled by the idea of the OoP acting as a kind of middleman, brokering the relationship between an affiliate and the Ombuds Office.

Ms. Waters said she operates independently of the OoP in her dealings with affiliates at the Medical Center, and didn't understand how the OoP could be acting as a middleman.

Sen. Sussman said any situation in which the OoP is suggesting ways to approach consultations with an affiliate could compromise the independence of the Ombuds Officer.

Sen. Voigt said she had a question similar to Sen. Sussman's, but it had been addressed.

Sen. D'Armiento said she would have to think about that. She said people may be confused if they are referred to the Ombuds Office by the people who are overseeing something they presumably did. In such cases people may not see the Ombuds Office as an available resource.

Ms. Waters said she understood the dilemma that senators were describing. A recommendation from the OoP to see the Ombuds Officer might make it seem as if the Ombuds Office were part of the OoP.

Sen. Habib asked if the services of the Ombuds Office could have helped address a recent incident in the Law School in which an instructor responded to an appeal from an international student to speak more slowly with a hostile, offensive remark. Sen. Habib said he had at times felt that he was being discriminated against by a faculty member or administrator. What resources are available in such situations?

Ms. Waters said that her office often helps defuse situations like the one Sen. Habib had described, which threaten to blow up on social media. The Ombuds Office can sometimes arrange a confidential conversation with a professor. Sometimes, as in the case Sen. Habib had described, the controversy is too big to resolve quietly in the Ombuds Office. She said she and her colleague Ms. Molina are both trained mediators.

Sen. D'Armiento said the Senate was familiar with the situation Sen. Habib had described, and appropriate committees were discussing it. She thanked Ms. Waters for the presentation and the discussion.

Advisory Committee on Socially Responsible Investing Annual Report 2021-22. ACSRI chair Bruce Asher, Professor of Professional Practice in the Business School, and co-director of the Tamir Center for Social Enterprise, gave a [slide presentation](#) (Binder, 34-49) based on the [2021-22 ACSRI annual report](#) (Binder, 11-33).

At the end of the presentation Sen. Greg Freyer (TTOT, Public Health) asked whether the ACSRI, in addition to identifying companies or industries that it thinks the University should not invest in, can recommend industries or companies that Columbia *should* invest in.

Prof. Usher said the ACSRI had given a lot of thought to this question. He said an example would be investments the University could support to combat climate change. He said the Columbia Investment Management Corp. makes very clear in its communications with the ACSRI that it is very focused on this issue.

Sen. Maria Uriarte (Ten., A&S/Natural Sciences) asked about investments available in Columbia's retirement funds for officers. She noted that Vanguard recently offered a new fund.

She said a number of people in the Arts and Sciences have objected to the limited number of options available in sustainable engagement funds. Does the ACSRI address this question?

Prof. Usher said this question was far outside the remit of the ACSRI, but an important one for faculty to engage in.

Sen. D'Armiento invited more questions. There were none.

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

Respectfully submitted,

Tom Mathewson, Senate staff



## **Responding to the Recommendations of the Anti-Bullying Working Group**

**February 24, 2023**

In April 2022, the Anti-Bullying Working Group presented its draft report to the University Senate (with the final report published on May 6, 2022).

All members of the Senate recognize and support the principle that bullying has no place in an educational and academic environment, and the Senate is committed to creating an environment free from bullying. An anti-bullying policy must be applicable to all, effective, and enforceable.

The Senate supports the creation of an office of conflict resolution, tasked with resolving conflicts, collecting data and providing learning resources, separate from any hearing and sanctioning body.

To stand alongside this office, a discrete and independent hearing and sanctioning body, separate from an office of conflict resolution, should be created. This hearing and sanctioning body would constitute a second essential piece of the architecture of an anti-bullying policy and its implementation. Such a body would include representation from all constituencies (instructional officers, noninstructional officers (officers of research, libraries, administration), and students).

As part of the development of an anti-bullying policy, the Senate also seeks an office to provide legal and counseling support to those involved in the process.

Concerns over possible unintended consequences of a broadly-painted policy that might constrain our ability to educate, advise, and mentor students and trainees have been expressed by faculty.

The Senate will work with the Administration on the articulation and implementation of an anti-bullying policy, holding a series of discussions and town halls to engage all constituents in this process in order to better understand their concerns, while ensuring the proper protections for all involved.

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60-0-0 (In favor-Opposed-Abstained)

**RESOLUTION TO APPROVE AN ACADEMIC PROGRAM LEADING TO THE  
DOCTOR OF PHILOSOPHY IN AFRICAN AMERICAN AND AFRICAN DIASPORA  
STUDIES**

**Department of African American and African Diaspora Studies,  
Arts and Sciences**

WHEREAS the quest for academic recognition that began in the late 1960s with protests calling for a Black Studies curriculum at Columbia reached a crucial stage with the establishment of the Institute for Research in African American Studies in 1993, and achieved a major goal with the founding of the Department of African American and African Diaspora Studies in the Arts and Sciences in 2019; and

WHEREAS that department has now proposed its inaugural doctoral program that will advance African American and African Diaspora Studies in New York City, one of the most historically significant and culturally diverse regions in the world, a global hub of Black life, and a crucial site for understanding African American and African Diasporic history and life and its relation to the U.S. and the world;

WHEREAS this doctoral program, incorporating the Master of Arts, Master of Philosophy, and Doctor of Philosophy, is geared toward students who wish to study the intellectual, social, and cultural lives of African descended people in the United States, as well as those throughout the African diaspora in North and South America, the Caribbean, and other parts of the world, past and present; and

WHEREAS the interdisciplinary curriculum will include classes in the humanities and social sciences, engaging departmental and jointly-appointed faculty, and will benefit from access to elective courses in those related fields in the Arts and Sciences and other schools across the University; and

WHEREAS students in the program will be uniquely poised to take advantage of the resources offered by Columbia University Libraries and their special collections, the New York Public Library's Schomburg Center for Research in Black Culture, and the New-York Historical Society, and other important archives and institutions in the area that draw scholars and researchers from around the world; and

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

THEREFORE, BE IT RESOLVED that the University Senate approve the establishment of a doctoral program African American and African Diaspora Studies in the Department of African American and African Diaspora Studies; and

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

Proponent:  
Education Committee



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

*Please insert the requested information in the table below:*

<b>Degree:</b>	<b>Doctor of Philosophy Master of Philosophy Master of Arts</b>
<b>Program Name:</b>	<b>African American and African Diaspora Studies</b>
<b>If this program is currently a track in an existing program but has evolved as a stand-alone program, please indicate the program it's based on:</b>	
<b>Sponsoring School(s):</b>	<b>Graduate School of Arts and Sciences</b>
<b>Proposed Start Date:</b>	<b>Fall 2023</b>
<b>Name and Email Address of the Primary Contact Person for this Proposal:</b>	<b>Prof. Kellie Jones [kej2110@columbia.edu]</b>
<b>Date of Proposal Submission:</b>	<b>21 March 2022</b>

## DESCRIPTION OF THE PROGRAM

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

### 1) Purpose

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

The Department of African American and African Diaspora Studies (AAADS) proposes to establish a doctoral program that provides a comprehensive education in the interdisciplinary field of African American and African Diaspora Studies, also known as Black Studies. The doctoral degree is geared toward graduate students who wish to study the intellectual traditions, histories, and the social and cultural studies of African descended people in the United States as well as those throughout the African diaspora in North and South America, the Caribbean and other parts of the world. The program will prepare students to become intellectual leaders in the academy, in public service, and in institutional stewardship. Each student will follow a carefully crafted sequence of core courses in African American and African Diaspora Studies that provides a foundation in Black intellectual traditions, histories of political, religious, and social movements, the legacy of the transatlantic slave trade, colonialism and race, and the centrality of black cultural traditions and artistic productions. Students in the program will gain competency in methodologies and theoretical approaches in Black Studies that are interdisciplinary, comparative, and transnational. As students matriculate within the program's structure of core and interdisciplinary courses, they will also choose a concentration and seek faculty advisement in an allied field of study in the humanities and social sciences. Teaching fellowships in undergraduate and MA courses will provide an important component of training in the discipline. Students in the new program will be uniquely poised to take advantage of resources on Black life and history offered by Columbia University's Special Collections, the New York Public Library's Schomburg Center for Research in Black Culture, the New York Historical Society, and other important archives and institutions in the area that draw researchers and scholars from around the world.

The new doctoral program in AAADS builds on the twenty eight year history of The Institute for Research in African American Studies (IRAAS) in the study of Black life, inequality, and injustice and by the new department's strong foundation of critically engaged scholarship, research, and teaching on the African Diaspora. The founding of IRAAS in 1993 was a major step toward strengthening Columbia's visibility in both Harlem and in the scholarly field of African American Studies. The appointment of Manning Marable, IRAAS's inaugural director, firmly established Columbia as a leading center in the study of Black Political Thought and critically engaged scholarship. IRAAS's explicit focus on the Black experience in Harlem and other parts of New York gave, and continues to give, Columbia's AAADS its distinctive urban vision. The global hub of New York City, in particular Harlem, as an important historical crossroads of African American and African Diasporic communities along with its institutions and their ongoing engagement in Black intellectual, political and cultural life will provide unparalleled opportunities for public engagement for our doctoral students, including through IRAAS's ongoing public programming. As both a public dialogue on trajectories in Black Studies launching the new department and a celebration of the twenty-fifth anniversary of the Institute, IRAAS/AAADS hosted in 2019 *Free to Be Anywhere in the Universe: An International Conference in New Directors in the Study of the African Diaspora* a two-day conference that included a public exhibition of the work of South African artist Mary Sibande and public performances at the Harlem Stage. IRAAS continues to host "Conversations" a public series featuring authors who discuss recent publications in Black Studies. AAADS faculty such as Farah Jasmine Griffin, the William B. Ransford Professor of English and Comparative Literature, have maintained strong ties to the New York Public Library's Schomburg Center for Research in Black Culture in Harlem. Kellie Jones, the Hans Hofmann

Professor of Modern Art and Mabel O. Wilson, the Nancy and George E. Rupp Professor of Architecture, Planning, and Preservation have participated in various programs and exhibitions at the Studio Museum of Harlem. In the spirit of continued commitment to foster ties to local organizations, IRAAS in 2016 organized *Black Girl Movement: A National Conference* that brought together artists, educators, policy makers and black girl leaders as part of a racial justice movement centered on girls 18 and under. As part of ongoing outreach initiatives, IRAAS has organized the Summer Teacher's and Scholars Institute that offers a one-week intensive for K-12 educators and scholars. Participants in the Summer Institute take seminars taught by AAADS faculty and leading scholars in Black Studies, receive instruction in latest research and pedagogical methods, and take tours of historical landmarks and institutions in Harlem and around New York City. IRAAS in collaboration with AAADS continues to innovate new public programs. AAADS sponsors the newly endowed annual Shawn "Jay Z" Carter Lecture series that honors innovators within cultural and social movements of the Black diaspora. Funded by the Mellon Foundation, IRAAS and AAADS has inaugurated a series of arts programming to sustain the centrality of arts in AAADS and its broader intellectual community. This initiative launched an Artist-in-Residence program in 2020 with artist/composer/pianist Jason Moran as the first fellow. Other initiatives include an International Visiting Professorship in the Arts and the Black Arts Dialogues that feature ongoing conversations about arts and process with Black artists of distinction. These public programs are open to all students and will afford doctoral students occasions to not only engage leading scholars and artists from around the world, but these programs also build alliances with organizations and institutions that may lead to post-graduate opportunities.

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

The proposed program does not duplicate an existing program at Columbia. Prospective students without an MA can apply to the PhD program to receive an MA degree in the first year once all requirements are met. Prospective students who already have attained a master's degree can apply and enroll in the PhD program with advanced standing at the discretion of faculty and the dean of the Graduate School.

The current AAADS MA program (freestanding) will continue to also accept prospective students seeking a MA (only) degree. These students may choose to apply to the AAADS PhD program once they have completed their MA degrees.

AAADS's required seminars and elective graduate courses will be taught by departmental faculty, joint appointed faculty and affiliated research fellows in English, History, Philosophy, Art History, Architecture, Middle Eastern, South Asian, and African Studies (MESAAS), Political Science, Psychology, Sociology, Anthropology, Journalism, and Religion. The new doctoral program will also benefit from access to elective graduate courses in those related fields and other schools around the university such as Law, Architecture, Education, Public Health, and Journalism. Ongoing connections with Institute for the Study of Sexuality and Gender (ISSG) and Center for the Study of Ethnicity and Race (CSER) will greatly enhance the range of courses and faculty available to doctoral students.

The new doctoral program will draw strength from Columbia University's faculty whose expertise in African American and African Diaspora Studies is widely recognized. Intellectual grounding for the program will draw from faculty scholarship and research on the Black Atlantic, the Black radical tradition, Black nationalism, Black feminism and queer studies, Black geographies and urbanism, and Black Cultural Studies and the Arts. Working across fields many of AAADS's faculty have made important scholarly contributions to the study of the African Diaspora. Historian Frank A. Guridy's *Forging Diaspora: Afro-Cubans and African Americans in a World of Empire and Jim Crow* (University of North Carolina Press, 2010), which won the Elsa Goveia Book Prize from the Association of Caribbean Historians and the American Historical Association's Wesley-Logan Book

Prize, explores the way cross-national relationships between Afro-Cubans and African Americans shaped the political strategies of both groups throughout the twentieth century. Professor Kellie Jones is a leading Art Historian (and prestigious MacArthur Fellow) whose research interests include African American and African Diaspora artists and Latinx and Latin American Artists. Affiliate Faculty, Vanessa Agard-Jones, Assistant Professor of Anthropology explores the intersection of sexual and environmental politics and their relationship to debates about sovereignty in the Caribbean. Historian Natasha Lightfoot specializes in slavery and emancipation studies, and black identities, politics and cultures in the fields of Caribbean, Atlantic World, and African Diaspora History in her book *Troubling Freedom: Antigua and the Aftermath of British Emancipation* (Duke 2015). The department's intellectual focus on African Diaspora Studies grows organically from our history and current strengths in the field and will greatly shape the curricular content for doctoral studies.

In addition, AAADS faculty are also leaders in the fields of Race and Philosophy and Black Religion. Professor Robert Gooding Williams, the M. Moran Weston/Black Alumni Council Professor of African-American Studies and Professor of Philosophy is also the Director of the Center for Race Philosophy, and Social Justice. He is the author *Zarathustra's Dionysian Modernism* (Stanford, 2001); *Look, A Negro! Philosophical Essays on Race, Culture, and Politics* (Routledge, 2005); and the award winning *In the Shadow of Du Bois: Afro-Modern Political Thought in America* (Harvard, 2009). Josef Sorett is Associate Professor of Religion and African-American Studies. He also directs the Center on African-American Religion, Sexual Politics and Social Justice (CARSS). As an interdisciplinary scholar of religion and race in the Americas, Sorett employs primarily historical and literary approaches to the study of religion in black communities and cultures in the United States. His first book, *Spirit in the Dark: A Religious History of Racial Aesthetics* (Oxford University Press, 2016) illumines how religion has figured in debates about black art and culture across the 20th century. Visiting Scholar, Professor Obery Hendricks is a leading figure in the fields of Religion and Politics. He is the author of *The Politics of Jesus: Rediscovering the True Revolutionary Nature of Jesus's Teachings and How They Have Been Corrupted* (Doubleday,2006), called "essential reading for Americans" by the Washington Post. Professor Hendricks is also the author of *The Universe Bends Toward Justice: Radical Reflections on the Bible, the Church, and The Body Politic* (Orbis, 2011).

Because many of AAADS faculty members are scholars of urban political and cultural formations, AAADS faculty has a history of focus on Black geographies and urbanism and on Black arts and culture. Samuel Roberts first book, *Infectious Fear: Politics, Disease, and the Health Effects of Segregation* (UNC Press, 2009) explored the interplay between Jim Crow residential segregation and public health in Baltimore. Farah Jasmine Griffin's *Read Until You Understand: The Profound Wisdom of Black Life and Literature*, (W.W. Norton, 2021), *Who Set You Flowin': The African American Migration Narrative* (Oxford, 1995) and *Harlem Nocturne: Women Artists and Progressive Politics During World War II* (Basic Books, 2013) are studies of artistic forms and cultural practices that emerged in the wake of Black migrations to America's urban centers. Musicologist Kevin Fellezs has written a path breaking study of Black music during the 1970s with his *Birds of Fire: Jazz, Rock, and the Creation of Fusion* (Duke University Press, 2011). Cultural Historian and Architectural Designer Mabel O. Wilson's *Negro Building: Black Americans in the World of Fairs and Museums* (University of California Press, 2012 and finalist for the John Hope Franklin Book Award in American Studies) explores how black American's used expositions to form counter public spheres of cultural production and protest in emerging Southern and Northern urban centers during the Jim Crow era. Her recent book *Begin with the Past: Building the National Museum of African American History and Culture* (Smithsonian Books, 2016) tells the story of the century long effort to build the nation's newest national museum, one set against a backdrop of collective struggle against injustice and segregation. Psychologist Carl Hart's *Drug Use for Grown-Ups: Chasing Liberty in the Land of Fear* (Penguin Press, 2021) launches a challenge to the demonization of drugs and those who use them. Hart's book *High Price: A Neuroscientist's Journey of Self-Discovery That Challenges Everything You Know About Drugs and Society* (Harper Collins 2012) is a widely praised and award winning memoir chronicling of the impact of poverty, race and draconian drug policies of black urban communities.

Professor Kellie Jones published *South of Pico: African American Artists in Los Angeles in the 1960s and 1970s* (Duke University Press, 2017), an exploration of how black artists in Los Angeles created a vibrant and engaged arts scene in the face of structural racism. Prof. Frank Guridy's *The Sports Revolution: How Texas Changed the Culture of American Athletics* (University of Texas Press, 2021) chronicles the role of the Southwest region's collegiate and professional leagues for instigating the seismic national shift in racial and gender inclusion in popular sports in the 1960s and 70s.

## 2) Need

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

The proposed AAADS doctoral program at Columbia University will offer a unique opportunity for study in one of the most historically significant and culturally diverse regions in the world. The first enslaved Africans arrived in New Amsterdam in 1626 and the presence of Black peoples from across the diaspora and Africa have played an important role in the transformation of the region and nation to today. With the city's history of slavery and the slave trade along with it serving as a major destination for freed people in the 18<sup>th</sup> and 19<sup>th</sup> centuries, with the city as a hub for those migrating out the Jim Crow South, and with the city as an attractor of various nations in the Caribbean and Africa, the Metropolitan region remains a vital laboratory and landscape for understanding Black history and life and it's relation to U.S. and world history. Columbia University, Harlem, and New York City bolsters our commitment to teach scholars and educators to become leaders in academic, social and cultural institutions and in various communities. The program will educate students on the political, social and cultural histories of African descended peoples. It is vital that those trained in advanced level of knowledge be prepared to study Black life as it pertains to a host of critical issues that are historical and current, national, and transnational. It is feasible that students might study, for example, histories of African immigrants in Harlem, Brooklyn or Jersey City from the 19<sup>th</sup> century to today. Or given the global geography of the African diaspora, students might research the social histories of Jamaican immigrants of the Windrush generation in the U.K., probe the black intellectual history of Caribbean women writers, or write a socio-spatial study of African migrants living and working in Chinese port cities like Guangzhou over the past thirty years.

Although there are undergraduate and master degree programs in African American and Africana Studies programs at institutions of higher education in New York City, none offer doctoral degrees. While there are other doctoral programs in the Northeast, two in Philadelphia and one in New Haven (see 2D), Cornell University's Africana Studies in Ithaca is the only program in New York State that offers a doctoral degree. As a consequence, the most population dense area in the nation—the New York Metro region—lacks a doctoral program in Black Studies. As a result, there are no advanced level students educated in the field of Black Studies in a New York City institution of higher education.

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

Although we do not have formal statistics on the number of requests for this program, we have received a large volume of inquiries about doctoral studies, especially since departmentalization in January 2019. Some of these inquiries have come from individuals residing in Africa and Europe, which suggests the program will attract students from around the world. Prior to that time, we received informal request from outside of the University and numerous inquiries from students in the MA program who expressed the desire to continue their graduate education at Columbia University. Many of these students went on to top tier PhD programs in African American Studies. A recent 2020 MA graduate, for example, is a doctoral student in Yale University's African American and American Studies program. Other AAADS MA students were admitted to doctoral programs in other Columbia University departments including English, History, MESAAS and Music. There has also been interest



from doctoral students in other programs at Columbia University who have inquired about a doctoral program in AAADS to anchor their research and training in the methods of Black Studies.

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

As noted above there is only one PhD program in New York State at Cornell University, which is one of the first programs in the country, begun in 1969, dedicated to Black Studies. The other doctoral programs that are closer in proximity are Yale University's African American and American Studies Department, University of Pennsylvania's Africana Studies Department, and Temple University's Africology and African American Studies Department. Given the concentration of graduate students in the Metro region corridor from Washington, D.C. to Boston, which includes departments and programs in African American and Africana Studies, Columbia's new doctoral program would join Yale University, University of Pennsylvania, Temple University, Harvard University, University of Massachusetts at Amherst, and Brown University in offering a PhD in Black Studies. It is worth noting that in regards to the geographic distribution of programs, Philadelphia with the nation's 5<sup>th</sup> largest concentration of college students, is home to two doctoral programs; the Boston region with the nation's 4<sup>th</sup> largest concentration of college students, is home to three doctoral programs; and New York City with the largest concentration of college students in the nation is home to none.

### 3) Curriculum

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

The doctoral program in the Department of African American and African Diaspora Studies (AAADS) provides comprehensive training in the interdisciplinary field of Black Studies. Our PhD is geared toward graduate students who wish to study the intellectual traditions, histories, and the social and cultural of African descended people in the United States as well as those throughout the African diaspora in North and South America, the Caribbean, and other parts of the world. The program prepares students to become intellectual leaders in the academy, in public service, and in institutional stewardship. The doctoral program builds on the twenty eight year history of Institute for Research in African American Studies (IRAAS) in the study of Black life, inequality, and injustice and draws from our department's strong foundation of critically engaged scholarship, research, and teaching on the African Diaspora.

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

#### **PhD Program:**

The program will offer a PhD for students who do not have an MA degree and for students who already have a master's degree (see section below on advanced standing.)

- 1) Students must complete and pass a minimum of 30 credits for an MA degree for a total of 2 residence units. Students are required to complete 8 courses:
  - a) Two required AAADS core courses: AFAS -GR 6100 Core Interdisciplinary Seminar in African American/African Diaspora Studies and AFAS -GR 6--- Core Interdisciplinary Seminar - Research Methods in African American/African Diaspora Studies.
  - b) Two core courses: one AAADS Humanities course and one AAADS Social Science course, taught by AAADS core or affiliated faculty.
  - c) Two courses in a concentration such as Anthropology, Sociology, or Religion related to African American and African diaspora studies and one course in a non-concentration.

- d) Students must complete a thesis project and satisfactorily pass all courses to receive the MA degree
- 2) The maximum number of years for students to apply for the completion of the MA degree is two years.
- 3) For the MPhil, all students must complete an additional 24 credits of PhD coursework for a total of 2 additional residence units. They are required to complete 6 courses:
  - a) AFAS -GR 8--- Core Interdisciplinary Seminar African American/African Diaspora History.
  - b) Four courses in a concentration such as Anthropology, Sociology, or Religion related to African American and African diaspora studies and one course in a non-concentration. Two of these courses may be taken for R (Registered for the Course) credit.
- 4) Upon completion of coursework, and before the end of their third year, students must complete the following for a total of 2 additional residence units to receive a MPhil degree; all students must complete a total of 6 residence units to be eligible for MPhil degree:
  - a) Students must pass an exam in a language other than English. The language may be one spoken within the African diaspora such as Spanish, French, Portuguese, an indigenous language, or language relevant to area of study.
  - b) To demonstrate proficiency in the interdisciplinary field of African American and African Diaspora studies, students must pass MPhil examinations that require written qualifying exams in three fields along with an oral defense. The three fields for the exams must include two major field topics in Black Studies and one minor field in an area of concentration relevant to the student's area of study. The three exams must be defended in front of an exams committee of three faculty. In addition to the exams, students must also submit two revised research papers (25-35 pages) from their coursework for review by the faculty on the exams committee.
- 5) Students will be encouraged to submit a refereed journal article for publication that demonstrates a high level of methodological competence with strong theoretical and empirical incorporation and will have made at least one presentation at a professional conference.
- 6) Before the end of the third year PhD students must successfully defend a dissertation prospectus. That prospectus defense committee should include a sponsor and a second reader.
- 7) The maximum number of years for PhD students to complete the requirements, apply for the MPhil degree and defend the dissertation prospectus is three years. Students must have completed 6 residence units (this includes 2 residence units for the MA degree or for advanced standing – see below).
- 8) The completion of the above requirements will advance the candidate to “All But Dissertation” status.
- 9) Students are expected to complete and defend the written dissertation in two years. The dissertation defense should include three AAADS faculty and two outside faculty from other departments at Columbia or another university.
- 10) Students must deposit their dissertations with the Graduate School of Arts and Sciences (GSAS) in order to be awarded the final degree.

**Advanced Standing:**

Advanced standing students, those who already have a master's degree, can receive up to 2 residence units for the transfer of credits at the discretion of faculty and the dean of the Graduate School. They must complete a minimum of 24 credits of coursework, 6 courses (2 residence units) for MPhil requirements (as noted above beginning with #3).

All students must complete a total of 6 residence units to be eligible for MPhil degree.

**MA Program:** (freestanding)

AAADS will continue to offer to prospective students a MA only degree. Those students in the freestanding MA program will continue to have different thesis options for the fulfillment of their degree requirements. The MA only students must complete a minimum of 30 credits, 8 courses, and 2 residence units. Once they have complete their MA degree, these students can also apply to the AAADS PhD program.

- C) Please use the table below to list the required, elective, and selective coursework. “Selective” coursework consists of a list of courses from which a student must select a minimum number of credits (but need not take all courses on the list).

**Note:** once the PhD program is established some of the selective courses listed below will become GR-6000 or 8000 level courses

<b>REQUIRED COURSES</b>		<b>Course Number (indicate if course is NEW)</b>	<b>Course Title &amp; Instructor</b>	<b>Indicate whether course is fully, partially, or not at all online</b>	<b># of Credits</b>
<b>Minimum number of required credits 12 PhD</b>	GSAS	AFAS -GR 6100	Core Interdisciplinary Seminar in African American/African Diaspora Studies	Not online	4.0
	GSAS	AFAS -GR 6--- New	Core Interdisciplinary Seminar - Research Methods in American/African Diaspora Studies	Not online	4.0
	GSAS	AFAS -GR 8--- New	Core Interdisciplinary Seminar African American/African Diaspora History	Not online	4.0
<b>SELECTIVE COURSES</b>		<b>Course Number (indicate if course is NEW)</b>	<b>Course Title &amp; Instructor</b>	<b>Indicate whether course is fully, partially, or not at all online</b>	<b># of Credits</b>
<b>Minimum number of selective credits 36 PhD</b>	GSAS	AFAS - GU 4080	Topics in the Black Experience: Political Thought of Martin Delany - Robert Gooding-Williams	Not online	4.0
	GSAS	AFAS - GU 4080	Topics in the Black Experience: Enclosures: Architectures of Captivity and Containment - Saidiya Hartman and Mabel O. Wilson	Not online	4.0
	GSAS	AFAS - GU 4080	Topics in the Black Experience: The Love Song in Popular Music – Kevin Fellezs	Not online	4.0
	GSAS	AFAS - GU 4080	Topics in the Black Experience: Spirit Quest: August Wilson – Obery Hendricks	Not online	4.0
	GSAS	AFAS - GU 4588	Race, Drugs and Inequality – Samuel Roberts	Not online	4.0

	GSAS	AFAS-GU 4080	Topics in the Black Experience: Black New York – Frank Guridy	Not online	4.0
	GSAS	AFAS-GU 4080	Topics in the Black Experience: Epic Black - Farah Griffin	Not online	4.0
	GSAS	AFAS-GU 4080	Topics in the Black Experience: Martin Luther King and the Case for Radical Democracy – Obery Hendricks	Not online	4.0
	GSAS	AFAS-GU 4080	Topics in the Black Experience: DuBois at 150 – Saidiya Hartman & Robert Gooding-Williams	Not online	4.0
	GSAS	AFAS-GU 4080	Topics in the Black Experience: Angela Davis in Conversation - Kevin Fellezs	Not online	4.0
	GSAS	AFAS-GU 4080	Topics in the Black Experience: Popular Music/Protest Movements - Kevin Fellezs	Not online	4.0
	GSAS	AFAS-GU 4080	Topics in the Black Experience: The Spiritual Quest of August Wilson – Obery Hendricks	Not online	4.0
	GSAS	AFAS-GU 4035	Histories of Race, Policing, and the Carceral State – Samuel Roberts	Not online	4.0
	GSAS	RELI-GU 4207	Religion and the Afro Native Experience – Josef Sorett	Not online	4.0
	GSAS	ANTH- GU 6157	Idea of a Black Radical Tradition – David Scott	Not online	4.0
	GSAS	ANTH- GU 4145	Zora – Vanessa L. Agard Jones	Not online	4.0
	GSAS	AFAS-GU 4080	Topics in the Black Experience: Africa American Prophetic Political Tradition – Obery Hendricks	Not online	4.0
	GSAS	CPLS-GU 4320	Marginalization in Medicine: A Practical Understanding of the Social Implications of Race – Samuel K. Roberts	Not online	4.0
	GSAS	HIST-GU 8550	Black Bio-Power – Samuel K. Roberts	Not online	4.0
	GSAS	AHIS-GU 6501	Art in the African Diaspora – Kellie Jones	Not online	4.0
	GSAS	ANTH- GU 6653	Porous Bodies – Vanessa Agard Jones	Not online	4.0
	GSAS	AHIS-GU 8400	Media/Worlds: Art and Intersectionality – Kellie Jones	Not online	4.0
	GSAS	AHIS-GU 4074	Latin American Artists: Independence to Present—Kellie Jones	Not online	4.0
	GSAS	CSER-GU 4360	American Diva: Race, Gender and Performance – Deborah Paredez	Not online	4.0
	GSAS	CPLS-GU 4892	Subaltern Urbanism – Anupama Rao & Ana P. Lee	Not online	4.0

	GSAS	CPLS-GU 6825	Race Caste ad the University: B.R. Ambedkar at Columbia – Anupama Rao	Not online	4.0
	GSAS	ENG-GU 6802	Frequency of Black Life – Saidiya Hartman	Not online	4.0
	GSAS	ENGL-GU 6300	Black Radicalism and the Archive – Brent H. Edwards	Not online	4.0
	GSAS	CSER-GU 4484	Cultural Rights as Human Rights – Else Stamatopoulou	Not online	4.0
	GSAS	FREN-GR 8516	Disorderly Women – Kaiama Glover	Not online	4.0
	GSAS	FREN-GU 4421	Comparative Literature: The Caribbean Digital – Kaiama Glover	Not online	3.0
	GSAS	HIST-GU 4518	Columbia University and Slavery – Elizabeth Blackmar and Thai S. Jones	Not online	4.0
	GSAS	HSME-GU 4154	Pan-Africanism: History of an Idea and Ideas About History – Mamadou Diouf	Not online	4.0
	GSAS	MDES-GU 4152	Rethinking Freedom in Africa – Elleni Zeleke	Not online	4.0
	GSAS	MDES-GU 4122	The Novel in Africa – Jennifer Wenzel	Not online	4.0
	GSAS	PSCYC-GU 4615	Psychology of Culture and Diversity – Valerie Purdie-Greenaway	Not online	4.0
	GSAS	ENGL-GU 4567	DuBois, Gramsci, Ambedkar: Three Men on Emancipation – Gayatri Spivak	Not online	4.0
	GSAS	ENGL-GU 4840	Jazz and the Literary Imagination – Brent H. Edwards	Not online	3.0
	GSAS	ENGL-GU 4621	Harlem Renaissance – African American Texts – Robert G. O’Meally	Not online	3.0
	GSAS	ELAW-9219	Critical Race Theory Workshop – Kendall Thomas	Not online	3.0

D) 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.”

#### PhD (sequential MA)

Semester 1 (Fall)			
Course Number & Title	Credits	New?	Prerequisites
AFAS -GR 6100 - Core Interdisciplinary Seminar in African American/African Diaspora Studies	4.0	required	
AFAS -GU 4520 - Race and the Articulation of Difference	4.0	selective	
ENGL-GU 6300 - Black Radicalism and the Archive	4.0	elective	
AHIS-GU 6501 - Art in the African Diaspora	4.0	elective	

<b>TOTAL CREDITS FOR SEMESTER:</b>	16.0		
<b>Semester 2 (Spring)</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New?</b>	<b>Prerequisites</b>
AFAS -GR 6--- - Core Interdisciplinary Seminar Research Methods in African American/African Diaspora Studies	4.0	new - required	
AFAS -GU 4080 - Topics in the Black Experience: Enclosures: Architectures of Captivity and Containment	4.0	selective	
AFAS-GU 4035- Histories of Race, Policing, and the Carceral State	4.0	elective	
AFAS – GR 6999 – Thesis Research-Graduate	4.0	required	
<b>TOTAL CREDITS FOR SEMESTER:</b>	16.0		
<b>Semester 3 (Fall)</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New?</b>	<b>Prerequisites</b>
AFAS -GR 8--- Core Interdisciplinary Seminar African American/African Diaspora History	4.0	new - required	
ANTH-GU 6157 - Idea of a Black Radical Tradition	4.0	elective	
AFAS -GU 4080 - Topics in the Black Experience: Black New York	4.0	elective	
<b>TOTAL CREDITS FOR SEMESTER:</b>	12.0		
<b>Semester 4 (Spring)</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New?</b>	<b>Prerequisites</b>
AFAS -GU 4080 - Topics in the Black Experience: Martin Luther King and the Case for Radical Democracy	4.0	elective	
AHIS-GU 8400 - Media/Worlds: Art and Intersectionality	4.0	elective	
ENG-GU 6802- Frequency of Black Life	4.0	elective	
<b>TOTAL CREDITS FOR SEMESTER:</b>	12.0		

**PhD (advanced standing)**

<b>Semester 1 (Fall)</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New?</b>	<b>Prerequisites</b>
AFAS -GR 8--- Core Interdisciplinary Seminar African American/African Diaspora History	4.0	new – required	
AFAS -GU 4080 - Topics in the Black Experience: Enclosures: Architectures of Captivity and Containment	4.0	selective	
ENGL-GU 6300 - Black Radicalism and the Archive	4.0	elective	
<b>TOTAL CREDITS FOR SEMESTER:</b>	12.0		
<b>Semester 2 (Spring)</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New?</b>	<b>Prerequisites</b>
AFAS -GR 6--- Core Interdisciplinary Seminar - Research Methods in American/African Diaspora Studies	4.0	new – required	
AFAS -GU 4520 - Race and the Articulation of Difference	4.0	selective	

HSME-GU 4154 - Pan-Africanism: History of an Idea and Ideas About History	4.0	elective	
<b>TOTAL CREDITS FOR SEMESTER:</b>	12.0		
<b>Semester 3 (Fall)</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New?</b>	<b>Prerequisites</b>
ENGL-GU 6300 - Black Radicalism and the Archive	4.0	elective	
ANTH-GU 6157 - Idea of a Black Radical Tradition	4.0	elective	
AFAS -GU 4080 - Topics in the Black Experience: Black New York	4.0	elective	
<b>TOTAL CREDITS FOR SEMESTER:</b>	12.0		
<b>Semester 4 (Spring)</b>			
<b>Course Number &amp; Title</b>	<b>Credits</b>	<b>New?</b>	<b>Prerequisites</b>
AFAS -GU 4080 - Topics in the Black Experience: Martin Luther King and the Case for Radical Democracy	4.0	elective	
AHIS-GU 8400 - Media/Worlds: Art and Intersectionality	4.0	elective	
ENG-GU 6802 Frequency of Black - Life	4.0	elective	
<b>TOTAL CREDITS FOR SEMESTER:</b>	12.0		

- E) Does the proposed program rely to a significant extent on courses that are offered by other parts of the University? If so, identify those courses and confirm that you have discussed course availability and capacity with the unit in which those courses are housed.

Until we have hired the sufficient number of full-time faculty to staff our courses, we will rely on courses offered by AAADS affiliates with whom we have longstanding relationships and who have welcomed our Masters students into their graduate courses. These courses have been identified in the selective and elective courses listed above.

- F) For any new courses to be developed for this program, provide a draft syllabus and include information on when the courses have been or will be approved by the appropriate Committee(s) on Instruction.
- See attached syllabi for: Core Interdisciplinary Seminar Research Methods in African American/African Diaspora Studies and Core Interdisciplinary Seminar African American/African Diaspora History.
- G) Indicate whether course credits earned in the proposed program can also be counted toward another degree or certificate.

University Senate

Proposed: February 24, 2023 Adopted:

February 24, 2023

61-0-0 (In favor-Opposed-Abstained)

**Resolution to Reaffirm the  
University’s Commitment to Excellence through Diversity**

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

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

WHEREAS, we embrace racial diversity on civic grounds as an obligation of citizens in a democracy, on intellectual grounds as a principle of excellence valuable in itself, and as a matter of justice in recognition of the legacy of racial injustice our institutions have inherited; and

WHEREAS, we require a student body that reflects the rich diversity of the United States and the wider world, and hold diversity to be an indispensable element of academic life that is crucial to the University’s mission and prerequisite to the creation of new knowledges; and

WHEREAS, we value the University’s commitment to support diversity and redress institutional racism through a wide range of initiatives expressed here in the University’s Diversity Mission Statement: “Building a diverse university community is not the work of a moment. It requires sustained commitment, concerted effort, and the attention of us all. [We] reaffirm Columbia University’s commitment to this mission and to the realization of our core values of inclusion and excellence.”<sup>1</sup>

THEREFORE, BE IT RESOLVED that the Senate reaffirms the University’s commitment to initiatives that support racial and ethnic diversity.

BE IT FURTHER RESOLVED that the Senate reaffirms diversity as essential to the vibrancy of our campuses and to higher education at large, recognizing the benefits that accrue to university life and to American society as a result of racially and ethnically diverse student bodies; and that the Senate reaffirms the University’s commitment to intellectual excellence through racial and ethnic diversity.

Proponent:

University Senate Commission on Diversity

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<sup>1</sup> President Lee C. Bollinger, “Diversity Mission Statement,” Columbia University Office of the Provost (2016), accessed February 15, 2023, <https://provost.columbia.edu/content/diversity-mission-statement>.



# Resolution to Reaffirm The University's Commitment to Excellence through Diversity

Commission on Diversity  
February 24, 2023



# Why a Reaffirmation?

1. We anticipate the US Supreme Court will overrule affirmative action.
2. The overruling will be a tragedy for the country.
3. Racial diversity is a matter of justice to remedy past and present discrimination.
4. Surrogate means to achieve racial diversity are neither sufficient nor workable.
5. The University's comprehensive commitment to the principles undergirding racial diversity must remain steadfast.

# President Lee C. Bollinger

“Broad public awareness of the unrelenting impact of racism demands a recommitment to affirmative action, not its abandonment” (2022).

<https://president.columbia.edu/news/president-bollinger-affirmative-action-and-supreme-court>

# RESOURCES

Alger, et al., *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms*, Special Report: American Council on Education & American Association of University Professors (2000).

Antonio, et al., “Effects of Racial Diversity on Complex Thinking in College Students (Research Report),” Stanford University, 22 July 2003.

Bowen & Bok, *The Shape of the River: Long-term Consequences of Considering Race in College and University Admissions* (Princeton: Princeton UP. 2019). <https://www.degruyter.com.ezproxy.cul.columbia.edu/document/doi/10.1515/9780691184227/html>

Dreier, et al., “The Last Path to Diversity at College after SCOTUS Strikes Down Affirmative Action,” *Slate*, 8 February 2023. <https://slate.com/news-and-politics/2023/02/supreme-court-affirmative-action-wealth-admissions-factor.html>

Ivy League Universities’ Amici Curiae Brief to SCOTUS Case.

Jaschik, “What If Colleges Lose at Supreme Court?” *Inside Higher Ed*, 6 February 2023. <https://www.insidehighered.com/admissions/article/2023/02/06/colleges-start-prepare-losing-supreme-court-case>

# RESOURCES

Jehn, et al., “Why Differences Make a Difference: A Field Study of Diversity, Conflict, and Performance in Workgroups,” *Administrative Science Quarterly* 44, no. 4 (1999).

Larkin, “As a More Diverse Harvard Braces for a Supreme Court Ruling on Affirmative Action, What Comes Next?” *WBUR*, 9 December 2022. <https://www.wbur.org/news/2022/12/09/harvard-affirmative-action-race-neutral-alternatives>

Maxwell & Garcia, “5 Reasons to Support Affirmative Action in College Admissions,” *The Center for American Progress*, 1 October 2019. <https://www.americanprogress.org/article/5-reasons-support-affirmative-action-college-admissions/>

Mickey-Pabello, “Scholarly Findings on Affirmative Action Bans,” *The Civil Right Project*, UCLA, 26 October 2020.

Philips, “How Diversity Works,” *Scientific American*, October 2014.

Report from Harvard's Committee to Study Race Neutral Alternatives (2018).

Statement by the National Education Association, 31 October 2022. <https://www.nea.org/about-nea/media-center/press-releases/nea-urges-supreme-court-uphold-affirmative-action-admissions>

# RESOURCES

Statement by the ACLU, 31 October 2022. <https://www.aclu.org/news/racial-justice/what-you-need-to-know-about-affirmative-action-at-the-supreme-court>

The Century Foundation, “The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms,” 29 April 2019. <https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/?session=1>

Torres, “Affirmative Action in Higher Education: Relevance for Today's Racial Justice Battlegrounds,” *The American Bar Association*, 6 January 2020. [https://www.americanbar.org/groups/crsj/publications/human\\_rights\\_magazine\\_home/black-to-the-future-part-ii/affirmative-action-in-higher-education--relevance-for](https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/black-to-the-future-part-ii/affirmative-action-in-higher-education--relevance-for)

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Columbia University Senate  
Commission on the Status of Women

**The Advancement of Women Faculty through the Academic Ranks  
Graduate School of Business Pipeline Study**

The Commission on the Status of Women worked with Dean Costis Maglaras and the Office of the Provost's Faculty Affairs Division to study the advancement of women faculty in the Graduate School of Business over the past 15 years. This work follows previous studies of the Arts and Sciences (2001 and 2015), Vagelos College of Physicians and Surgeons (2018), School of Law (2019), and Mailman School of Public Health (2021). This report summarizes our findings and our recommendations.

Considering the periods 2007-2008 and 2021-2022, the Commission found that:<sup>1</sup>

1. The number of faculty increased by 12 percent between 2007-2008 and 2021-2022 (see Table 1). The number of women faculty more than doubled (from 16 to 38) and the number of men faculty decreased by 6 percent (from 112 to 105) (see Table 1).
  - a. Tenured faculty increased by 24 percent, with a 71 percent increase in women tenured faculty (from 7 to 12) and an 18 percent increase in men tenured faculty (from 56 to 66).
  - b. Faculty on tenure track decreased by 21 percent. Women on tenure track more than doubled (from 8 to 21) and men on tenure track decreased by 50 percent (from 50 to 25).
  - c. Non-tenure track faculty increased from 7 to 19. Women on non-tenure track increased from 1 to 5, and men on non-tenure track increased from 6 to 14.

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<sup>1</sup> The data used for the analyses are snapshot data taken on November 1 of academic years 2007-08 and 2021-22. These data were drawn from PeopleSoft and reviewed by the Office of Academic Appointments.



**Table 1: Columbia University Graduate School of Business  
Growth in Faculty by Rank and Gender between 2007-08 and 2021-2022**

	Women			Men			Total		
	2007-2008	2021-2022	Growth	2007-2008	2021-2022	Growth	2007-2008	2021-2022	Growth
Tenured	7	12	71%	56	66	18%	63	78	24%
Tenure-Track	8	21	163%	50	25	-50%	58	46	-21%
Non-tenure track	1	5	400%	6	14	133%	7	19	171%
<b>Total</b>	<b>16</b>	<b>38</b>	<b>138%</b>	<b>112</b>	<b>105</b>	<b>-6%</b>	<b>128</b>	<b>143</b>	<b>12%</b>

2. Women faculty accounted for 27 percent of total faculty in 2021-2022, as compared with 13 percent in 2007-2008 (see Table 2).
  - a. Women accounted for 15 percent of tenured faculty in 2021-2022, up from 11 percent in 2007-2008.
  - b. Women accounted for 46 percent of tenure track in 2021-2022, up from 14 percent in 2007-2008.
  - c. Women accounted for 26 percent on non-tenure track in 2021-2022, up from 13 percent in 2007-2008.

**Table 2: Columbia University Graduate School of Business  
Share of Faculty by Gender for different Rank in 2007-08 and 2021-2022**

	2007-08					2021-22				
	Women	Men	Total	Women %	Men %	Women	Men	Total	Women %	Men %
Tenured	7	56	63	11%	89%	12	66	78	15%	85%
Tenure-Track	8	50	58	14%	86%	21	25	46	46%	54%
Non-tenure track	1	6	7	14%	86%	5	14	19	26%	74%
<b>Total</b>	<b>16</b>	<b>112</b>	<b>128</b>	<b>13%</b>	<b>88%</b>	<b>38</b>	<b>105</b>	<b>143</b>	<b>27%</b>	<b>73%</b>

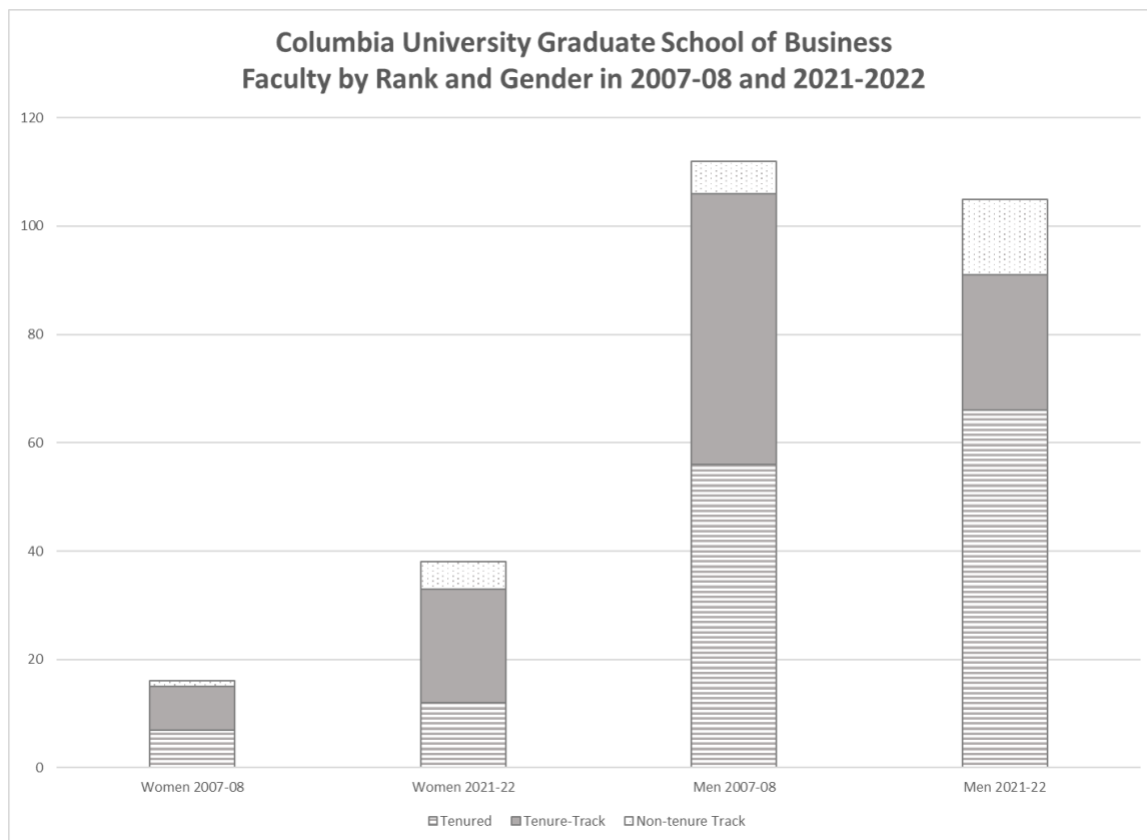
3. In 2021-2022, 87 percent (31/38) of all women faculty and 87 percent (91/105) of all men faculty were tenured or on tenure track, as compared with 94 percent (15/16) of women faculty and 95 percent (106/112) of men faculty in 2007-2008 (see Table 3).

**Table 3: Columbia University Graduate School of Business  
Share of Rank by Gender in 2007-08 and 2021-2022**

	Women				Men				Total			
	2007-2008		2021-2022		2007-2008		2021-2022		2007-2008		2021-2022	
	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share	Number	Share
<b>Tenured</b>	7	44%	12	32%	56	50%	66	63%	63	49%	78	55%
<b>Tenure-Track</b>	8	50%	21	55%	50	45%	25	24%	58	45%	46	32%
<b>Non-tenure track</b>	1	6%	5	13%	6	5%	14	13%	7	5%	19	13%
<b>Total</b>	<b>16</b>	<b>100%</b>	<b>38</b>	<b>100%</b>	<b>112</b>	<b>100%</b>	<b>105</b>	<b>100%</b>	<b>128</b>	<b>100%</b>	<b>143</b>	<b>100%</b>

4. The decrease in the share of women faculty who are tenured or on tenure-track stems from the increasing number of non-tenured women faculty; on the other hand, the decrease in the share of men faculty who are tenured or on tenure-track stems from both the increasing number of non-tenured men faculty and the reduced number of men faculty on tenure track (see Figure 1)

**Figure 1**



5. In 2022-2023, the senior leadership is entirely composed of men. Dean, Senior Vice Dean of Faculty Affairs, Senior Vice Dean for Curriculum and Programs, Vice Dean for Executive Education, Vice

Dean for Research, and Vice Dean for Diversity, Equity and Inclusion are all male. In 2021-2022, two of the six leadership positions (Vice Dean for Research and Vice Dean for Diversity, Equity, and Inclusion) were held by women.

6. In 2022-2023, the six division chairs are male.<sup>2</sup> There is no recollection of any female division chair in the history of the business school.
7. In 2022-2023, from 14 centers identified, 12 with leadership in place, 20 leadership positions were identified (director and co-director), seventeen male faculty and three female faculty.

### **Conclusions:**

Over the period studied, the number of women faculty increased, and the number of men faculty decreased. Even though the share of women doubled during this period, women accounted for only 27 percent of faculty in 2021-22. This low share is due to the scarce representation of women among tenured faculty, which shows the School's difficulty in promoting or retaining women in senior positions.

In contrast, the School has been successful in increasing the share of women in the pipeline. In 2021-2022, faculty in tenure track positions approached gender parity, with women accounting for 46 percent. This represents a significant achievement compared to the 14 percent share of women tenure track faculty in 2007-2008. The fact that faculty on tenure track is now close to gender parity suggests promising prospects for women to move along the pipeline.

Our findings are consistent with the literature on gender representation in business schools, which indicates that business schools in the United States and internationally have a long way to go to achieve gender equity in their faculty. In 2020, among the top twenty business schools in the United States, Europe, and Asia, only Hong Kong University of Science and Technology Business School had a larger than 30 percent share of female faculty. The University of Chicago's Booth School of Business, with only 18 percent women on its faculty, had the lowest share of female faculty. Columbia Business School was reported to have a 21 percent share of women in 2020 and be on a trajectory of growth (Ethier 2020). As shown in the data above, the share grew to 27 percent in 2021-2022.

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<sup>2</sup> The six divisions are: Accounting; Decision, Risk, and Operations; Economics; Finance; Management; and Marketing.

**Recommendations:**

The commission has five recommendations:

1. **Leadership:** Leadership should consistently amplify messages (anchored in policy and practice) reinforcing the requirement for equity in our institutions. Leaders and new hires should be valued both for their presenting characteristics and experience, as well as for their potential.
  - a. The School should actively support women in leadership roles. The lack of women in leadership positions is a clear sticking point and has an impact on the culture and climate of the School. Literature on gender representation in business schools indicates that women report lower satisfaction with their compensation, career advancement, and access to leadership positions (Leslie & Johnson-Leslie, 2020).
  - b. Leadership should center conversations around increasing faculty diversity, whenever possible, and identify mechanisms of accountability.
2. **Culture/Climate:** Institutional culture change flows from strong messages and actions from leadership. Leadership must encourage best policies and practices in support of equity, mentoring consistent with these practices, including developing and sustaining a culture that values a diversity of perspectives.
3. **Promotions and Retention:** The School should continue to prioritize and actively support women in tenure track positions to promote diversity and inclusion and to address the imbalance among the tenured faculty. This can be achieved through a range of measures, including:
  - a. Providing women with targeted mentorship and career development programs. This can include pairing them with senior faculty members, providing opportunities for professional development and networking, and offering guidance on navigating the tenure process.
  - b. Providing women with sponsorship from senior faculty members that can help them get recognized for their contributions and can advocate on their behalf.
  - c. Make efforts to retain promoted women faculty.
4. **Hiring:** The School should target tenured women to increase their representation in the faculty and to serve as mentors and sponsors for women junior faculty.
5. **Data:** Ongoing and careful data capture is essential to continually assess (i) the status in terms of equity and (ii) the success of policy refinements and practices in response to equity directives. Annual reports in all University units, including the Business School, should be required to examine to what extent tenure, tenure track, and other faculty lines reflect diversity across

identities to ensure that historically marginalized groups are represented at increasing and equitable rates in tenurable and tenured ranks, and in all leadership positions.

The Commission recommends that all Columbia units integrate these practices into day to day functioning, not only with regard to gender equity, but also with regard to race/ethnicity, sexual orientation, gender identity, disability status, socioeconomic status, religion, national origin, immigration status, limited English proficiency, physical characteristics or health conditions. We must continue to be vigilant in all our efforts to strengthen equity. Implicit bias assures that we cannot assume objective capacity to build equity. Intentional data collection, strong leadership in support of equity, and institutional culture that values diversity in leadership are needed to ensure progress towards equity at Columbia University.

## References

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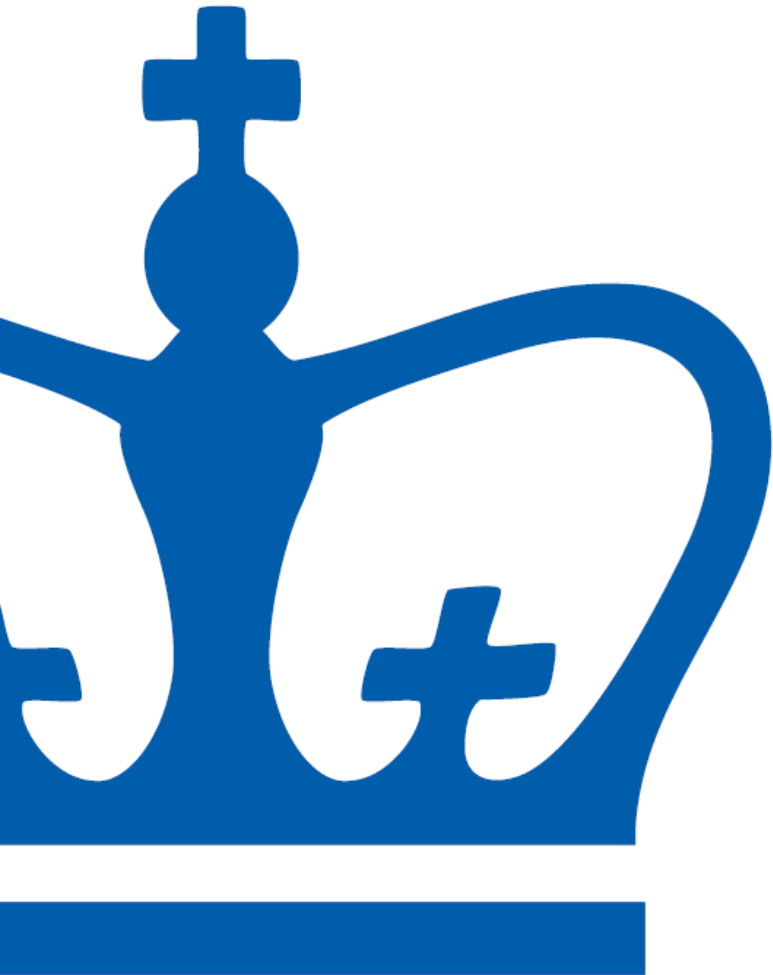
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# Commission on the Status of Women

The Advancement of Women Faculty through the Academic Ranks:  
Graduate School of Business Pipeline Study



Presentation to Senate Plenary

February 24, 2023



# Background

- Prior pipeline studies:
  - Arts and Sciences 2001; 2015
  - Vagelos College of Physicians and Surgeons (P&S) 2018
  - School of Law 2019
  - Mailman School of Public Health 2021
- Questions under study:
  - What has been the progress of female faculty through the academic pipeline and how does it compare with the progress of male faculty?
  - Are there leaks in the pipeline and, if yes, where are they?
  - What needs to be done to address leaks and promote equity at all levels?



# Acknowledgements

- Beginning in 2021, the Commission on the Status of Women worked with the Office of the Provost and the Business School to collect and analyze the data on faculty appointments.
  - The data, based on primary appointment, were drawn from PeopleSoft and reviewed by the Office of Academic Appointments.
  - The data are snapshots taken on November 1 of academic years 2007-2008 and 2021-2022.
- We wish to thank the Office of the Provost and the following faculty and staff at the School of Business for their assistance and support:
  - Costis Maglaras      Dean
  - Pierre Yared      Senior Vice Dean for Faculty Affairs
  - Adam Galinsky      Vice Dean for Diversity
  - Katharine Conway      Vice Dean of Administration and COO

# Findings – Growth in Number of Faculty

- Between 2007-2008 and 2021-2022, the number of faculty increased by 12 percent.
  - Women faculty more than doubled (from 16 to 38).
  - Men faculty decreased by 6 percent (from 112 to 105).

**Table 1: Columbia University Graduate School of Business  
Growth in Faculty by Rank and Gender between 2007-08 and 2021-2022**

	Women			Men			Total		
	2007-2008	2021-2022	Growth	2007-2008	2021-2022	Growth	2007-2008	2021-2022	Growth
Tenured	7	12	71%	56	66	18%	63	78	24%
Tenure-Track	8	21	163%	50	25	-50%	58	46	-21%
Non-tenure track	1	5	400%	6	14	133%	7	19	171%
<b>Total</b>	<b>16</b>	<b>38</b>	<b>138%</b>	<b>112</b>	<b>105</b>	<b>-6%</b>	<b>128</b>	<b>143</b>	<b>12%</b>

# Findings – Growth in Number of Faculty

- Tenured faculty increased by 24 percent.
  - Women increased by 71 percent (from 7 to 12).
  - Men increased by 18 percent (from 56 to 66).

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# Findings – Growth in Number of Faculty

- Tenured faculty increased by 24 percent.
  - Women increased by 71 percent (from 7 to 12).
  - Men increased by 18 percent (from 56 to 66).

- Faculty on tenure track decreased by 21 percent.
  - Women more than doubled (from 8 to 21).
  - Men decreased by 50 percent (from 50 to 25).

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# Findings – Share of Women Faculty

- Women faculty accounted for 27 percent of total faculty in 2021-2022, as compared with 13 percent in 2007-2008.

**Table 2: Columbia University Graduate School of Business  
Share of Faculty by Gender for different Rank in 2007-08 and 2021-2022**

	2007-08					2021-22				
	Women	Men	Total	Women %	Men %	Women	Men	Total	Women %	Men %
Tenured	7	56	63	11%	89%	12	66	78	15%	85%
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# Findings – Share of Women Faculty

- Women faculty accounted for 27 percent of total faculty in 2021-2022, as compared with 13 percent in 2007-2008.
- Women accounted for 15 percent of tenured faculty in 2021-2022, up from 11 percent in 2007-2008.

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  - Women accounted for 46 percent of tenure track faculty in 2021-2022, up from 14 percent in 2007-2008.

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# Findings – Share of Tenured or Tenure-Track Faculty

- In 2021-2022, 87 percent of all women faculty and 87 percent of all men faculty were tenured or on tenure track, as compared with 94 percent of women faculty and 95 percent of men faculty in 2007-2008.
- For both men and women, this reduction stems from an increase in the number of faculty in non-tenure track position. For men, this is also due to a decrease in the number of faculty on tenure track.

**Table 3: Columbia University Graduate School of Business  
Share of Rank by Gender in 2007-08 and 2021-2022**

	Women				Men				Total			
	2007-2008		2021-2022		2007-2008		2021-2022		2007-2008		2021-2022	
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<b>Total</b>	16	100%	38	100%	112	100%	105	100%	128	100%	143	100%



# Findings – Leadership Positions

- Senior Leadership (seven positions):<sup>1</sup>
  - In 2022-2023, the senior leadership is entirely composed of men.
  - In 2021-2022, two of the six leadership positions (Vice Dean for Research and Vice Dean for Diversity, Equity, and Inclusion) were held by women.
- Division Chairs (six positions):
  - In 2022-2023, all division chairs are male. There is no recollection of any female division chair in the history of the business school.
- Leadership of Centers (20 positions – directors and co-directors):
  - In 2022-2023, 12 of the 14 centers identified have 20 leadership positions in place. Of these, seventeen are male and three are female.

<sup>1</sup> The seven positions are: Dean, Senior Vice Dean of Faculty Affairs, Senior Vice Dean for Curriculum and Programs, Vice Dean for Executive Education, Vice Dean for Research, and Vice Dean for Diversity, Equity and Inclusion.

# Conclusions

- Even though the share of women doubled during the period studied, women accounted for only 27 percent of faculty in 2021-22.
- Our findings are consistent with the literature on gender representation in business schools, which indicates that business schools in the United States and internationally have a long way to go to achieve gender equity in their faculty.
  - In 2020, among the top twenty business schools in the United States, Europe, and Asia, only Hong Kong University of Science and Technology Business School had a larger than 30 percent share of female faculty.
- The low share of women at CBS is due to the scarce representation of women among tenured faculty. In contrast, the School has been successful in increasing the share of women in the pipeline. In 2021-2022, faculty in tenure track positions approached gender parity, with women accounting for 46 percent.

# Recommendations

## 1. Leadership

- The School should actively support women in leadership roles.
- Leadership should center conversations around increasing faculty diversity, whenever possible, and identify mechanisms of accountability.

## 2. Culture/Climate

- Leadership must encourage best policies and practices in support of equity, mentoring consistent with these practices, including developing and sustaining a culture that values a diversity of perspectives.

# Recommendations

## 3. Promotions and Retention

- The School should continue to prioritize and actively support women in tenure track positions to promote diversity and inclusion and to address the imbalance among the tenured faculty.
- This can be achieved through a range of measures, including:
  - Providing women with targeted mentorship and career development programs. This can include pairing them with senior faculty members, providing opportunities for professional development and networking, and offering guidance on navigating the tenure process.
  - Providing women with sponsorship from senior faculty members that can help them get recognized for their contributions and can advocate on their behalf.
  - Make efforts to retain promoted women faculty.

# Recommendations

## 4. Hiring

- The School should target tenured women to increase their representation in the faculty and to serve as mentors and sponsors for women junior faculty.

## 5. Data

- Ongoing and careful data capture is essential to continually assess (i) the status in terms of equity and (ii) the success of policy refinements and practices in response to equity directives.

# Recommendations

- The Commission recommends that all Columbia units integrate these practices into day to day functioning, not only with regard to gender equity, but also with regard to race/ethnicity, sexual orientation, gender identity, disability status, socioeconomic status, religion, national origin, immigration status, limited English proficiency, physical characteristics or health conditions.
- We must continue to be vigilant in all our efforts to strengthen equity. Implicit bias assures that we cannot assume objective capacity to build equity.
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