

University Senate

Proposed: October 25, 2024

Adopted: October 25, 2024

PROPOSED AGENDA

University Senate

Friday, October 25, 2024 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 September 20, 2024
3. President's report and questions
4. Chair's report and questions
5. Old business:
 - a. Establishment of the Office of Institutional Equity
6. New business:
 - a. Committee updates and reports:
 - i. Establishing a Dual Degree Linking the Master of Science in Climate and the Master of Science in Architecture and Urban Design (Climate, Architecture, Planning & Preservation) (Education)
 - ii. Proposed update to the University Senate By-Laws (Structure and Operations)
 - iii. Education Committee Annual Report 2023-24
 - b. Other reports and updates:
 - i. Petition under Section 1.m. of the University Senate By-Laws (Professor J. Mitts)
 - ii. Annual Officers' benefits update 2025
7. Adjourn

Minutes of the Meeting of September 20, 2024

Senator Jeanine D’Armiento (Ten., P&S), Executive Committee Chair, called the University Senate to order at 1:20pm in 501 Schermerhorn Hall. Sen. D’Armiento welcomed Senators and guests to the first Plenary of the 2024-2025 session and announced that the University Senate will hold a number of in-person plenaries this year.

Senators adopted the [agenda](#) and the [minutes](#) of the August 23, 2024 Plenary.

Sen. D’Armiento then turned over the meeting to Interim University President Katrina Armstrong.

Updates from President Armstrong

President Armstrong began her remarks by emphasizing her commitment to engagement and listening to University community members. She then began discussing moving forward on plans for campus access. President Armstrong emphasized the strong sense of pride of Columbia as part of the City of New York, including the partnerships that Columbia has with its neighbors. She also mentioned the importance of families being part of the campus. She then spoke on the importance of Columbia in dialogue and discussion on the national level and how that is an appealing factor for many faculty. President Armstrong said her Morningside Campus leadership committee is working hard to return the campus to its regular open state.

President Armstrong next acknowledged the feelings of uncertainty that many community members had for the coming weeks. She emphasized the particular effects that the next few weeks might have on students, especially new students.

President Armstrong stated that next week she would be providing an update on the presence of Public Safety on campus and the unintended consequence that the presence of Public Safety might have on feeling monitored and discouraging academic freedom. She ended her remarks by stating her interest in refocusing the university on its primary missions of education and research. President Armstrong then took questions.

Senator Joseph Slaughter (Ten., A&S/HUM) asked about the President’s Advisory Committee on Institutional Voice: How would its membership be established, and how will it engage with the Senate? President Armstrong responded by stating that her approach to decisions like this is to seek input from the University community. Correspondence should be addressed to officeofthepresident@columbia.edu. She said a member of the Senate would serve on the committee.

Senator Oren Pizmony-Levy (Ten., TC) asked a question about security amid concerns raised from social media, particularly in reference to the “Week of Rage” that has been posted online. President Armstrong emphasized that everyone in the University community is committed to creating the campus atmosphere that is desired in the coming weeks. She then stated that, amidst uncertainty, her team is looking to gather data in order to best understand how to respond. She did not want to dictate how any member of the community should feel going into the next few weeks but wanted her team to ensure that all University members feel welcomed to campus. She concluded that any concerns that anyone has regarding campus safety should be directed through the [Office of Institutional Equity](#).

Welcoming New Senators

Sen. D’Armiento welcomed new Senators and asked the Senate to approve nominations to committees. She said there were now 105 serving senators, with elections underway for the remaining six seats. Senators confirmed the current standing committee roster by voice vote. The new Senators were then invited to stand and be recognized.

Update on the Senate’s Resolution Addressing Current Events

Sen. D’Armiento provided an update on the [Resolution Addressing Current Events adopted by the University Senate on April 26, 2024](#), and said the Senate would seek input from the University community. Sen. D’Armiento confirmed that the report would be completed prior to the next Plenary.

Update from the Senate Rules Committee

Senator Jaxon Williams-Bellamy (Stu., Law), Co-Chair of the Rules of University Conduct Committee and of the Student Affairs Committee, said the Rules Committee was working through the comments they had received. He announced that the Rules Committee would be hosting a number of sessions in the coming weeks for community members. . The sessions will be smaller than last year’s in order to make it easier to comfortably raise questions or concerns. Sen. Williams-Bellamy said the Rules Committee would work with the Office of University Life to announce the schedule for these sessions.

Senator Melinda Aquino (Admin. Staff, Morningside-Lamont) asked how the new guidelines set by the Rules Committee would interact with the new administration event policy for student group events, especially around the 10-day notification threshold and exceptions to that policy. Sen. Williams-Bellamy responded that event policies are set by the administration, whereas the Rules provide guidelines. .

Overview of the Middle States Commission on Higher Education Accreditation Process

Sen. D’Armiento started the New Business by inviting Senior Associate Provost for Academic Programs Dana Palmer to present on the [Middle States Commission on Higher Education Accreditation](#) occurring during the 2024-2025 school year.. Senior Associate Provost Palmer provided background on the history and purpose of accreditation, which is a requirement for access to federal funding. She said the last accreditation for Columbia University took place in the [2015-2016 school year](#). She then went through the three main components of the accreditation process: a self-study and evidence inventory, a verification

of compliance, and two site visits. The [Seven Standards](#) that Columbia must meet for reaccreditation were explained. She described the [structure and membership of the Working Groups](#), as well as the narrative approach to the self-study addressing the Seven Standards. Next, Senior Associate Provost Palmer went through the [timeline for the accreditation process](#). She encouraged community members to provide [feedback](#) on the accreditation process and self-study draft. The first site visit would be on November 1, 2024, and the second one on April 6-9, 2025. She invited questions.

Senator Bruce Goumain (Stu., GS) asked how students and faculty would be able to give feedback. Senior Associate Provost Palmer said the Student Affairs Committee could serve as an important conduit for feedback, as could University Life. She said the site visit in April 2025 would include a forum open to the entire community.

Senator Henning Schulzrinne (Ten., SEAS) asked Senior Associate Provost Palmer how the accreditation would be assessed and what result the University would receive. She identified three potential outcomes: full compliance with the Seven Standards with no follow-up questions or concerns; reaccreditation with some stated concerns to work on, and denial of reaccreditation. Sen. Schulzrinne asked whether the accreditation process would account for the fact that Columbia has a new administration. Senior Associate Provost Palmer stated that this was an ideal time for the University to be undergoing accreditation review and receiving such feedback.

Senator Maria Martinez (Stu., CC) asked how all Columbia schools will be assessed and included in the report and site visits so that there is equal representation across the University. Senior Associate Provost Palmer stated that affiliate institutions of Columbia University such as Barnard College and Teachers College are referenced in the report but undergo their own accreditation processes.

Presentation of the Second Report from the Task Force on Antisemitism

Sen. D'Armiento introduced the three co-chairs of the [Task Force on Antisemitism](#): Professor of International and Public Affairs Ester Fuchs, Professor of Journalism and Dean Emeritus Nicholas Lemann, and Professor of Law and Economics and Dean Emeritus David Schizer. The three co-chairs then began their discussion of the Task Force's recent report. Co-Chair Fuchs announced that the co-chairs would present six questions raised in the [second report](#). She began with the Listening Sessions, focusing on the instances of harassment, verbal abuse, and ostracism that Jewish and Israeli students experienced after October 7, 2023. The Task Force decided to hold Listening Sessions for all Columbia students to share their stories. The Task Force held more than twenty Listening Sessions and heard from more than 500 students. Co-Chair Fuchs said the sessions were confidential. They used the standard methodology of Listening Sessions to focus on student experiences of exclusion. She explained the importance of student feelings in the empirical research methods used by the Task Force.

Co-Chair Lemann stated one question that had been addressed to the Task Force : Why was it focusing only on Jewish students? Co-Chair Lemann explained that former University President Shafik had called

the Task Force together to look into antisemitism. He emphasized that the Task Force did not have administrative power but could only study, speak, and recommend to the wider University. He said that it is common practice in the University to have task forces with specific ethnic focuses.

Co-Chair Schizer addressed another question that had been directed to the Task Force: Was it trying to suppress free speech, particularly pro-Palestine speech? He explained that the Task Force follows the University's free speech principles as outlined in the [Affirmative Statement \(University Statutes Sec. 440\)](#). He said the Task Force wanted to protect speech and academic freedom to the maximum extent possible while also complying with anti-discrimination rules. He added that one individual's or group's free speech must not be used to shut down that of another individual or group.

Co-Chair Fuchs then addressed questions that had arisen about the Task Force's recommendations around training, reporting, and dispute resolution policies. She said the Task Force called on the President and Provost to build consensus across the University on these topics. She said the recommendations from the Task Force could be broadly applicable across the University. She said the University has anti-bias training, but there is room for improvement in specific areas. Co-Chair Fuchs said the Task Force provided a road map for the University to follow. She highlighted the importance of the expertise of individuals in conflict resolution, as well as the pros and cons of the decentralization of the University. She said students should be able to rely on University offices to ensure a fair hearing if they have experienced bias or exclusion. She said that it is a failure of the University that students have had to turn to the legal system to get that fair hearing. Specifically, Co-Chair Fuchs denounced a common outcome for students who had reported experiences that they considered antisemitic: they were referred to Counseling and Psychological Services or given other inappropriate suggestions. She added that the Task Force would later be discussing the problem of bias in student clubs. She concluded that everything in the Task Force's report was ultimately a recommendation to the University.

Co-Chair Lemann talked about next steps. He said the Task Force had contracted with [NORC](#) at the University of Chicago to put out the [Columbia University Campus Climate Student Survey](#), which would be open for students from June to early September of 2024. He said the survey was designed to cover all students in all groups and their "experiences of belonging." After processing the data, NORC would turn it over to Columbia, which would then review it and also readminister the same survey in the future. Co-Chair Lemann described the [Sexual Health Initiative to Foster Transformation \(SHIFT\) survey, completed in 2019 by Shamus Khan, Ph.D. and Jennifer Hirsch, Ph.D.](#), as the model for a future survey to be run by Associate Research Scholar in the Department of Sociology Ryan Hagen. Co-Chair Lemann said the Task Force would also report on classroom policies. He concluded by noting how intense the work of the Task Force has been for its members.

Co-Chair Schizer addressed the problem of the exclusion of Jewish, Israeli, and Zionist students from student groups. He said he had seen many students crying in his office over the past year. He gave an example of a law student group that works with New York City high school students that adopted a

statement after October 7 that made one student member feel unwelcome in the group. Co-Chair Schizer said it was heartbreaking to him that students were missing out on opportunities to engage in student clubs with others with different opinions .

The Co-Chairs then took questions. Senator Mahmood Mamdani (Ten., A&S/SS) asked about who the Task Force represents, given that it was founded by former President Shafik. He said the Task Force does not necessarily represent expertise or consider different viewpoints. He recalled that faculty had held a panel to discuss the Task Force's [first report](#). He said there was no unanimity on a definition of antisemitism, and that a different group of Jewish faculty had published its own report, but these voices had not been accounted for in the Task Force's report. Sen. Mamdani said the Task Force should be a forum for debate, not a forum for single voice advocacy. Co-Chair Lemann responded that Sen. Mamdani's speech was an example of how robust free speech can play out at the University. Co-Chair Lemann said he thought it would be better for the Task Force to release its reports to be debated, than to dissolve and reconstitute the Task Force. Co-Chair Schizer added that the Task Force members represent a wide array of viewpoints and do not agree on everything. Sen. Mamdani responded that the Task Force started off wrong and needs to restart with new membership. Co-Chair Fuchs responded that the Task Force was not the only voice in the University, insisting that while its members were prepared to talk to anyone, they had not been consulted when the aforementioned faculty panel was held.

Sen. Howley read a significant portion of a September 5, 2024 [letter from two dozen Jewish faculty members](#) to President Armstrong critiquing the second Task Force report. He noted that the Task Force Co-Chairs made comments on this open letter that were quoted in a [Columbia Spectator](#) article of September 13, 2024. Sen. Howley then shared a portion of a September 17, 2024 [Letter to the Editor that this group had sent in response](#). Co-Chair Schizer asked Sen. Howley whether he had said that 2,000 Jewish faculty had signed the open letter of September 5. Sen. Howley responded that he had said two dozen. Co-Chair Schizer asked community members to read the Task Force report for themselves rather than the interpretation of the report given in the letter read by Sen. Howley. Co-Chair Schizer said that a specific incident from fall 2023 involving the sprain of an Israeli student's hand was dismissed not because the incident did not happen, but rather due to a misdemeanor plea for a first-time offender that involved a protective order. Sen. D'Armiento briefly interrupted Co-Chair Schizer as she sought to manage the speakers but proceeded to grant him the time to finish his comment.

Co-Chair Fuchs said that the names of the Jewish faculty signatories to the September 5, 2024, open letter were not included in the Task Force report, which included only a footnoted comment, without names. Co-Chair Fuchs said that, in the cases of both the sprain and the footnoted letter, after receiving notice of errors, the Task Force corrected the report. Co-Chair Fuchs said it was difficult for the co-chairs to listen to intentional misrepresentation of their work.

Senator Jalaj Mehta (Stu. (Undergraduate), SEAS) noted the potential difficulty of speaking in a listening session environment for students who feel that their experiences do not fall under the mandate of the Task Force.

Senator Lydia Goehr (Ten., A&S/HUM) said the tone of the Task Force's presentation was unnecessarily defensive for an institution of learning, this being a sign that the Task Force needed to be reconstituted to incorporate different viewpoints. Co-Chair Fuchs interrupted Sen. Goehr, and Sen. Goehr restated that the Task Force was unwilling to incorporate criticism. Co-Chair Fuchs responded that she was not willing to accept distortions of their work. Sen. Goehr responded that the approach by the Task Force should not be to defend political positions but rather to deal with one of the most serious issues on campus in decades.

Senator Helen Han Wei Luo (Stu., GSAS/HUM) voiced her skepticism about the second report. She said she had attended a Task Force listening session for GSAS students in which the chair yelled at students who had insisted on a definition of antisemitism and told them they were not fit to be students. Sen. Luo stated that if the Task Force was serious about its mission, those members would immediately resign. Co-Chair Fuchs said that the listening session was supposed to be confidential, but then students shared the content. Co-Chair Fuchs said Sen. Luo's characterization of the listening session was inaccurate and anyone who was interested could listen to the recording. Sen. D'Armiento stated that the confidentiality of the listening session needed to be respected. Co-Chair Fuchs said this was her challenge: correcting the misrepresentation of the Listening Session would involve sharing confidential recordings.

Senator Joseph Slaughter (Ten., A&S/HUM) noted that the footnote the Task Force claimed to have removed from the report remained in the version included in the Plenary packet. Co-Chair Fuchs responded that the footnote was moved to a different place. Sen. Slaughter responded that the point that faculty and students were named still held.

Sen. Slaughter emphasized that subjective experiences do matter and that, over his time at Columbia, he has seen dozens of students cry over negative experiences with administrators or faculty, particularly in the past year. In highlighting the differential resources allocated to different groups, he noted that while the Task Force is understood to be well resourced, the University has not made comparable support available to other groups. Sen. Slaughter stated that, absent a single body to respond to minority voices, the administration is effectively pitting groups against each other, and he hoped his concerns would be raised to President Armstrong and Provost Olinto.

Senator Alex Rouhandeh (Stu., JOURN) emphasized that many new students can become overwhelmed by all the trainings given at the beginning of the school year. He asked the Task Force to consider how the trainings are introduced and incorporated. Sen. D'Armiento responded that the Task Force is not in charge of implementation of new trainings and that the Office of Institutional Equity might be the right place to contact.

Sen. Martinez, noting current student skepticism about surveys, asked how NORC survey information would be used and what the response rate was. Co-Chair Lemann said that approximately 25 percent of the student body responded, with a 30 percent undergraduate response rate. He said the survey data was strictly anonymous and would be brought to the Council of Deans and senior administration to decide how it would be used. Sen. D'Armiento responded to Sen. Martinez that the Senate could ask Provost Olinto to allow the Student Affairs Committee to see the data.

Senator Abosede George (Ten., BAR) asked the Task Force about its plans for its upcoming report on the faculty. What are the intended processes and ambitions of the report, and how would it respect the primacy of academic freedom? Co-Chair Lemann said this work had not yet begun. He added that the Task Force's recommendations do not have the force of law and many might disagree with its findings and recommendations. Sen. George noted the blurred lines between the force of law and legal implications, and the challenges for faculty teaching controversial subjects.

Co-Chair Fuchs closed the Task Force's presentation by reiterating that their work was not intended to undermine the efforts of others or to negate their experiences.

Establishment of the Office of Institutional Equity

Sen. D'Armiento announced that Vice provost Laura Kirschstein would give her report on the establishment of the [Office of Institutional Equity](#) in the October plenary.

Announcement of Senate Manager Retirement

Sen. D'Armiento ended the meeting by announcing University Senate Manager Tom Mathewson's retirement. Sen. D'Armiento noted that Tom has been with the Senate for decades and that the entire Senate thanks Tom for his commitment and care for the Senate and the University. The Senate responded with extended applause and a standing ovation.

Respectfully submitted,

Senate staff



Office of Institutional Equity

Vice Provost Laura Kirschstein

With the goal of supporting an inclusive non-discriminatory environment for a vibrant academic community, the Vice Provost and her staff oversee compliance with policies and federal, state, and local laws concerning all forms of discrimination.

Overview of the new OFFICE OF INSTITUTIONAL EQUITY (“OIE”)

- In summer 2024, the University established the Office of Institutional Equity (OIE)
- OIE brought together under one unit the Office of **Equal Opportunity and Affirmative Action** (EOAA), the **Gender Based Misconduct Office**, the **Office of the Title IX Coordinator**, and the Office of the **Protection of Minors**
- OIE was created to streamline the work on equity compliance
- New website <https://institutionalequity.columbia.edu/>
- OIE now serves as a centralized resource for addressing ALL reports of **discrimination and discriminatory harassment**, including reports that involve alleged violations of Title VI and Title VII of the Civil Rights Act, reports that involve alleged violations of Title IX and the University’s Gender Based Misconduct Policy, as well as reports that relate to violations of the Protection of Minors Policy

OFFICE OF INSTITUTIONAL EQUITY

Affirmative Action and Recruitment

The Affirmative Action and Recruitment team is responsible for the maintenance and management of the University's Affirmative Action portfolio including managing the academic hiring process, federal and state EEO compliance reporting and assists with the overall recruiting mission of the University.



Title IX

The Title IX team serves as a centralized resource to support all University students who have experienced or have been accused of sex discrimination and sex-based harassment; assists students; and conducts investigations, facilitates alternative resolutions, and administers the disciplinary process related to Title IX complaints.



Training and Education

The Training and Education team is responsible for prevention and education efforts, this work is focused on educating the Columbia community about policies and procedures and about conduct that complies with or violates University policies and laws.



Anti-Discrimination and Harassment

The Anti-Discrimination and Harassment team is responsible for screening and managing all incidents from inception through resolution. This Office is also responsible for monitoring compliance with policies and laws that ensure equal opportunity for faculty, staff, and students.



Case Management

The Case Management team is a 1:1 neutral service to coordinate supportive resources and approved accommodations, present resolution options, rights, processes, and procedures under University policies, and help facilitate informal resolution options.



Protection of Minors

Protection of Minors team is responsible for ensuring all those involved with minors adhere to standards of conduct for all interactions between members of our community and minors, including reporting suspected abuse and maltreatment of minors, registration and training for individuals in programs involving minors.



What we do

The Office of Institutional Equity (OIE), is firmly committed to providing a learning, working, and campus living environment that is free from discrimination and harassment and that fosters a nurturing and vibrant academic community founded on the fundamental dignity and worth of all of its members.

Higher Ed Recruitment Consortium

HERC is a nonprofit consortium committed to advancing diversity, equity, and inclusion in the higher education workforce by providing resources, networking, and outreach programs to attract, hire, and retain a diverse and qualified workforce.



OIE update

- Organizational change responds to the increased volume of cases, the need for more coordination, and for more experienced investigators
- OIE's goal is to ensure that reports are handled in a fair and timely manner for all parties involved
- Gender-Based Misconduct policies and Title IX coordinator are now in the Title IX Office of OIE
- OIE drafted a new Student Anti Discrimination and Discriminatory Harassment Policy and Procedures in alignment with the EOAA policy for faculty and staff
(Previously, CSSI in University Life reviewed students)
- OIE now reviews, investigates, and manages all incidents of discrimination and discriminatory harassment whether the respondent is a student, faculty, staff member, or affiliate.

Student Anti Discrimination and Discriminatory Harassment Policy and Procedures

- The Student Policy uses the same definition of discrimination and discriminatory harassment as in the previous CSSI Standards and Discipline and the EOAA policies with some clarifications (mirrors the Title VI training for faculty and staff)
- The clarification aligns with the Department of Education's Office of Civil Rights "Dear Colleague Letters" and Resolution Agreements
- New Policy provides greater procedural protections for students similar to Title IX and EOAA policies
- Utilizes OIE Case Management to provide interim and supportive measures
- Allows Advisors in the resolution process
- Addresses Student groups similarly to peer institutions
- Includes scenarios and examples to illustrate these concepts
- Dean of Students are responsible for sanctioning, similar to Title IX process

OIE trainings

- New York Anti-Sexual Harassment Training (NYASH) yearly mandatory
- In person Title IX training for entering students and yearly for student leaders and athletes
- Protection of Minors trainings for appropriate programs
- Anti-discrimination and harassment trainings for employees (faculty and staff) as requested by Schools
- New Title VI mandatory training for employees (faculty and staff)
 - 1964 Civil Rights Act Title VI: prohibits discrimination on the ground of race, color, or national origin in programs and activities receiving Federal financial assistance
- Anti-discrimination and harassment training for students being developed, currently under review



Proposal for New Dual Degree Offered by Two Columbia Schools (Dual-Internal)

Please insert the requested information in the table below:

Degree A: <i>e.g., BA, MS, PhD</i>	MS
Program Name A:	Climate
Degree B: <i>e.g., BA, MS, PhD</i>	MS
Program B Name:	Architecture and Urban Design
Sponsoring School A:	Columbia Climate School
Sponsoring School B:	Graduate School of Architecture, Planning, and Preservation
Proposed Start Date:	Fall 2025
Name and Email Address of the Primary Contact Person for this Proposal:	Jim Glover (jglover@climate.columbia.edu)
Date of Proposal Submission:	August 2024

Description of Proposed Program

Please complete the questions below and submit this document through the APAS system (<https://apas.provost.columbia.edu>) to begin the review process.

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 Master of Science (MS) in Climate (“MS Climate”) is a two-year professional degree designed to prepare students to be future climate leaders at community, state, national, and international levels working in a range of institutions. The MS in Climate provides students with core climate knowledge, while enabling them to acquire depth and skills in a specific area of expertise through a required second credential, which can be fulfilled through an embedded Advanced Certificate or a dual degree. The program focuses on applied learning, skill-building, and professional development, and integrates climate justice and equity throughout the curriculum. The program’s rigorous curriculum has been developed with faculty expertise to match current market needs and is imbued with the flexibility required to adapt to the rapidly evolving climate field. The MS Climate program is targeted at young and mid-career professionals, as well as future academics, from a variety of backgrounds.

The Master of Science (MS) in Architecture and Urban Design (“MS AUD”) is a three-semester degree in the multidisciplinary study of cities, regions, infrastructures, and ecosystems. The program focuses on the city as an agent of resilient change and on the role of design in redefining the twenty-first century urban landscape, advancing new paradigms of research, practice, and pedagogy to meet the challenges of climate change, rapid urbanization, and social inequality. Students and faculty in the MS AUD program are united in their attempt to integrate and underscore the essential links between public space, social justice, and ecological systems. The MS AUD program is open to both pre- and post-professional students and encourages applications from a range of backgrounds interested in exploring urban design.

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

Addressing climate change requires graduates with a wide range of skills, knowledge, and interests, and the ability to synthesize learnings from different fields which operate independently. Climate, design and the built environment requires a new generation of individuals prepared to link policy, community and societal outcomes with the physical environment - where we live, work and play. Increasingly volatile environmental conditions – from rising sea levels and ocean acidification to extreme temperatures, droughts, and storms – are affecting populations worldwide, with devastating impacts on the livelihoods and welfare of vulnerable communities. Policy and society shape the possibilities for design and planning, but creative, propositional thinking is key to challenge and change these conditions. The pairing of these two programs will bring these two perspectives together and equip future leaders to make positive change.

Students enrolled in this dual degree will gain knowledge and skills specifically on the ways climate change impacts the built environment, and in turn, understand how modifications to the built environment can reduce our carbon emissions. Understanding how to change and prepare the built environment in an era of climate change offers profound opportunities for students of urban design, as cities of all sizes now confront the need to prioritize resilient infrastructure, landscapes, and safer residential development.

Students will benefit from taking an immersive year of core courses and electives in the MS Climate program, which centers on the scientific understanding of climate, quantitative methods, mitigation pathways, adaptation strategies and policies, justice frameworks, and societal impacts. These courses provide students with the essential tools, knowledge, and skills to understand and address myriad aspects of climate change. The MS AUD will satisfy the second credential requirement for the MS Climate students, allowing them to join their deep climate knowledge with a detailed understanding of how the climate challenge intersects with the physical built environment. Students will practice the process of policy and design development and implementation, including: visioning and scenario planning, stakeholder engagement, funding and financing, and laws and governance relative to physical sites and cities, mindful of the and broader regional context.

GSAPP has already integrated climate and environmental components into some of its curriculum and studios, making it a natural fit for a dual degree with the Climate School. The MS AUD degree will introduce students to the history, theory, research, and design techniques from the disciplines of architecture, planning, and urban studies and to equip them with analytical and creative tools to account for, analyze, speculate and propose environmentally friendly and responsive developments in the built environment. Together, the dual program will train scholars and practitioners to create and manage built environments that support local, low-carbon economies and just, resilient, healthy and prosperous communities.

Students will:

- Gain an understanding of the intersections between design, built environment, planning, policy and climate justice
- Become conversant in climate adaptation policies and investments
- Practice workshop session and facilitation skills to advance climate resilient community change
- Devise and connect design and policy solutions to local climate challenges
- Conceive, develop and design urban design & infrastructural responses to climate change

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

The program will be advertised on both Schools' webpages:

GSAPP Dual Degrees site: <https://www.arch.columbia.edu/dual-degree-requirements>

- *Under "Dual Degree Programs with Other Schools within Columbia"*

Mock-up Language

The Graduate School of Architecture, Planning, and Preservation and the Columbia Climate School offer a dual program leading to the degrees of Master of Science in Climate and Master of Science in Architecture and Urban Design.

A student must enroll for 77 (32 at CS, 45 at GSAPP) points of credit, which may be earned in five terms in residence – three terms in the Graduate School of Architecture, Planning, and Preservation and two terms in the Columbia Climate School, where they will simultaneously fulfill two full-time residence units (fall/spring) and 32 credits of Climate School coursework. Students are responsible for meeting with both program directors periodically to ensure that they are meeting individual curriculum requirements as well as point and residency requirements. Please consult the Climate School Admissions Office for MS Climate program requirements and details.

Columbia Climate School site: www.climate.columbia.edu

- *The MS Climate has not yet launched and thus does not have a webpage. The eventual website landing page for the MS Climate and its dual opportunities will exist under the “Education” tab of the current site.*

Mock-up Language

Master of Science (MS) in Climate – Second Credential Requirement

MS in Climate students must complete a second credential – in the form of either an internal Advanced Certificate or a dual degree – to complete their degree. More detail is provided below on the available options for the Advanced Certificates and Dual Degrees.

DUAL DEGREE PROGRAMS

Students can also fulfill their second credential through a dual degree. Each dual degree program grants two degrees in less time than if the two degrees were pursued separately. The Climate School currently has one dual degree opportunity with Columbia’s Graduate School of Architecture, Planning, and Preservation. See more detail below.

Graduate School of Architecture, Planning, and Preservation MS in Architecture and Urban Design

The Columbia Climate School and the Graduate School of Architecture, Planning, and Preservation (GSAPP) offers a dual program leading to the degrees of Master of Science in Climate (MS Climate) and Master of Science in Architecture and Urban Design (MS AUD). A student must enroll for 77 (32 at CS, 45 at GSAPP) points of credit that may be earned in five terms in residence – two terms in the Climate School and three terms in GSAPP. Students are responsible for meeting with both program directors periodically to ensure that they are meeting individual curriculum requirements as well as point and residency requirements.

Applications for admission must be filed separately to each school as admissions decisions are made independently. There is no special consideration for students applying to two schools at

Columbia University. Students are considered dual degree students only after being admitted into two separate schools with a recognized dual degree program at Columbia University.

- Please consult the Climate School Admissions Office for MS Climate program requirements and details.
- Please consult the GSAPP Admission Office for MS AUD program admission requirements and details.

2) Need –

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

The climate crisis is a problem of massive scale, complexity, and compounding impact. According to the Intergovernmental Panel on Climate Change (IPCC), substantial reductions in greenhouse gas (GHG) emissions are required by mid-century to limit the global average increase in temperature to no more than 2 degrees Celsius and minimize the risks of severe impacts from climate change. To do this, society requires knowledgeable leaders to work with businesses, communities, governments, and civil society to develop just climate solutions across multiple industries, sectors, roles, and geographic scales. Meeting this challenge therefore requires an interdisciplinary educational effort to train these future leaders with the knowledge and skills necessary to rise to these challenges. To this end, in 2021 at COP26 in Glasgow, the world’s ministers of education and environment committed to including climate change education in all educational institutions, recognizing “the large remaining gaps in providing everyone with knowledge, skills, values and attitudes needed to effectively participate in the transition towards climate positive societies.”

At a **global scale**, the IPCC Special report on Climate Change and Land, among many other reports, mapped out decarbonization pathways for land and the built environment, and has gone largely unheeded. A generation of practitioners that connect the dots between urban policy, global funding, and urbanization is sorely needed to implement.

The rapidly evolving interest in and action on climate at the **national level** – for example, the recent passing of the Inflation Reduction Act, which allocates \$370 billion to climate change and clean-energy production – has created increased interest among the public and private sector to hire and recruit students in this field. There is a “bottle neck” in project preparation and a great need for individuals who can span policy and design in order to advance climate resilient infrastructure and planning to support cities and towns across the United States.

Furthermore, there is existing demand for students with graduate-level expertise to support climate work at both the **city and state-level**. The multidimensional impacts of climate are evident across New York City, New York State, and the tri-state region more broadly, from rising sea levels to increasing extreme weather events and more. New York has been a national leader in climate legislation and action for years, including passage of the recent

landmark Climate Leadership and Community Protection Act (Climate Act) in 2019. Entirely new governmental departments at the State level have been formed such as NY Rising, The Office of Resilient Homes and Communities, and a new NY State Buyout program are in need of individuals with precisely the skill set that this dual degree will offer.

Similarly, over the last 15+ years, **New York City** has set some of the most ambitious climate goals and policies – since the first PlaNYC in 2007 – and continues to be a leader globally in reducing GHG emissions. Given these recent climate commitments, the job market for climate experts will only continue to grow in the coming years. This conclusion is also supported in the market research report conducted by Huron Consulting Group for the Climate School, which states “the concentration of jobs in and around NYC indicate significant opportunity for job placement after graduation and possible access to internships for current students.”

This dual degree puts a precise and integrated focus on cities being the fastest growing population centers in the world and the critical impact that infrastructure will have in both the adaptation and resilience spaces. Additionally, New York City is uniquely positioned as the setting for this program as one of the global leaders in developing policies at the city level that will address climate change resilience and mitigation.

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

The Climate School and GSAPP launched an informal time limited two year pilot “area of specialization” within the MA in Climate and Society in fall 2023. This is the “architecture and urban design” area of specialization, with coursework offered by GSAPP faculty. We had significant interest in the first year and in fall 2024 we currently have 26 students who identified as interested in this specialization, accounting for approximately 20% of our incoming cohort. Academic specializations have proved to be a unique element of the program and expanded the interest among prospective students. The specialization has expanded our prospective student pool by offering specific areas of curated focus and it is a common area of inquiry during admissions recruitment events. As of the first week of fall 2024 classes 19 matriculated students have registered for required coursework in the specialization. The plan is to sunset the informal specialization within the MA when the dual degree is approved and then launch the dual degree as part of the MS in Climate. Importantly, this pilot developed capacity and structure for both schools and provided hard data regarding interest, underscoring the wisdom of evolving this pilot to a full dual degree.

C. If the program is professionally oriented, have people in the profession requested establishment of the program? How have the employment needs of professionals in the field been considered when designing the program?

Yes. The program has been designed with professional needs in mind, across the Climate Core, certificates and now dual degrees. According to the Huron Report, all or most employers mentioned the following skills as critical for climate work: communication, data analysis, adaptation and mitigation, coding and geographic information system (GIS),

climate impact assessment, community outreach and applied experience. Additionally, the Huron market analysis highlighted the critical need for employees who are highly literate in climate justice and just transition principles. The MS in Climate's interwoven curricular focus on climate justice is designed to meet that need in the professional space.

The World Economic Forum's The Future of Jobs Report 2023 shows that hiring for green roles has consistently outpaced the overall hiring rate globally four years in a row. The report also states that while global demand for green skills has risen by 40% since 2015, only 13% of the labor workforce actually possess the skills that are needed and wanted by organizations (Source). This indicates that the increasing demand for green skills is not currently being met by the available labor supply. Furthermore, Huron's market analysis found that there is projected to be ~500,000 climate-related job openings by 2032, a space that includes 18 climate-related occupations that require a bachelor's degree or higher. The Huron market analysis findings also point to the growing need for climate experts across industries and sectors. The public sector remains a strong professional market for climate graduates, with the analysis highlighting projected job growth in social and community service managers and management analysts over the next 10 years. In interviews with employers, Huron found there is a growing need for professionals with climate skills, knowledge, and understanding in the private sector. Despite a growing talent pool, there is a lack of graduates available to meet the demand. Specifically, there has been an increasing need for expertise in climate-conscious urban strategies. As a result, the climate change and sustainability consulting field is growing. Organizations like Resilient Cities Catalyst, the Arsh Foundation, government offices of sustainable design and housing, private firms of planning, engineering and design like Atelier Ten, ARUP, AECOM among many others seek individuals with expertise in climate and design. The Climate School's Career Development Office, which speaks to employers in the climate field regularly, confirmed this trend as well.

- D. What other institutions in the New York metropolitan area and in the Northeast offer similar programs?

This is a unique program. There are no other dual degrees that combine a deep focus on climate, architecture and urban design where students earn two degrees over two years.

3) Curriculum

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

The MS in Climate is structured to require a second, diploma-level credential in the form of a default, Advanced Certificate or a dual degree with another professional school. As reflected in the original MS in Climate proposal, and as an intentional feature of the degree design, the MS in Climate was built to explicitly include this second diploma-level credential to give depth in

complementary subject areas that are aligned with anticipated career pathways. As such, the dual degree fleshed out in this proposal includes no modifications *to the model* described in prior documents, meetings and other correspondence during the MS in Climate's approval process in AY23/24; this dual degree will be equivalent to an MS in Climate achieved through the completion of an Advanced Certificate. As compared to the initial three Advanced Certificates approved in the original proposal, yes, this dual degree will be distinct in the following ways: the area of disciplinary focus, it will be offered by another Columbia school, and of course the standard element of double counting a limited number of credits in exactly the same manner as other duals at Columbia. The proposal also meets the university policy on double counting by coming in well below the maximum percentage of credits that may be double counted. Students will benefit from an established faculty at GSAPP who have designed and implemented the MS AUD degree, now linked through this dual pathway to the MS in Climate. Furthermore, the program achieves a foundational goal of the Climate School, as well as that of GSAPP, by conceptualizing and implementing solutions to climate change through collaborative degree partnerships, amplifying each school's strengths, while avoiding duplication and redundancy.

There will be no changes to the program requirements for the MS AUD degree. It will remain a one-year program. There are no changes in courses, credits, residency, faculty, or learning outcomes. Students enrolled in the dual degree must complete the MS AUD's 45-credit program in three consecutive semesters.

- i. Describe the credits required for this program. Please note: the percentage of credits double-counted toward both degrees should not exceed 30%. For more guidance on dual degrees please see the **Senate Education Committee's Guidance Document** [here](#)¹.

The program requirements for the MS Climate will be shifted in the following ways. Taken alone, the MS Climate is a 50-credit, 4+ semester program. Within this dual degree, the MS Climate degree will have the following modifications:

Flow 1: MS Climate ⇌ MS AUD

- Two semesters only for the MS in Climate
- Reduction to 32 credits from 50 for the MS in Climate. No reduction in GSAPP.
- Second credential requirement for the MS in Climate will be satisfied through the MS AUD.

Flow 2: MS AUD ⇌ MS Climate

- Two semesters only for the MS in Climate
- Reduction to 32 credits from 50 for the MS in Climate. No reduction in GSAPP.
- MS Climate's second credential requirement will be satisfied through the MS AUD.

¹ https://provost.columbia.edu/sites/default/files/content/Academic%20Programs/Senate_-_Guidance_document_for_multiple_credit_vF_1_0.pdf

This translates to 19% double counting, well under the limit set in the Senate guidance document. 18/95. See Appendix for graphics of both dual pathways

- ii. Please list the minimum number of credits required for program A.

Program A = MS in Climate
AA credits = 50 credits

- iii. Please list the minimum number of credits required for program B.

Program B = MS AUD
BB credits = 45 credits

- iv. Credits may be transferred from one program to the other, as per our standard transfer credit policies. For this dual-degree program, please indicate the number of credits transferred to each program.

For this combined program, 0 credits from MS Climate will be counted for MS AUD. There is no reduction in credits for the MS AUD nor transfer credits into the MS AUD.
For this combined program, up to 18 credits from MS AUD will be counted for MS Climate.

- B. Provide a sample schedule showing the courses the students will take during each semester of the program. For elective or selective courses, simply enter “elective” or “selective.”

Option 1 / Flow 1: MS Climate → MS AUD

MS CLIMATE PROGRAM			
Semester 1: FALL			
Course Number & Title	Credits	New?	Prerequisites
CLMT GR5001: Dynamics of Climate Variability and Climate Change	3	No	None
CLMT GR5015: Climate Change Adaptation	3	No	None
CLMT GR5008: Climate Change Mitigation	3	No	None
CLMT GR5023: Climate Justice: Theory, Practice, and Policy	3	No	None
CLMT NEW: Applied Climate 1	1	Yes	None
Elective	3	No	None
TOTAL CREDITS FOR SEMESTER:	16		
Semester 2: SPRING			
Course Number & Title	Credits	New?	Prerequisites

CLMT GR5002: Quantitative Methods for Climate Applications	3	No	None
CLMT GR5009: Strategic Communications for Climate Change	3	No	None
Core Selective	3	No	None
CLMT NEW: Applied Climate 2	1	Yes	Applied Climate 1
Elective	3	No	None
Elective	3	No	None
TOTAL CREDITS FOR SEMESTER:	16		
MS AUD PROGRAM			
Semester 3: Summer			
Course Number & Title	Credits	New?	Prerequisites
ARCH A6849 Urban Design Studio	9	N	None
ARCH A4528 Digital Techniques for Urban Design	3	N	None
ARCH A4685 Urban Design Seminar A (Urban Theory + Design in Post Industrial Age	3	N	None
ARCH A6824 Urban Design Seminar B (Reading NY Urbanism)	3	N	None
TOTAL CREDITS FOR SEMESTER:	18		
Semester 4: Fall			
Course Number & Title	Credits	New?	Prerequisites
ARCH A6820 Urban Design Studio II	9	N	ARCH A6849 Urban Design Studio I
ARCH A6832 Urban Design Seminar II A (Towards Resilient Cities and Landscapes)	3	N	None
(optional electives) ARCH A6830 Difference and Design	3	N	None
TOTAL CREDITS FOR SEMESTER:	15		
Semester 5: Spring			
Course Number & Title	Credits	New?	Prerequisites
ARCH A6851 Urban Design Studio III	9	N	UD Studio I + II
ARCH A6815 Urban Design Seminar IIIA (Public Space: Rhetoric and Practices)	3	N	None
TOTAL CREDITS FOR SEMESTER:	12		

- C. Please provide the typical number of weeks in the Academic Year for this program, counting Fall and Spring semesters. Note that regulations define a “week” as any 7-day period in which ANY instructional activity occurs; this includes classes, discussion sections, labs, exam periods, and study periods. A single activity in a given week counts as a week of school. Virtually the only weeks not to be counted are orientation and vacation weeks.

Typical weeks in the Academic Year = 30 weeks

- Fall semester: 15 weeks
- Spring semester: 15 weeks

- D. Please also indicate the number of weeks IN TOTAL that it would take a typical full-time student to complete the program. For example, for a one-year MS program, which can typically be completed in Fall and Spring semesters, you would likely provide the same answer you gave immediately above (for weeks in the academic year). If a program requires 2 years of study, then you would multiply the number of weeks in the academic year by 2. If Summer terms are included, please include 6-10 weeks, as appropriate, for each Summer term.

It would take **70 weeks** for a typical full-time student to complete the program . Full-time students in the MS Climate / MS AUD dual degree can complete the program in five semesters:

- Fall 1: 15 weeks
- Spring 1: 15 weeks
- Summer: 10 weeks
- Fall 2: 15 weeks
- Spring 2: 15 weeks
- *Total = 70 weeks*

- E. 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.

No new courses are being developed for this program.

- 4) Online Delivery.** If the proposed program will have an online component, answer the following questions.

This dual program will not have an online component.

- A. Confirm whether the online and in-person programs will be identical with respect to content, admissions criteria, student learning objectives, and assessment methods; and if not, indicate how they will differ.
- B. What percentage of the program will be offered online?
- C. Please describe:
- i. The online platform you will be using to teach this program;
 - ii. Student support resources that will be available to the online students;
 - iii. How you will authenticate the identity of the online students in the program

5) Program Administration

- A. Is there an agreement between the two schools for this dual degree program? If so please attach.

N/A This program is a linear, consecutive, straightforward dual degree where one of the programs is not modified. Students spend one year with school #1 and then one year with school #2.

- B. Describe the arrangements, if any, between the two schools regarding the administration of this program, including, for example: tuition and/or financial aid, registration for classes, and advising.

There is no tuition or financial aid arrangement for this dual degree given its structure, mentioned above. When students are in residence within a school (#1 or #2) they function within and have access to the same program as if they were in a stand alone program at that school. There will be a number of mechanisms in place to support, guide and advise students through their integrated degree requirements, similar to other dual degrees. The pool of advisors for students will be ones that have links to both schools and familiarity with both sets of curriculum. Yearly meetings between the two schools' academic affairs leadership teams will assess quality and make adjustments as appropriate. Given the modest enrollment targets at the outset, in the first few years post launch, this group will also receive report outs on the specific progress of each student, ensuring that advising is functioning well. Because the MS in Climate degree requires a second, diploma level credential, degree audit tracking tools will specifically and in detailed ways reflect both completion of the MS AUD degree, but also any additional integration requirements, including that the studio has a climate lens. An important element of these tracking methods includes administrative staff ensuring steady progress towards degree completion with all their myriad elements. All three of these mechanisms, oversight bodies and roles will work in tandem to ensure that students are indeed meeting the intellectual goals of the integrated degrees as they meet the mechanical requirements.

6) Students

- A. Are requirements for admissions to the dual degree program equivalent to those of the standalone programs?

Yes

- B. Provide the anticipated enrollments of students in the program's first five years, and ultimate enrollment once it reaches steady state. Indicate the number of years it will take to grow the program to its full size.

Academic Year	Expected Enrollment
2025 - 2026	2
2026 - 2027	4
2027 - 2028	8

2028 - 2029	10
2029 - 2030	10

7) Faculty

- A. Indicate if the program will require the hiring of new faculty either at its inception or by the time it reaches steady state. If so, indicate the number of new faculty it will require, divided between full-and part-time, the subjects they will teach and the year(s) of their initial appointment.

No new faculty will be needed for this dual program.

8) Evaluation

- A. Describe how the quality of the program will be evaluated, including the frequency of the reviews and who will conduct them. Describe how student input will be obtained as part of the evaluation of the program.

The MS Climate and MS AUD will each be evaluated independently based on existing evaluation processes and protocols (please see below for more detail on each program, respectively.)

Additionally, the two schools will meet and convene every year to evaluate the dual program as a whole, assess connections, student populations, etc. At the end of the first graduating cohort, a more comprehensive evaluation will be triggered.

MS Climate Program Evaluation

The program will be evaluated through all the standard evaluation procedures for academic degrees. These include, but are not limited to, end-of-semester course evaluations, intermittent course evaluations at approximately five-week intervals, feedback sessions with faculty program directors, students and key administrators, standard town-hall meetings between the dean and students, student government feedback, and end-of-program exit surveys.

Additionally, in the first year of the program the Climate School will deploy a new comprehensive evaluation protocol in sync with the innovative nature of the program. This includes the following:

- Current student “quality of program” surveys, deployed every two weeks:
 - Mapped to randomized groups of 5% of the student body.
 - Mapped to a control group of 15 students.
- End-of-semester program-level evaluations (in addition to course evaluations)
- Alumni “quality-of-program” surveys with additional focus on career/skill/program match and success for each graduate, deployed routinely after graduation.
- Employer surveys, launched in partnership with the Office of Career Placement.

Reasonable and achievable improvements to the program will be put in motion in real-time based on the results of these on-going evaluations. Other changes will be considered and enacted based on a number of factors, including resource requirements and the calendar. The program will be rigorously evaluated at the end of year two (after the graduation of the first student cohort) and the faculty director will determine which of the additional evaluation elements will be continued in the following year. The faculty program director, the Climate School's Committee on Instruction (COI), and the dean will be directly involved and guide all of these processes.

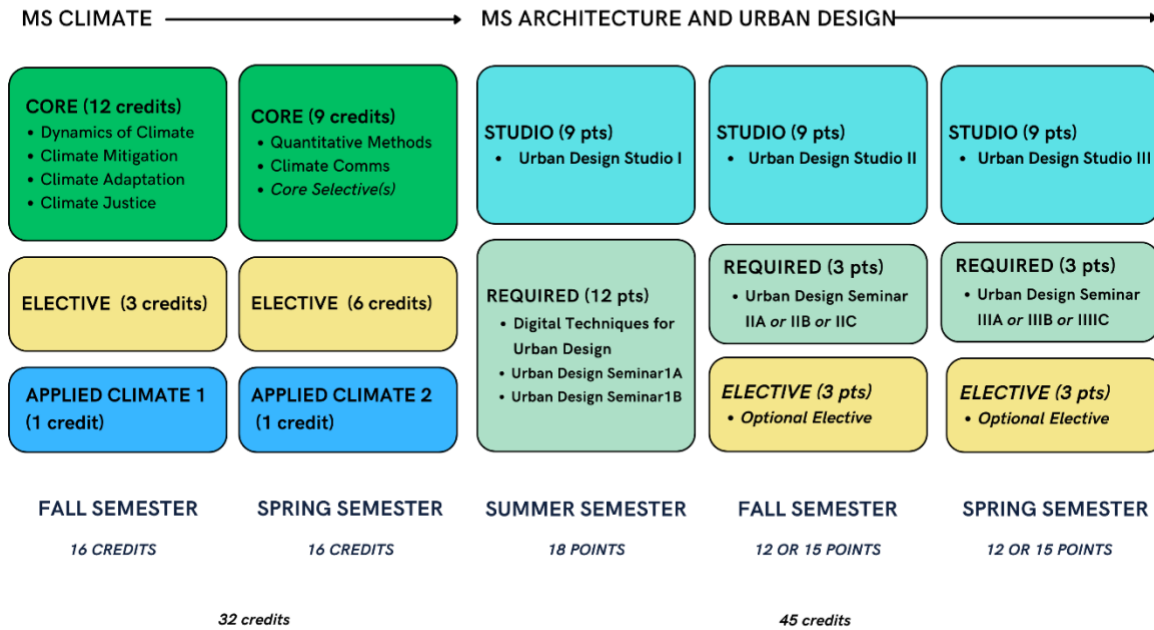
MS AUD Program Evaluation

The program will be evaluated by several mechanisms that are already in place at GSAPP, including, but not limited to, course evaluations for all courses, regular monitoring of academic performance by the Office of Academic Affairs, and meetings held each semester to ensure integration, annual student surveys collecting feedback on student experiences in the program, and alums surveys conducted by the Office of Career Services, to assess perceptions of their curriculum as it relates to competency attainment and career preparation. Public mid-term and final reviews also allow external specialists to provide specific feedback on the work and curriculum. Lastly, the M.S. program directors will meet annually with the Associate Dean of Academic and Student Affairs to provide input specific to the dual degree program and coordination.

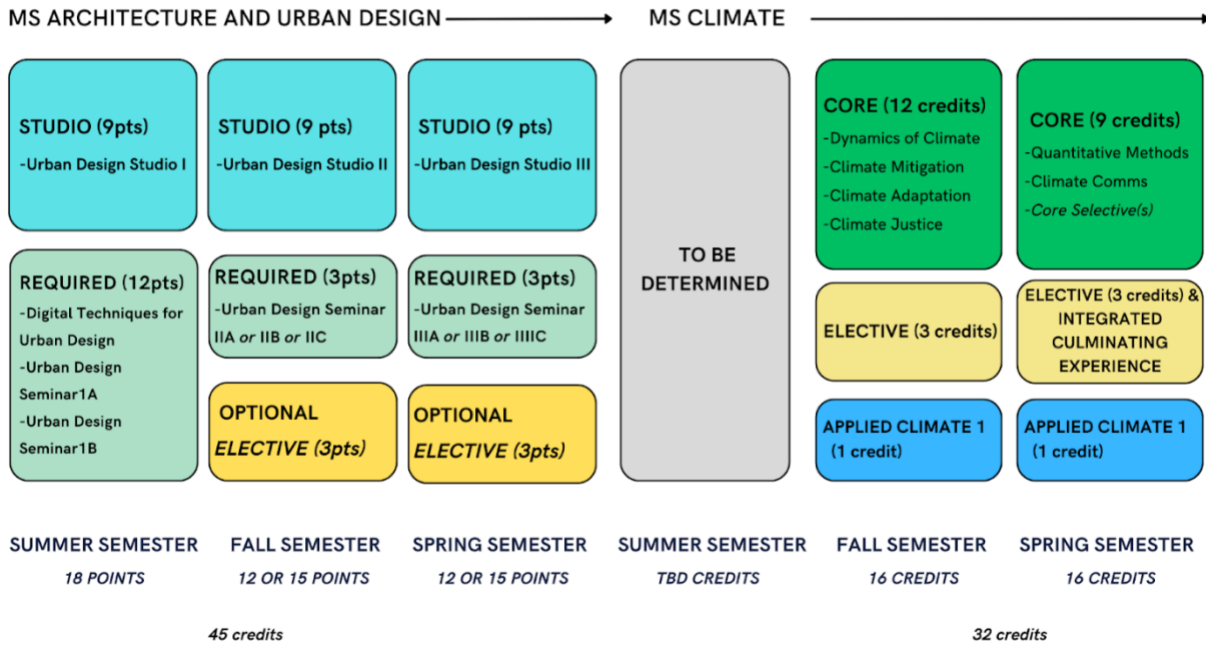
APPENDIX

DUAL CLIMATE SCHOOL + GSAPP, FLOW 1

COLUMBIA CLIMATE SCHOOL
Climate, Earth, and Society



DUAL CLIMATE SCHOOL + GSAPP, FLOW 2



Proposed Bylaws Amendments

Strengthening governance and continuity

October 25, 2024

Executive Committee (EC) Composition

Currently includes 13 senator-members:

- 6 Tenured Faculty
 - 3 Students
 - 2 Tenure-Track and Off-Track (TTOT) Faculty
 - 2 Administrators: The President and Provost
-
- Members are elected by their respective Faculty Caucuses (Tenured and TTOT) or by student members (students).

Executive Committee

1. **Agenda and Committees Oversight:** Serves as the Senate's agenda-setting body and manages Senate committees, placing inactive committees on standby when needed.
2. **Extraordinary Sessions:** Holds the authority to call the Senate into special sessions and exercises delegated powers when the Senate is not in session.
3. **Liaison Role:** Acts as a continuous link between the Senate and the central administration, fostering collaboration and communication.
4. **Delegation and Subcommittees:** Can create subcommittees and delegate specific responsibilities to them as needed.
5. **Confidential Appointments:** Plays a role in selecting key university leaders (e.g., University Professors, President, Provost, Trustees) in confidential executive sessions without reporting to the full Senate.

Amendments Overview

1. Revised Format
2. Adding a Vice Chair
3. Changing Executive Committee Composition
4. Clarify Chair Term Limits
5. Adjustment the timing of Chair and Vice Chair terms

Revised format

To make reading easier

Challenge

- Section 4k(i) of the bylaws is about the Executive Committee. It is long and does not delineate subsections. It is within the section on committees.
- These proposed changes would make it longer and still within the committee section.
- The main job of the electoral caucuses is to elect Executive Committee members, but the section about electoral caucuses is separate from the section about the Executive Committee.

Proposal

- Move the discussion about Executive Committee from section 4k(i) to sections 3 d through j, related to the Electoral Caucuses, and give those sections titles.
- Rename “Electoral Caucuses” to “Electoral Caucuses and Executive Committee.”

Adding a Vice Chair

A new officer

Challenge

- The Chair of the Executive Committee has an enormous workload.
- The Bylaws designate no one to preside over plenaries if neither the President nor the Chair is available.
- Often, no one has the experience and contacts to succeed as a Chair.
- Often, Senators are unaware of the qualifications of possible successors.

Proposal

- Create a new position of Vice Chair.
- Qualifications are the same as those of the Chair, including being a member of the Tenured Caucus.
- Elected at the same time as the Chair and for the same term, but elections are separate.
- Succeeds Chair in case of vacancy. May also run for Chair at the next election.
- Fills in as a presiding officer of plenary when needed.
- Performs other duties as requested by the Chair.

Changing Executive Committee Composition

Maintaining balance

Challenge

- For continuity and to build experience, the Vice Chair should be a member of the Executive Committee.
- The general proportion of tenured faculty on the Executive Committee should remain.
- Research officers are currently not represented on the EC.

Proposal

- Add the Vice Chair as a member of the Executive Committee.
 - Increases the number of tenured faculty by one.
- Add a Research Officer to the Executive Committee.
 - Increases the number of Executive Committee members who are not tenured faculty by one.
- Establish a Research Officer Electoral Caucus to elect that member.
- The Tenured Electoral Caucus will continue to select five members of the Executive Committee.
- The full Senate elects the Chair and the Vice Chair.

Clarify Chair Term Limits

Challenge

- The Senate approved a Bylaws amendment on December 11, 2020, limiting the number of consecutive times a person could be elected Chair to three.
- The amendment did not specify whether elections before its adoption counted against the limit of three.
- At the time, it was a Structure & Operations Committee oversight not to specify that the amendment was meant to apply going forward, not retroactively.

Proposal

- State explicitly that elections before December 11, 2020 do not count against the limit of three.
- This does not affect elections in 2027 and later.

Adjust Timing of Chair and Vice Chair Terms

Challenge—part one

- The Chair and Vice Chair must be elected members of the Tenured Caucus.
- Senate elections for tenured members are the responsibility of individual schools and are often delayed until late in the spring.
- The nomination period for Chair must begin in early April when many Senators have not yet been able to run for reelection.

Challenge—part two

- The current Bylaws say that the Chair and Vice Chair take office two weeks before Commencement.
- While summers are often peaceful, when they are not, summer matters are urgent. It's not a good time for learning on the job.

Proposals

- Move the beginning of Chair and Vice Chair terms to September, aligning with the academic calendar.
- Allow current Senate members who have not yet been reelected to a future term to run for Chair and Vice Chair.
- Suppose a Senator becomes Chair-elect but is not re-elected to the Senate subsequently. In that case, two safeguards are now in place to ensure a smooth transition.

Amendments Summary

1. Revised Format
2. Adding a Vice Chair
3. Changing Executive Committee Composition
4. Clarify Chair Term Limits
5. Adjust the Timing of Chair and Vice Chair terms

University Senate Structure and Operations Committee

Proposed revisions to the University Senate by-Laws

October 10, 2024

SEC 3: Electoral Caucuses and Executive Committee

- a. Establishment of electoral caucuses. There shall be the following Electoral Caucuses: Tenured Faculty Caucus, TTOT Faculty Caucus, Student Caucus, and Research Officer Caucus.
- b. Other caucuses. Nothing in Section 3 of these By-Laws shall preclude the establishment of other Senate entities that use the word "caucus" in their name.
- c. The composition and jurisdiction of the several electoral caucuses shall be as follows:
- i) Tenured Faculty Caucus. The Tenured Faculty Caucus shall consist of all members of the Senate elected pursuant to Section 20.b.1 of the Statutes of the University. The Tenured Faculty Caucus shall select members of the Executive Committee, as specified in Section 3d of these By-Laws, and shall conduct other business as appropriate.
 - ii) TTOT Faculty Caucus. The TTOT Faculty Caucus shall consist of all members of the Senate elected pursuant to Section 20(b)(2) of the Statutes of the University. The TTOT Faculty Caucus shall select members of the Executive Committee, as specified in Section 3d of these By-Laws, and shall conduct other business as appropriate.
 - iii) Student Caucus. The Student Caucus shall consist of all members of the Senate elected pursuant to Section 20(c) of the Statutes of the University. The Student Caucus shall select members of the Executive Committee, as specified in Section 3d of these By-Laws, and shall conduct other business as appropriate.
 - iv) The Research Officer Caucus shall consist of all members of the Senate elected pursuant to Section 20(f) of the Statutes of the University. The Research Officer Caucus shall select a member of the Executive Committee, as specified in Section 3d of these By-Laws, and shall conduct other business as appropriate.
- d. Composition of the Executive Committee. The Executive Committee shall consist of 15 members apportioned as follows: 1 tenured faculty member who shall be Chair, 1 tenured

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faculty member who shall be Vice Chair; 5 additional tenured faculty, 2 TTOT faculty, 1 research officer, 2 administrators, and 3 students. All shall be members of the Senate. The two administration representatives shall be the President and another officer of administration of their choice. Elected members of the Executive Committee, except for the Chair and Vice Chair, shall be chosen by the appropriate electoral caucuses established in Section 3a of these By-Laws.

Deleted: non-tenured

- e. Powers of the Executive Committee. The Executive Committee shall be the Senate's agenda committee and its committee on committees. It may authorize standing committees without regular and recurring duties, if they request to be put on a stand-by basis, to meet once a semester and otherwise be on the call of the Senate or the Executive Committee or of a majority of the Committee concerned as the need for the activity of such committees may arise. The Executive Committee shall have the power to call the Senate into extraordinary session, and shall have such powers, functions and duties as the Senate may delegate to it during periods when the Senate is not in session.
- f. Liaison with central administration. The Executive Committee shall serve as a continuing liaison between the University Senate and the central administration. The Executive Committee may create subcommittees and may delegate any of its powers, functions, and duties. The Executive Committee shall participate pursuant to the Statutes of the University and the By-Laws of the Trustees, in the selection of University Professors, the President of the University, the Provost or Provosts, and six Trustees. In performing these functions, the Executive Committee or the appropriate subcommittee thereof shall act in executive session and in a confidential manner and shall not be required to report its deliberations or actions to the Senate as a whole.
- g. Recognition of service. To the extent possible, officers of instruction may be allowed a reduction in their teaching loads and students may be granted appropriate credit for serving as members of the Executive Committee.
- h. Qualifications and election of Chair and Vice Chair. In the spring of each odd-numbered year, the Senate shall nominate and elect the Chair of the Committee, and shall nominate and elect the Vice Chair of the Committee. Both officers shall take office on the following September 1. A candidate for Chair or Vice Chair must be a member of the Tenured Caucus at the time of their nomination. In addition, they must have served on the Senate at least two years in the immediately preceding four years. Each nomination shall require a petition signed by at least six current members of the Senate, at least 3 of whom shall be members of the Tenured Caucus and at least 2 of whom shall not be members of the Tenured Caucus. The Elections Commission shall prescribe the format and timing of the nominations. The current members of the Senate shall elect the Chair and the Vice Chair by confidential electronic ballot as prescribed and supervised by the Elections Commission. A separate ballot shall be used for each position, and votes shall be tallied separately for each position. Each ballot shall include an option to abstain,

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Deleted: who shall take office fourteen days before the day of Commencement

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- i. Vacancies. If the position of Chair becomes vacant, the Vice Chair shall become Chair for the remainder of the term of the Chair. If the position of Vice Chair becomes vacant, the remaining members of the Executive Committee, voting as a whole, shall select an interim Vice Chair until a new Vice Chair is elected for the remainder of the term of the Vice Chair. The election shall be held as soon as possible on a date determined by the Elections Commission. In the event of any vacancies in the Executive Committee other than the Chair or Vice Chair, a new member shall be selected in the same way that the departing member was selected, and shall serve for the unexpired term.

Deleted: If the position of chair becomes vacant in an odd-numbered year at any point starting fourteen days before the day of Commencement and extending to fifteen days before the day of Commencement of the next odd-numbered year, then the remaining members of executive committee, voting as a whole, shall select an interim chair who shall serve until a new chair can be elected by the regular election procedure. The

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- j. Term limits. No person shall be elected as Chair of the Executive Committee more than three consecutive times after December 11, 2020. However, a person who has held the office of chair for less than one year of a term to which some other person was elected may be elected to the office of chair four consecutive times (including the election to complete the unexpired term), but no more than four consecutive times. A person who becomes ineligible to be elected as chair, because of the number of consecutive times that they have been elected, shall not be eligible to become chair again until at least one year has elapsed since the completion of their previous term.

Section 1e

Presiding Officer. The President of the University shall be the presiding officer of the Senate. In their absence, or at their request, the Chair of the Executive Committee shall preside as Speaker pro tempore. In the absence of the Chair of the Executive Committee or at the request of the Chair of the Executive Committee, the Vice Chair shall preside as Speaker pro tempore if the President does not preside.

Section 4k(i)

Delete the entire content of this section and replace it with

- i) Executive Committee. See Section 3.

ANNUAL REPORT OF THE EDUCATION COMMITTEE 2023-2024

Highlights

The Education Committee met seven times in 2023-24, and subcommittees worked hard to review program proposals. Much of their work focused on climate-related curricula, particularly the first two degrees developed by the Climate School—the M.S. in Climate, with three embedded certificates, and the M.S. in Climate Finance. The Business School also figured prominently in climate initiatives this year, providing a “partnership” with the Climate School in the curriculum for the M.S. in Climate Finance, along with a successful proposal to establish the Tamer Institute for Social Enterprise and Climate Change.

University Senate resolutions

- Resolution to Approve an Academic Program Leading to the Master of Science in Health Economics and Policy (Mailman School of Public Health) (October 27, 2023)
- Resolution to Approve the Establishment of the Tamer Institute for Social Enterprise and Climate Change (November 17, 2023)
- Resolution to Establish an Academic Program Leading to the Master of Science in Climate (Climate School) (February 2, 2024), including Advanced Certificates in
 - Climate Systems and Analytics
 - Climate and Food Systems
 - Climate and Disaster Management
- Resolution to Approve the Establishment of the Roy and Diana Vagelos Institute for Biomedical Research Education (February 23, 2024)
- Resolution to Establish an Academic Program Leading to the Master of Science in Climate Finance (Climate School) (March 22, 2024)
- Resolution to Endorse the Policy for Recording Classes (March 22, 2024)

Committee actions not requiring University Senate approval

- Approval of the Online Version of the Existing Master of Science in Political Analytics –SPS (September 15, 2023)
- Approval of the Online Version of the Existing Master of Science in Information and Knowledge Systems (IKNS) SPS (April 12, 2024)
- Approval of four internal dual degree programs in the Graduate School of Architecture, Planning and Preservation (April 12, 2024), pairing each of four existing M.S. programs with the existing M.S. in Computational Design Practices:
 1. M.S. in CPD with the Master of Architecture
 2. M.S. in CPD with the M.S. in Urban Planning
 3. M.S. in CPD with the M.S. in Historic Preservation
 4. M.S. in CPD with the M.S. in Critical, Curatorial, and Conceptual Practices

Other actions and discussions

A letter to Jessica Marinaccio, Dean of Undergraduate Admissions and Financial Aid, calling for the reinstatement of the SAT requirement (April 12, 2024).

A recurring discussion of the impact of the Israel-Palestine conflict on the educational experience of Columbia students.

A recurring discussion of the 1967 Kalven Report, which advocates a position of institutional neutrality on political issues outside the University.

A discussion of grade inflation.

Unfinished business.

A review of the committee's practice, shared with the Provost's Office, of conducting follow-up reviews of University Senate-approved academic programs five years after their launch. This is a task for 2024-25.

For the committee:

Sens. Letty Moss-Salentijn and James Applegate, Co-Chairs

(See the full list of members and contributors on the next page.)

EDUCATION COMMITTEE 2023-24: Members and Contributors

Ten.	James Applegate	(A&S/Natural Sciences)
Ten.	Ruth De Fries	(Climate School)
Ten.	Sonya Dyhrman	(A&S/Natural Sciences)
Ten.	Carol Ewing Garber	(TC)
Ten.	Frank Lichtenberg	(Business)
Ten.	Letty Moss-Salentijn	(CDM)
Ten.	Daichi Shimbo	(VP&S)
Ten.	Charles Zukowski	(SEAS)
TTOT	Adam Cannon	(SEAS)
TTOT	Shelley Saltzman	(SPS)
TTOT	Alan Yang	(SIPA)
Stu.	Jonathon Katz	(CDM)
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Librarian	Candice Kail	Libraries
Admin.	Weiping Wu	Vice Provost for Educational Programs
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Alumni	Tao Tan	(CC, Bus.)
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Faculty	Hope Leichter	(Ten., TC)
Admin.	Dana Palmer	Provost's Office
Faculty	Joseph Ulichny	Senior Lecturer in Chemistry
Faculty	Maria Luisa Gozzi	Senior Lecturer in Italian

[[To sign this petition, click here](#)]

A PETITION FOR SENATE ACTION

TO THE UNIVERSITY SENATE

PURSUANT TO SECTION 1(M) OF THE SENATE BYLAWS

“ON THE GOVERNANCE OF THE CHAIR OF THE EXECUTIVE COMMITTEE”

Dear Senators:

We submit this petition for Senate action pursuant to Section 1(m) of the University Senate bylaws, which permit 150 members of the University community to place a matter on the agenda of an appropriate committee of the Senate.

As set forth in the Statutes of Columbia University, the University Senate is a policymaking body meant to represent the views of the University community. The events of the past year have shown how important it is for the Senate to be a thoughtful and trustworthy partner with the University administration and all members of the University community in fulfilling this policymaking role. For the Senate to effectively achieve its mission, it is essential that the Senate be governed in a manner consistent with the basic common interests of the University.

A commitment to best practices and good governance is essential to maintain the legitimacy and trust of the University community in the Senate as an institution. **We write out of concern that the term of the current Chair of the Executive Committee may be extended to eight (8) years under the current interpretation of the Senate bylaws, in contravention of good governance practices.** Term limits are a fundamental tenet of good governance to allow new leadership and fresh perspectives to be brought to an organization.

Good governance also ensures that Senate leadership, including the Chair of the Executive Committee, act in an impartial manner towards all Senators. Unfortunately, allegations have been made that the current Chair has at times not done so (see Appendix). These allegations undermine the community's trust in the Senate and impair the Senate's legitimacy. The appearance of a lack of objectivity hampers the ability of the Senate to perform its statutory function and weakens the Senate's standing vis-a-vis the University administration and community writ large. Ultimately, poor governance can lead to a failure to comply with anti-discrimination law and other legal obligations, putting the university at risk of litigation and a loss of federal funding and creating a chaotic environment where faculty, students, and other affiliates are unable to study, teach and research.

The Powers of the Chair of the Executive Committee

The Chair of the Executive Committee of the University Senate is endowed with significant powers. For example, the Chair of the Executive Committee presides over Senate meetings as Speaker *pro tempore* in the absence or at the request of the University President; exercises Senate-delegated powers during recesses or emergencies to ensure operational continuity; determines how confidential deliberations are conducted; approves speaking privileges for non-Senators during Senate meetings;

manages committee member absences and initiating replacement procedures if vacancies arise; works with the University's central administration as a liaison between the Senate and administration; participates in the selection process for key university officials; and consults with the Rules of University Conduct Committee on policy revisions and conduct enforcement.

Governance Reforms to the Chair of the Executive Committee

Despite holding these extensive powers, the office of the Chair of the Executive Committee deviates from standard principles of best practices and good governance.^[1] We list each of these below and call on you to reform the Senate bylaws to bring the office of the Chair of the Executive Committee into compliance with these standard best practices. Ensuring that the Chair of the Executive Committee comports with principles of good governance will enhance the legitimacy of Senate action and rebuild trust in the Senate as an institution.

Term Limits

Under Senate bylaws, the Chair can serve up to three consecutive terms, with a fourth term allowed under specific circumstances (Section 4.k.i). Because each term is two years, the Chair of the Executive Committee may serve up to **eight years** under the existing bylaws.^[2]

It is considered a standard "best practice" in good governance to employ strict term limits so as to prevent entrenchment and to encourage fresh leadership.^[3] Specifically, a recent study found that nearly half of nonprofit boards limit members to two terms, and nearly 60% cap the length of the board chair to three terms.^[4] Board members typically serve six years. It would thus be an extraordinary deviation from standard best practices of good governance for the Chair to serve four terms (eight years).

We submit that a revision to the term limits bylaw is urgently needed in light of reports that the current Chair may intend to run for a fourth term.

Representation and Committee Allocation

The bylaws provide that **committee membership**, including Executive Committee membership, includes representatives from different stakeholder groups, e.g., tenured faculty, non-tenured faculty, students, and administrators, with the goal of ensuring broad representation from the University community. However, the nomination of committee members is controlled by the Executive Committee, with nominees confirmed by the full Senate. There is **no explicit mechanism for oversight** of whether representation across committees is equitable or reflective of the broader University community.

There is reason to doubt that equitable representation is being achieved in practice. For example, the Committee on the Rules of University Conduct has six (6) faculty members. Of these, two are appointed in the arts and humanities (33%), two are law professors and two are medical professors (33%). According to the 2024 faculty directory, the arts and humanities collectively represent 492 out of 4,739 faculty, or just over 10%; **the arts and humanities faculty are thus over-represented on the Rules Committee.**^[5] There are no faculty from the natural sciences, social sciences, professional studies, architecture, planning & preservation, business, climate, engineering, international and public affairs, journalism, or social work.

Additional Proposals for Governance Reform

Whistleblower Policies and Accountability. The Senate bylaws do not make any provision for the Chair or Executive Committee to adopt a whistleblower or similar policy for the Senate. It is a standard “best practice” in governance to have a whistleblower policy so that members of the organization can report issues without fear of retaliation.^[6]

Code of Ethics and Conflict of Interests. The bylaws make no provision for a code of ethics or managing conflict of interests by the Chair or other Senators. The lack of this code of ethics is especially concerning because two Senators who sit on the Rules Committee were photographed taking part in the April encampment. But it is well-understood that boards and leaders should adopt a code of ethics and disclose and manage conflicts of interests to maintain objectivity and ensure trust on the part of constituents.^[7] A timely and transparent process must be created to remove Senators who have committed significant ethics violations and recuse Senators with conflicts of interest from matters where they have a conflict.

Teaching Load Reductions. Under the bylaws, the Chair and members of the Executive Committee may receive teaching load reductions. It is a standard “best practice” to have review of compensation decisions to ensure fairness and transparency, e.g., to ensure that teaching loads are not reduced based on ideological agreement.

Transparency in Senate and Committee Hearings. It is crucial that Senate and Committee Hearings should be open to Columbia constituents, that hearings should be recorded, and a detailed, accurate, and complete transcript be made available shortly after each hearing. Any committees which are not specifically listed as “confidential” must have meeting recordings and transcripts made available to University Affiliates to review within a timely period.

Conclusion

We urge you to enact amendments to the Senate bylaws consistent with the above proposals to reform the office of the Chair of the Executive Committee as soon as possible, in order to rebuild trust and legitimacy in the University Senate and ensure that the Senate adequately represents the interests of the entire University community. To reiterate, these amendments are:

- (1) limit the term of the Chair to two terms, effective as of the spring 2025 election, retroactively;
- (2) review committee representation;
- (3) institute whistleblower policies and accountability;
- (4) develop a code of ethics and conflicts of interest policy;
- (5) mandate transparency on teaching load reductions and other forms of compensation;
- (6) require recordings and published transcripts of all Committee hearings which are not officially listed as confidential.

Finally, we expect that due to the inherent conflict of interest, the current Chair will be recused from any deliberations in connection with this petition. We ask that the Interim President of the University,

in her role as Presiding Officer of the Senate, preside over the discussion of this petition in any committee proceedings and when it is reported to the Senate floor.
Implementation of these changes will rebuild trust in the Senate among the community, promote dialogue among constituents, and allow the University to return to fulfilling its core mission.

Sincerely,

Elisha Baker, CC'26

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John C. Coffee, Jr., Adolf A Berle Professor of Law

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Rick Greenberg, PhD, LCSW-R, Senior Lecturer-in-Discipline; Social Work
Alyssa Guttman BC03

Tamar Senderowicz Hofer TC '06

IRVING KALET, DR ENG SC, PROFESSOR (ADJUNCT) ELECTRICAL ENGINEERING

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Maya Arison, CBS, '01

Sarah Kishinevsky, CC, '05

Dena Grosser Brody, Barnard, '66

Benjamin Atkins, Cc, '93, CLS, '96, Adjunct Professor CBS

Mark Lebovitch, Esq.; Lecturer in Law

Ben Wald, GS '25

Appendix: Allegations of Partiality of the Current Chair

- Muted the microphone of a tenured Senator during a plenary meeting, in contravention of the bylaws of the Senate and despite admitting that her action “broke the rules,” because she disagreed with the viewpoint expressed by that Senator;^[8]
- Allowed a student Senator, speaking on behalf of the University Senate, to publicly contradict the Interim President regarding whether an unregistered Demonstration on October 7, 2024 was sanctioned by the University or the Senate, without any discussion within the Senate about this disagreement;^[9]
- Sent faculty members to the illegal encampment in spring 2024 (notwithstanding allegedly notifying the administration of their presence), thereby implicating the Senate in a violation of the Rules of University Conduct as well as nondiscrimination and student conduct policies;^[10]
- Falsely told a student leader of a counterprotest against CUAD’s “All Out for Lebanon” protest that the Rules of University Conduct required them to counterprotest in a specific remote location, despite Senate leadership later acknowledging that the Rules do not require protest in a given location and that guidance to that effect is purely suggestive;^[11]
- Other than generically condemning calls for violence, failed to condemn the unregistered, unsanctioned and harassing Demonstration on October 7, 2024 in which protestors openly displayed signs like “long live the Al-Aqsa Flood,” (*i.e.*, the October 7 terrorist attacks), retracted an apology by a student who expressed a desire to commit murder and clarified they now stand by the student’s words, celebrated a lynching on social media, openly backed a terrorist group and said “violence is the only path forward,” and actively distributed imagery and other material created by terrorist groups;^[12]
- Despite insisting that the “Columbia United Against Terror” counterprotestors stay in a specified location, failed to endorse time, place and manner rules on CUAD’s protests before or after on October 7, 2024, allowing the CUAD protestors to breach a barrier, spill out of their assigned zone and overwhelm the Public Safety cordon meant to keep the crowds separated. This allowed the CUAD protesters to go on a dangerous and unsanctioned “march” across campus and thereby create “no go” zones for students and faculty who at a University-approved memorial art installation were grieving their family and friends who had been murdered by the “Al Aqsa Flood” Hamas attack that CUAD supported, causing some of them to suffer panic attacks and emotional distress as the mob approached. Of note, the tabling of art that was supposed to be held for a week was not held the next day due to exhaustion;
- Inequitably used her power to manage the Senate agenda by silencing one specific group of students with lived experiences of discrimination, harassment and exclusion based on their membership in a particular protected class, denying them the opportunity to share their

experiences when the Task Force on Antisemitism presented its second report and explicitly asked that students join their presentation;^[13]

- During a presentation by the Task Force on Antisemitism, allowed a single critical Senator more than twice the time to speak as other Senators and almost as much as time as the entire Task Force on Antisemitism combined, using that as a pretext to repeatedly cut off the co-chair of the Task Force while he attempted to answer critical comments and questions by Senators, thereby preventing the ordinary discussion and debate that are consistent with Senate principles, and ignoring a written response to the critical Senator's opinion piece that had already been published in the Spectator, which was not read in response;^[14]
- Arbitrarily silenced comments and letters sent by students with lived experience harassment, discrimination, and exclusion based on their protected classes based on shared ancestry, religion, nationality, or veteran status, while allowing others not in these specific protected classes many opportunities to be heard;^[15]
- Dedicated virtually all time in recent plenary meetings to the Rules Committee, while failing to advance agenda items for other Senate committees and cutting short discussion of University business more broadly.

[1] Independent Sector, Principles for Good Governance and Ethical Practices: A Guide for Charities and Foundations, <https://independentsector.org/wp-content/uploads/2022/03/Principles2018-Final-Web.pdf>.

[2] We understand that the Parliamentarian has tentatively opined that the current Chair may run for a fourth term. We also recognize that the Parliamentarian may reach a different final opinion regarding the current Chair's eligibility, in which case we are still of the view that a revision to the term limits bylaws is appropriate as a good governance measure to prevent entrenchment and encourage fresh leadership.

[3] *Id.* at 28.

[4] *Leading with Intent: BoardSource Index of Nonprofit Board Practices* (Washington, D.C.: BoardSource, 2021), <https://leadingwithintent.org/>.

[5] Columbia University Full-Time Faculty Distribution by School, https://opir.columbia.edu/sites/default/files/content/Statistical%20Abstract/opir_faculty_history.pdf.

[6] Independent Sector, Principles for Good Governance and Ethical Practices: A Guide for Charities and Foundations, Principle #4.

[7] Independent Sector, Principles for Good Governance and Ethical Practices: A Guide for Charities and Foundations, Principle #3.

[8] <https://nypost.com/2024/05/11/us-news/columbia-faculty-senator-warns-campus-had-been-infiltrate-by-terrorist-organizations/> and see more recent article by NYTimes on the

topic: <https://www.nytimes.com/2024/10/09/nyregion/columbia-pro-palestinian-group-hamas.html>.

[9] Stand Columbia, Issue #010: The Good, The Bad, and the Ugly: A Sober Assessment of October 7, 2024 on Columbia's Campus, <https://standcolumbia.org/2024/10/11/issue-010-the-good-the-bad-and-the-ugly-a-sober-assessment-of-october-7-2024-on-columbias-campus/>.

[10] [https://senate.columbia.edu/sites/default/files/content/Plenary%20Binders%202024-25/US Plenary%20Binder 20240920.pdf](https://senate.columbia.edu/sites/default/files/content/Plenary%20Binders%202024-25/US%20Plenary%20Binder%20240920.pdf) and <https://x.com/CUJewsIsraelis/status/1827774272372109772>.

[11] <https://x.com/LishiBaker/status/1840865446855393691>

[12] *Id.*

[13] Elisha Baker, *Silenced by the University Senate*, Columbia Spectator, <https://www.columbiaspectator.com/opinion/2024/10/01/silenced-by-the-university-senate/>

[14] *Id.*

[15] https://x.com/gil_zussman/status/1788319534551535759



2025 Open Enrollment

When to enroll: November 4 – 22, 2024

University Senate Plenary: October 25, 2024

Open Enrollment key information

Monday, November 4, to Friday, November 22, 2024

- Enroll through CUBES, the Columbia University Benefits Enrollment System.
 - Open Enrollment materials mailed to home address
 - Updated Benefits information posted to HR website:
humanresources.columbia.edu/oe
- The choices you make during Open Enrollment will stay in effect all year—unless you experience a Qualified Life Status Change.



Benefits Service Center

212-851-7000

hrbenefits@columbia.edu

humanresources.columbia.edu/benefits



What happens if you don't enroll?

✗ You will no longer have coverage for:

- Healthcare Flexible Spending Account
- Dependent Care Flexible Spending Account
- Child Care Benefit (If applicable)
- Health Savings Account (Officers only)

✗ You will also be ineligible to newly enroll in the following benefits:

- Accident Insurance
- Critical Illness Insurance
- Hospital Indemnity Insurance
- Universal Life with long-term care insurance
- MetLife Legal Plan

✓ You will be automatically re-enrolled in your current 2024:

- Medical
- Dental
- Optional Vision
- Transit/Parking Reimbursement Program (T/PRP)
- Life Insurance (Optional, Spouse and Child)
- Accidental Death and Dismemberment Insurance
- Optional Long-Term Disability
- Voluntary Benefits



Upcoming Events & Resources



Benefit Expos and Health Screenings

Join us for our annual in-person events:

- Check your blood pressure, cholesterol, glucose levels and more. For accurate screenings results, fasting is recommended but not required.
- Speak with representatives from Columbia Human Resources, ColumbiaDoctors and benefits vendor partners
- Upper body massages, acupuncture, emotional freedom technique (EFT) tapping and more
- Free, walk-in flu vaccines available at Morningside and Manhattanville events
- Discover programs and services

Location	Date	Time
Columbia University Irving Medical Center	Thursday, November 7	8 a.m. – 2 p.m.
Lerner Hall (Morningside campus)	Wednesday, November 13	8 a.m. – 2 p.m.
Lenfest Center (Manhattanville campus)	Thursday, November 14	9 a.m. – 2 p.m.



Benefits information forums

Virtual Information Sessions

Date	Time
Wednesday, Oct. 30, 2024	12 p.m. – 1 p.m.
Monday, Nov. 4, 2024	3 p.m. – 4 p.m.
Tuesday, Nov. 19, 2024	10 a.m. – 11 a.m.
Specialized information sessions	
Maven Menopause Wednesday, Nov. 6, 2024	12 p.m. – 1 p.m.
Calm Health Tuesday, Nov. 12, 2024	12 p.m. – 1 p.m.

Additional Sessions available October 30th, November 4th and November 20th for Support Staff.



2025 Changes

What's New



What's new for 2025

- **Increases to HDHP deductible and out-of-pocket maximums.** Due to IRS regulations, the annual in-network deductible for the High Deductible Health Plan will increase to \$1,700 (individual coverage) and \$3,400 (family coverage). The out-of-network deductible will increase to \$3,750 (individual coverage) and \$7,500 (family coverage.) Maximum out-of-pocket thresholds will also increase.
- **Health Savings Accounts.** Annual maximum deferrals increase from \$4,150 to \$4,300 for individuals and from \$8,300 to \$8,550 for families.
- **Support for menopause.** Maven, which currently provides support for maternity, fertility, surrogacy and adoption, will also provide support for menopause. You can connect with specialists, access educational resources and receive mental health support.
- **Additional caregiving resources.** Family First, part of MetLife's Legal Services, provides holistic care plans, resources and guidance for family care-related decisions.
- **Enroll in Identity Theft anytime.** Identity Theft insurance covers expenses incurred to restore your identity or recover a stolen wallet. You can now enroll anytime—before, during or after Open Enrollment.



What's new for 2025

- **Calm Health.** Well-being app available to Columbia University medical plan participants at no additional cost, that builds on the self-guided content available from Calm. Includes additional features such as mental health screenings and coaching.
- **Retirement contribution changes.** Catch-up contributions are changing in 2025 for those ages 50+. Individuals ages 60–63 in 2025 can elect increased catch-up contributions.
- **Special Enrollment Opportunity.** Enroll in optional long-term disability (LTD) without providing Evidence of Insurability (EOI).
- **New contribution rates.** Visit humanresources.columbia.edu/oe to view the 2025 cost of medical coverage for Officers.

Medical Plan Contribution Increases 2023 – 2025

- 2024 contributions increased 7.8% on average; 2025 contributions increased 9.5% on average.
- The contribution increase applied to the CP 100 plan is lower than that applied to the three other Plans.
- In 2024, increases for salary bands between \$60,000 - \$225,000 were increased at a slightly higher rate (additional 0.5%). In 2025, there are no increase differences by salary band.

Salary Band	Plan	Coverage Tier	Monthly Contribution Amounts			Annual Contribution Increase	
			2023	2024	2025	2024 Increase (vs. 2023)	2025 Increase (vs. 2024)
\$60,000 - \$79,999	CP 80	Employee Only	\$104.00	\$113.00	\$124.00	\$108.00	\$132.00
		Family	\$391.00	\$424.00	\$465.00	\$396.00	\$492.00
	CP 90	Employee Only	\$156.00	\$169.00	\$185.00	\$156.00	\$192.00
		Family	\$548.00	\$594.00	\$651.00	\$552.00	\$684.00
\$80,000 - \$134,999	CP 80	Employee Only	\$136.00	\$148.00	\$162.00	\$144.00	\$168.00
		Family	\$483.00	\$524.00	\$574.00	\$492.00	\$600.00
	CP 90	Employee Only	\$187.00	\$203.00	\$223.00	\$192.00	\$240.00
		Family	\$639.00	\$693.00	\$760.00	\$648.00	\$804.00