

University Senate Plenary

September 24, 2021



University Senate

Proposed: September 24, 2021

Adopted: September 24, 2021

PROPOSED AGENDA

University Senate

Friday, September 24, 2021 at 1:15 p.m. via Zoom

Registration required

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

1. Adoption of the agenda
2. Adoption of the minutes of April 9, 2021
3. President's report
4. Executive Committee Chair's report:
 - a. Chair's remarks
 - b. Summer powers
 - c. Nomination to University Senate committees
 - d. Welcome new senators
5. New business:
 - a. Committee annual reports:
 - i. Research Officers Committee
 - b. Committee reports and updates:
 - i. The Climate School: An update from the Education Committee
 - ii. Best Practices in Using Student Ratings in the Evaluation of Teaching: A report from the Education Committee
 - iii. Task Force on Belonging: A report from the Alumni Relations Committee

MEETING OF APRIL 9, 2021

In the absence of President Bollinger, Sen. Jeanine D'Armiento (Ten., VP&S) called the meeting to order at 1:15 pm on Zoom.

She reminded the group that only senators can vote on Senate business, and they now do so by using the “hand” icon under Reactions on the Zoom panel.

Minutes and agenda. The minutes of March 12 and the agenda were adopted as proposed. Sen. D'Armiento said the president was unfortunately unable to join the present meeting. She offered to relay any questions from senators to his office.

Sen. D'Armiento said she was excited about the prospect of returning to campus in the fall. With the arrival of spring, there was a feeling of a new beginning everywhere, including Columbia. A lot of planning was now underway to restore some kind of in-person format. She said Dr. Wafaa El-Sadr, University Professor, would provide the Senate with another update on the COVID situation. She thanked Dr. El-Sadr for her generosity throughout the 2020-21 Senate year with her time and expertise, sometimes on short notice.

Update from Dr. Wafaa El-Sadr on the current Covid situation. Dr. El-Sadr presented her [report \(see April 9 plenary binder, 9-41\)](#), Global COVID-19 Pandemic Update.

At the end of the update, Sen. D'Armiento asked to hear from Senior Executive Vice President Gerald Rosberg.

Mr. Rosberg said the starting point for him was the goal of returning Columbia's campuses to normal by September—an enormous undertaking. A whole planning infrastructure was in place, with working groups focused on facilities, libraries, athletics, and of course public health.

Mr. Rosberg anticipated questions about a possible vaccine mandate. He said there is an unmistakable trend among peer institutions to adopt such mandates, so far only for students. For Columbia, this question was now a matter of intense discussion and analysis. He hoped to announce the University's position on this complex issue soon. The vaccine was now in emergency use authorization status, a complicating factor legally. But the schools that are going forward with mandates are anticipating permanent status for the main vaccines by September. He was pleased to see Dr. El-Sadr nodding her head on this point. Setting a mandate also requires an assumption that the vaccine will be available in September. The Columbia administration has made that assumption.

Sen. Henning Schulzrinne (Ten., SEAS) said one difficulty is the large number of Columbia students who are now outside the U.S. These are mostly graduate students—master's students,

with a smaller number of Ph.D. students. Given the current backlog in many countries to get visas, many students will have trouble returning by September even if they want to, and even if embassies and consulates open again. How will Columbia handle these diverse student populations?

Mr. Rosberg said the biggest single planning obstacle is the uncertainty about how many students can get back to campus, and how Columbia can help them. He had hoped to see more positive signs already about the visa backlog. Columbia was doing everything it could to try to change the behavior of the consulates and get the visas issued.

He asked Dr. El-Sadr to comment on the issue of vaccines for international students. She said she had participated in several webinars on this subject organized by Julie Kornfeld, Vice Provost for Academic Programs. At this point, she said, if international students ask whether they should get vaccinated where they are, or come to the U.S. to get vaccinated, her answer is: If you're offered a vaccine, take it. She said there was a lot of current discussion about which vaccines will satisfy a mandate. Clearly any vaccine authorized by the U.S. Food and Drug Administration would qualify, but public health officials were also evaluating a larger "pre-qualification" list of vaccines to see if some might meet the requirements of a mandate.

Dr. El-Sadr also addressed a question in the Chat about discrepancies between laboratory evidence of decreasing efficacy of certain vaccines on the one hand, and real-world clinical efficacy on the other. One partial explanation is that there is no threshold yet for determining the limits of protection from neutralizing antibodies. Scientists are working on this important task. Another point is that the complexity of the immune system is not fully accounted for in experiments that measure antibody response but not T-cell responses, whose role in providing clinical protection is not fully understood.

Sen. D'Armiento thanked both guests. Her sense was that it was a time to wait for a few weeks and see what would happen in New York City. There are other variants of the virus, some of them prevalent. How will vaccination rates compete with those variants?

Dr. El-Sadr said the focus in New York was first on vaccinating older people, then younger people. The good news was that fewer older people were now being hospitalized. Would there be a similar effect for younger people, not only on severity of the illness, but on transmission?

Old and new business:

a. *Resolutions*: Sen. James Applegate (Ten., A&S/Natural Sciences), co-chair of the Education Committee, introduced subcommittees that were prepared to report on three degree proposals.

i. Resolution to Approve an Academic Program Leading to the Executive Master of Science in Engineering (SEAS). Sen. Matthew Hart (Ten., A&S/Hum) spoke for the first subcommittee. He listed the group's four main findings on the program proposal ([see binder, 43-48](#)).

1. They found the use of the word “Executive” in the name of the program confusing. In the Business School the term is usually used to describe the students in the program. They are working professionals studying part time. The SEAS Executive Master of Science proposal, by contrast, assumes full-time residency. The word “Executive” applies there to the goals and professional status of the students pursuing the degree. The subcommittee’s comment was taken under advisement by the program designers, and Sen. Hart hoped to hear a response.

2. The group was curious about the proponents’ decision to teach the degree fully in person, especially given the experience over the last 12 months of online and hybrid methods of instruction. The subcommittee thought there might be some utility in online instruction, particularly given the types of students who were being recruited to the program. Sen. Hart said the program designers planned to explore that question in due course, once the in-person program was established.

3. There was also discussion with the program designers about the variety of courses offered. One unusual feature of the program was that all of its classes have already been approved by the SEAS Committee on Instruction (though some are new). So the start-up process for the program should be seamless.

4. The last point involved post-graduation and career planning and placement and the creation of alumni networks. The subcommittee had a good discussion with two of the program’s designers --SEAS professors Harry West and Vishal Misra—about ways in which they might further develop their ideas in that direction.

Sen. Hart said none of the points raised by the subcommittee amounted to an objection to the proposal. He said the points all seemed to be getting addressed, or in a position to get addressed sometime between approval and implementation of the program.

Sen. Hart concluded by summarizing the Executive Master of Science in Engineering. It focuses on two or three novel areas of engineering. One is the area that is becoming known as “tough engineering problems.” The key concern is product development, particularly the challenges for engineers who aspire to positions of leadership in their industry. So the degree is focused not merely on the technical side of engineering, but also on the work that engineers do within the corporate world. The faculty designers assume the continuing development of New York City as a hub for tech development—the East Coast equivalent of Silicon Valley. The proposed program is also clearly oriented to emerging areas of interest in engineering science, such as climate sustainability, artificial intelligence, and the development of medical and robotic devices. Importantly, there is now no competitive program for a degree of this kind in New York City, so SEAS has an opportunity for leadership in this field.

As for the curricular structure, the 30-credit master’s program has three main components: a set of core courses, amounting to 15 credits; a set of electives in one of a half-dozen subjects, amounting to 12 credits, and finally, a three-credit capstone project that each student chooses as the culmination of their program.

Prof. West thanked Sen. Hart for a thorough review. He said the ambition of the program is to provide a broad understanding of engineering science and of the end-to-end product development process. It's intended for current professionals, with at least two years of experience in the workplace, who are preparing for leadership roles, and need an understanding of the overall development process for new products, whether goods or services. After completing the program, they may go on to positions such as VP of engineering, chief operating officer, chief technology officer, or chief information officer. They may become a product manager for a large technical program, or potentially an entrepreneur. So it's a very different ambition from most SEAS master's programs. The goal is not to give students a deep expertise in any one engineering discipline, but to provide a broad understanding of engineering challenges, and a general approach to designing and developing new products and services. The route to that broad understanding is a series of core courses, imparting an overview of the design process for, say, data management, or other topics with tough engineering problems, which are particularly challenging in the current business environment, perhaps because of the timeline, or the cost structure. Climate change is a good example of this kind of challenge—a set of pressing technical problems that a new cadre of very specifically trained engineers will be needed to address.

Prof. West said some other universities have created programs covering some of the same ground, but none has offered Columbia's bold and comprehensive approach.

Sen. D'Armiento acknowledged the presence at the meeting of Deans Mary Boyce of Engineering and Costis Maglaris of Business. She invited questions.

Sen. Henning Schulzrinne (Ten., SEAS) asked to hear a bit more about the courses that would be offered. For a department like Computer Science, he couldn't think of graduate-level courses that would fit into the proposed program, since most of those courses are quite technical and require pre-requisites in undergraduate-level computer science.

Sen. West appreciated the question. He said he did not have the right expertise to answer fully.

Sen. Soulaymane Kachani (NT, SEAS), a dean at Engineering, said designers of the new program would collaborate with all departments, including Computer Science, to find appropriate courses. He added that the proposed program is designed for students with undergraduate degrees in STEM, particularly engineering. Students in the Artificial Intelligence concentration are expected to have an undergraduate degree in computer science.

With 61 affirmative votes, the Senate approved the Executive Master of Science in Engineering.

ii. Resolution to Establish a Dual Degree Linking the Master of Business Administration with the Executive Master of Science in Engineering (Business and SEAS). Sen. Aaron Pallas (Ten., TC) spoke for the second subcommittee on the dual degree [proposal \(see binder, 49-54\)](#). He said the proposed program consisted of the degree that the Senate had just approved, plus the Business School's longstanding M.B.A. It's an intensive two-year, full-time program totaling 67.5 credits once the cross-listing of courses is taken into account. He saw no need to reiterate the strengths of the two programs. The subcommittee had concerned itself mainly with the issue

of coordination between the schools, making sure that students would be advised appropriately on both sides. The group satisfied itself that both schools had prior experience in running joint and dual programs, and that the advising would be handled collaboratively. It also received assurances from Prof. Garud Iyengar of SEAS that the capstone experience, in which all students enroll in an engineering course, would be jointly overseen by faculty from both schools.

The subcommittee had also wondered about the relationship between the dual degree program and the stand-alone M.S. program the Senate had just approved. It learned that students in the stand-alone program would enjoy the same joint student life and professional development offerings as students in the dual program. Class sizes for both the stand-alone and dual degree programs would be small, providing opportunities for networking and coordinated programming.

Prof. Iyengar added that the stand-alone program also has a leadership and strategy component. He said the dual degree takes the expertise of Business School faculty in these subjects and combines it with the technical expertise of the SEAS faculty. The target audience for the dual program may be a little bit more senior than the one for the stand-alone degree. Prof. Iyengar thought the dual program would enable Columbia to offer something truly unique. It was also based on a number of previous collaborations between the two schools.

Sen. Greg Freyer (NT, PH) said he thought the proposal provided a model for how to integrate two schools in a dual program. That quality is sometimes lacking in Columbia's dual programs.

With 63 affirmative votes, the Senate approved the dual program.

iii. Resolution to Approve an Academic Program Leading to the Master of Public Administration in Global Leadership (SIPA) (Education Committee). Sen. Irving Herman (Ten., SEAS), speaking for the subcommittee, said the 34-credit [program \(see binder, 55-60\)](#) was designed for professionals with 7-15 years of experience. He reviewed the program in some detail, and listed several questions the subcommittee had asked of Dan Macintyre, Special Advisor to the Dean of SIPA. He said the subcommittee had whole-heartedly recommended approval.

Sen. Tanner Zumwalt (Stu., Law) said the presentation on the Executive M.S. in Engineering had carefully explained why it was an executive program: it's accelerated, it's tailored to mid-career professionals, and it prepares them for leadership roles. Sen. Zumwalt said the SIPA program also looks and sounds like an executive program, with the same main features. NYU has an extremely similar program that they call an executive program. Why isn't the SIPA program called an executive program? He said the real risk for SIPA is that the dual program will be conflated with the flagship M.P.A. program, which takes twice the time and costs twice as much. He thought it was disingenuous and unfair not to call the proposed program an executive program—unfair to alumni who completed the two-year M.P.A. program, and to peer schools who label their executive programs correctly.

Dr. Macintyre responded that Harvard's Kennedy School has a program similar in structure to SIPA's proposed program, and does not call it an executive program. SIPA uses the term "executive" for its part-time M.P.A. program. To call the proposed program "executive" would

create a different kind of confusion. The program is also geared towards a different student body than the one served by the existing MPA program. The Global Leadership program is looking for people with 10-12 years of professional experience, while the main M.P.A. program is for students with 0-6 years of experience. The curricula are also very different.

Sen. Weiping Wu (Ten., GSAPP) asked how the general M.P.A. is related to the M.P.A in Global Leadership. Is the latter a separate individual program? Is an M.B.A. in finance separate from an M.B.A.?

Sen. Herman said this was a more overarching question, about programs across the University—worthwhile, but perhaps suited to a different forum.

Dr. Macintyre said SIPA is authorized to award, along with the Ph.D., two master's degrees: the Master of Public Administration and the Master of International Affairs. But it also offers several specialized M.P.A.s., which evolved from tracks in the general M.P.A. program, and were recently approved by the University Senate and by New York State. These programs are in economic policy management, environmental science and policy, and development practice. The present program would be the fourth specialized M.P.A.

Sen. Wu asked if these three specialized programs are separate degree programs.

Dean Macintyre said SIPA has authority from New York State to offer the M.P.A. and, within that, to offer specialized M.P.A.s.

Sen. D'Armiento noted a comment in the chat from Sen. Alden Bush (Stu., Nursing) that terms like "executive," "mid-career," and "global" are used differently across Columbia's schools. Some people are confused by these differences and are calling for some standardization.

Sen. Herman said this was a more global issue that the subcommittee did not address. Such differences are not uncommon with programs like these. Sorting these out was not a job for the Education Committee right now.

Sen. Shelley Saltzman said she had raised the question in the Education Committee with people from the provost's office about variations in the meaning of "executive" across schools. They did not consider the variations troubling.

Sen. Jeremy Wahl (Stu., GS), an incoming Student Affairs Committee co-chair, said he thought Sen. Zumwalt's concerns were valid, and should be addressed in a separate forum. But it was also important to remember that Columbia now has an unprecedented number of potential students because of Covid who want to pursue university degrees. He said Sen. Zumwalt's concerns were far outweighed by the potential benefits of enrolling more students to study those issues. And this isn't the first Columbia school or program that has to navigate through different issues to get started. He did not think it was a good idea to shoot down the program over a relatively small issue.

Sen. Zumwalt said it was not a small issue. He also said he had spoken enough, and proposed to put the resolution to a vote.

Dean Macintyre responded to a question in the chat from Sen. Susan Bernofsky (Ten., Arts) about finances for the program, which will need two new hires. One is a professor of professional practice, the other a program manager to be funded entirely by SIPA. A hiring freeze was now in place, but SIPA would wait till the fall to begin the search, with the hope that the freeze would be lifted by then and that New York State would approve the proposed program in time for a July 2022 launch. If the freeze were not lifted in the fall, SIPA would seek a waiver.

The Senate then voted 54-8, with 4 abstentions to approve the proposed program. Sen. D'Armiento said an important issue had been raised about standardization of nomenclature, which deserved discussion in another forum.

iv. Resolution Concerning Summer Powers (Executive Committee). The [resolution \(see binder, 61\)](#), presented at the last meeting of every Senate year, empowers the Executive Committee to act in the name of the Senate over the summer, with an obligation to report to the plenary at the first meeting of the fall on any actions taken during that period. The Senate approved the resolution, with 61 votes in favor.

Reports.

Pipeline study on female faculty at the Mailman School of Public Health (Commission on the Status of Women). Sen. Susan Witte (Ten., SW), Commission co-chair, presented the [report \(see binder, 62-69\)](#).

Sen. D'Armiento thanked Sen. Witte. Because of the lack of time she went on to the next report. She invited senators to post questions and comments in the chat.

Report on Public Safety and Restorative Justice (Diversity Commission). Senator-elect Colby King (Stu., CC) and Sen. Andrea White (Ten., UTS), Commission co-chairs, presented the [report \(see binder, 70-78\)](#), along with Commission member Sen. Cameron Clarke (Stu., VP&S).

Offering brief statements of support for the report at the end were student senators Alden Bush (Nursing), Elizabeth Gillette (SW), Conor O'Brien (Bus.), and Arooba Kazmi (Journalism).

Sen. D'Armiento noted that the Diversity Commission, of which she was a member, had been working on the issue of Public Safety since before the summer of 2020.

Sen. Mignon Moore (Ten., Barnard) thanked the Commission for its work. She said the current period was explosive, even before the summer of 2020, and students were now challenging the university in important ways, trying to dismantle structures of inequality. She said campus security may not affect most of the people in the present meeting, but the way Public Safety interacts with young black and brown people deserves attention. She was impressed that the Commission had worked so hard to develop fair recommendations, and proud of the Commission's work.

Sen. Shayoni Mitra (NT, Barnard) hoped that the Commission's report could connect to a larger discussion about the role of security and restorative justice across the surrounding neighborhood, including both Morningside Heights and Harlem.

Sen. D'Armiento invited Sen. King to comment on this point. He emphasized the importance of local community members to the work of the Commission. Concern about community members was a primary motivation in developing the idea of a review board for Public Safety. He noted that for someone who is not a Columbia affiliate, the difference between a NYPD officer and a Columbia public safety officer may not be apparent. That condition may affect community members' perceptions of Columbia and whether or not they feel seen and heard by the University.

Student Affairs Committee 2020-21 annual report. Before turning the floor over to outgoing SAC chairs Ramsay Eyre (CC), Conor O'Boyle (Business) and Steven Corsello (GSAPP) to give their [report \(see binder, 79-83\)](#). Sen. D'Armiento thanked them for extraordinary service on behalf of students during a very challenging year.

Adjourn. Sen. D'Armiento adjourned the meeting shortly after 3:15 pm.

Respectfully submitted,

Tom Mathewson, Senate staff

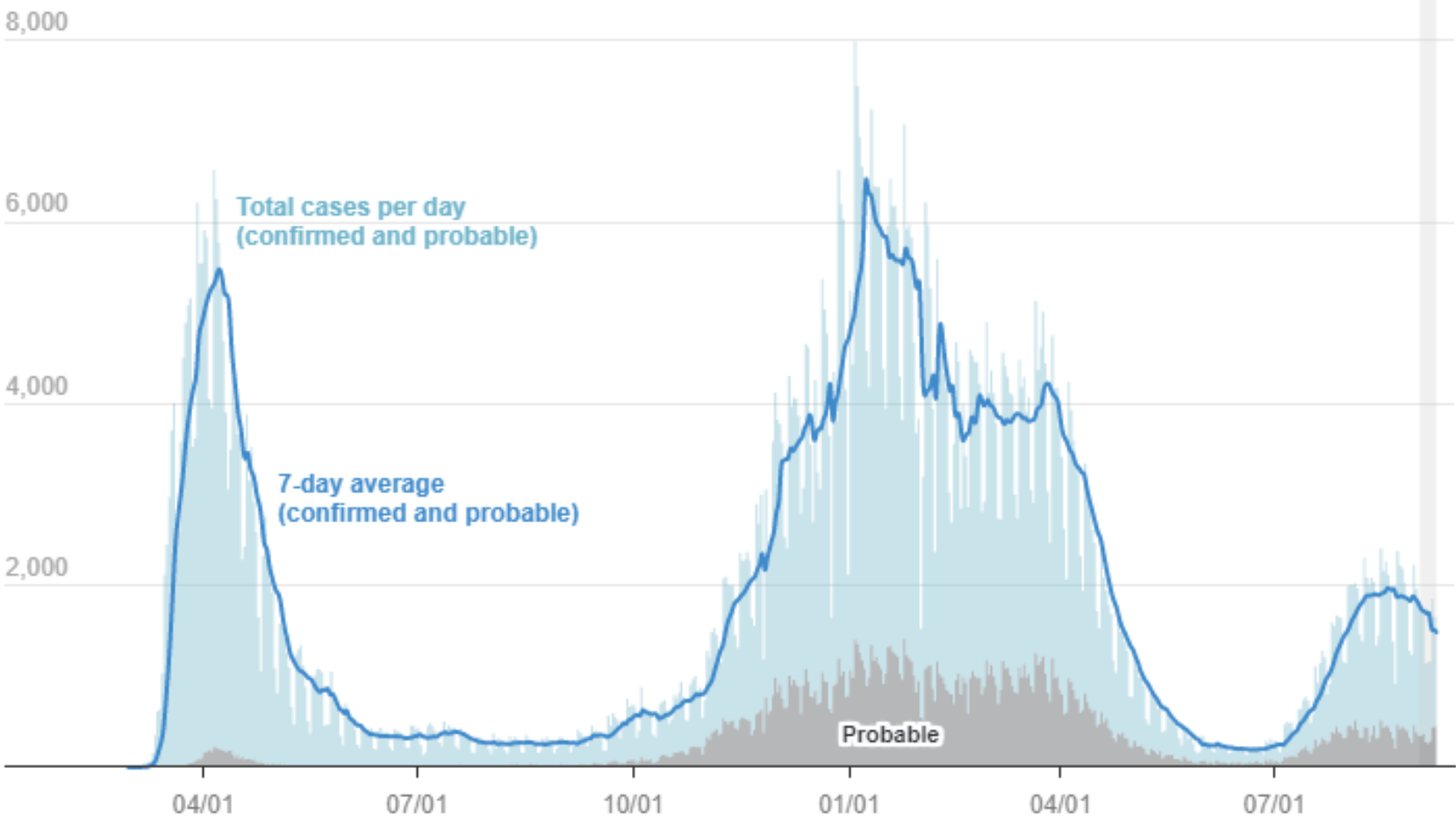
Return to the Classroom

Melanie Bernitz, MD, MPH

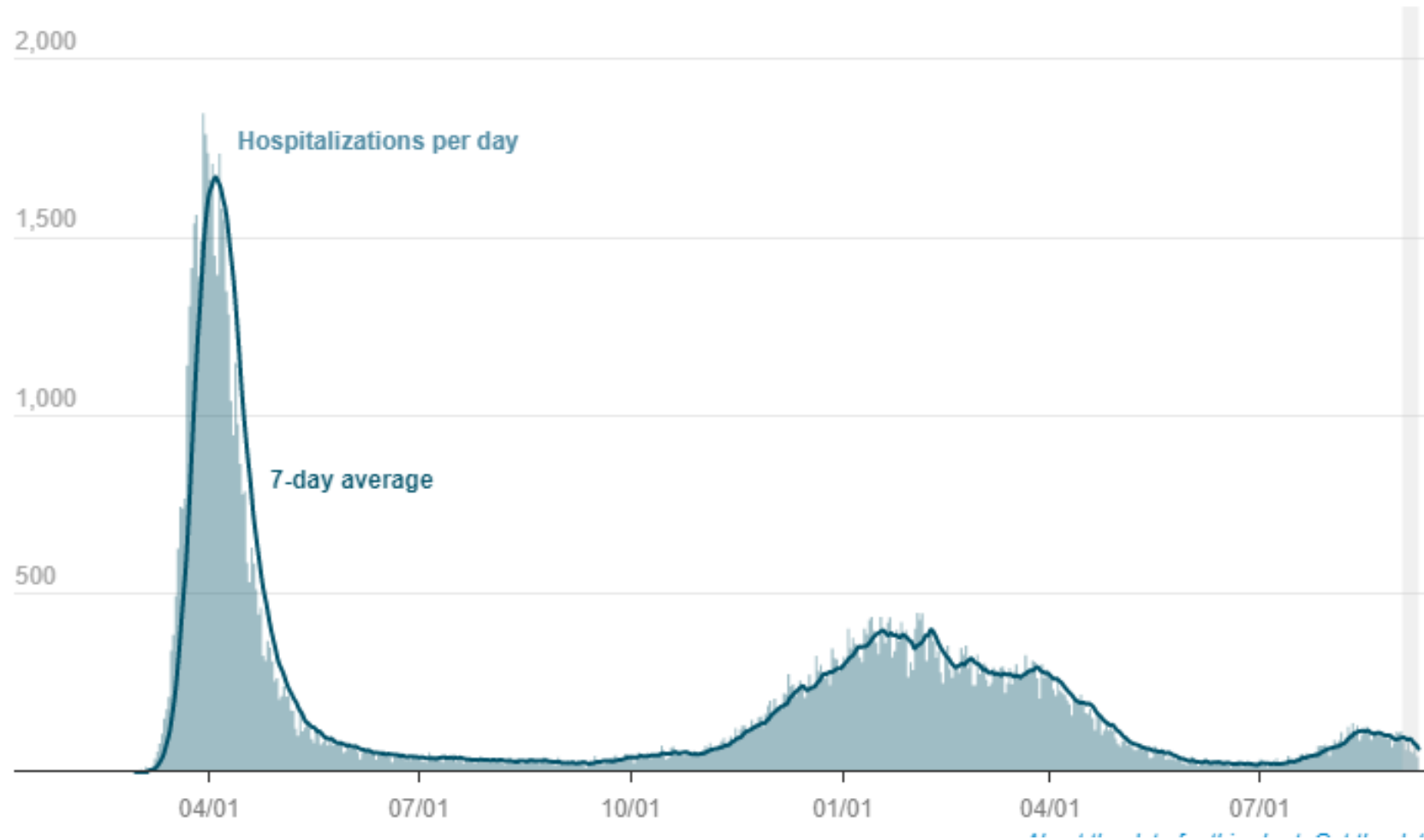
Senior Vice President

September 24, 2021

NYC COVID-19 Cases



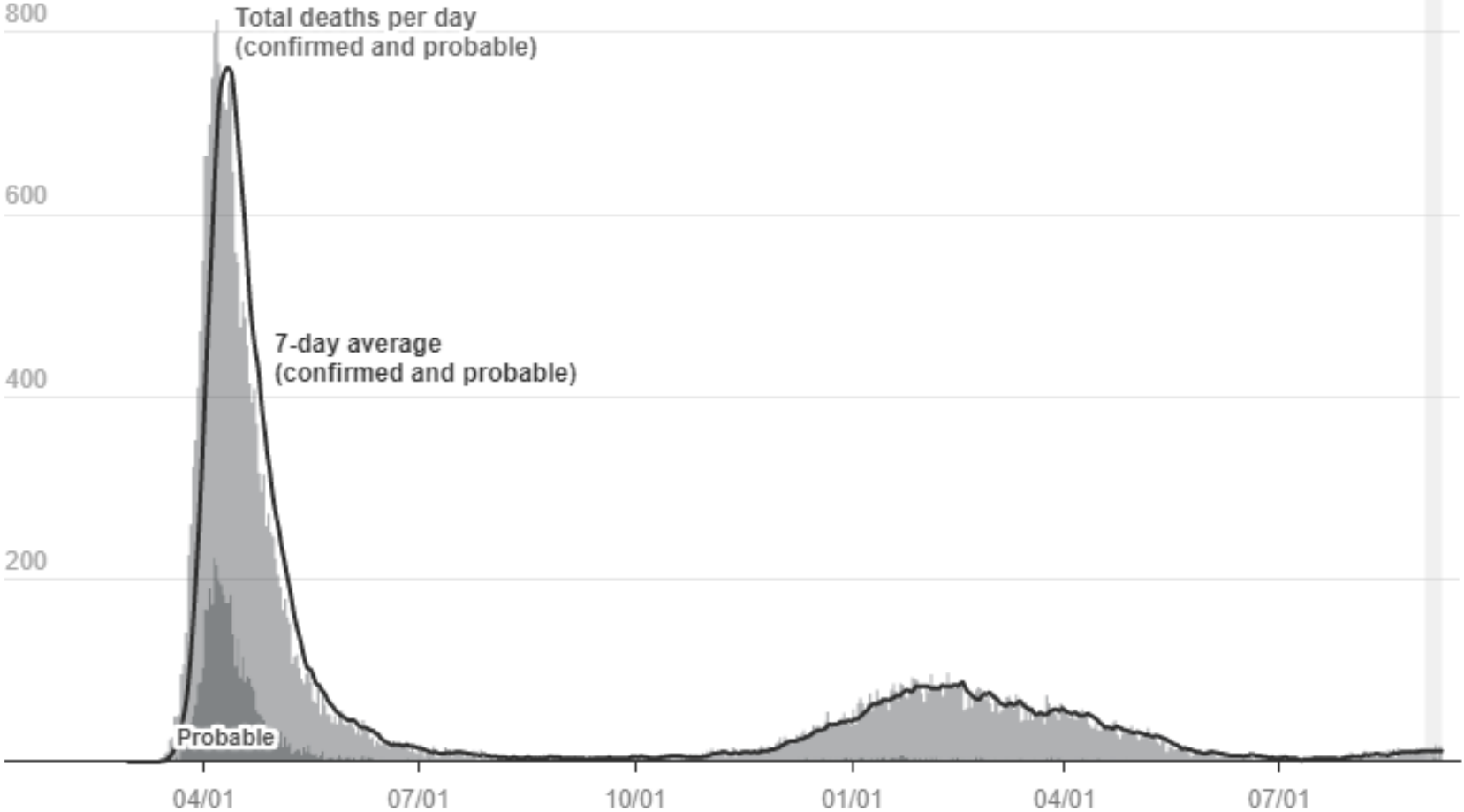
NYC COVID-19 Hospitalizations



NYC COVID-19 Deaths

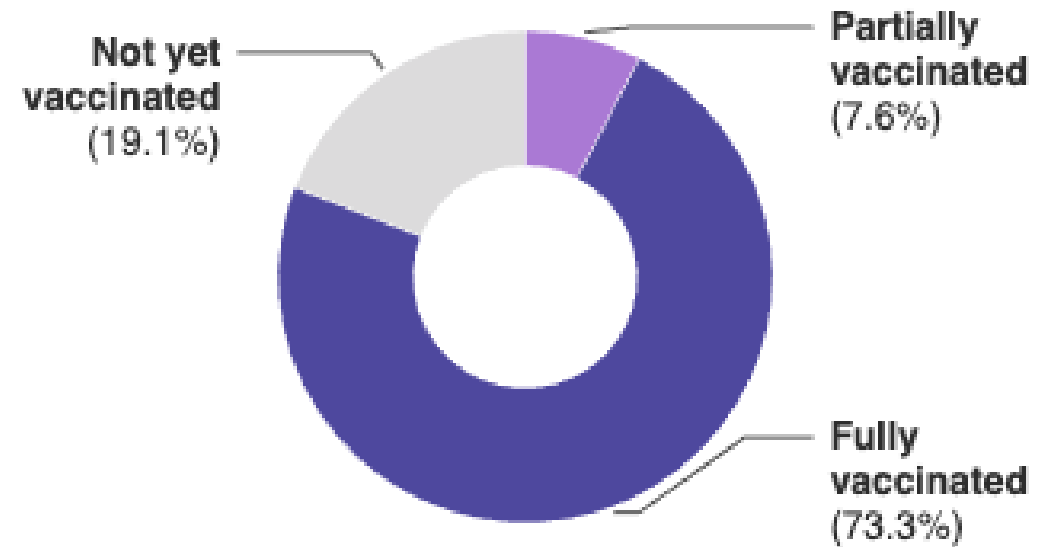
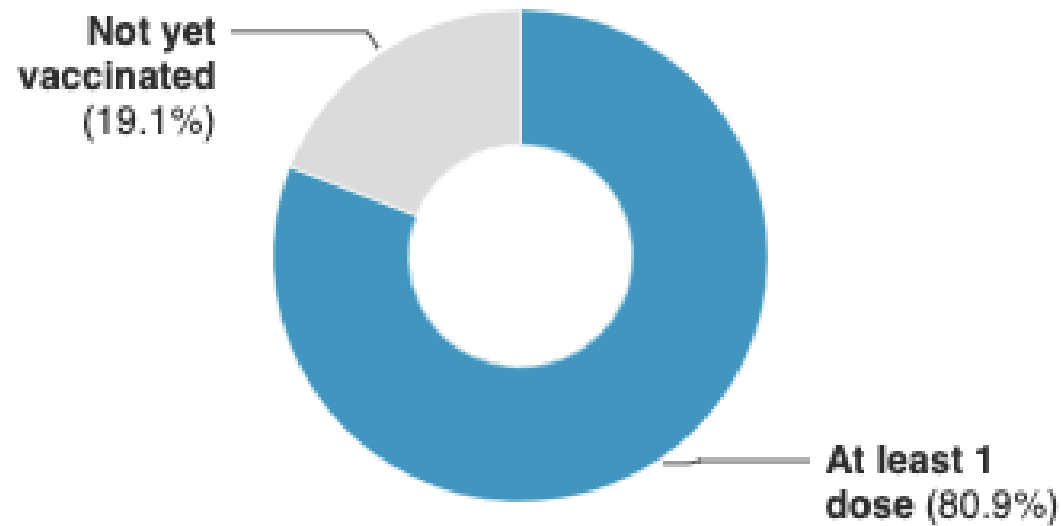
Citywide: deaths

Data from the most recent days are incomplete.



NYC Percent of Residents Vaccinated

All ages **Adults** 65 and Older



Campus Data Week of September 13

TOTAL TESTING

Tests Conducted

8,232

Tests Positive

50

Positivity Rate

0.60%

RANDOM SURVEILLANCE TESTING

Tests Conducted

787

Tests Positive

4

Positivity Rate

0.51%

TESTING DATA OUTSIDE COLUMBIA TEST AND TRACE PROGRAM

Columbia affiliates are encouraged to [notify the University](#) if they test positive outside of the [Columbia Test and Trace Program](#).





Positive Tests

Data reflect positive test notifications since September 13 and include positive tests for symptomatic cases through on-campus health services and the contact tracing efforts for these cases.

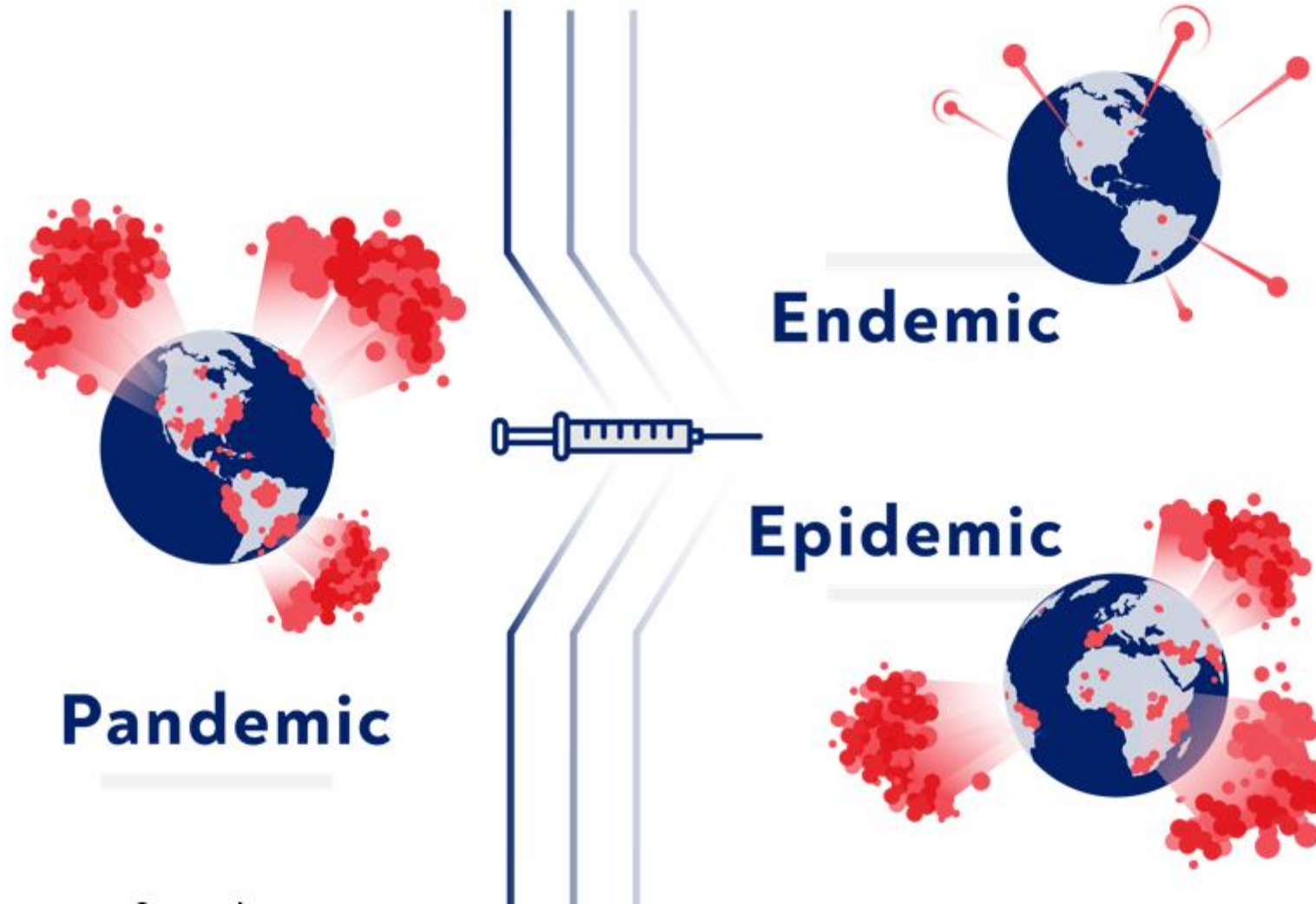
62

Affiliate Schools

Affiliate schools report results separately:

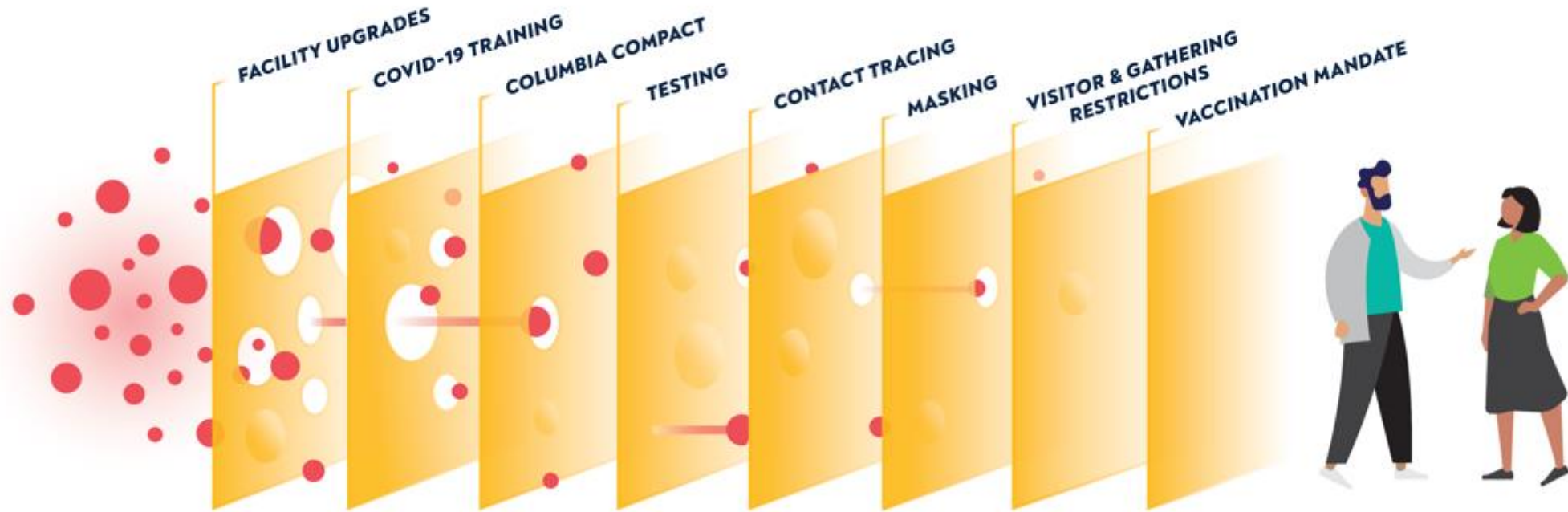
- [Barnard College](#) 
- [Jewish Theological Seminary](#) 
- [Teachers College](#) 
- [Union Theological Seminary](#) 

Transition from Pandemic to Endemic



Joseph Stegemerten & Joey Platt,
ICAP at Columbia University

Multiple Layers of Protection at CU



Joseph Stegemerten & Joey Platt,
ICAP at Columbia University

COVID-19 Monitoring Plan: Current State



Testing

- Weekly mandatory testing of unvaccinated affiliates
- Random sampling of all vaccinated affiliates
- Wastewater surveillance, targeted testing if spike detected

Face Coverings

Indoors:

- Masking by vaccinated and unvaccinated persons
- Unvaccinated persons may distance if feasible

Outdoors:

Physical Distancing

- Vaccinated persons not required to mask or distance
- Unvaccinated persons required to mask and may distance if feasible

Gatherings

- Academic: No capacity thresholds
- Administrative and Other Teams: Indoor: 250, Outdoor: 500
- Social or Extracurricular: Indoor: 25, Outdoor: 50
- Other Gatherings (Conferences and Other Events): Restricted

Travel

- University Travel Policy in place

Ongoing Surveillance Testing



- All individuals, including those who are fully vaccinated, will need to participate in the University surveillance testing program
- Weekly testing of unvaccinated affiliates
- Random sampling of all vaccinated affiliates
- Ongoing wastewater surveillance

Quarantine and Isolation

The Contact Tracing Team provides guidance and support to those who need to quarantine and isolate, with frequent check-ins and resources.



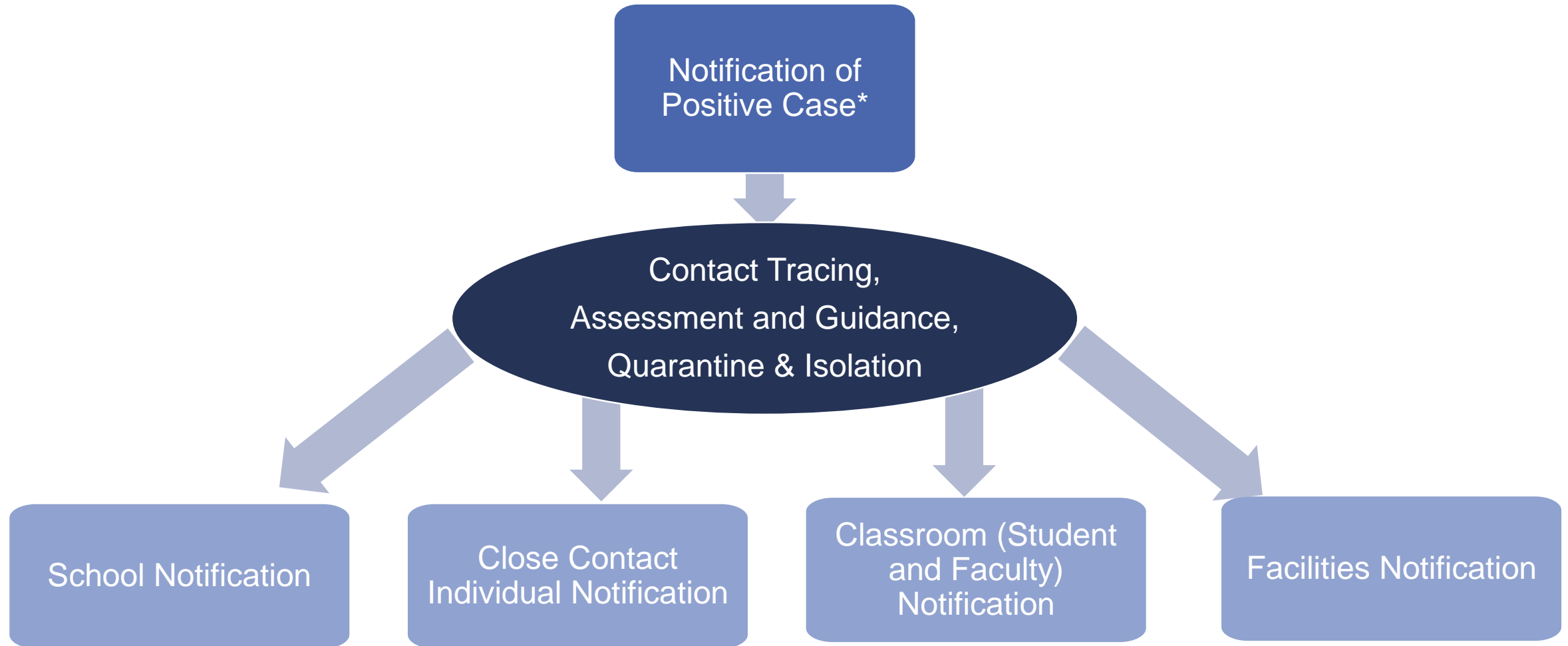
Quarantine is required for:

1. **Unvaccinated Close Contacts** identified as being a close contact of an individual with COVID-19 are required to quarantine for 10 days after their last contact with the infected individual.
2. **Unvaccinated Travelers:** Unvaccinated individuals arriving from international locations that are asymptomatic must quarantine for 7 days upon arrival in the US, and test on day 3 – 5.

Isolation is required for:

1. Individuals with symptoms of COVID-19 who have been tested and are awaiting test results.
2. Individuals who are diagnosed with COVID-19. **A positive case is required to isolate for a minimum of 10 days**

What Happens if Someone Tests Positive for COVID-19?

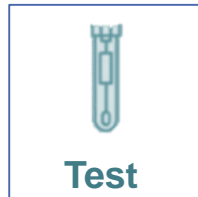


* Identity of case is not disclosed during notification process

Close Contacts in the Event of Positive COVID-19 Case

The Columbia Contact Tracing Team quickly responds to assess the situation. Notification is provided to the class even when the close contacts are identified, and guidance provided includes:

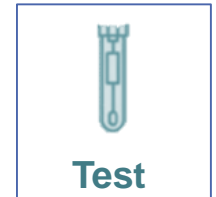
Fully Vaccinated (Asymptomatic Only)



While *not* required to quarantine, fully **vaccinated individuals may still:**

- Get tested 3-5 days following a known exposure to someone with suspected or confirmed COVID-19
- Wear a mask in public indoor settings for 14 days after exposure or until a negative test result
- Monitor for symptoms for 14 days
- Immediately self-isolate if any symptoms develop and report the symptoms

Non-Vaccinated (Approved Exemption)



- If you are identified as a close contact of the case, you will be notified and given instructions on quarantine (for up to 10 days after last contact with the infected individual) and get tested within 3-5 days of exposure.
- If you are not identified as a close contact, you will follow the same guidance as the fully vaccinated.

Positive COVID-19 Case: Classroom Notification Template

Classroom Notification – Template #1


Dear Columbia Community Member:

We are writing to make you aware that we received confirmation that an individual who attended **<Class/Event Name>**, **<Class code (if applicable)>** in **<Event Location>** on **<Event Date(s)>** has been diagnosed with COVID-19. This individual has received appropriate medical evaluation and support. Contact tracing is being completed, and all those deemed as close contacts (**within 6 feet for over 10 minutes in a single instance, or within 6 feet for over a cumulative time of 15 minutes or more within a 24-hour period**) will be notified and given instructions on quarantine, testing, and other required follow up.

...

Additional details are provided based on vaccination status and whether an individual is experiencing symptoms.

Resources - ***Contact Tracing Fact Sheets***




IF YOU TEST POSITIVE FOR COVID-19 THROUGH THE COLUMBIA TESTING PROGRAM*

DAY 0	<p>1 You will get a call from Columbia Health (Morningside) or Student Health Services (CUIMC) within 24-72 hours of taking the test with the positive result.</p> <p>The Columbia healthcare provider will give you guidance about next steps for isolation and on-going care.</p> <p>Faculty and staff: Contact your primary care provider immediately for additional follow-up.</p>	<p>2 Update your attestation on the ReOpenCU app.</p>
	<p>3 Begin isolating. If you are home, stay home. If you are out in public or are on campus, collect your things immediately and go home.</p>	

**If you test positive outside of Columbia's Testing Program, please call Columbia's COVID-19 hotline (212-854-9355) immediately to notify them of your positive test result and initiate the contact tracing process. The Contact Tracing Team's goal is to call you within 24 hours of your positive test result. You may also call the hotline for guidance.*

DAY 1-14	<p>1 You will receive a phone call for your contact tracing interview from the Columbia Contact Tracing Team within 1 business day.</p> <p>They will ask you about Columbia spaces and facilities you have been in and potential close contacts within the Columbia community (defined as someone who has been within 6 feet of you for 10 minutes or more) during the time you were infectious (2 days prior to symptom onset or 2 days prior to testing if you have no symptoms).</p>	<p>3 If you live in New York City: you will also be contacted by NYC's Test and Trace Corps to collect information about your non-Columbia contacts and locations.</p> <p>If you live outside of New York City: your local public health authority will contact you to collect information about your non-Columbia contacts and locations.</p> <p>Students: You will receive a call from Columbia Health (Morningside students) or Student Health Services (CUIMC) daily during isolation and will be provided with medical, psychological, and academic support and resources.</p> <p>Your Columbia Health (Morningside students) or Student Health Services (CUIMC) students) provider will let you know when you no longer need to remain in isolation.</p> <p>Staff: Stay in touch with your primary care provider who will let you know when you are clear to return to work. The Contact Tracing team will continue to follow-up with you and participate in the conversation</p>
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WHAT HAPPENS WHEN SOMEONE IN YOUR SCHOOL OR DEPARTMENT TESTS POSITIVE FOR COVID-19

INITIAL NOTIFICATION AND CONTACT TRACING INITIATION	<p>1 Once an individual has tested positive for COVID-19 under the Columbia Testing Program or they were notified of a positive test from outside the program, the Contact Tracing Program will initiate the contact tracing process.</p>	<p>2 The Columbia Tracing Program will notify the school/department contact. The identity of the individual will not be disclosed, however the individual may choose to inform their instructors, colleagues, or supervisors at their own discretion.</p>	<p>3 The school/department has the option to send a community notification to their on-campus population that someone has tested positive and that the Columbia Contact Tracing Program will be in touch with individuals deemed as close contacts.</p>
			<p>4 All close contacts will be notified by phone or secure message within 24 hours and will receive additional instructions on quarantine, testing, and other follow-up to prevent further campus spread.</p>

People who are not notified do not need to take any additional steps beyond the basic prevention measures expected of all Columbia community members.

ADDITIONAL SUPPORT	<p>1 The school/department will receive a second notification from the Contact Tracing Team during the contact tracing process if cleaning of specific spaces is required. The school/department must coordinate with Facilities and Operations to ensure timely cleaning and disinfection of the affected areas.</p> <p>Schools/departments can submit a work order with Columbia University Facilities for the Morningside/Manhattanville or CUIMC campus.</p> <p>Alternatively, you can reach Facilities by phone at: Morningside Campus/ Manhattanville: (212) 854-2222</p> <p>Medical Center (CUIMC): (212) 305-4357 (option 3)</p>	<p>2 The school/department may also be contacted to provide additional support or information to assist the contact tracing process. Please note that schools/departments will not be notified if the COVID-19-positive individual has been cleared. This is protected health information.</p>
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covid19.columbia.edu/content/if-you-test-positive-covid-19-through-columbia-testing-program

<https://covid19.columbia.edu/content/what-happens-when-someone-your-school-or-department-tests-positive-covid-19>

Faculty Guidance

Attendance Policy and Missed Classes

- Students who are adhering to university-required isolation or quarantine must not attend class
- Student absences relating to exposure or illness due to COVID-19 will be recognized as excused absences and students will not be penalized
- Students must contact their instructor and include required dates of quarantine or isolation
- Instructors are expected to make reasonable accommodations for students

Faculty Responsibilities

- DO NOT need to inform the class or otherwise manage communications about positive cases or close contacts that may affect their classes
- Highlight that Columbia Contact Tracing Program is always promptly mobilized if case is identified
- Should remind students of all the safety measures in place
- Should refer students with health related questions or concerns to Student Health or the Columbia COVID-19 Resource website

**UNIVERSITY SENATE
COMMITTEE ROSTERS 2021-22**

Committee Structure	Delegation	Full name	Chair	Constituency	Senator / Nonsenator	Contact
Executive Committee (13)						
Ten.	Ten.	James Applegate		A&S/NS	Sen.	jha@astro.columbia.edu, jha177@icloud.com
Ten.	Ten.	Jeanine D'Armiento	Chair	P&S	Sen.	jmd12@cumc.columbia.edu
Ten.	Ten.	Letty Moss-Salentijn		CDM	Sen.	lm23@cumc.columbia.edu
Ten.	Ten.	Henning G. Schulzrinne		SEAS	Sen.	hgs@cs.columbia.edu
Ten.	Ten.	Maria Uriarte		A&S/NS	Sen.	mu2126@columbia.edu
Ten.	Ten.	Debra Wolgemuth		P&S	Sen.	djw3@cumc.columbia.edu
Nonten.	Nonten.	Greg Freyer		SPH	Sen.	gaf1@cumc.columbia.edu
Nonten.	Nonten.	Soulaymane Kachani		SEAS	Sen.	kachani@columbia.edu
Stu.	Stu.	Valeria Contreras		ARTS	Sen.	vc2556@columbia.edu
Stu.	Stu.	Tina Lee		TC	Sen.	trl2127@tc.columbia.edu
Stu.	Stu.	Jeremy Wahl		GS	Sen.	j.wahl@columbia.edu
Ex officio	Admin.	Lee C. Bollinger		Adm.	Sen.	lcb50@columbia.edu
Ex officio	Admin.	Mary C. Boyce		Adm.	Sen.	boyce@columbia.edu
Alumni Relations Committee (7)						
Ten.	Ten.	Open		.	.	.
Nonten.	Nonten.	Jonathan Susman		P&S	Sen.	js1138@cumc.columbia.edu
Stu.	Stu.	Yifan Li		SIPA	Sen.	yl4546@columbia.edu
Research Officer	Research Officers	Roheeni Saxena		Research Officers - Postdoctoral	Nonsen.	rs3098@cumc.columbia.edu
Admin.	Admin.	Lisa Rosen-Metsch		Adm.	Sen.	lm2892@columbia.edu
Alum.	Alum.	Daniel D. Billings	Co-Chair	Alum.	Sen.	ddb2128@cumc.columbia.edu
Alum.	Alum.	Keith Goggin	Co-Chair	Alum.	Sen.	keithgoggin@caa.columbia.edu
Budget Review Committee (12)						
Ten.	Ten.	Niall Bolger		A&S/NS	Sen.	bolger@psych.columbia.edu
Ten.	Ten.	June Cross		JOURN	Sen.	jc1339@columbia.edu
Ten.	Ten.	Open		.	.	.
Ten.	Ten.	Eli M. Noam	Co-Chair	BUS	Sen.	noam@gsb.columbia.edu
Ten.	Ten.	Howard Worman		P&S	Sen.	hwj14@cumc.columbia.edu
Nonten.	Nonten.	Greg Freyer		SPH	Sen.	gaf1@cumc.columbia.edu
Nonten.	Nonten.	Soulaymane Kachani	Co-Chair	SEAS	Sen.	kachani@columbia.edu
Stu.	Stu.	Valeria Contreras		ARTS	Sen.	vc2556@columbia.edu
Stu.	Stu.	Adam Grant		SPS	Sen.	ag4298@columbia.edu
Research Officers	Research Officers	Daniel WolfSavin		Research Officers - Professional	Sen.	savin@astro.columbia.edu
Alum.	Alum.	Daniel D. Billings		Alum.	Sen.	ddb2128@cumc.columbia.edu
Executive Chair / Designee	Ten.	Jeanine D'Armiento		P&S	Sen.	jmd12@cumc.columbia.edu

**UNIVERSITY SENATE
COMMITTEE ROSTERS 2021-22**

Campus Planning and Physical Development (16)		Campus Planning and Physical Development Committee (16)				
Ten.	Ten.	John B. Donaldson	Co-Chair	BUS	Sen.	jd34@gsb.columbia.edu
Ten.	Ten.	Giuseppe Gerbino		A&S/HUM	Sen.	gg2024@columbia.edu
Ten.	Ten.	Benjamin Orlove		SIPA	Sen.	bso5@columbia.edu
Ten.	Ten.	Henning G. Schulzrinne		SEAS	Sen.	hgs@cs.columbia.edu
Ten.	Ten.	Severin Fowles		BAR	Sen.	sfowles@barnard.edu
Nonten.	Nonten.	Patrice Derrington	Co-Chair	GSAPP	Sen.	pad2160@columbia.edu
Nonten.	Nonten.	Steven Chaikelson		ARTS	Sen.	sec11@columbia.edu
Stu.	Stu.	Valeria Contreras		ARTS	Sen.	vc2556@columbia.edu
Stu.	Stu.	Nash Taylor		GSAPP	Sen.	nt2543@columbia.edu
Stu.	Stu.	Open		.	.	.
Libraries	Libraries	Aline Locascio		Libraries	Nonsen.	al230@columbia.edu
Admin. Staff	Admin. Staff	Whitney Green		Admin. Staff: Morningside-Lamont	Sen.	wrg2103@columbia.edu
Research Officers	Research Officers	Adrian Brügger		Research Officers - Professional	Nonsen.	brugger@civil.columbia.edu
Admin.	Admin.	Cedric Gaddy		Adm.	Nonsen.	cg2893@columbia.edu, mcr3905@columbia.edu
Admin.	Admin.	Scott Wright		Adm.	Nonsen.	sjw91@columbia.edu
Alum.	Alum.	Jerald Boak		Alum.	Nonsen.	geraldboak@gmail.com
Education Committee (19)		Education Committee (19)				
Ten.	Ten.	James Applegate	Co-Chair	A&S/NS	Sen.	jha@astro.columbia.edu, jha117@icloud.com
Ten.	Ten.	Sonya Dyrhman		A&S/NS	Sen.	sd2512@columbia.edu
Ten.	Ten.	Ansley Erickson		TC	Sen.	erickson@tc.columbia.edu
Ten.	Ten.	Matthew Hart		A&S/HUM	Sen.	mh2968@columbia.edu
Ten.	Ten.	Letty Moss-Salentijn	Co-Chair	CDM	Sen.	lm23@cumc.columbia.edu
Ten.	Ten.	Aaron Pallas		TC	Sen.	pallas@tc.columbia.edu
Ten.	Ten.	Charles Zukowski		SEAS	Sen.	caz@columbia.edu
Ten.	Ten.	Open		.	.	.
Nonten.	Nonten.	Shelley Saltzman		SPS	Sen.	sas5@columbia.edu
Nonten.	Nonten.	Alan Yang		SIPA	Sen.	asy2@columbia.edu
Nonten.	Nonten.	Open		.	.	.
Stu.	Stu.	Michael Antwi		BUS	Sen.	MAntwi22@gsb.columbia.edu
Stu.	Stu.	Austin Talis		CDM	Sen.	abt2145@cumc.columbia.edu
Stu.	Stu. (Undergraduate)	Elias Tzoc-Pacheco		SEAS	Sen.	egt2119@columbia.edu
Stu.	Stu.	Anne van Vlimmeren		GSAS/Natural Sciences	Sen.	aev2133@columbia.edu
Libraries	Libraries	Candice Kail		Libraries	Nonsen.	candicekail@columbia.edu
Admin.	Admin.	Julie Kornfeld		Adm.	Nonsen.	jk3924@cumc.columbia.edu, aor3694@columbia.edu
Admin.	Admin.	Catherine E. Ross		Adm.	Nonsen.	cr2979@columbia.edu
Alum.	Alum.	Tao Tan		Alum.	Nonsen.	tt2124@caa.columbia.edu

**UNIVERSITY SENATE
COMMITTEE ROSTERS 2021-22**

External Relations and Research Policy Committee (External Relations and Research Policy Committee (18)						
Ten.	Ten.	Jeanine D'Armiesto		P&S	Sen.	jmd12@cumc.columbia.edu
Ten.	Ten.	Lydia Goehr		A&S/HUM	Sen.	lg131@columbia.edu
Ten.	Ten.	Elisa Konofagou		SEAS	Sen.	ek2191@columbia.edu
Ten.	Ten.	Jody Kraus		LAW	Sen.	jkraus1@law.columbia.edu
Ten.	Ten.	Eli M. Noam		BUS	Sen.	noam@gsb.columbia.edu
Ten.	Ten.	Howard Worman	Co-Chair	P&S	Sen.	hjjw14@cumc.columbia.edu
Ten.	Ten.	Keren Yarhi-Milo		A&S/SS	Sen.	ky218@columbia.edu
Nonten.	Nonten.	William Duggan		BUS	Sen.	wrd3@columbia.edu
Nonten.	Nonten.	Natalie Voigt		NURS	Sen.	nv2276@cumc.columbia.edu
Stu.	Stu. (Graduate)	Cheng Gong	Co-Chair	SEAS	Sen.	cg3224@columbia.edu
Stu.	Stu.	Colby King		CC	Sen.	cxk2101@columbia.edu
Stu.	Stu.	Open		.	.	.
Libraries	Libraries	William Vanti		Libraries	Nonsen.	wbv2101@columbia.edu
Research Officers	Research Officers	William D'Andrea		Research Officers - Professional	Sen.	wjd2111@columbia.edu
Research Officers	Research Officers	Marco Tedesco		Research Officers - Professional	Sen.	mt3102@columbia.edu
Admin.	Admin.	Naomi Schrag		Adm.	Nonsen.	ns2333@columbia.edu
Admin.	Admin.	Flores Forbes		Adm.	Nonsen.	faf2106@columbia.edu
Alum.	Alum.	Keith Goggin		Alum.	Sen.	keithgoggin@caa.columbia.edu
Faculty Affairs, Academic Freedom and Tenure (17) Faculty Affairs, Academic Freedom and Tenure (17)						
Ten.	Ten.	James Applegate		A&S/NS	Sen.	jha@astro.columbia.edu, iha127@irtloud.cnm
Ten.	Ten.	Raimondo Betti		SEAS	Sen.	betti@civil.columbia.edu
Ten.	Ten.	Elizabeth Corwin		NURS	Sen.	ejc2202@cumc.columbia.edu
Ten.	Ten.	Lori Damrosch		LAW	Sen.	damrosch@law.columbia.edu
Ten.	Ten.	Joseph Howley		A&S/HUM	Sen.	jah2220@columbia.edu
Ten.	Ten.	Andrew R. Marks		P&S	Sen.	arm42@cumc.columbia.edu
Ten.	Ten.	Letty Moss-Salentijn		CDM	Sen.	lm23@cumc.columbia.edu
Ten.	Ten.	Robert Pollack		A&S/NS	Nonsen.	pollack@columbia.edu
Ten.	Ten.	Michael R. Rosen		P&S	Sen.	mrr1@cumc.columbia.edu
Ten.	Ten.	Richard Smiley		P&S	Sen.	rms7@cumc.columbia.edu
Ten.	Ten.	Maria Uriarte		A&S/NS	Sen.	mu2126@columbia.edu
Ten.	Ten.	Open		.	.	.
Ten.	Ten.	Open		.	.	.
Nonten.	Nonten.	Greg Freyer		SPH	Sen.	gaf1@cumc.columbia.edu
Nonten.	Nonten.	Nikolas P. Kakkoufa		A&S/HUM	Sen.	nikolas.kakkoufa@columbia.edu
Nonten.	Nonten.	Karen E.S. Phillips		A&S/NS	Sen.	kep12@columbia.edu
Nonten.	Nonten.	Jonathan Susman		P&S	Sen.	js1138@cumc.columbia.edu

**UNIVERSITY SENATE
COMMITTEE ROSTERS 2021-22**

Honors and Prizes Committee (15)		Honors and Prizes Committee (15): Updated 2020-21 roster to be announced				
Ten.	Ten.	David Hajdu	JOURN	Nonsen.	dh2145@gmail.com	
Ten.	Ten.	Anil Lalwani	P&S	Sen.	anil.lalwani@columbia.edu	
Ten.	Ten.	Eli M. Noam	BUS	Sen.	noam@gsb.columbia.edu	
Ten.	Ten.	Neslihan Senocak	A&S/SS	Sen.	ns2495@columbia.edu	
Ten.	Ten.	Marni Sommer	SPH	Sen.	ms2778@columbia.edu	
Ten.	Ten.	Debra Wolgemuth	P&S	Sen.	djw3@cumc.columbia.edu	
Nonten.	Nonten.	Shayoni Mitra	BAR	Sen.	smitra@barnard.edu	
Nonten.	Nonten.	Open	.	.	.	
Stu.	Stu.	Open	.	.	.	
Stu.	Stu.	Open	.	.	.	
Libraries	Libraries	Ian Bellin	Libraries	Sen.	igb4@columbia.edu	
Research Officers	Research Officers	Marco Tedesco	Research Officers - Professional	Sen.	mt3102@columbia.edu	
Admin.	Admin.	Lisa Rosen-Metsch	Adm.	Sen.	lm2892@columbia.edu	
Admin.	Admin.	Amy Hungerford	Adm.	Sen.	aeh2217@columbia.edu	
Alum	Alum.	Hartley du Pont	Alum.	Nonsen.	hartleydupont@aol.com	
Housing Policy Committee (11)		Housing Policy Committee (11)				
Ten.	Ten.	Richard Davis	A&S/NS	Sen.	rd2339@columbia.edu	
Ten.	Ten.	Neslihan Senocak	A&S/SS	Sen.	ns2495@columbia.edu	
Ten.	Ten.	Nachum Sicherman	BUS	Sen.	nachum.sicherman@columbia.edu	
Ten.	Ten.	Open	.	.	.	
Nonten.	Nonten.	Joanne Faryon	JOURN	Sen.	jf3208@columbia.edu	
Nonten.	Nonten.	Open	.	.	.	
Stu.	Stu.	Jeremy Wahl	GS	Sen.	j.wahl@columbia.edu	
Stu.	Stu.	Open	.	.	.	
Research Officers	Research Officers	Regina Martuscello	Chair	Research Officers - Professional	Nonsen.	rm3419@columbia.edu
Admin	Admin.	Carrie Marlin	Adm.	Nonsen.	cm3509@columbia.edu	
Admin	Admin.	Peter Michaelides	Adm.	Nonsen.	pem3@columbia.edu, mo3905@columbia.edu.	
Information and Communications Technology Comr		Information and Communications Technology Committee (13)				
Ten.	Ten.	Julia Hirschberg	SEAS	Sen.	julia@cs.columbia.edu	
Ten.	Ten.	Itsik Pe'er	SEAS	Nonsen.	itsik@cs.columbia.edu	
Ten.	Nonten.	Scott Peters	CDM	Sen.	smp2140@cumc.columbia.edu	
Nonten.	Faculty	Open	.	.	.	
Nonten.	Faculty	Open	.	.	.	
Stu.	Stu.	Vivian Todd	BAR	Sen.	vmt2121@barnard.edu	
Stu.	Stu.	Open	.	.	.	
Libraries	Libraries	Teresa Harris	Libraries	Nonsen.	tmh2004@columbia.edu	
Admin. Staff	Admin. Staff	Joel Rosenblatt	Admin. Staff: Morningside-Lamont	Nonsen.	jr9@columbia.edu	
Research Officers	Research Officers	Nancy J. Lolocono	Research Officers - Professional	Sen.	njl2@cumc.columbia.edu	
Admin.	Admin.	Maneesha Aggarwal	Adm.	Nonsen.	maneesha@columbia.edu	
Admin.	Admin.	Gaspare S. LoDuca	Adm.	Nonsen.	gl2393@columbia.edu	
Alum	Alum.	Stephen Negron	Alum.	Nonsen.	stephen@negron.org	

**UNIVERSITY SENATE
COMMITTEE ROSTERS 2021-22**

Research Officers Committee (9)					
Research Officers: Senator	Research Officers	Tatyana Behring		Research Officers - Postdoctoral	Sen. tbb2125@cumc.columbia.edu
Research Officers: Senator	Research Officers	William D'Andrea		Research Officers - Professional	Sen. wjd2111@columbia.edu
Research Officers: Senator	Research Officers	William Hunnicutt		Research Officers - Staff	Sen. hunnicutt@civil.columbia.edu
Research Officers: Senator	Research Officers	Nancy J. Lolocono	Vice Chair	Research Officers - Professional	Sen. njl2@cumc.columbia.edu
Research Officers: Senator	Research Officers	Daniel Wolf Savin	Chair	Research Officers - Professional	Sen. savin@astro.columbia.edu
Research Officers: Senator	Research Officers	Marco Tedesco		Research Officers - Professional	Sen. mt3102@columbia.edu
Research Officers : Nonsen	Research Officers	Adrian Brügger		Research Officers - Professional	Nonsen. brugger@civil.columbia.edu
Research Officers : Nonsen	Research Officers	Manuela Buonanno		Research Officers - Professional	Observer mb3591@columbia.edu
Research Officers : Nonsen	Research Officers	James H. Dan		Research Officers - Professional	Observer hd2291@cumc.columbia.edu
Rules Committee (16)					
Ten.	Ten.	Susan Bernofsky		ARTS	Sen. sb3270@columbia.edu
Ten.	Ten.	Michael R. Rosen		P&S	Sen. mrr1@cumc.columbia.edu
Ten.	Ten.	Joseph Slaughter		A&S/HUM	Nonsen. jrs272@columbia.edu
Ten.	Ten.	Open		.	.
Nonten.	Nonten.	Angela D. Nelson		P&S	Nonsen. adn2006@columbia.edu
Nonten.	Nonten.	Edward Lloyd		LAW	Sen. elloyd@law.columbia.edu
Stu.	Stu.	Roger Tejada		LAW	Sen. rt2763@columbia.edu
Stu.	Stu.	Tina Lee		TC	Sen. trl2127@tc.columbia.edu
Stu.	Stu. (Undergraduate)	Elias Tzoc-Pacheco		SEAS	Sen. egt2119@columbia.edu
Stu.	Stu.	Jeremy Wahl		GS	Sen. j.wahl@columbia.edu
Stu.	Stu.	Open		.	.
Libraries	Libraries	Candice Kail		Libraries	Nonsen. candicekail@columbia.edu
Admin. Staff	Admin. Staff	Janie Weiss		Admin. Staff: CUIMC	Nonsen. janie@columbia.edu
Research Officers	Research Officers	William Hunnicutt		Research Officers - Staff	Sen. hunnicutt@civil.columbia.edu
Admin.	Admin.	Melissa Rooker		Adm.	Nonsen. rooker@tc.columbia.edu
Admin	Admin.	Open		Adm.	.

**UNIVERSITY SENATE
COMMITTEE ROSTERS 2021-22**

Structure and Operations Committee (13)						
Ten.	Ten.	Martha Kim		SEAS	Nonsen.	mak2191@columbia.edu
Ten.	Ten.	Brendan O'Flaherty		A&S/SS	Sen.	bo2@columbia.edu
Ten.	Ten.	Henning G. Schulzrinne		SEAS	Sen.	hgs@cs.columbia.edu
Ten.	Ten.	Susan Witte		SSW	Sen.	ssw12@columbia.edu
Ten.	Ten.	Debra Wolgemuth		P&S	Sen.	djw3@cumc.columbia.edu
Ten.	Ten.	Open		.	.	.
Nonten.	Nonten.	Edward Lloyd		LAW	Sen.	elloyd@law.columbia.edu
Stu.	Stu.	Austin Talis		CDM	Sen.	abt2145@cumc.columbia.edu
Stu.	Stu.	Open		.	.	.
Admin. Staff	Admin. Staff	Janie Weiss		Admin. Staff: CUIMC	Nonsen.	janie@columbia.edu
Research Officers	Research Officers	Daniel Wolf Savin	Co-Chair	Research Officers - Professional	Sen.	savin@astro.columbia.edu
Admin.	Admin.	Linda Mischel Eisner	Co-Chair	Adm.	Nonsen.	lmischel@columbia.edu
Admin.	Admin.	Pearl Spiro		Adm.	Nonsen.	ps27@columbia.edu
Student Affairs Committee (25)						
Stu.	Stu.	Michael Antwi		BUS	Sen.	MAntwi22@gsb.columbia.edu
Stu.	Stu.	Cameron Clarke		P&S	Sen.	cdc2212@cumc.columbia.edu
Stu.	Stu.	Valeria Contreras	Co-Chair	ARTS	Sen.	vc2556@columbia.edu
Stu.	Stu.	Mareyba Fawad		SPH	Sen.	mareyba.fawad@columbia.edu
Stu.	Stu. (Graduate)	Cheng Gong		SEAS	Sen.	cg3224@columbia.edu
Stu.	Stu.	Adam Grant		SPS	Sen.	ag4298@columbia.edu
Stu.	Stu.	Elliot Hueske		CC	Sen.	ebh2153@columbia.edu
Stu.	Stu.	Colby King		CC	Sen.	cxk2101@columbia.edu
Stu.	Stu.	Tina Lee	Vice Chair	TC	Sen.	trl2127@tc.columbia.edu
Stu.	Stu.	Yifan Li		SIPA	Sen.	yl4546@columbia.edu
Stu.	Stu.	Open		BUS	.	.
Stu.	Stu.	Open		GSAS/HUM	.	.
Stu.	Stu.	Open		GSAS/SS	.	.
Stu.	Stu.	Open		JOURN	.	.
Stu.	Stu.	Open		NURS	.	.
Stu.	Stu.	Open		SSW	.	.
Stu.	Stu.	Brandon Shi		CC	Sen.	brandon.shi@columbia.edu
Stu.	Stu.	Austin Talis		CDM	Sen.	abt2145@cumc.columbia.edu
Stu.	Stu.	Nash Taylor		GSAPP	Sen.	nt2543@columbia.edu
Stu.	Stu.	Roger Tejada		LAW	Sen.	rt2763@columbia.edu
Stu.	Stu.	Vivian Todd		BAR	Sen.	vmt2121@barnard.edu
Stu.	Stu. (Undergraduate)	Elias Tzoc-Pacheco		SEAS	Sen.	egt2119@columbia.edu
Stu.	Stu.	Anne van Vliimmeren		GSAS/Natural Sciences	Sen.	aev2133@columbia.edu
Stu.	Stu.	Jeremy Wahl	Co-Chair	GS	Sen.	j.wahl@columbia.edu
Stu. Observer	UTS Stu. Obs.	Open		UTS	.	.

**UNIVERSITY SENATE
COMMITTEE ROSTERS 2021-22**

Commission on the Status of Women (11)						
Ten.	Ten.	Jeanine D'Armiento	P&S	Sen.	jmd12@cumc.columbia.edu	
Ten.	Ten.	Henry Ginsberg	P&S	Sen.	hng1@cumc.columbia.edu	
Ten.	Ten.	Susan Witte	Co-Chair	SSW	Sen.	ssw12@columbia.edu
Nonten.	Nonten.	Denise Milstein	A&S/SS	Sen.	dm531@columbia.edu	
Nonten.	Nonten.	Shayoni Mitra	Co-Chair	BAR	Sen.	smitra@barnard.edu
Stu.	Stu.	Mareyba Fawad	SPH	Sen.	mareyba.fawad@columbia.edu	
Stu.	Stu.	Vivian Todd	BAR	Sen.	vmt2121@barnard.edu	
Stu.	Stu.	Elliot Hueske	CC	Sen.	ebh2153@columbia.edu	
Librarians / Admin. Staff / Research Officers	Research Officers	Tatyana Behring	Research Officers - Postdoctoral	Sen.	tbb2125@cumc.columbia.edu	
Librarians / Admin. Staff / Research Officers	Admin. Staff	Janie Weiss	Admin. Staff: CUIMC	Nonsen.	janie@columbia.edu	
Librarians / Admin. Staff / Research Officers	Libraries	Sarah Witte	Libraries	Nonsen.	shs4@columbia.edu	
Commission on Diversity (12 +1)						
Stu.	Stu.	Cameron Clarke	P&S	Sen.	cdc2212@cumc.columbia.edu	
Stu.	Stu.	Colby King	Co-Chair	CC	Sen.	cxk2101@columbia.edu
Stu.	Stu.	Brandon Shi	CC	Sen.	brandon.shi@columbia.edu	
Stu.	Stu.	Tina Lee	TC	Sen.	trl2127@tc.columbia.edu	
Stu.	Stu.	Elizabeth Gillette	SSW	Nonsen.	eag2226@columbia.edu	
Faculty	Ten.	Jeanine D'Armiento	P&S	Sen.	jmd12@cumc.columbia.edu	
Faculty	Nonten.	Amy Kapadia	SSW	Sen.	ask2123@columbia.edu	
Faculty	Nonten.	Roosevelt Montas	A&S/HUM	Nonsen.	rm63@columbia.edu	
Faculty	Ten.	Andrea White	Co-Chair	UTS	Sen.	awhite@uts.columbia.edu
Librarians / Admin. Staff / Research Officers	Admin. Staff	Tricia Shimamura	Admin. Staff: Morningside-Lamont	Nonsen.	ts2968@columbia.edu	
Admin	Admin.	Carlos J. Alonso	Adm.	Sen.	ca2201@columbia.edu	
Admin	Admin.	Dennis A. Mitchell	Adm.	Sen.	dmitchell@columbia.edu	
Stu. Observer	Stu. Obs.	Anne O'Connell	GS	Stu. Obs.	ao2668@columbia.edu	
Elections Commission (5)						
Ten.	Ten.	Brendan O'Flaherty	A&S/SS	Sen.	bo2@columbia.edu	
Nonten.	Nonten.	Edward Lloyd	LAW	Sen.	elloyd@law.columbia.edu	
Stu.	Stu.	Open	.	.	.	
Librarians / Admin. Staff / Research Officers	Libraries	Dana Neacsu	Libraries	Nonsen.	dana.neacsu@law.columbia.edu	
Admin.	Admin.	Ann D. Thornton	Adm.	Sen.	adt2138@columbia.edu	
Benefits Subcommittee (A joint subcommittee of the Faculty Affairs and Budget Subcommittees)						
Nonten.	Nonten.	Soulaymane Kachani	SEAS	Sen.	kachani@columbia.edu	
Nonten.	Nonten.	Greg Freyer	SPH	Sen.	gaf1@cumc.columbia.edu	
Ten.	Ten.	Jeanine D'Armiento	P&S	Sen.	jmd12@cumc.columbia.edu	
Ten.	Ten.	Letty Moss-Salentin	CDM	Sen.	lm23@cumc.columbia.edu	
Ten.	Ten.	Maria Uriarte	A&S/NS	Sen.	mu2126@columbia.edu	
Research Officers	Research Officers	Daniel Wolf Savin	Research Officers - Professional	Sen.	savin@astro.columbia.edu	

SENATE RESEARCH OFFICERS COMMITTEE (ROC)

2020-2021 ACADEMIC YEAR FINAL REPORT

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

COVID-19. Reopening of Columbia after the March-April 2020 peak in New York City (the first of at least three major peaks) posed considerable challenges to those whose roles required them to be working on campus. Staff research officers (SROs) were particularly impacted by this, as they were among the first to reenter the work environment but most SROs were not eligible for prioritized vaccination, as they generally neither teach nor are patient-facing, qualifications that allowed individuals to receive vaccines as early as January 2020 in New York State. ROC communicated proactively with the University Administration to minimize, wherever possible, the adverse impacts of COVID in the workplace for this at-the-time-unvaccinated constituency in cramped laboratory environments. ROC advocated for weekly testing for anyone accessing the various campuses. This approach has also been advocated for by Dr. Wafaa El-Sadr.

Reclassification of SROs. It has been known for 15 years that there a number of statistically significant differences in pay by gender and race/ethnicity in the SRO ranks. One reason may have been because this extremely heterogeneous population was previously categorized into only two titles. To address this issue, the University Administration, in consultation with ROC, designed a new classification scheme for SROs, with six titles that better represent their levels of responsibility and expertise. The reclassification has now been completed across the University. Upon the completion of the reclassification, the Administration plans to carry out a new salary equity study in order to determine if there are any remaining pay differentials, after levels of responsibility and expertise have been taken into account.

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

Meetings with university administrators and others

- Dr. Jeanine D'Armiento, University Senate, Executive Committee Chair (18 Aug 2020).
- Members of the Executive Board of Columbia Postdoctoral Workers-UAW, the union representing Postdocs and Associate Research Scientists/Scholars: Cora Bergantinos,

President; Melissa McKenzie, Vice President; Medini Annavazhala, Recording Secretary; and P.J. Brun and Panos Oikonomou, Trustees (10 Nov 2020).

- Leilani Reynolds, Interim Director, Leasing Operations, Columbia Residential (19 Jan 2021).
- Donna Lynne, Senior Operating Officer, CUIMC, and the University's COVID director; Gerald Rosberg, Senior Executive Vice President; and Sen. Jeanine D'Armiento, Senate Executive Committee Chair (02 Feb 2021).
- Prof. Alex Halliday, Director, Earth Institute; Prof. Maureen Raymo, Interim Director, Earth Observatory; Alicia Roman, Executive Director, Earth Institute; Edith Miller, Assistant Director, Finance & Administration, LDEO; Christopher Taylor, Executive Director of HR, Earth Institute; Hayley Martinez, Senior Program Manager, Strategic Operations, Earth Institute; Robert Chen, Senior Research Scientist & Director, Center for International Earth Science Information Network (CIESIN); and Alison Miller, Chief of Staff, Earth Institute (16 Feb 2021).
- Joan Waters, Columbia Ombuds Officer (13 Apr 2021).
- Latha Venkataraman, Vice Provost for Faculty Affairs; Pearl Spiro, Associate Provost; Amy Rabinowitz, Director, Work/Life, Office of the Provost; Mark Hawkins, VP, Finance, and Controller, Office of the EVP for Finance and Operations; Fabrizio Carucci, AVP, Finance, for Research Policy and Indirect Cost; Naomi Schrag, VP for Research Compliance, Training and Policy, Office of EVP for Research; William Berger, Executive Director, Sponsored Projects Administration; Juliana Powell, Director of Research Operations, Morningside Campus, SPA; Michael Bloom, AVP, Benefits and Compensation, HR; Hana Bloch, Director, Leave Management, HR; Margaret Edsall, AVP, Academic Planning, Arts and Sciences (11 May 2021).

Some issues for the coming year

- Timely reappointments.
- Power-based harassment and bullying.
- Funding for maternity/parental leave from non-sponsored sources.
- SRO salary equity study.
- Research professorships and the Climate School

Respectfully,

University Senate Research Officers Committee 2020-2021

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

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

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

JAMES HANBIN DAN, *Associate Research Scientist*, Systems Biology

OLAYA FERNANDEZ GAYOL, *Postdoctoral Research Scientist*, Pediatrics

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

NANCY LOIACONO, *Research Scientist*, Environmental Health Sciences

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

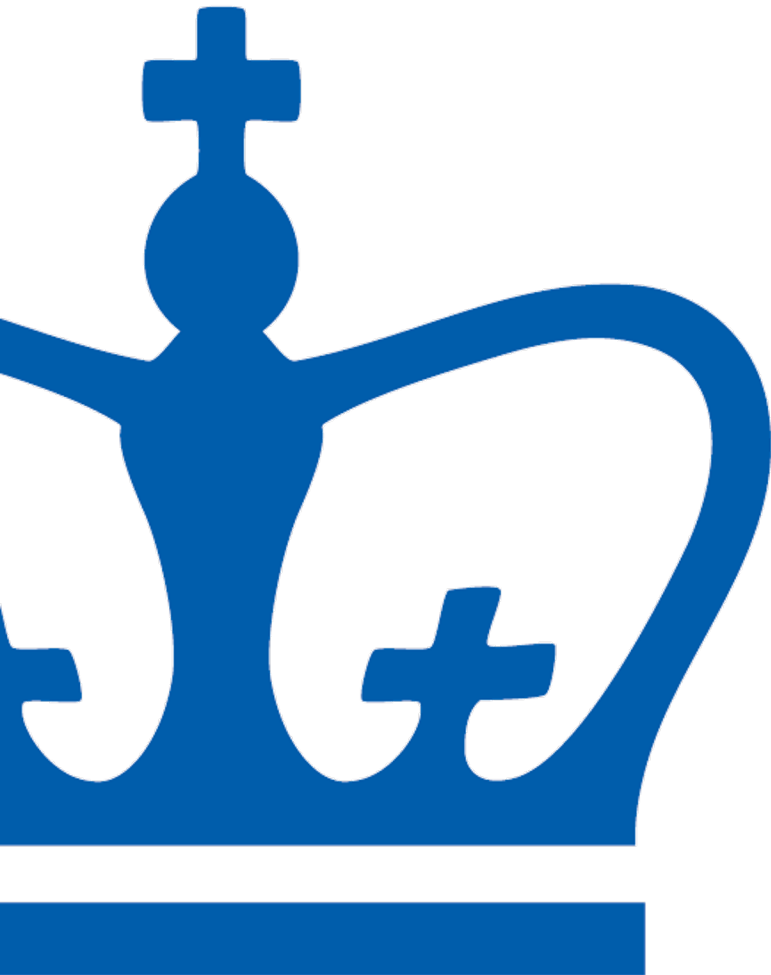
CAROLYN Z. MUTTER, *Senior Staff Associate III*, Center for Climate Systems Research

BENJAMIN RUDSHTEYN, *Postdoctoral Research Scientist*, Chemistry

SYLVIA TRZASKA, *Assoc. Res. Sci.*, Center for International Earth Science Information Network

STEEFAAN VAN LIEFFERINGE, *Assoc. Res. Scholar*, Department of Art History and Archeology

Research Officers Committee (ROC) Annual Report 2020-2021



Daniel Wolf Savin, Chair
Nancy Lolocono, Vice Chair
Maneula Buonanno, Past-Vice Chair

September 24, 2021



Overview

- University Senate
- Research Officers Committee (ROC)
- Activities: 2020-2021
- Future Plans

Overview

- University Senate
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The University Senate

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

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

Overview

- University Senate
- Research Officers Committee (ROC)
- Activities: 2020-2021
- Future Plans

The Research Officers Committee (ROC)

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

Trustee Approved Mandate

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

Research Officer Population (as of 9/2021)

Professional ROs (815)

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

Postdoctoral Research Scientists/Scholars (889)

Postdoctoral Research Fellows (197)

Staff Research Officers (474)

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

Overview

- University Senate
- Research Officers Committee (ROC)
- **Activities: 2020-2021**
- Future Plans

ROC Activities: 2020-2021

COVID-19

- Reopening CU was challenging.
- Many SROs were among the first back but they were not yet eligible for the vaccine.
- ROC reached out to the Administration to enhance COVID safety protocols.
- ROC recommended weekly testing, but that suggestion was not implemented.

ROC Activities: 2020-2021

Reclassification of Staff Research Officers (SRO)

- Statistically significant differentials in pay by gender and race/ethnicity in the SRO ranks (known since 2009).
- Heterogeneous population, was categorized into two titles.
- The Administration, in consultation with ROC, designed a new classification scheme for SROs, with six titles that better represent their levels of responsibility and expertise.
- Reclassification completed.
- The Administration will now follow up with a new salary equity study.

ROC Activities: 2020-2021

Email Bounce-Back Service for Former ROs

- UNI/email addresses used by ROs on academic materials.
- These addresses are an important connection to ROs' published research from their time at Columbia.
- UNI/email access ends when ROs leave Columbia.
- ROC worked Morningside/Lamont and CUIMC IT to institute an email bounce-back service with RO's new contact email.
- Service would last for 5 years.
- Has approval from all required Senior Administrators.
- Implementation is dragging for reasons that ROC does not understand.

ROC Activities: 2020-2021

Meetings with Administrators and Others

- Executive Committee Chair.
- Executive Committee of the Postdoc/ARS union.
- Columbia Residential regarding postdoc housing.
- COVID-19 Administration Leadership.
- Climate School leadership.
- Ombuds Officer.
- University-wide leadership about funding sources for maternity/parental leave.

Overview

- University Senate
- Research Officers Committee (ROC)
- Activities: 2020-2021
- Future Plans

ROC future plans

- Timely reappointments.
- Power-based harassment and bullying.
- Funding for maternity/parental leave.
- SRO salary equity study.
- Establishing Research Professors outside of Lamont.
- Email bounce-back service.

2021-2022 ROC membership

Senators (6)

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

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

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

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

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

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

Non-senators (3)

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

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

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

Staff

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

Best Practices in Using Student
Ratings in Evaluation of Teaching

A Report of the
Columbia University Senate
Education Committee

September 24, 2021

Document #1

Student Information on Instructor/Course Surveys

Dear Student,

You are about to complete a form with questions that will provide your instructor with valuable feedback on their teaching. This information will be used in various ways:

1. Your instructor will read your comments and will analyze the numerical data, comparing them, when possible, to past trends and considering ways in which they can implement your suggestions to improve their teaching in the future.
2. Other faculty and administrators who work with your instructor may also read your comments and analyze your numerical ratings.
3. In addition, a subset of the questions and ratings will be published in Vergil and will be viewable by anyone in the Columbia community.

Nonetheless, be assured that your feedback is anonymous and will not impact your standing in any past, present, or future courses.

Bias Check

Student evaluations of teaching play an important role in the review of faculty. Your opinions influence the review of instructors that takes place every year. Research demonstrates that student evaluations of teaching are often influenced by students' unconscious and unintentional biases about the race and gender of the instructor. Women and instructors of color are systematically rated lower in their teaching evaluations than white men, even when there are no actual differences in the instruction or in what students have learned. *Kreitzer, Sweet-Cushman. (2021). **Evaluating Student Evaluations**, Journal of Academic Ethics. DOI:10.1007/s10805-021-09400-w*

As you fill out the course evaluation, please keep this in mind and make an effort to resist stereotypes about professors. Focus on your opinions about the content and methods of teaching in the course (the assignments, the textbook, the in-class material) and not unrelated matters such as the instructor's appearance.

As part of the form, you will provide two types of information: numerical ratings (statements with which you agree or disagree, measured on a Likert scale) and written comments. For

the numerical ratings, please take a moment to note the scale descriptions and consider how your ratings might best describe your overall experience in the course.

For questions with numerical ratings:

1. **Consider your overall experience** in the course rather than isolated incidents and events. You are providing feedback on an entire semester's worth of experiences.
2. **Focus on your own experience.** Students sometimes comment on what they think other students in the class are experiencing. Given that those students have the opportunity to provide their own feedback, it is most useful if you focus on how you have experienced the course.

For questions with free-response comments:

1. **Feedback may consist of both constructive criticism and positive reinforcement.** While it may seem more obvious to point out parts of the course that you did not feel were helpful, mentioning the teaching strategies that helped your learning and that worked well for you is just as helpful. Both of these forms of feedback are useful for instructors to know for future semesters.
2. **Be specific.** Rather than writing, "I was always confused during lecture," something along the lines of, "I felt that the professor often spoke very quickly and did not allow time for students to ask questions," is more precise. Rather than saying, "I love this course!", identify why you liked the class--the structure of the group projects, the use of polling questions interspersed within the lecture, or being able to choose the format of your final assignment. This specificity helps the instructor know what to change and what to keep.
3. **Provide feedback in a professional, honest, and respectful way that is helpful to the instructor in planning for future semesters.** Avoid feedback on personal traits or characteristics of the instructor.
4. **Provide feedback that the instructor can act upon.** Instead of simply stating what did not work well, give an example of what would improve the learning experience based on your other positive learning experiences. You might suggest the professor consider changes to the syllabus, or you might recommend that they structure problem sets in a different way, for example.

We are grateful that you are taking the time to read this information and provide your feedback on this course. We hope that these suggestions are helpful.

Columbia University Senate Education Committee

Document # 2

What Instructors Need to Know about Student Ratings

As is true of most colleges and universities, Columbia offers students the opportunity to provide feedback on their experiences in a particular course and with a particular instructor. What should instructors know about these end-of-semester course evaluations?

1. Student ratings are data on student perceptions of their experiences.

Students enrolled in a course are offered the opportunity to comment on their experiences in a course. Their responses to a course survey form, both numerical ratings and brief narratives, provide a collective picture of perceptions students have of their experiences in the course. Each student will have a different frame of reference that guides their ratings.

2. Student ratings are not measures of student learning.

Student ratings are designed to reveal students' perceptions of the course (i.e., indirect measures of learning) as a conduit for their learning. They are not a substitute for other measures of what students have learned in a course. Measuring student learning can be challenging, but most courses include instructor-designed assessments of student learning (i.e., direct measures of learning) and some also have external assessments, such as a licensure examination. Student reports of how much or what they have learned are not necessarily associated with direct measures of student learning in a course.

3. Student ratings can be influenced by factors unrelated to the quality of teaching or how much students learn.

Student ratings are often consistent among students within the same course, and instructors often have consistent ratings across sections of a course or across the different courses they teach over several years. But students are subject to the same social biases that permeate our society. This means that their ratings can be influenced by the social and physical attributes of an instructor, such as gender, race, ethnicity, and

“likability.” The influence of these factors may be seen more easily when the number of students responding to an evaluation form is low. In order to avoid allowing potential bias to influence any high stakes decisions, student ratings should not be the only piece of data used to make such decisions. See the next section below for further details.

4. Student ratings by themselves are not sufficient evaluations of instruction.

Student ratings are one source of evidence in a larger evaluation process; the ratings by themselves do not constitute a full evaluation of an instructor’s teaching since some features of teaching performance are more appropriately assessed via robust peer reviews as well as instructor narratives and documentation of their teaching. (See point 5. below)

Student ratings offer two types of feedback: formative — information to improve teaching performance, and summative — an overall assessment of whether instructor performance is perceived by students as satisfactory. This student feedback then informs the broader instructor evaluation, a process carried out by a college or university often involving multiple criteria and peer/departmental reviews, with a goal of providing an assessment of whether the relevant performance meets agreed-upon standards of merit, worth, or value.

5. Student ratings can complement other evidence on the quality of teaching performance.

At Columbia, as at many other colleges and universities, end-of-semester student ratings are often relied on in personnel reviews, such as reappointment, promotion, and tenure. But there is growing evidence that an overreliance on student ratings as the sole source of evidence on teaching performance may systematically disadvantage instructors from historically marginalized groups.

A number of professional associations have called for broadening the sources of information on the quality of teaching performance used in personnel reviews. Among recommended sources are teaching materials such as syllabi, course assignments, and samples of student work; peer observations; and instructor self-reflections. CTL can assist instructors in developing broad portfolios of teaching performance that extend well beyond student ratings. To request support email CTLfaculty@columbia.edu.

6. Instructors can learn from student ratings.

Student ratings can provide both numerical summaries of students' experiences, as well as brief narrative commentaries on a course and how it progressed. It is not unusual for students to express a variety of opinions, as they may have different reasons for enrolling and different levels of prior preparation. If student reports of their experiences are at odds with an instructor's opinion about a particular course, it may be worth thinking about what might account for the discrepancy.

A single set of student ratings provides a snapshot of a particular course in a particular term. Most instructors are teaching multiple courses simultaneously, and will do so over several years. It is desirable to place a particular set of ratings in the context of this broader view of teaching performance. Is the feedback for a particular course consistent with other recent courses, or other offerings of that course? If not, instructors might think about why that may be the case.

Instructors should also attend to the social process that generated the end-of-semester data. This can include an understanding of the number of students enrolled, the number who responded to the end-of-term survey, the response rate, and whether the students who responded are likely to be representative of all of the enrolled students. Ratings may be more variable when few students elect to respond.

Instructors may benefit from customizing the student rating form, adding items that are specific to the features of the course that may not be easily picked up by the items on the standard form.

Student feedback can be either positive or negative and individual students, and groups of them, may offer a complex picture of their experiences. It is important for instructors not to dwell too much on data that are exclusively negative or on data that are exclusively positive. Rather, try to see the whole picture and imagine what you can learn from it. Not all feedback can, or should, be tied to changes in teaching practice, but some feedback may spur reflection on how a course progressed and how it might be improved.

As is true for the scholarly publication process, it can be helpful to ask trusted colleagues to help you interpret the feedback generated by student ratings. **The CTL offers confidential consultations with individual faculty and graduate students as part of its suite of services for instructors.**

To request assistance with interpreting and using student feedback, please contact: Faculty Programs and Services at: CTLfaculty@columbia.edu
Graduate Student Programs and Services: [request a consultation](#).

7. Instructors can and should encourage students to fill out the surveys.

If instructors let students know that their feedback matters, students will be more inclined to complete course ratings.

Instructors can explain to the students that the information they provide helps them in improving the course. They should also let them know that their responses are confidential and they will only be released to faculty after final grades are turned in.

During the evaluations period, instructors can provide verbal and written reminders to invite students to fill out surveys in class, by email, and/or on the syllabus. <Website: link to student information about ratings> provides some advice to students that you may wish to review in introducing the surveys to them.

8. Early or Mid-semester Feedback Surveys

Administering early or mid-semester feedback surveys is a recommended practice. By designing and utilizing specific early semester surveys for the course, instructors can gather useful information during the semester, and adjust teaching practices to better support student learning, with the added benefit of involving students in reflecting on their learning and what helps them to learn.

Debriefing the results with the class, and immediately implementing useful suggestions, may result in a more inclusive class, enhancing student participation and cooperation in the making of their class. This practice can also result in higher response rates and more constructive feedback for end-of-term surveys.

CTL can assist instructors in designing effective [mid-semester surveys](#).

Document # 3

Reviewers and Evaluators: Using Student Ratings for Evaluation of Teaching

I. Summary

Excerpted and adapted from: [Statement on Student Evaluations of Teaching](#), American Sociological Association, in the *Chronicle of Higher Education*, September 2019; endorsed by 20 professional disciplinary associations. See also [Evaluating Student Evaluations](#), (2021), Kreitzer, Sweet-Cushman in *Journal of Academic Ethics*. DOI:[10.1007/s10805-021-09400-w](https://doi.org/10.1007/s10805-021-09400-w)

A scholarly consensus has emerged that using SETs as the primary or only measure of teaching effectiveness in teaching review processes can systematically disadvantage instructors from marginalized groups. This can be especially consequential for contingent instructors for whom a small difference in average scores can mean the difference between contract renewal and dismissal.

Given these limitations, the American Sociological Association, in collaboration with the scholarly societies listed below, encourages institutions to use evidence-based best practices for collecting and using student feedback about teaching (Barre 2015; Dennin et al. 2017; Linse 2017; Stark and Freishtat 2014). These include:

1. **Questions on SETs should focus on student experiences, and the instruments should be framed as an opportunity for student feedback, rather than an opportunity for formal ratings of teaching effectiveness.** Use terms like “University Course Survey” or “Student Feedback on Instruction Form,” to emphasize that student feedback, while important, is not sufficient for an evaluation of teaching effectiveness.
2. **SETs should not be used as the only evidence of teaching effectiveness.** Rather, when they are used, they should be part of a holistic assessment that includes peer observations, reviews of teaching materials, and instructor

self-reflections. This holistic approach has been in wide use at teaching-focused institutions for many years and is becoming more common at research institutions as well.

3. **SETs should not be used to compare individual instructors to each other or to a department average.** As part of a holistic assessment, they can appropriately be used to document patterns in an instructor's feedback over time.
4. If quantitative scores are reported, they should include **distributions, sample sizes, and response rates for each question on the instrument** (Stark and Freishtat 2014). This provides an interpretative context for the scores (e.g., items with low response rates should be given little weight).
5. **Evaluators** (e.g., chairs, deans, hiring committees, tenure and promotion committees) **should be trained in how to interpret and use SETs** as part of a holistic assessment of teaching effectiveness (see Linse 2017 for specific guidance).

II. Advice on Ensuring Appropriate Interpretation and Use of Student Ratings Data

Excerpted and Adapted from: [Interpreting and using student ratings data: Guidance for faculty serving as administrators and on evaluation committees](#). Linse, 2017.

Those who serve in evaluative roles are rarely, if ever, provided guidelines for interpreting other instructors' student ratings. Without research-based guidance these instructors and administrators are likely to view others' student ratings through the lens of their own experience. Both administrators and peer reviewers can experience discomfort with making life-altering decisions about other instructors based on student ratings data (though hopefully not solely on those data). This discomfort can be exacerbated if they are unfamiliar with the research literature, or if they have been operating under misconceptions.

A. Questions Asked by Administrators and Peer Reviewers

Below are some of the most common questions asked by administrators and peer reviewers. This section reflects common instructor misconceptions of student ratings, not just those held by instructors who receive low ratings or who are unhappy with their results.

1. How do I know whether an instructor's ratings are "good" or "bad"?

Look at the distribution of the ratings across the scale, not solely at the mean or the median. Most student ratings distributions are skewed, i.e., not normally distributed, with the peak of the distribution above the midpoint of the scale. The mean misrepresents the ratings in a skewed distribution because a few low ratings in the tail of the distribution can pull the mean down. It is unacceptable to allow an instructor "to be portrayed as a less effective teacher with lower ratings" (Berk, 2013, p. 74) because of an institution's choice of which measurement of central tendency to report. Distributions that include the ratings of multiple instructors for the purposes of improving the teaching or curriculum within a department, degree program, or course can provide useful comparative information (Arreola, 2007; Berk, 2013; Hativa, 2013a, 2013b).

Most institutions in the U.S. use a norm-referenced approach to interpreting an instructor's ratings (Hativa, 2013b; McKeachie, 1997). For example, instructors with most of their ratings distributed across scores of 3.5–5 on a 5-point scale (or 5–7 on a 7-point scale) are doing well, even if they have a few stray scores in the lower ratings. If a large percentage of the ratings are clustered at the higher end of the scale, the instructor is doing fine—even if a few students rate them at the low end of the scale. Student ratings are intended to represent the collective views of students, not the rare views. Even when an instructor is doing fine, their history of ratings may include a couple of courses that were rated lower. Every instructor receives some lower ratings at some point in their career.

Instructors with a normal distribution of scores or a distribution with the peak below the midpoint of the scale likely have an instructional issue (or issues) that need attention. The issues may be easily addressed or may be more serious, but all instructors should be given the opportunity to address student concerns.

2. What should I say to an instructor with ratings distributed across the low end of the rating scale?

Instructors with many scores in the 1–2 range on a 5-point scale (or 1–3 range on a 7-point scale), or with scores relatively evenly distributed across the entire scale are typically facing serious challenges with their students. This needs to be addressed as soon as possible. Instructors who receive these kinds of rating distributions in most of their courses need sufficient time to develop their teaching before coming up for a formal evaluation or a contract renewal.

All of the behaviors practiced by excellent teachers can be learned. Instructors with low ratings should be reminded of the ways that the college or university provides support for effective teaching. If a pattern of low scores develops, the instructor should be encouraged to seek mentoring, coaching, or advice from a professional in the campus teaching and learning center. Research indicates that Instructors who work with an expert or knowledgeable colleague do improve (Boice, 2001; Brinko, 1991; Geis, 1991). However, instructors should not simply be “sent to the teaching center” in response to low or problematic student ratings because the teaching center should not be seen as a punishment, but as a support offered by the university.

Most teaching centers (including the Columbia CTL, to arrange a consultation please email: CTLfaculty@columbia.edu) practice confidentiality with their faculty clients. This means that even if an administrator recommends that an instructor seek help from the teaching center, center personnel will not report back to the administrator about that consultation (Zakrajsek, 2010).

3. **How do I respond to an instructor who says that “only instructors who give away A grades get high ratings” or who argues that an instructor who receives high ratings “must be giving away grades”?**

Most instructors at most institutions receive high student ratings (Arreola, 2007; Hativa, 2013a). Every institution has numerous examples of instructors with high academic standards who also receive high student ratings. Administrators may want to share the departmental or course distribution (as opposed to simply the departmental average) as a way for instructors to calibrate their own results.

Student ratings researchers have long been studying the relationship between grades and ratings (Abrami et al., 1980; Eiszler, 2002; Marsh, 1987). While a number of studies have shown no relationship between grades (or expected grades) and student ratings (Gigliotti & Buchtel, 1990; Marsh & Roche, 1997), more research studies document that students’ grades are positively correlated with student evaluations (Abrami, 2001; Eiszler, 2002; Feldman, 1976). The most

commonly cited correlation is 0.2–0.3, but researchers report correlation coefficients that vary from 0.1–0.5 (Abrami et al., 1980; Arreola, 2007; Feldman, 1976; Greenwald & Gillmore, 1997; Stumpf & Freedman, 1979). [Marsh \(2007\)](#) suggests that the majority of the research indicates support for the hypothesis that students *who learn more earn higher grades and give higher ratings*. More recently, Benton and colleagues have documented that students give instructors higher ratings when students are expected to take on some share of responsibility for learning ([Benton & Li, 2015](#)). The positive though weak correlation leads researchers to recommend that evaluators use extreme caution when inferring that an instructor’s grading policy has significantly impacted their ratings. The combination of high ratings and higher grades might represent student learning, grading leniency, or students’ characteristics unrelated to instruction ([McKeachie, 1979, 1997](#)). Most students do not equate instructors who have high standards with poor teaching. Instructors who try to manipulate students’ ratings by “giving away As” should be advised that they are at risk of receiving low ratings from students who worked hard in the course and who turned in A work ([Abrami et al., 1980; McKeachie, 1997](#)). In other words, poor teachers who try to increase their scores by boosting grades are unlikely to fool students.

In a similar vein, some instructors suggest that their low ratings are a result of “high standards” and students’ dislike of homework or even a reasonable workload. A heavy workload is not always synonymous with “academic rigor” ([Franklin, 2001](#)), so an over-ambitious workload could reasonably result in lower student ratings. Peer review of instructor teaching materials such as syllabi and assignments, course observations ([Chism, 2007](#)), and review of students’ work ([Cashin, 1995](#)) are the best methods for evaluators to determine whether an instructor is expecting too much or too little from students and whether students are earning undeservedly high grades.

4. How do I respond to those instructors who say that student ratings are “just a popularity contest” and that they are “not valid”?

As noted above, while student ratings are not necessarily a “popularity contest,” the purpose of student ratings is to gather students’ perspectives on the instruction or learning environment in a course ([Hativa, 2013a](#)). Their validity has been tested more than any other method for evaluating teaching ([Abrami, 2001; Abrami, d’Apollonia, & Cohen, 1990; Aleamoni, 1999; d’Appollonia & Abrami, 1997; Feldman, 1989; Marsh, 1982b, 1984; Marsh & Roche, 1997](#)). The majority of the legitimate research on student ratings indicates that they are a reliable and

valid representation of teaching quality when used with other methods of evaluating teaching, including peer observation, focus groups, and external review of materials (Berk, 2005, 2013; McKeachie, 1997) and they are highly correlated with other measures of teaching effectiveness (Abrami et al., 1990; Berk, 2013).

5. How should I respond to those who suggest that online administration of student ratings resulted (or will result) in lower ratings?

Many instructors feel that the move to online administration of student ratings has resulted in low ratings. This is generally not supported by the ratings data, i.e., ratings distributions of most instructors continue to cluster at the high end of the scale as do most aggregate departmental and college distributions (Linse, 2010). Now that online student ratings have become commonplace, it has become clear that students who are engaged in a course are more likely to complete the student ratings than students who are disengaged (Berk, 2013).

6. What do I say to those who say “My response rates are too low to be included in my dossier”?

Unless an institution has a set minimum response rate for inclusion in the dossier, all results will need to be included. There is no single standardized “ideal” response rate although a number of researchers have made suggestions (Franklin & Theall, 1991; Marsh, 1984; Nulty, 2008). These recommended response rates are challenging to obtain for online student ratings. Response rates for online administration tend to fall by 25–30% (Benton, Webster, Gross, & Pallett, 2010; Hativa, 2013a; Johnson, 2003; Nulty, 2008; Sorenson & Reiner, 2003), but may again increase as students no longer expect paper student ratings and mobile versions again allow in-class administration.

All instructors can implement at least some of the strategies known to boost response rates (Berk, 2006; Nulty, 2008). Effective strategies include discussing the importance of student ratings to the instructor and their efforts to improve the course, noting that their feedback will likely benefit future students, and multiple reminders from the instructor.

B. Guidelines for peers who use student ratings data to evaluate other instructors

1. **Student ratings should be only one of multiple measures of teaching.**

Student ratings proponents and researchers unanimously recommend personnel decisions be based on more than just the instructor's student ratings (Arreola, 2007; Benton & Cashin, 2011; Benton & Li, 2015; Berk, 2013; Cashin, 1996, 1999, 2003; Hativa, 2013a; Marsh, 1987; McKeachie, 1990, 1997; Miller & Seldin, 2014; Nulty, 2008). The most common additional sources of data about the instructor's teaching include written student feedback, peer and administrator observations (Miller & Seldin, 2014), internal or external reviews of course materials (Chism, 2007; Miller & Seldin, 2014), and more recently, teaching portfolios (Seldin, 1999; Zubizarreta, 1999) and teaching scholarship (Berk, 2013; Miller & Seldin, 2014). While none of these additional data collection methods have been extensively examined for reliability, validity, or bias (as have student ratings), they provide important points of comparison to students' perspectives. Data collection for each of these additional data sources should be systematic rather than informal.

2. **In personnel decisions, an instructor's complete history of student ratings should be considered, rather than a single composite score.**

3. **Small differences in mean (average) ratings are common and not necessarily meaningful.**

Student ratings are "broad brush" instruments used to gather information from a group of students, not all of whom will agree. They are not precision tools that produce a measurement that can then be compared to a known standard. The argument for not over-interpreting relatively small differences in average ratings is supported by the research that indicates a wide variety of factors have relatively small impacts on student ratings, but that none of these alone, or even in combination, can explain extremely low ratings for a faculty member. These include: class size, course level, major vs. non- major courses, elective vs. required, and discipline (Arreola, 2007; Feldman, 2007; Hativa, 2013b).

4. **Treat anomalous ratings for what they are, not as representative of an instructor's teaching.**

Look for patterns in the instructor's scores over time or across different course types. Do they show a general improvement or a persistent and unexamined issue? When reviewing other instructors' scores, patterns of low scores are more important than occasional low scores. For example, some instructors are more comfortable teaching particular types of courses. Also look for patterns of improvement that post-date a low rating, which may provide evidence that the instructor is making an effort to improve.

5. Examine the distribution of scores across the entire scale, as well as the mean.

Most student ratings scores are ordinal-, not ratio-level, so the difference between a mean of 5.9 and a 6.2 (on a 7-point scale) is not meaningful when considered from the students' perspectives. Relying solely on the mean, without examining the overall shape of the distribution and the spread of scores can provide an inaccurate picture of the students' views. Very few faculty have a normal distribution of scores (Theall & Franklin, 1990). Student ratings distributions are typically negatively skewed (Arreola, 2007; Hativa, 2013a, 2013b), i.e., they have a long tail at the low end of the scale and the mode at the high end of the scale. This tells us that most students have positive views of their courses and instructors and it also makes the mean (average) not the best measure of central tendency for the distribution. Means are more appropriately used with normal (bell-curve) distributions. In skewed distributions, means are sensitive to (influenced by) outlier ratings; in student ratings, these outliers are almost always low scores.

6. Evaluate each faculty member individually. Evaluations and decisions should stand alone without reference to other faculty members; avoid comparing faculty to each other or to a unit average in personnel decisions.

Student ratings instruments are not designed to gather comparative data about instructors (Franklin, 2001). The instructors who are most likely to be negatively impacted by instructor-instructor comparisons are those who do not fit common stereotypes about the professoriate—typically women and instructors of color. Biases, even unconscious biases, against non-majority instructors are well-known in the academy (Gutgold & Linse, 2016), especially in white-male-dominated fields such as business and the STEM (Science, Technology, Engineering & Math) disciplines (National Academies, 2006; Street,

[Kimmel, & Kromrey, 1996](#)). However, such bias can also negatively impact any instructor who is seen as different by students and peer evaluators.

Unit means are not an appropriate cutoff or standard of comparison because there will always be some instructors who are, by definition, “below the mean.” This is particularly problematic in units with many excellent teachers. Consider the case of a department with a mean of 6.0 on a 7-point scale. If the departmental mean is the “standard” of comparison, then instructors who have a mean of 5.5 or even a 5.9 will be labeled as “below the mean” despite being rated by students as very good teachers ([Arreola, 2007](#)).

7. **How to handle written comments:**

A variety of research indicates that written comments are highly correlated with student ratings ([Berk, 2005](#); [Braskamp, Ory, & Pieper, 1981](#); [Marincovich, 1999](#); [Ory et al., 1980](#)). But too often, instructors, peer reviewers, and administrators seem to focus their attention on rare comments, possibly because they are typically the most vehement or the most negative ([Franklin, 2001](#); [Franklin & Berman, 1998](#)). It is neither appropriate nor fair to the instructor to treat rare comments as if they are equal to ratings and comments that are representative of the rest of the students in a course. Evaluators need to be particularly vigilant and self-aware when they are reading or summarizing students’ comments. When rare negative ratings or comments are emphasized, it presents an inaccurate picture of the students’ views ([Franklin & Berman, 1998](#); [Lewis, 2001](#)).

III. General Information about Student Ratings

1. **Student ratings are student perception data.**

Student ratings instruments are used to gather the collective views of a group of students about their experience in a course taught by a particular instructor. ([Abrami, 2001](#); [Arreola, 2007](#); [Hativa, 2013a](#)).

2. **Student ratings are not sufficient as instructor evaluations.**

Student ratings researchers are clear to differentiate between the producers of the data (students) and the users of the data (instructors and administrators) for

both improvement and evaluative purposes. That many view student ratings as evaluations likely stems from the names colleges and universities assign to their ratings instruments, e.g., Student Evaluations of Teaching, Course Evaluations), but student ratings are only one data point in evaluating an instructor's teaching, and they typically provide both formative as well as summative feedback.

3. **Student Ratings Are Not Measures of Student Learning.**

Student ratings have never been intended to serve as a proxy for learning. Research has demonstrated a low to moderate positive correlation between students' ratings and their grades or expected grades. Even though grades are supposed to reflect student learning, a simple correlation between grades and student ratings does not demonstrate causality, i.e., that high grades result in high ratings. Instructors who teach well, have grading practices that are accurate reflections of students' learning, and have grade distributions with a peak near the high end of the grading scale, may receive higher ratings—and deservedly so. (Abrami, 2001; Abrami, Dickens, Perry, & Leventhal, 1980; Benton & Li, 2015; Eiszler, 2002; Feldman, 1976; Greenwald & Gillmore, 1997; Stumpf & Freedman, 1979).

September 24, 2021

SENATE EDUCATION COMMITTEE

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Best Practices in Using Student Ratings in Evaluation of Teaching

Education Subcommittee Co-Chairs:

Dr. James Applegate, Professor of Astronomy

Dr. Catherine Ross, Executive Director of the Center for Teaching
and Learning

Subcommittee Members

- Dr. Maria Luisa Gozzi, Senior Lecturer in Italian
- Dr. Ivana Nikolic Hughes, Senior Lecturer in Chemistry, Director of Frontiers of Science
- Dr. Aaron Pallas, Arthur I. Gates Professor of Sociology and Education and Chair of the Department of Education Policy and Social Analysis at Teachers College
- Michael Mark Sutton, (former) Graduate Student member, Fu Foundation School of Engineering & Applied Science, Biomedical Engineering
- Dr. Joseph Ulichny, Associate in the Discipline of Chemistry; General Chemistry Course Coordinator
- Student members, both graduate and undergraduate, gave feedback

Subcommittee Charge

Provide educational resources for all of the stakeholders who use the student surveys as part of the process of instructor teaching evaluation. Three resources were created:

1. Student facing resource
2. Instructor facing resource
3. Committee/Administrator/Peer reviewers resource

Student Information

- How student surveys are used
- How to mitigate implicit bias when filling out survey
- Advice for numeric rating responses
- Advice for open-ended questions: How to give good feedback

Instructor Information

- Basic information about what student surveys measure and what they do not measure
- How to interpret and use this student feedback to improve teaching
- How to request confidential CTL consultations about any aspect of interpreting and using this data (both faculty and graduate students)
- Advice and resource link to collect early semester or mid-term student feedback

Reviewers and Evaluators Information

Research summaries and advice on ensuring appropriate and equitable interpretation and use of student ratings data.

- Key takeaways from the American Sociological Society: A Statement on Student Evaluations of Teaching, *Chronicle of Higher Education*, September 2019, endorsed by 20 national professional disciplinary associations.
- *Interpretation and use excerpted and adapted from: [Interpreting and using student ratings data: Guidance for faculty serving as administrators and on evaluation committees](#). Linse, 2017.*
- Kreitzer, Sweet-Cushman. (2021). [Evaluating Student Evaluations](#). *Journal of Academic Ethics* DOI:[10.1007/s10805-021-09400-w](#)



**Columbia Alumni Association
Task Force on Belonging**

Report and Recommendations

June 4, 2021

**REPORT AND RECOMMENDATIONS
OF THE CAA TASK FORCE ON BELONGING**

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INTRODUCTION

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

Since its inception in 2005, the CAA has focused on being an environment where all alumni, students, and members of the broader Columbia community feel welcome, and where all engagement opportunities (e.g., events and programs, volunteer roles and entities, and communications/outreach) reflect and celebrate both everyone individually and the community as a whole. As the Columbia alumni community continues to grow and approaches 390,000 members, this continues to be a core tenet of the organization. At its January 2020 retreat, the Board made “belonging” the most significant priority for CAA leadership and resolved to create the CAA Task Force on Belonging (Task Force).

The Task Force's work was scheduled to begin in March 2020. However, external forces in our community and world delayed the initiative while also amplifying its importance. The COVID-19 pandemic forced the CAA, as well as the rest of the world, to stop in its tracks and reimagine every aspect of the organization in the name of health and safety. It was in this time that virtual programming went from a novel idea that was executed periodically, to the principal way that individuals could interact with each other and their alma mater. While launching and offering virtual programming was challenging, it did create opportunities to engage individuals who would or could not actively engage with the CAA in the past. The overwhelming feelings of isolation and lack of camaraderie shared by many, alongside the increase in home-bound leisure time, made it more crucial than ever for alumni to feel connected to Columbia and each other and for the CAA to offer easily accessible programs.

The spring of 2020 was marked by frequent acts of racism and violence which garnered extensive public attention. While hatred was felt by members of many historically marginalized groups, it was a particularly tumultuous time for the Black and Asian and Pacific Islander communities. The Asian and Pacific Islander community was targeted in the wake of the COVID-19 pandemic while the Black community had to grapple with the deaths of many individuals, including Ahmaud Arbery, George Floyd, and Breonna Taylor, who died at the hands of police. With so many members of the alumni community feeling so much pain—set against a backdrop of racism, xenophobia, and isolation—it was more important than ever that all Columbians felt safe, heard and represented.

After several benchmarking discussions with peer institutions and internal reviews of current processes, the Task Force began in earnest in the summer of 2020.

Following the execution of two sets of focus groups, individual conversations and a survey process including nearly 90,000 alumni, the Task Force assembled the following five overarching recommendations:

- Enhance engagement and feelings of belonging through segmented programmatic offerings.
- Ensure strategic planning and cross-collaboration across programmatic and volunteer efforts, especially amongst segmented groups and clubs, to build a stronger sense of unity with volunteers and alumni overall.
- Increase awareness of existing programmatic and volunteer opportunities as well as brand recognition of the benefits of engagement with the University and CAA.

- Continue to gather and utilize data to understand why alumni do and do not participate in CAA engagement opportunities.
- Continually assess the effectiveness of initiatives to ensure broad community inclusion and representation in all events and programs, communications and volunteer opportunities.

While the Task Force is very proud of the work that has led to the aforementioned recommendations, the group intends to remain in formation for an additional year to continue its work and ensure the initial adoption of these recommendations.

TASK FORCE PREPARATION AND COMPOSITION

Prior to convening the Task Force and in order to attain benchmarks for the Task Force’s work, the CAA administrative team undertook an analysis of best practices across several peer institutions. (APPENDIX A) In addition to reviewing the work of peer institutions (APPENDIX B), the CAA administrators met with Columbia partners from the Office of Multicultural Affairs and the Office of University Life to better understand the resources that are available on campus that could be utilized to complete the work of the Task Force.

Once constituted, the Task Force created a roadmap to guide its fact-finding and discussions for the academic year (APPENDIX C). The composition of the 23-member Task Force included three Trustees, several CAA Board members, a representation of Global Clubs/Shared Interest Groups (SIGs) leadership, School-based leaders, and student and administrative representatives. (APPENDIX D) While broad in its composition, the scope of work was focused exclusively on CAA efforts and engagement opportunities. It is, however, understood that many of the recommendations in this report may also have relevance to our School-based partners.

The Task Force was empowered to assess all CAA initiatives and to formulate recommendations that could be utilized by the CAA Board and its Strategic Planning Committee to create a stronger and more focused commitment to building an organization welcoming to all by formulating intentional and actionable strategies.

The stated purpose of the Task Force is to “ensure that the Columbia Alumni Association and all of its related entities are accurately representative of, are welcoming to, foster a sense of belonging for, amplify the voices of and create a space for all members of the Columbia alumni community”. This purpose was set with the intention of empowering the task force to consider all alumni experiences yet focus its analysis and recommendations exclusively on the work of the CAA, rather than additional areas of the University or any individual School.

METHODOLOGY AND CONTENT

The Task Force met six times throughout the course of the 2020-2021 academic year. Between meetings, the administrative team met to debrief on the content of the previous meeting, and smaller groups of Task Force members were convened for more individualized feedback and perspectives. The meetings served as an opportunity for members to share their own experiences and those of alumni with whom they’ve interacted, provide feedback on topics/findings presented, and continue to define what belonging means to alumni. During the second semester of the 2020-2021 academic year, the content of the meetings shifted to an analysis of the research findings, and the formulation of recommendations for their report.

It is crucial to note that throughout this process “engagement” refers to attending events, volunteering time, giving philanthropically, participating in surveys, and all the additional ways alumni remain connected with the University through either the School from which they graduated, other Schools at Columbia, or the CAA.

The primary research components consisted of a survey tool and several iterations of focus groups. Additionally, an audit of current CAA communications and critique of CAA programs and volunteer structure were undertaken (APPENDIX E).

An alumni survey was developed in collaboration with the Office of Alumni and Development (OAD)'s marketing research team (APPENDIX F). It was sent to a 70,000 person representative cross-sectioned random sample of the alumni population. Prior to the survey's distribution, focus groups composed of alumni who engaged with the University between July 2019 and October 2020 were conducted to determine and confirm key areas to be addressed (APPENDIX G, H). Following the initial distribution of the survey, it was sent to a second pool of 18,650 alumni. A subsection of these alumni had been included in the original pool, but distribution channels for this second group included the listservs of the identity-based SIGs (such as Black Alumni Council and Columbia Pride), to elicit a broader diversity of responses that was more representative of the Columbia alumni population as a whole. Leaders of identity-based SIGs were also given the opportunity to share feedback on their experiences with the CAA (APPENDIX I, J). Finally, an additional set of focus groups gave survey respondents an opportunity to share feedback on the survey findings. This feedback was considered by the OAD marketing research team in the crafting of their initial recommendations which were presented to the Task Force (APPENDIX K).

Between both the first and second (APPENDIX L) and the fourth and fifth Task Force meetings (APPENDIX M), members were invited to participate in small group discussions to further analyze and expand upon data and the themes presented to the full group. The takeaways from these sessions assisted in the formulation of the initial Task Force recommendations. In order to ensure that the recommendations were not only based on the feedback of individuals inclined to respond to a survey or participate in a focus group, members and SIG leaders were invited to solicit additional feedback from their personal and volunteer-led Columbia contacts in the form of small group or one-on-one meetings. This feedback was then synthesized and included in the data for this report.

RESEARCH AND FINDINGS

The research yielded feedback from 2,188 alumni, representing all 18 schools and units of the University, through the survey and focus groups. Additionally, 15 alumni participated in small groups or one-on-one conversations facilitated by Task Force members and SIG leaders.

We noted that 80% of all survey respondents reported a general feeling of connectedness with Columbia and 17% of those respondents feel very connected. Additionally, there were varying levels of connectedness reported throughout the focus group conversations. Alumni of differing ethnicities and ages recorded similar connectedness to questions about the CAA and Columbia in the survey. However, there were notable differences based on age regarding more specific statements about belonging. Respondents connected in a variety of ways, ranging from volunteering and attending events, to staying in contact with Columbia classmates and friends. A common theme throughout the research process was that the alumni experience and feelings of belonging are often directly influenced by the student experience.

Conversations with Task Force members, SIG leaders and select survey respondents who participated in focus groups revealed that segmented groups are a pivotal connection for many alumni to both the CAA and the University. That said, respondents from the SIG communities had, relative to the original sample, a stronger connection to the CAA. When asked about information sources in the past two years which promoted feelings of belonging with Columbia, the SIGs sample was 5-10 points lower than the original sample survey respondents on two channels: Columbia email and websites. They were on par with the original sample for their school magazine and *Columbia Magazine*.

The Task Force looks forward to exploring this finding further to understand the reason for this difference. Additionally, while many alumni were very grateful for the opportunities provided by the SIGs to connect with their own community, there was a stated desire for engagement opportunities for all alumni of color, as well as alumni from other historically underrepresented communities.

In the survey, we included a series of statements about being accepted as a Columbia alum, regardless of race and ethnicity and/or socio-economic status. The survey data showed disparities for this question, with 58% of the original sample feeling everyone is accepted regardless of race/ethnicity, versus 22% for Black Alumni Council (BAC) members, 39% for Latino Alumni Association of Columbia University (LAACU) members, and 48% for Asian Columbia Alumni Association (ACAA) members represented in the SIG sample. In terms of economic or social class, 45% of the original survey respondents strongly agree that this has been their experience as a Columbia alum, versus 23% for BAC, 29% for LAACU, and 39% for ACAA SIG respondents.

The role of events as a significant source of belonging was not surprising, especially given the prevalence of virtual programs taking the place of in-person gatherings during the COVID-19 pandemic. While alumni were able to give feedback about both virtual and in-person events, the Task Force recognizes that it is challenging to know whether the entirety of respondents' feedback was on virtual or in-person programming, or a combination of both, but the implicit need to continue virtual programs is clear. Survey respondents and focus group participants residing outside of the Tri-State area found virtual programs provided an essential opportunity for engagement as they are unable to attend in-person CAA programs. Even alumni in New York City advocated for continued virtual programming;

"I would appreciate more opportunities where alumnae can do online webinars that involve directly talking to or collaborating with other alumnae." - Hispanic female, 35-44, NYC

77% of survey respondents cited events as increasing their sense of belonging with the greater alumni community. However, it is worth noting that 36% of survey respondents indicated feeling out of place at a Columbia event. Some respondents cited examples such as School-based silos, perceived cliques, experiences of imposter syndrome, and the lack of a personal greeting upon arrival as possible barriers to feeling included and welcomed.

Respondents shared a variety of reasons for not being more engaged with Columbia, including, *(in order of comment frequency)*: lack of time, geographic location, lack of awareness of others who may be attending programs, not being aware of what the opportunities are, timing of events, diversity of thought, and diversity of attendees. SIG leaders also shared that while both they and their communities have had generally positive experiences at larger CAA events, some felt these broader programs were not always presented in a format that resonated with and/or featured topics that were relevant to their communities. Alumni would also like to be invited to events that are more closely aligned with their interests and that explore issues from multiple perspectives.

"No community feeling at Columbia in general. It is not about ethnicity, it is about interests. I go to Journalism events and feel welcome." - Black female, 45-54, NYC

"Offer both sides of polarizing issues with equally qualified programming so that we can hear thoughtful perspectives - 360 degrees - around an issue." - White male, 45-54, St. Louis, MO

Similarly to events (83% of respondents cited the CAA events as welcoming), survey participants shared that CAA communications both helped to facilitate connectedness and feelings of belonging but could also create a barrier to inclusion and engagement if they were focused on a particular age demographic. Many respondents noted that, while they appreciate the communications they receive, they often find it difficult to distinguish

whether messages are coming from the CAA or another University entity. Additionally, alumni were especially engaged with messages that were intellectual and targeted based on interest. While 83% of the total respondents said email helps them feel they belong to Columbia, younger alumni feel that social media also promotes strong feelings of belonging. There were 86% of respondents that cited *Columbia Magazine* as promoting positive feelings of belonging to the University. This was the highest (most positive) ranking for any communication vehicle.

Comments about current CAA communications offered several important insights including a desire for more stories about “everyday” alumni and less emphasis on “superstars.”

“I feel that many of the people featured in the Columbia Magazine are the superheroes and best and brightest. While I enjoy reading about them, it reminds me that I am made to feel ordinary and not one of those superheroes. I imagine many of us alumni are living our lives, doing our best, have good jobs that we are proud of but we don't invent things or write award-winning books. Maybe some of what is offered through the Alumni association could be to highlight alumni who are proud of their situation but are middle- class, everyday people...There is an elitism that was there when I attended Columbia and frankly, in those days, that elitism was the reason to attend. But now it is suffocating.” - Asian female, 45-54, Long Island, NY

They also shared that the way events and opportunities are communicated can have an impact.

“I frequently question whether I am welcome at Columbia events even though I am absolutely devoted to Columbia. Something about the way it is marketed always feels like it is a closed club and I am intruding.” - White female, 45-54, Bronx, NY

Respondents also reported that appropriate representation illustrating ethnicity, race, family makeup, ability, and age diversity is crucial to ensuring alumni connect with messaging.

Beyond the insights gleaned on the impact events and communications have had on feelings of belonging, volunteerism was also analyzed. Task Force members and SIG leaders shared that the opportunity to volunteer, especially for SIGs, Global Clubs, and CAA Board committees had a positive impact on their feelings of belonging. Additionally, SIG leaders in particular, shared that lead volunteers of their groups were significantly connected to the CAA and its major initiatives such as task forces, signature events and programs including Columbia Alumni Leaders Weekend (CALW)/Columbia Alumni Leaders Experience (CALE) , CU there!, Columbia Connects, and University-wide initiatives such as Giving Day. SIG leaders also shared that their own initiatives, such as spotlighting their members in communications, personal outreach, listening sessions, and the ability to make informed decisions based on constituent feedback, increase feelings of belonging. Survey respondents shared that participating in efforts through Global Clubs and SIGs as well as ‘done in a day’ volunteer opportunities helped to increase their feelings of belonging and sense of community. Additionally, respondents noted a desire for opportunities to work with the CAA to co-create experiences for fellow alumni.

RECOMMENDATIONS

The Task Force has assembled five overarching recommendations based on the aforementioned findings. In order to fulfill these recommendations, the Task Force is putting forth both tasks that will have a finite completion (and will consistently be reviewed and maintained) as well as longer term considerations which will require cultural changes within the CAA. There are also considerations to be assessed and led specifically by the CAA Board and its Strategic Planning Committee. Collaboration between University Alumni Relations staff, CAA Board members and alumni leaders will be paramount to the execution of these recommendations.

1. Enhance engagement and feelings of belonging through segmented programmatic offerings.

a. Create a programmatic plan to engage alumni from segments of the community that are often disengaged, including mid-career alumni, recent alumni, retired alumni and alumni with young families. Additionally, execute one or two CAA-wide events annually that highlight the intersectionality in addition to the diversity of heritages and cultures represented throughout the Columbia alumni community.

b. Encourage alumni to form connections with each other at large-scale programs. This can be done at in-person programs by instituting ice breakers, volunteer greeters, and facilitators for peer-to-peer introductions. Connections of this manner can be created through virtual programs by encouraging all event organizers to employ moderated breakout rooms and/or follow up discussions.

The Task Force recommends the CAA Board consider the following:

c. Engender feelings of connectedness with and visibility of the CAA Board by ensuring that the majority of programs executed by the CAA, regardless of size and lead organizers, have a CAA board presence.

d. Encourage School-based diversity at all programs by working with School-based alumni directors and alumni leaders to develop roles for School-based liaisons to populate the leadership teams of SIGs/Global Clubs/Arts Access.

2. Ensure strategic planning and cross-collaboration across programmatic and volunteer efforts, especially among segmented groups and clubs, to build a stronger sense of unity with volunteers and alumni overall.

a. Develop an overall set of goals and objectives including enhanced regular collaboration of SIGs through a committee-based effort.

b. Identify themes for one to three All-SIG, volunteer-driven, signature events annually.

c. Empower the Recent Alumni and Student Relations Committee (RASR) to collaborate with leaders of the Student Leadership Advisory Council (SLAC) and the Student Affairs Committee of the University Senate (SAC) to create an engagement plan that ensures students are aware of CAA opportunities for engagement and for RASR and SLAC to support and participate in student initiatives, where appropriate.

d. Encourage segmented groups to identify a lead volunteer to focus on collaborations that build unity across all organizations and CAA-led efforts.

e. Strengthen lines of communications with Tri-State alumni and University partners to engage local alumni with the University through on-campus events as well as both volunteer and staff driven-programs of the CAA.

The Task Force recommends the CAA Board consider the following:

f. Leverage relationships Board members have with University-wide and School-based partners to increase awareness of CAA SIG and Global Club programmatic and volunteer opportunities

3. Increase awareness of existing programmatic and volunteer opportunities as well as brand recognition of the benefits of being engaged with the University and CAA.

- a. Charge leaders from the SIGs, Global Clubs, Alumnae Leadership Group, and Student Leadership Advisory Council, as well as leaders from Schools and units across the University, with creating a CAA events and engagement communication plan. This plan will be used to ensure members of each of the aforementioned groups are consistently aware of and promoting programs for each other and the CAA, volunteer opportunities, and virtual programs and event archives. Similarly, the CAA will continue broadly promoting the work of these groups.
- b. Create an alumni spotlight in the CAA's monthly newsletter. This storytelling vehicle will showcase the diversity of the CAA volunteer community, ways alumni can become engaged and reasons why alumni choose to engage and stay involved.
- c. Since many alumni are unaware of the variety of topic-based or niche programs offered by the CAA and School-based partners, develop and implement a marketing/brand recognition plan to better inform the overall alumni audience about how to participate in such programs, both online and in-person.
- d. Social media platforms are consistently evolving and changing. Assess the CAA's social media strategy to determine new or different opportunities to engage alumni. This will be ongoing.

4. Continue to gather and utilize data to understand why alumni do and do not participate in CAA engagement opportunities.

- a. Anecdotal data has been crucial to the work of the Task Force. Continue to understand alumni feelings of belonging through pop-up surveys and Alumni Voices, to use to understand how these feelings change over time.
- b. Analyze current and past engagement trends to enable the CAA to do more targeted outreach to individuals that have been intermittently engaged.
- c. Administer a Survey on Belonging on a biennial basis that will allow us to assess whether or not general feelings of belonging are increasing throughout the alumni community. Share findings and actions taken to give alumni the opportunity to understand the impact of sharing their feedback.
- d. Create an opportunity for students to approve their data being transferred from student records to the alumni database.
- e. Establish a baseline metric that will enable the tracking of alumni participation across segmented programs.

The Task Force recommends the CAA Board consider the following:

- f. Encourage increased data collection and analysis by working with School-based alumni directors and both School-based and CAA alumni leaders to ensure comprehensive documentation of alumni engagement information.

5. Continually assess the effectiveness of initiatives to ensure broad community inclusion and representation in all events and programs, communications, and volunteer opportunities.

a. At the onset of the Task Force’s work, a review of all CAA communications, programs and practices (volunteer recruitment, etc.) was conducted. Formalize this process and execute it on an annual basis.

The Task Force recommends the CAA Board consider the following:

b. Empower all volunteers and staff to enhance the inclusivity of the CAA. This is imperative and will require training. The Columbia Alumni Leaders Experience can be utilized to raise awareness of the issues identified in this report and provide training in the methods that can be used to promote feelings of belonging.

c. The development of a CAA community standard for inclusive engagement will define the expectations of all volunteers and staff as it relates to ensuring that all alumni feel that the CAA is a community in which they belong. This standard will be created based on the input and support of the Task Force as well as the CAA’s partners.

METRICS FOR SUCCESS

While analysis of the self-reported survey and focus group perspectives has largely shaped the Task Force’s recommendations, quantitative figures, in addition to qualitative data, will be utilized in determining their success. In alignment with the CAA 2023 five-year plan’s metrics for success, additional measures will be considered in the creation of CAA 2027, the next five-year plan which will commence in July 2022. These metrics should include but not be limited to:

1. Improved overall feelings of belonging as determined by subsequent surveys
2. Number of individuals who participate, participate for the first time, or move to engaged alum status through their participation in the following initiatives:
 - 2a. attending in-person and virtual CAA programs
 - 2b. attending SIG individual and collaborative events
 - 2c. participating in pop-up surveys/Alumni Voices
 - 2d. volunteering through belonging-focused positions
3. Number of students engaging with the CAA and its segmented efforts
4. Students engaged with the CAA who continue engaging as alumni
5. Number of individuals participating in CAA’s segmented efforts

CONCLUDING THOUGHTS

The Task Force is confident that the implementation of the recommendations in this report will result in a stronger sense of belonging across our community. However, there is still much work to be done, and the Task Force, with the addition of new members to further represent the diversity of the alumni body, recommends it remain in formation through the 2021-2022 academic year.

The next phase of work will focus on the creation of subcommittees to carry out the recommendations set forth in this report. Additionally, the Task Force will ensure that its work, as well as the findings from the preliminary

survey, are shared with University and CAA leadership and the overall alumni community through the CAA newsletter and other alumni communications.

The Task Force recognizes the impact that virtual programming has had on the engagement of alumni throughout the COVID-19 pandemic. Online programs will continue to be valuable in the future—particularly for engaging new alumni, especially those outside of the geographic areas where in-person programs will be held. Virtual programs have also helped to engage those alumni whose accessibility to in-person programming is limited based on numerous other factors. The Task Force recommends that the CAA board consider the importance of continuing virtual and hybrid programming to maintain the engagement of these individuals.

Finally, the Task Force is eager to see belonging as a consistent theme throughout the entirety of the upcoming CAA five-year strategic plan. We believe this will create a stronger commitment to goals of belonging and inclusivity than if these matters were condensed into a single goal.

The Task Force is proud to have been part of this process and looks forward to continuing to work to ensure that all alumni feel safe, welcome and integral to the CAA.

Diversity, Equity, and Inclusion Feedback

As the Columbia Alumni Association works to launch our Task Force on Belonging we appreciate any insight you may be able to share regarding work your institutions have done to address the diversity, inclusivity, and equity of your organizations.

Name

Your answer

Institution

Your answer

What initiatives and/or task forces have your organization launched to access and address questions of diversity, equity, and inclusion?

Your answer

How did you engage alumni and volunteers in this process?

Your answer

What data analysis and/or surveys were completed as part of this process?

Your answer

What was the outcome of this work?

Your answer

Is this anything you wish you had done differently throughout this process?

Your answer

Submit

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APPENDIX B- Peer Institutions Survey Responses

	A	B	C	D	E
	What initiatives and/or task forces have your organization launched to access and address questions of diversity, equity, and inclusion?	How did you engage alumni and volunteers in this process?	What data analysis and/or surveys were completed as part of this process?	What was the outcome of this work?	Is this anything you wish you had done differently throughout this process?
1	Currently have a university committee that meets monthly on this topic. Name is University Committee on Diversity, Equity & Inclusion. This committee has been around since 2006 and is made up of representatives from around campus. All of our school/colleges have representatives, as well as athletics, alumni, student life, career services, admission, etc. Over the years we have had community volunteers on the committee, but not consistently. They have an annual award (Champion of Diversity and Inclusion...name is probably going to change to include Equity) that they present, and they work on general programming for campus, but of course this programming has ramped up in the past 2 months.	We have engaged our Black Alumni Club, Pride Alumni Club and Latinx in programming conversations. In addition, we have hosted four virtual alumni events all dealing with the conversation of DEI. Our first one was in April 2020, prior to the protests. The second part of our April event just happened to be schedule 2 weeks into the protests. Topics: Cultural Humility During Covid-19; part 1 (April), Racial Injustice: Continuing the Conversation; part 2 (June), LGBTQ+ Legal Rights in the Post-Kennedy Era (June), and Fostering Belonging in the Workplace (July). All of these programs were led by alumni and/or current faculty. We are continuing to work with alumni to figure out next steps.	None.... we should have in hindsight!!	A great connection with our alumni speakers who we may not have had other engagement opportunities with. Timely topics, that have engaged alumni that have not participated in the past with our office.	Surveyed our alumni after each event!
2	The Alumni Task Force on DEI was formed in 2015 and delivered a report to the board chair, who then delivered it to the president. We convened the 2018-2019 and 2019-2020 DEI working groups, held a conference, organized events of interest to alumni from diverse backgrounds and events that showed the value of diversity (a workshop with the Medici group, for example).		There were 2 surveys of our top alumni leaders -- a little more than 1,000, I recall. This cohort is described in the 2017 report of the Alumni Task Force on DEI, which is on the website previously cited.	Identified young alumni and alumni from diverse backgrounds as potential alumni leaders, developed a communications toolkit and a DEI-specific toolkit, developed programs that focus on self-reflection and sharing stories, organized programs.	I would have liked to have: (i) worked closely with University president to respond to the 2017 report of the Alumni Task Force on DEI, (ii) communicated more often with alumni about the Alumni Association's DEI work and amplified the university's DEI work, especially to alumni interested in DEI work. The best advice I received about advancing DEI was to start first with the alumni association staff, before working with the Alumni Association board. I wished I had started earlier with the staff. With regard to working to advance DEI with the Alumni Association board, I should have involved board members in planning the session on working across differences. The content was good but the trainer was not well-received, in part because board members had not been involved in the planning. I also learned that if you organize committees, you will get reports and recommendations but no action. You need to make sure that the committee's charge includes execution.
3	The university has formed a Diversity Council with representatives from each School, the College of Arts and Sciences, and several other units; the chancellor appointed a Commission on History, Race, and a Way Forward; the university's new strategic plan has 8 strategic initiatives and purpose, the #1 is "Build our Community Together."	Our association has had a very successful Black Alumni Reunion for the past 40 years - our largest affinity reunion. BAR meets over several days with a wide range of programs (e.g. awards, scholarships, mentoring, social, homecoming football game, etc.). BAR also created a society which takes advantage of the General Alumni Association's self-governance to raise funds scholarships for Black students	Our association staff responded to an association staff created a questionnaire to assess how we think we're doing in exactly the spaces you are examining. We also have compiled data on under represented minority alumni among all university alumni.	Outcomes to be determined over time. Our success has assured diverse representation on the association's board and among association award recipients.	The university is xxxx years old and there is much that could/should have been differently over those years.
4	Diversity and Inclusion is one of our core values. We have a full time Associate Director for Diversity and Inclusion. Her work focuses on Diversity and Inclusion and international programming for students and alumni. This position has been in place since 1994. We also dedicated an entire issue of our members only magazine to diversity and inclusion last fall.	We have a Multicultural Alumni Council that meets several times a year to assist with our programmatic efforts and serves as an advisory council.	Not applicable as this position has been in existence since 1994.	N/A	N/A
5	We have had a long-standing Diversity, Equity, Inclusion and Justice staff committee and a Diversity Committee of our Board of Directors. Most of our focus has been on "diversity," though now we're beginning to explore more about the true meaning of and how to be "inclusive."	Our Board regularly discusses this as part of their meetings and are considering work they can do together to learn more about social justice. Already 12 or our 23 elected Board members are minority. I've been meeting with leaders of our minority (Black, Latinx, Asian Pacific Islander, International and LGBTQ) alumni groups to get their input on future planning and programming.	Nothing yet		
6	The Alumni Association Board of Governors has a permanent sub-committee called the Multicultural Activities Committee that focuses on Diversity, Equity and Inclusion strategy for alumni communities. Over the years this committee has worked with staff members on developing and implementing programs and initiatives that promote collaborations between Affinity groups and regional club communities. This year the Multicultural Activities Committee has developed a survey for Historically Underrepresented Group alumni community members. This survey will provide the insight needed to develop a long term DE&I strategy for the Alumni Association. We also have an Alumni Class Leaders Board that has developed DE&I guidelines for our class communities. This past year our department established a DE&I taskforce to address how we incorporate diversity, equity, and inclusion in our business practices for our internal (staff) and external (alumni) communities.	The Alumni Association Board of Governors Multicultural Affairs committee and the Alumni Class Leaders Board are comprised of alumni volunteers.	We are working on a survey that will go out to Historically Underrepresented Group alumni which will go out this fall	We have incentivized cross-community collaboration on Diversity themed events and initiatives that engage alumni of all backgrounds by providing a financial subsidy. This initiative has resulted in our Affinity Groups and Regional Club communities collaborating on a number of events over the years focused on social justice issues and race relations in the U.S.	I only started at 10 months ago. I will say that upon my arrival I wish there had been an Alumni Relations survey done in the past of the Historically Underrepresented Group alumni. We had surveyed these communities in the past but these surveys were done in conjunction with our last campaign effort and focused on philanthropy and Affinity Group affiliation (not all Historically Underrepresented Group alumni have a strong affiliation with their affinity/shared interest groups).
7	The university has a President's Council on Diversity and Inclusion, which includes an alumni cluster. We also have a divisional committee who works in alignment. The Alumni Board has begun their own journey of self-education with a series of conversations about systemic racism and our role as a board.	See above.	The university utilized some original data collections as well as climate surveys to inform their work.	Plan for Inclusive Excellence, which can be found on our website.	There is consensus that we may have prioritized differently with regards to certain areas.
8	Our Advancement group has its own Diversity Committee, which is a volunteer group that helps to advise senior staff and produces professional development events throughout the year: speakers, a book club, an internal newsletter.	Not at all. It's entirely an internal group. We've been debating what we should do externally for some time, but to no conclusions so far.	None.	We've set aside our monthly Advancement staff meeting for August to do a two-hour workshop with staff on DEI. It's next week.	I wish we'd jumped earlier to do the simple stuff: issue a simple statement in support of BLM and/or create a statement that staff members could voluntarily sign on to. I liked that staffers created a social media graphic that staff members could choose to post on their personal feeds, saying that they worked at the Alumni Association and were supportive of Black Lives.
9					

	A	B	C	D	E
	We have a staff of 4 and a Board Committee	Through a committee formed by the Board - has representation from network leaders, students, staff, faculty	surveys, data collected over the past 4 years	Multiple types of programs in multiple venues and heavy utilization of technology	
10	Beginning three years ago with the rehire of our Director of Diverse Alumni Engagement, we undertook a series of focus groups with alumni in metro areas with the highest concentration of diverse (African-American, Latinx, Native American, Asian American) alumni. For us that was Milwaukee, Chicago, Atlanta, Washington, DC. Also three years ago, I started a work group as part of my alumni advisory council to address issues of diversity and diverse alumni engagement. Just recently, the governing board of our parent organization launched a work group for Diversity and Inclusion. In more of a personal development journey, I and my leadership team are reading and discussing White Fragility by Robin DiAngelo.	For the focus groups, we asked a series of questions to gather qualitative feedback from them about their student experience, alumni experience, disappointments in the institution and alumni association and hopes / areas of passion for future engagement. 6 Council members participate each year in the Diverse Alumni Engagement work group and provide insights and direction to the program strategies for that area of our organizations' engagement work. The Board Work Group includes approximately 10 board members who are in two subgroups: Internal goals (recruitment, retention, policies, etc.) and External goals (engagement, philanthropy, values, messaging). Groups have been tasked to have a plan ready by August 30.	To date, only qualitative. I believe that as we undergo staff training we will be taking an inventory.	The focus group responses informed a three-year strategic engagement plan for diverse alumni. We have seen engagement and affinity scores among Black and Latinx alumni increase since new strategies have been put in place (monthly e-newsletter highlighting accomplishments of diverse students, alumni and fac/staff; engagement opportunities specifically for diverse alumni communities; intentional opportunities to network with and mentor current students; collaboration with campus programs on joint programs; increasing diversity of alumni advisory council). The outcomes of the Council work group have been participating in networking events with students, participating in engagement activities in their local areas, advising on engagement strategy, and advising me and my team on how to improve in these areas. The outcomes of the Board work group are yet to be determined but deliverables include an organizational road map for diversity and inclusion, with goals and milestones to which we will be held accountable; additional training for staff; and a values statement/community principles for volunteers and donors.	I wish we would have started the organizational conversations much earlier. I would find value in a quantitative survey or instrument to guide our work as well.
11	We have just launched an internal DEI task force at the Foundation. A survey is also being conducted so that the DEI task force has a benchmark for building their programs/initiatives.	We have selected a few key volunteers to participate in the survey and feedback groups	Historical data in our data base, and creating a survey	in process	We should have begun this sooner
12	We previously had an internal Equity team focused on talent management within the Foundation. We also previously had an Inclusion and Diversity Committee for the alumni board. We have since launched a Foundation/Association-wide task force that will focus on engaging alumni of color and will be very intentional with their work through established metrics.	The alumni board tasked volunteers to populate the Inclusion and Diversity Committee. Our equity committee has a Foundation Board committee that they are working with. Both alumni committees will be involved in the staff-led task force.	We previously conducted a survey through Simpson Scarborough of all alumni, but findings around race/ethnicity were inconclusive.	The work is ongoing, but the early work that we did over the past 5 years has created a culture that is supportive of this work.	I would have been more closely involved with the Board committee to provide greater direction and support.
13	Affinity Groups/Programs	Steering Committees	Unknown	Current Affinity Community consisting of 8 Affinity Groups/Programs based on identity, industry and interest	I'm newer to the team so that's a bit difficult to answer as this time.
14	In 2016 we (development and alumni relations) launched a Roadmap for Diversity & Inclusion, which built upon the University's Roadmap. We acknowledged these roadmaps and included diversity, equity and inclusion priorities, goals, and recommendations in the University-Wide Alumni Engagement Strategic Plan which was just launched March 2020. In addition, we have created a task force within the operating board of the Alumni Association to look at the strategic plan and ensure that the Alumni Association is aligned with it. This process is going on now with a report from the task force due at the Annual Meeting in October.	Alumni were involved in development of the University-wide Alumni Engagement Strategic Plan, and actively involved in the Alumni Association Task Force	We had a GG&A review of all alumni programs across the university in 2017, and followed it with a Gallup Survey in 2018	The outcomes were the university-wide strategic plan, as well as the redefinition of the purpose and goal of our affinity program (more of a tweaking than a complete overhaul).	Not at this point.
15	After months of consultation over the 2019-2020 academic year with 100s of members of the community, our first Strategic EDI Plan (2020-2025) was endorsed in April 2020 by the Senate and Board of Governors (i.e., Trustees). This Plan will ensure that EDI considerations are accounted for in all core University activities, and sets out a range of objectives and measures that we will undertake over the next five years. These measures will seek to enhance the diversity and representativeness of our University community while ensuring equitable opportunities and sense of inclusion and belonging for all. Implications for University Advancement are embedded in several aspects of the Plan, namely in funding opportunities, as well as mentorship for underrepresented populations. The Alumni Association disseminated a Statement on Diversity and Inclusion in June 2020 that supported the University's statement on injustice and racism, and outlined the actions the alumni association has or intends to undertake relative to recruitment for governance roles, support of the University's EDI Plan and a financial commitment towards anti-racism initiatives undertaken by student groups and/or branch (regional) associations.	The process was established as a result of the work put into place by the Board on the Association's strategic plan, one pillar of which is EDI. With the assistance and support of the CAO (my role), a subcommittee of the Board undertook research into EDI plans and/or policies at other like-institutions, as well as a scan of EDI policies and processes. Action items and timelines were presented to the Board for approval. The Board is in its first year of carrying out its current strategic plan. (The other pillars are support of current campaign and outreach to alumni leaders from regional and constituent alumni groups.	See above - research was conducted to gather policies and processes from us and other institutions.	See above - strategic plan pillar related to EDI and later, the statement issued in June. In terms of mentorship opportunities, we are deepening our outreach to alumni from underrepresented groups and investigating new platforms to help with data collection and matching. Underrepresented groups include, but are not restricted to: women, racialized and ethnic persons, Indigenous peoples, persons with disabilities, persons of diverse sexual orientations or gender identities and/or persons with significant care responsibilities.	We are fortunate to have an excellent Equity Office, as well as a vibrant alumni community to turn to for insight and collaboration - we're in the early stages of carrying out plans and creating change - too early to look back, just yet!
16	Joint planning group from our diversity leadership society and the Black Alumni Society	Using existing diversity groups boards and organizations to create structure and dialogue	Segmented and ongoing survey around issue of racism, policing, etc	Ongoing themed programming in partnership with faculty and other content experts for both all alumni and more targeted diverse alumni audiences	
17	University-wide task force on Equity, Diversity and Inclusion and anti-black racism is launching this fall	Not yet, but they will be. Consultations with the Alumni Association, and divisionally based associations will take place	not known yet	In progress	Don't know yet!
18	The initial task force report was done by the Board of Trustees in 1988 which led to the establishment of the Office of Minority Alumni Program in 1990 which has been in existence since (changing names to Diversity Alumni Programs in 2011). Many initiatives have followed including the expansion of the identity based alumni associations, and staff led programs, outreach, and engagement.	All of the volunteer organizations are alumni led. The chair of is always a sitting trustee.	Ongoing data analysis of demographics/representation, alumni census, focus groups, etc. all over the past few decades.	See above - ongoing.	A more inclusive charge from the beginning as the initial efforts were mostly centered around BIPOC alumni and did not take a holistic approach to diversity.
19					

	A	B	C	D	E
	We have launched a "Forum for Equity" -- a speaker series engaging with issues of systemic racism and other issues of equity across URMs. It may be that we will jointly run a few events aimed at encouraging dialogue in industries that have somewhat notorious reputations for racism and misogyny. We are supporting our affinity groups and Clubs as they develop and offer programming. We are encouraging our leadership volunteers to use their voices effectively on this topic when they sit on our governance committees like the Corporation and its committees.	Email marketing, engaging with senior volunteer leaders in these communities on speaker ideas, connecting with our Institute Community and Equity Officer to ensure alignment. Our most recent past president of the alumni association is African-American and a champion for the effort.	We are tracking metrics on the speaker series and will report out. We are watching and engaging with culture shifting efforts underway at the Corporation level.	Visible commitment by the central Alumni Association to this important dialogue. Stronger community connections as Clubs and affinity groups work together to offer and market programming on these important topics. Otherwise it is too early to say, in my opinion.	so far, no -- but I am sure we have a long path ahead and much to learn.
20	Developing a resource hub for alumni; plan to do implicit bias training; Alumni Council addressing this in their committee structure.		None yet; planning on it.	in progress	
21	We have focused for three years in our board on DIB. After the Floyd murder we created a working group on antiracism. In addition we have a staff group focused on DIB in the office.	ALumni led the efforts. They are supported by staff. I personally am involved with the antiracism working group.	We did initial analysis trying to understand the demographics of our volunteer ranks.	The data analysis informed the agendas of the initiatives. The initiatives themselves resulted in training and awareness building for volunteers. Antiracism Working Group is creating volunteer learning opportunities in program development, difficult conversation and personal narrative to drive belonging and action.	Not yet.
22					

Institutions Represented in Survey: American University, Brown University, Cornell University, Dartmouth, Harvard, Kansas State University, Johns Hopkins University, McGill University, Massachusetts Institute of Technology, The University of North Carolina General Alumni Association, University of California - Los Angeles, University of Chicago, University of Connecticut, University of Michigan, University of Oregon Alumni Association, University of the Pacific, University of Pennsylvania, University of Toronto, University of Wisconsin, Yale University

Proposal for the Columbia Alumni Association's Task Force on Belonging - As of 9.1.2020

Task Force Purpose

The purpose of the CAA's Task Force on Belonging ('Task Force') is to ensure that the Columbia Alumni Association and all of its related entities are accurately representative of, are welcoming to, foster a sense of belonging for, amplify the voices of and create a space for all members of the Columbia alumni community

Task Force Composition

The Task Force shall be composed of members of the CAA Board, CAA club/SIG leaders, student leaders and alumni. The task force shall be supported by the Associate Director, Shared Interest Groups.

Proposed Responsibilities

Prep Work - Summer 2020

- Draft a census of the CAA board to ensure the leadership is representative of the alumni population.
- Gather feedback regarding similar task forces at peer institutions via phone calls and survey.
- Work internally to gather samples of CAA marketing and communications pieces, descriptions of CAA programs and engagement opportunities, and roles and responsibilities for the CAA board, clubs and groups.
- Consult with partners from the Office of Multicultural Affairs and University Life at the University.
- Invite potential task force members to participate.

Meeting #1- September 23, 2020

- Review purpose and scope of work of the task force.
- Share overview of programs, volunteer engagement, and marketing streams.
- Review what works well and what should be improved (from the task force's perspective).
- Brainstorm questions and goals of an all-alumni survey.

In between meetings

- Draft survey to be sent to all alumni.
- Schedule one on one or small group meetings with task force members to learn their own experiences and perceptions of belonging at Columbia.

Meeting #2 - November 4, 2020

- Review survey and communications plan for rollout through *Alumni Voices* and other channels.
- Recap and follow up on items from meeting #1.

In between meetings

- Release survey and compile results.

Meeting #3 - January 14, 2021

- Review survey findings.
- Determine main themes to convene focus groups around.

In between meetings

- Invitations to focus groups sent.

Meeting #4- February 23, 2021

- Training for focus groups facilitation.

- Review focus groups composition.

In between meetings

- Hold focus groups

Meeting #5- April 8, 2021

- Review themes that emerge from focus groups.
- Outline themes, items to be included in an action plan.

In between meetings

- Draft action plan with recommendations in line with the goals of CAA 2023 Strategic Plan, especially segmentation and personalization.

Meeting #6- May 20, 2021

- Finalize action plan to be presented to the CAA Board by the end of the academic year.

Long Term Considerations

- Ensure awareness of identity-based activities and groups both within the CAA and share with the School-based alumni relations programs.
- Help facilitate the creation of opportunities for leaders rolling off of the boards of SIGs or School-based identity alumni groups.
- Create connections between CAA SIGs and School-based identity groups.
- Consider the creation of programming specifically designed to highlight the diversity of the CAA.
- Provide an alumni perspective in campus-wide discussions around diversity and inclusion.
- Help facilitate connections between SIGs and student identity-based groups as a means of transitioning students to alumni as referenced in the CAA 2023 Strategic Plan.

Appendix D - Task Force Membership

Members

Rolando Acosta '79CC, '82LAW
Prisca Bae '00CC
A'Lelia Bundles '76JRN
Kenneth Catandella (Staff)
Elisa Charters '01SIPA
Carlos Cuevas '05CC, '12MPH, '12SIPA
Genna Farley Fleming (Staff)
Keith Goggin '91JRN
Ted Gregory '74CC
Alicia Guevara '95CC, '14BUS
Wanda Holland Greene '89CC, '91TC
Sitara Herur '19GS
Marvellous Iheukwumere '14CC
Riley Jones '17CC
Elizabeth Kipp Giusti '12CC
Gibson Knott (Staff)
Peter Liang '08BUS
Katherine Liu '21SEAS
Donna MacPhee '89CC (Staff)
Nick Mannino (Staff)
Tania Martin-Mercado '16SPS
Alece Oxendine '11SOA
Will Plews-Ogan '22GSAS, '23LAW
Zoe Rumashu '20JRN
Kiara Reed '11GS, '16BUS, '16SIPA
Brandon Shi '22CC
Laura Thornton '20SIPA
Jena Tumbleson '19SIPA (Staff)
Ying Yen '95CC

Schools/Units Represented

Columbia Business School
Columbia College
Columbia Law School
Columbia School of the Arts
Fu Foundation School of Engineering and Applied Science
Graduate School of Arts and Sciences
Graduate School of Journalism
Mailman School of Public Health
School of General Studies
School of International and Public Affairs
School of Professional Studies
Teacher's College

Shared Interest Groups Represented

Asian Columbia Alumni Association (ACAA)
Black Alumni Council (BAC)
Columbia Pride
Latino Alumni Association of Columbia University (LAACU)

Membership Breakdown

Columbia University Trustees - 3
CAA Board Members - 7
Recent Graduates/Students - 5
School Volunteers - 4
SIG/Global Club Leaders - 5
Staff - 6



Opportunities for Engagement

CAA Task Force on Belonging Meeting #1

Programmatic Offerings

- CAA Signature Programs
 - Columbia at Home
 - Columbia Connects (volunteer-led component)
 - CAA at Sundance
 - CAA at Tribeca Film Festival
 - CAA at Art Basel
 - Stem Day
- CAA Volunteer-Led Initiatives
 - Columbia Alumni Leaders Experience/Weekend
 - She Opened the Door

Programmatic Offerings

- CAA Arts Access
- CAA Partnership Programs (School-based Events and Meetings with School-based Alumni Associations)
- Columbia Alumni Center
 - Events and Reception Space
 - Informal Internal and External Meetings
 - Work/Meeting Space for Alumni
 - Services
 - Lounge, Library, Courtesy Office, Refreshments
 - Assistance Exploring Alumni Benefits

Student-Alumni Programming

- The Columbia Way - Graduating Student Program
- SLAC Initiatives
- CU there!
- Free Lunch Fridays and Study Breaks
- Student-sponsored Events
- Alumni Club and SIG hosted Experiences for Students (holiday meals, send-offs, welcome events)

Regional Clubs and SIGs

- Global Programs
 - Domestic Clubs
 - International Clubs
 - All-Ivy Programs (in conjunction with Ivy regional/SIGs)
- Shared Interest Groups
 - Identity-Based
 - Industry-Based
 - Interest-Based

Active Regional Clubs - 89 Domestic and International Clubs

- Argentina
- Atlanta
- Austria
- Beijing
- Belgium
- Boston
- Brazil, Porto Alegre Chapter
- Brazil, Rio de Janeiro Chapter
- Brazil, Sao Paulo Chapter
- Brooklyn – (FY18)
- Central Texas, Austin
- Chicago
- Chile, Santiago
- Cleveland
- Club
- Colombia
- Colombo, Sri Lanka
- Colorado
- Cyprus
- Denmark
- Egypt
- Ethiopia
- Fairfield County
- France
- Lima
- London
- Luxembourg
- Mexico
- Michigan
- Minnesota
- Morocco
- Moscow
- Nairobi
- Nashville
- New Jersey
- New Mexico
- New Orleans
- Nigeria
- North Texas, Dallas
- Northern California
 - San Francisco
 - Sacramento
- Pakistan
- Philadelphia
- Phoenix
- Pittsburgh
- Poland
- Portland
- Qatar
- Qingdao, China
- Germany
 - Berlin,
 - Dusseldorf/Cologne
 - Frankfurt
 - Munich
- Greece
- Guangzhou
- Hangzhou
- Hawaii
- Hong Kong Limited
- Hungary
- India
 - Bangalore
 - Delhi
 - Calcutta
 - Mumbai
 - Chennai
 - Hyderabad
- Indonesia
- Israel
- Italy, Rome
- Japan
- Kazakhstan
- Korea
- Kuwait – (FY19)
- Lebanon
- Rhode Island
- Rochester
- San Antonio
- San Diego
- Sarasota
- Spain
- Sweden
- Switzerland
 - Basel
 - Geneva
- Zurich
- Taipei
- Thailand
- The Carolinas, Charlotte
- The Netherlands
- The Pacific Northwest, Seattle
- The Philippines – (FY18)
- Tunisia
- Turkey
- U.A.E. – (FY19)
- Vietnam
 - Ha Noi
 - Ho Chi Minh
- Washington, D.C.

Shared Interest Groups (SIGs): 14 Groups

- Asian Columbia Alumni Association
- Black Alumni Council
- CAA First-Generation/Low-Income Alumni Network
- CAA Wine Industry Network
- Columbia Alumni Singers
- Columbia Arab Alumni Association
- Columbia Fiction Foundry
- Columbia Pride
- Columbia University Band Alumni Association
- Columbia University Muslim Alumni Association
- Columbia Venture Community
- Columbia University Women's Business Society Alumnae
- Latino Alumni Association of Columbia University
- Real Estate Network of Columbia Alumni Association

Student Groups That Collaborate With SIGs:

- **Columbia Arab Alumni Association**
 - ✓ Turath
 - ✓ Arab/Middle Eastern Family Tree of the Columbia Mentoring Initiative
- **Asian Columbia Alumni Association (ACAA)**
 - ✓ ACAA Student Council
 - ✓ Columbia University Chinese Students Association (CUCSSA)
 - ✓ SIPA Empowering Asia Women EMPA
 - ✓ Undergrad groups through OMA
 - ✓ Columbia University Lion Dance
- **Black Alumni Council (BAC)**
 - ✓ Black Students Organization
 - ✓ National Society of Black Engineers
 - ✓ African Students Association
 - ✓ CU Black Pre-Professional Society
 - ✓ African Development Group
 - ✓ Black Business Students Association
 - ✓ Black Student Nurses
 - ✓ SIPA Students of Color
 - ✓ Teachers College Black Student Network
 - ✓ Black and Latino Student Organization (BALSO) at P&S
 - ✓ Charles PreMedical Society
 - ✓ Alpha Phi Alpha Fraternity
 - ✓ Delta Sigma Theta Sorority
 - ✓ Alpha Kappa Alpha Sorority
 - ✓ National Association of Black Journalists
 - ✓ Black Law Students Association
- **CAA First-Generation/Low-Income Alumni Network (CFLAN)**
 - ✓ First-Generation Low-Income Partnership (FLIP)
- **CAA Wine Industry Network (WIN)**
 - ✓ CBS Wine Society
- **Columbia University Band Alumni Association**
 - ✓ Columbia Marching Band
- **Columbia Venture Community (CVC)**
 - ✓ Columbia Organization of Rising Entrepreneurs (CORE)
 - ✓ Columbia Venture Partners
- **Columbia Veterans**
 - ✓ Columbia MilVets
- **Columbia Women's Business Society Alumnae (CWBSA)**
 - ✓ Columbia Women's Business Society
- **Latino Alumni Association of Columbia University (LAACU)**
 - ✓ Undergrad groups through OMA
 - ✓ LASA (SIPA Latinx Student Group)
 - ✓ Columbia Business School Hispanic Business Association
- **PRIDE**
 - ✓ Undergrad groups through OMA
 - ✓ Cluster Q (Columbia Business School)
 - ✓ GS Alliance
 - ✓ SPS
 - ✓ Teacher's College
 - ✓ QSAPP
- **Real Estate Network of the Columbia Alumni Association (RENCAA)**
 - ✓ GSAPP MSRED Program

CAA Volunteer Opportunities

- Board - 45 members
- Committees
 - Alumnae Leadership Group
 - Alumni Trustee Nominating Committee
 - Arts Access
 - Associations & Clubs
 - Honors & Prizes
 - Nominating Committee
 - Programs Committee
 - Student Leadership Advisory Council (SLAC)
 - Strategic Planning Committee
- Alumni Relations Committee (University Senate)
- CAA Global Clubs and Shared Interest Groups

CAA Volunteer Opportunities

- **Columbia Alumni Voices** - a feedback panel of alumni from all decades, ages, degrees and parts of the world, sharing their opinions on a regular basis to help shape a range of Columbia offerings
- **She Opened the Door Initiative** - began with a conference in 2018; aims to enlighten, educate, elevate and to empower Columbia Women across the University

VolunteerColumbia

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[CALENDAR](#)

Our Community

Recent Opportunities

2020 Campbell Awards



Meet the winners...



Is Ongoing

**GSAS Alumni Association:
Ambassadorship Committee**
Graduate School of Arts and Sciences



Is Ongoing

Hosting Virtual Events
School of Professional Studies



Is Ongoing

**Student Preparatory Workshops
(e.g., Resume Reviews, Interview
Prep, etc.)**
School of Professional Studies

[View More Opportunities](#)

27 Volunteer Hub Partners FY17-FY20

ACAA: Asian Columbia Alumni Association	Formula SAE-Knickerbocker Motorsports - <i>Student Agency</i>
Barnard College	Fu Foundation School of Engineering and Applied Sciences
CAA Arts Access	Graduate School of Architecture, Planning, and Preservation
College of Dental Medicine	Graduate School of Arts and Sciences
Columbia Alumni Association	Just Societies Volunteer Initiative
Columbia Business School	Lamont-Doherty Earth Observatory
Columbia College	Mailman School of Public Health
Columbia College Alumni Association	School of General Studies
Columbia Giving Day	School of International and Public Affairs
Columbia Journalism School	School of Nursing
Columbia Law School	School of Professional Studies
Columbia School of Social Work	School of the Arts
Community Impact Formula - <i>Student Agency</i>	Vagelos College of Physicians and Surgeons
Crowdfunding Impact Giving	

Marketing Streams

- Email






Columbia Connects is underway! Don't miss out.


Join in this annual tradition that brings alumni together for fellowship and networking and welcomes new graduates to the community.

Take part in a variety of in-person and online events to develop connections, learn about volunteer opportunities, and celebrate everything it means to be a member of our network.









Donna, join 3,200+ other alumni!

Hi Donna,

You hear from us many times throughout the year. Now is your opportunity to make your voice heard!

If you're not yet familiar, Alumni Voices is an online panel for Columbia University graduates to weigh in via brief, five-minute surveys on dozens of initiatives that impact alumni. Participants have shared their opinions on benefits and discounts, the Online Alumni Community, Columbia Magazine content, how they prefer to receive communications from the University, and more.

Marketing Streams

- Social Media
 - Instagram
 - @columbiaalumni
 - LinkedIn
 - Columbia Alumni Association Network
 - Facebook
 - @ColumbiaAlumniAssoc
 - Twitter
 - @ColumbiaAlumniA
- Program Distribution Channels
 - YouTube
 - Online Alumni Community
 - Brazen Networking

Engagement Survey Jan 2021

Columbia is conducting this survey to learn more about ways we can better serve our alumni community and understand how included and welcomed you feel when attending Columbia events and receiving Columbia communications. The questions in this survey will touch upon a wide range of topics and we look forward to receiving your candid responses. The survey will take about 10 minutes of your time. We appreciate your participation.

Your responses are confidential and will only be reported in the aggregate. If you are interrupted or lose your connection while taking the survey, you may continue where you left off by clicking on the link in the email you received.

We look forward to learning more about you. Thank you!

How connected do you feel to Columbia?

- Very connected (1)
 - Somewhat connected (2)
 - Not connected (3)
 - Not at all connected (4)
-

Display This Question:

If How connected do you feel to Columbia? = Not connected

Or How connected do you feel to Columbia? = Not at all connected

Why do you feel that way?

How connected do you feel to the following?

	Very connected (1)	Somewhat connected (2)	Not connected (3)	Not at all connected (4)	Not Applicable (5)
Columbia University (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Department / Area of Study (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Peers/Classmates (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics (including coaches) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Columbia Alumni Association (CAA) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your School's Alumni Association (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Regional Club(s) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Shared Interest Group(s) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I feel more connected with my peers and classmates through:








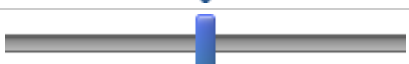


	Strongly Agree (1)	Somewhat Agree (2)	Somewhat Disagree (3)	Strongly Disagree (4)
Official Columbia events (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal gatherings not set up by Columbia (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On a scale of 0 to 10, how much does each of these activities make you feel a part of the Columbia community?

For each activity listed, use the slider to choose the number that best shows how you feel, where **0 = Doesn't make me feel like part of the Columbia community at all** and **10 = Makes me feel like part of the Columbia community a great deal**. If you do not participate in the activity, select the "Not Applicable" box.

Not Applicable

0 1 2 3 4 5 6 7 8 9 10

Attending an event ()	
Making a gift ()	
Reading Columbia communications ()	
Interviewing prospective students ()	
Volunteering with Columbia ()	
Mentoring/connecting with a student ()	
Mentoring/connecting with alumni ()	
Being a fundraising volunteer ()	
Attending a Columbia Athletics competition ()	
Reading about Columbia's work/impact in the news ()	

Which of the following Columbia Alumni Association-sponsored programs have you attended in the past two years? (Please select all that apply):

- Regional club event(s) (1)
 - Shared Interest Group event(s) (2)
 - In-person event(s), such as She Opened the Door, Columbia Connects, etc. (3)
 - Networking event(s), either in-person or online (4)
 - Online/Virtual event(s), such as Columbia at Home, webinars, etc. (5)
 - Columbia Alumni Leaders Weekend (in-person) (6)
 - Columbia Alumni Leaders Experience (online/virtual) (7)
 - None of the above (8)
 - Other: (9) _____
-

Which of the following Columbia programs sponsored by a School, Center, Institute, or Athletics have you attended in the past two years? (Please select all that apply):

- In-person event (1)
- Online event (2)
- Reunion (3)
- Homecoming (4)
- Columbia Athletics event or game (5)
- None of the above (6)
- Other: (7) _____

Display This Question:

*If Which of the following Columbia programs sponsored by a School, Center, Institute, or Athletics h...
!= None of the above*

In the past two years, how welcome and included did you feel when you attended the following?

	Very welcomed (1)	Somewhat welcomed (2)	Not welcomed (3)	Not at all welcomed (4)
Columbia events in-person (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Columbia events online (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

*If In the past two years, how welcome and included did you feel when you attended the following? =
Columbia events in-person [Not welcomed]*

*Or In the past two years, how welcome and included did you feel when you attended the following? =
Columbia events in-person [Not at all welcomed]*

What made you feel this way at in-person events?

Display This Question:

*If In the past two years, how welcome and included did you feel when you attended the following? =
Columbia events online [Not welcomed]*

*Or In the past two years, how welcome and included did you feel when you attended the following? =
Columbia events online [Not at all welcomed]*

What made you feel this way at online events?

Please choose how you feel about each of the following statements:	Strongly agree (1)	Somewhat agree (2)	Somewhat disagree (3)	Strongly disagree (4)	Not Applicable (5)
After a Columbia event, I feel that I belong and am connected to the greater alumni community (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have often felt out-of-place at a Columbia event (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Columbia online/virtual events offered since March 2020 have made me feel more connected to the greater alumni community (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Columbia is intentionally engaging all alumni based on a respect for our differences (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel uncomfortable sharing my thoughts and opinions with other Columbians (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I can be my authentic self when I participate in Columbia activities (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tone of communications from the CAA feels inclusive and welcoming (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Attending CAA events enhances my personal and/or professional network (8)

I feel CAA programs are welcoming and friendly (9)

I view the CAA as a University-wide organization that helps to break down silos (10)

In the past two years, did these information outlets or interactions promote feelings of inclusion and belonging with Columbia?

	Promotes Inclusion & Belonging (1)	Does Not Promote Inclusion & Belonging (2)	Not Used in the Past Two Years (3)
<i>Columbia Magazine</i> (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Magazine (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>The Columbia Daily Spectator</i> (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National newspapers and magazines (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Columbia University websites (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blogs (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LinkedIn (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email from Columbia (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with alumni or current students (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with professors or staff (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how much you agree or disagree with the following statements about your experience as a Columbia alumna/us.

	Strongly agree (1)	Somewhat agree (2)	Somewhat disagree (6)	Strongly disagree (7)
I feel everyone is accepted regardless of political beliefs (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel everyone is accepted regardless of religious beliefs (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel everyone is accepted regardless of economic or social class (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel everyone is accepted regardless of race and ethnicity (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel everyone is accepted regardless of sexual orientation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel everyone is accepted regardless of gender identity (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please select from the list of possible barriers below those that might limit you from being more involved with Columbia. (Select all that apply)

- Timing of the offerings (1)
- My own lack of time (2)
- More interested in working with other organizations (3)
- I don't know what the opportunities are (4)
- Topics of the offerings don't appeal to me (5)
- Lack of diversity of thought/viewpoint (6)
- Lack of diversity of event attendees (7)
- Don't feel part of the community (8)
- Geographic location (9)
- Cost of participating in the event(s) (10)
- Family obligations (11)
- Didn't know anyone else attending the event(s) (12)
- Afraid I will be put on a list to be asked for money (13)
- Getting to campus (travel, parking, etc.) (14)
- Other: (15) _____
- I haven't felt any barriers (16)

Display This Question:

If Please select from the list of possible barriers below those that might limit you from being more... = More interested in working with other organizations

Please select which other organizational areas you are currently connected to through volunteering or donating. (Select all that apply)

- Social justice (1)
- Climate/Environment (2)
- Religious (3)
- Health/Medicine (4)
- Higher educational institutions besides Columbia (5)
- Arts & Culture (6)
- Animal rights (7)
- K-12 schools (8)
- Poverty mitigation organizations (9)
- None of the above (10)
- Other: (11) _____

Do you have other comments about ways the CAA can best foster a sense of belonging and inclusion for all alumni **through its programming?**

Do you have other comments about ways the CAA can best foster a sense of belonging and inclusion for all alumni **through its communications?**

Just a few more questions for demographic purposes only.

What is your gender identity?

- Female (1)
 - Male (2)
 - Agender (3)
 - Gender non-binary or genderqueer (4)
 - Gender fluid (5)
 - Prefer to self-describe (Please specify) (6)
-
- Prefer not to say (7)

Display This Question:

If What is your gender identity? = Female

Or What is your gender identity? = Male

Or What is your gender identity? = Agender

Or What is your gender identity? = Gender non-binary or genderqueer

Or What is your gender identity? = Gender fluid

Or What is your gender identity? = Prefer to self-describe (Please specify)

Or What is your gender identity? = Prefer not to say

Do you identify as transgender?

- Yes (1)
 - No (2)
 - Prefer not to say (3)
-

What is your racial identity? (Please select all that apply)

- American Indian, Alaska Native, Aboriginal, Native or Indigenous (1)
 - Asian (2)
 - Black or African American (3)
 - Hispanic or Latinx (4)
 - Native Hawaiian or Pacific Islander (5)
 - White or Caucasian (6)
 - Prefer not to say (7)
 - Other: (8) _____
-

Is your primary residence in the United States?

- Yes (1)
- No (2)

What is your age range?

- Under 18 (1)
- 18-24 (2)
- 25-34 (3)
- 35-44 (4)
- 45-54 (5)
- 55-64 (6)
- 65+ (7)

Do you have any children?

- Yes (5)
- No (6)

Display This Question:

If Do you have any children? = Yes

How many children do you have in each of the following categories? (Please select all categories which apply)

	0 Children (7)	1 Child (3)	2 Children (4)	3+ Children (5)
Under age 5 (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5-12 (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13-18 (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Over 18 (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As we noted at the start of the survey, your responses are confidential and will only be reported in the aggregate. So that we can continue to improve upon things that are important to you, would you be willing to have your individual responses identified back to you?

- Yes (1)
- No (2)

Thank you very much for your time and participation.

APPENDIX G- Focus Group Invitation

From: Donna MacPhee

Subject: You are invited to participate in a Columbia Alumni Association Focus Group

Dear <Insert First Name>,

I hope you and your family are doing well in these unsettled times. As part of our on-going efforts to provide a positive and inclusive alumni experience, I would like to invite you to **join a select group of Columbia alumni to share your thoughts in a moderated group discussion**. We hope to explore the aspects of your Columbia experience which were most important to you, and learn how we can sustain and strengthen your relationship with the Columbia Alumni Association and the University going forward.

This informal and confidential discussion aims to ensure that alumni voices are heard and that our programs and services for alumni going forward speak to your interests.

The session will be accessible via telephone or Zoom video conference on Thursday, October 15, from 1:00–2:15 p.m. Eastern Time. Details on how to access the focus group will be provided in your confirmation email.

Please RSVP to Elizabeth Vera at ev2@columbia.edu by Tuesday, October 13 and please mention the topic, date, and time of the session you are responding for since we are managing several programs simultaneously. **Space is limited. We can only accommodate 12 people, so please RSVP today.**

We greatly appreciate your time and look forward to your contributions to the dialogue. Alumni and friends who have participated in past focus groups always enjoy the lively discussion and meeting each other!

Sincerely,

Donna H. MacPhee '89CC, P: '17CC
Vice President for Alumni Relations
President, Columbia Alumni Association
Office of Alumni and Development

APPENDIX H- Focus Group Feedback Presentation

Alumni Focus Group Observations

Conducted October 19 and 22, 2020 - 20 Participants

Top of mind one word or short phrase observations when I said the prompt:

Columbia:

Columbia Lions, Prestigious, Expensive, City of New York, Sports, Intelligence, Knowledge, College Walk, Manhattan, Connection, Global, Core, Opportunity, Connection, Intensity, Excellence

Columbia Schools:

Costly, Critical Thinking, Humanities, Many Things to Improve, History of the School, Career, Community, Common Core, Brand Extension, Career Advancement, Intellectual, Oddball, Low Library, Intellectual Growth, Writing, Sisterhood

Columbia Alumni Association:

Infancy, Something I'm New to, Connection, Novel, Friendship, Potential to Grow, Still Finding Itself, Diversity of Events, Family, Leadership Weekend, Stranger, Engagement, Collaboration, Leadership Weekend, Mysterious, Opaque, Diversity of Events, Giveaways at Homecoming, Responsive, Open Door to Broader Community

Key Quotes about Belonging/Inclusion:

*"Felt very siloed on campus. I didn't know of any events happening outside of things I was exposed to at the College. In the virtual world I am getting access to topics across campus. I've gone to more non-College than College events. **I wish I had done more of this as a student.**"*
- '20CC

"Been to events in Dusseldorf and Nairobi. Last event in Dusseldorf was a mismatch. Everyone from different schools, not much in common. Got to meet new people. Did wine and cheese tasting in Nairobi. Was more like a mosaic." - '12PH

*"The messaging is great. Everything is professional. **However we all transpose any experience we had at our schools onto the engagement requests.** For some it is about igniting nostalgia for others transforming perception. Diversity and inclusion are paramount and I think the language from Columbia is inclusive. It is about the individual experience."* - '15GS

"Belonging is about your mindset. Columbia is a place I belong. I stayed in the United States and as an international student do not feel welcomed because of the current administration. Need help to feel involved. Recent international graduates are struggling." - '18SPS

"I used to work at the UN. I have joined and belonged to Columbia groups across nations and around the world. There is inconsistency between the groups. DC does a great job making you feel welcome. Been to many events where I felt awkward, there was no leadership to welcome you, and it was mostly a drinking event. I made a friend from the Law School though. Shocked

that we met each other, because the scene feels very cliquy. Beijing was great. France was not.” - '01PH

“I live in Cambridge. I went to an event in Boston and felt I didn't fit in at all. Everyone was young, drinking. Never went back. I go primarily to GSAS events. As a graduate student people are attached to their departments. Hard to expand from department to school to university-wide. Leadership weekend events have always felt comfortable. Depends a lot on your own perspective. I loved Columbia so I show up with an open and positive mindset.” - '87GSAS, '92GSAS

“I do a lot of work with MIT and I forget that I went to Columbia. Columbia makes it harder to connect. What makes a university have a robust network is alumni who are able to help you connect. I don't know where the systemic disconnect happens.” - '01PH

“Many events I go to are SIPA events. I'm in touch with that community. Occasionally I branch out. I identify myself with my school more than Columbia at-large.” - '19SIPA

“I have a cousin who got Masters in Arts at Columbia. He had mixed feelings about his educational experience and would not engage as an alum socially. He had a racial issue and felt he wasn't heard. You have to give margin and create your own experience. I had a completely different experience. I think it is an individual experience.” - '17TC, '19SPS

“I have heard from other alumni, classmates. It was a formative time. I always feel embraced and welcomed. I do get feedback from other alumni. Some people hold back from attending programming due to feelings they have left over from time as students. From not having felt part of the community as a student, they hold back from attending and becoming involved as alumni.” - '11BC, '19BUS

“Based on the last in person event. Went with a friend. We felt fine. People were welcoming. I didn't feel like “I went to a different school, I can't talk to them.” - '17TC, '19SPS

Shared Interest Group Insight Form

Please fill out this form to share a bit about your group with the CAA Task Force on Belonging

Group Name

Your answer

What do you think is your group's greatest strength?

Your answer

What do you believe to be your group's greatest challenge?

Your answer

How do you make members feel like they belong?

Your answer

What about your group makes you the most proud?

Your answer

How much has your group interacted with the CAA?

[Request edit access](#)

Your answer

Have members of your group attended CAA events?

Your answer

What has been your/your group's experience at CAA events?

Your answer

How do you think your group can benefit from the CAA Task Force on Belonging?

Your answer

Submit

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SIGs Leaders Survey Results

Presented to the CAA
Task Force on Belonging
February 23, 2021

CONFIDENTIAL

Objectives of the Research



Understand how our identity-based SIG leaders feel about CAA efforts to promote and foster diversity.



Learn how the CAA and its Task Force on Belonging can better support these groups' efforts.

Who Participated

- Arab Alumni Association of Columbia University
- Asian Columbia Alumni Association (ACAA)
- Black Alumni Council (BAC)
- Columbia PRIDE (LGBTQIA+)
- Columbia University Muslim Alumni Association
- Latino Alumni Association of Columbia University (LAACU)

What do you think is your group's greatest strength?

Community: Size of alumni, geographic representation, cultural diversity, generational diversity, all schools both undergrad and grad, 25 years of history, across industries.

Our **collective buy-in** without much effort. The national climate on racial issues has certainly made our existence more relevant and prominent in the Columbia community.

Dedicated Leadership.

Our youth -- because we are so new, more people want to be involved and engage with us by sharing their ideas.

Innovation.

How do you make members feel like they belong?

"**Community spotlights**" - members submit people from the community to be highlighted on social media for their accomplishments.

Regular communications and events with varied approaches, candid about our positioning, **empowering volunteers to do things**, inclusive to all.

Collect **data, incorporate constituent feedback** and make decisions that are aligned with this approach.

Personal welcome, active follow up, **responsiveness**.

Mix of **social and content-driven events** to speak to varied interests. Make an effort to make **individual connections** at every event.

Make members feel they belong by **listening first**. Take stock of the various cultural identities, traditions, and frameworks of members.

What do you believe to be your group's greatest challenge?

University recognition, catered diverse interests from many subgroups, **not strong brand recognition, lack broad-based communication, outreach to young people and students.**

Convincing others in the Columbia ecosystem - student affairs, professors, CAA, Trustees - that **developing a model that focuses on Black students and alumni yields success for non-Black students and alumni in areas beyond racial equity.** Have a flexible and inclusive approach from the start.

Vision.

Recruiting new members and membership retention. Making ourselves known to the alumni community--**publicity and outreach.** Help from the individual schools in promoting our events when appropriate. Getting people to feel compelled to be involved.

Openness in developing strategic solutions and partnerships from all Schools and levels of the University, equally. We found when we bring on **support towards a common goal** all members of our constituency benefit.

What about your group makes you the most proud?

Adaptability - switched to the online platform rapidly and partner well with other departments at the University.

Everyone's **appetite for solving for issues** that are long outstanding within the Columbia experience.

Dedication of leadership and alumni.

Raise the most dollars amongst SIGs and Clubs on Giving Day; we did that for the community, we get things done, listen to different groups: CAA, student groups, etc.; forward looking, **loyalty to Columbia**.

How much has your group interacted with the CAA?

Our co-founders have engaged **significantly** with the CAA as well as other CAA events to bring back more information to the board on how we can develop long-lasting tangible impact.

We have **a lot** of interaction with our SIG staff liaison.

All the time.

Members served on the CAA board, its task forces and School Boards; Columbia Connects, CALE and CALW participation; **directly involved in every single major CAA initiative.**

Have members of your group attended CAA events?

Most of our board and general members have participated in CU there! and other CAA events. **We help CAA publicize these event on our social media platforms.**

Yes, many of our members have attended CAA events.

Yes and participated in speaking.

What has been your/your group's experience at CAA events?

Generally positive but large CAA all-inclusive **events are not always the best format for our community.**

Our **group should be more involved** in CAA events.

Excellent opportunity to **share experiences.**

Our experience has been mostly positive. I think **finding interesting ways to get alumni interested in CAA events is a challenge, but that has more to do with their experience feeling included as a student.**

Overall a good experience. Some events are less relevant for our population than others but mostly enjoyable.

How do you think your group can benefit from the CAA Task Force on Belonging?

We can benefit from hearing how other people experience the CAA and **getting candid thoughts from people like A'Lelia, Wanda, Rolando and Donna about what their goals are for the CAA.**

Share best practices and involve us in strategic level decisions.

Help us reach more alumni to feel they have a place in the alumni community and can benefit from it. Make our own group **more diverse and welcoming** to everyone.

Through more thoughtful conversation that **allows us to better consider the identities within our own identity** (race, religion, sexuality, etc.) we can more effectively support our community. This task force will help us to identify better ways of doing that and in turn set up a stronger foundation for the community as a whole.

Not certain. It **depends on the composition of the task force, its stated goals, and approach to solution development and execution.** This point may warrant a longer conversation.

Questions and Comments?

Engagement and Belonging at Columbia

Executive summary of results and recommendations

Presented to the
CAA Task Force on Belonging
February 23, 2021

CONFIDENTIAL

Objectives of the Research



Understand alumni connections to Columbia



Learn if alumni feel welcomed when attending Columbia events and receiving Columbia communications



Discover alumni perceptions about the CAA in terms of belonging and inclusion



Uncover barriers to engagement with Columbia

Respondent Summary

1,706 survey respondents
January 2021

462 SIGs survey respondents
February 2021

32 focus group participants
February 2021

Our Two Samples

- **Similarities:**

- Connections to Columbia - About 80% Very/Somewhat Connected
- Age - 30% Under 45, 70% Over 45
- Geography – About 85% U.S./15% International

- **Differences:**

- Gender: More females (47%) in SIGs sample vs. 40% in random
- Children: 63% in random sample, 57% in SIGs
- Ethnicity:

Ethnicity/Race	Random	SIGs
White	64%	13%
Asian	14%	30%
Hispanic	6%	36%
Black	4%	21%
Other	12%	10%

What can the CAA do to foster more inclusion and belonging in programming?

Many alumni would want to do more. **Make it easy** for people to do so and commit to just certain programming during the year so it's not overwhelming.

Asian female, 35-44, New Haven, CT

Offer both sides of polarizing issues with equally qualified programming so that we can hear thoughtful perspectives - 360 degrees - around an issue.

Male, 45-54, St. Louis, MO

The CAA should continue its positive direction in DEI/belonging.

Columbia as an institution needs to completely pivot in its internal and external efforts, deliberately putting DEI/belonging as one of its most important objectives via budgeting, marketing, recruiting, awareness and connectivity in actionable allyship.

Hispanic female, 45-54, NYC

Zoom events or other online events have been good, but they don't make me feel a part of the community. If there **were long-term projects or programs** I could commit to, that would be very helpful. It seems like these things exist, I just have never heard of them, so **maybe more visible communication.**

Female, 18-24, Anchorage, AK

Acknowledge the class of 2020. No one has made mention of our lack of graduation since May.

Female, 18-24 Sacramento, CA

What can the CAA do to foster more inclusion and belonging in programming?

No community feeling at Columbia in general. **It is not about ethnicity, it is about interests.** I go to Journalism events and feel welcome.

Black female, 45-54, NYC

More opportunities for "training," esp. to group leaders: How can I be more empathic or inclusive/compassionate and understanding in my work, family, relationships, etc.

White female, 45-54, Athens, Greece

Spend a moment to discuss affinity groups as represented at events. **Talk about who is there at the event.**

Black female, 25-34, Boston, MA

I frequently question whether I am welcome at Columbia events even though I am absolutely devoted to Columbia. Something about the way it is marketed **always feels like it is a closed club and I am intruding.**

White female, 45-54, Bronx, NY

There doesn't seem to be an effort to **engage alumni working in fields relevant to programs.**

I've lived in Toronto for almost 20 years and **I also just learned that there is a Columbia Club here.**

White female, 45-54, Toronto, Canada

The Columbia constituency is an independent, confident, smart group of people who are reluctant to have Columbia come to them. **Appreciate our intellectual independence.**

White male, 65+, Sarasota, FL

What can the CAA do to foster more inclusion and belonging in communications?

In Columbia emails, there is a lot that seems skewed toward people in business/highly corporate careers. **We need more about the Arts.**
Black female, 25-34, Chicago, IL

Many of the people featured in the *Columbia Magazine* are the superheroes and best and brightest. Maybe the Alumni Association could **highlight alumni who are proud of their situation, but are middle class, everyday people.** There is an elitism that was there when I attended Columbia and frankly that was the reason to attend, but now it is suffocating.

Asian female, 45-54, Long Island, NY

Periodic individual school updates; medical, law, SSW, architecture, business, etc. Try one at a time in the magazine to keep us aware.

Male, 55-64, Chicago, IL

I would appreciate more opportunities where alumnae can do **online webinars that involve directly talking to or collaborating with other alumnae.**

Hispanic female, 35-44, NYC, NY

Very disappointed in Columbia. I'll feel good working with an amazing staff person. The person leaves, it's over. **Staff doesn't respond to my inquiries.**

White female, 45-54, Los Angeles, CA

Top Takeaways

- 80% of alumni feel connected to Columbia, with 63% indicating they feel “somewhat” connected
- Alumni want Columbia to know their interests, provide intellectual content, and curate accordingly
- Online events are much appreciated, especially by those outside of the Tri-state area
- Columbia peers remain a big factor in their lives - a source of connection back to the school
- SIG members show a higher connection to the CAA, but are less likely to feel a sense of belonging

Top Takeaways

Email is the best vehicle, but still inbox clutter; perceived lack of presence in other digital channels

Columbia Magazine is top vehicle for information. Highest visibility and inclusion promotion rates of all Columbia channels

Alumni are aware of school silos. Most want a “One Columbia” inclusive approach where they help co-create experiences

Overload of solicitations, especially perceived by young alumni, places a premium on being wealthy or working in certain fields

Survey responses for connection and belonging similar across ethnicities – more disparities by age

Barriers to Inclusion and Engagement

Lack of time

Geography, but online events are helping

Feeling that the University's viewpoints are one-sided

Lack of awareness about Columbia alumni benefits and opportunities

Life stage demands (children, elderly parents)

Feeling left out due to age

School silos and perceived cliques - issues when attending events alone

Difficulty breaking into new communities after a move

Timing of offerings (desire for on-demand programming)

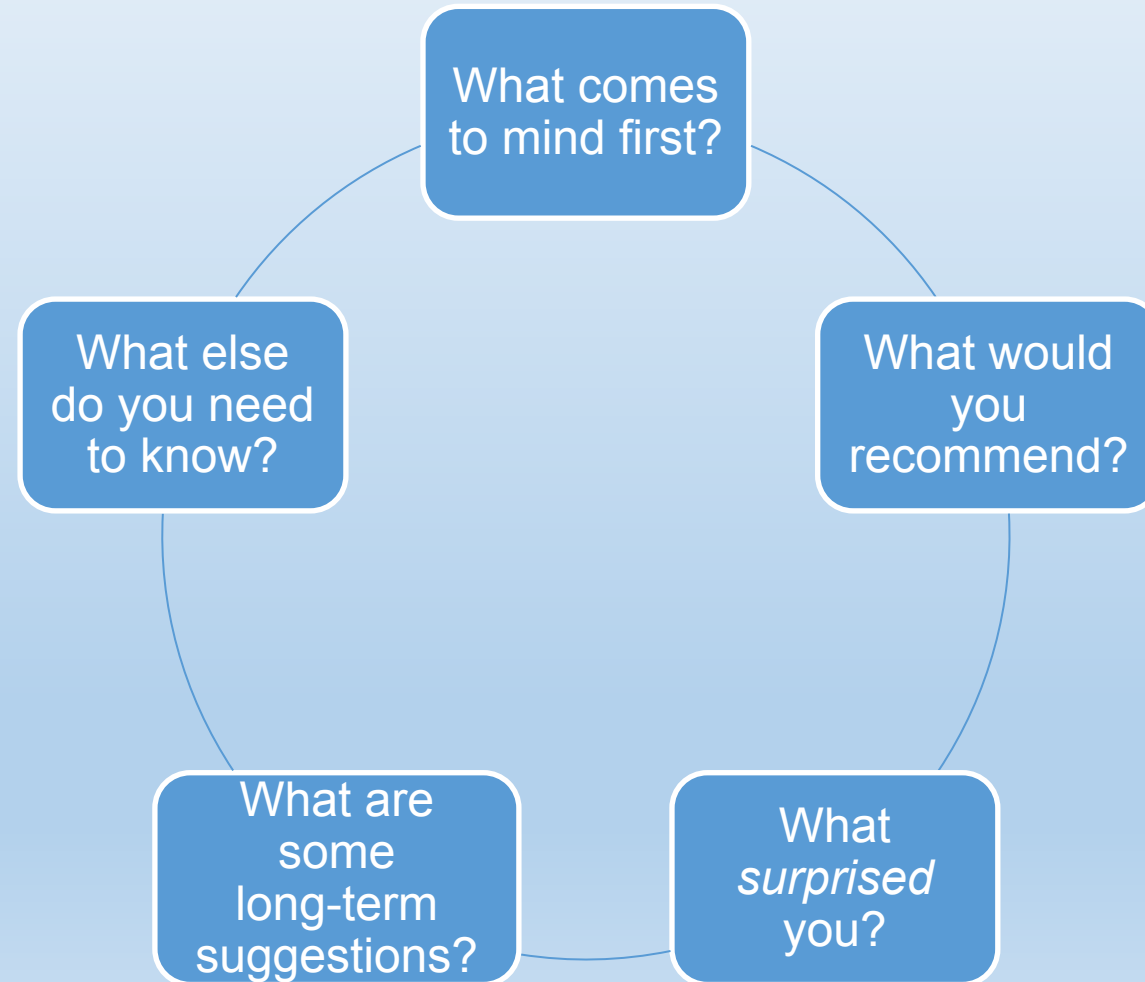
Recommendations

- Host **“Columbia Alumni 101” events online** – how to get involved, programming, polls, swag, make it fun!
- **Distribute monthly “move” report to regional clubs** - personal welcome for alumni new to their region
- Give alumni **intellectual content AND a breakout room**
- Send **targeted emails when possible about what CAA offers**
- **Target events by decade** so attendees feel a commonality
- International think tank group(s) to **showcase thought leaders**

Recommendations

- **Co-create** experiences with alumni
- Offer more **done-in-a-day volunteering** in person and online
- Have a **question of the month** in the CAA Newsletter
- **Feature “non-star” alumni** to show possible pathways
- Identify alumni with interests to create **more lists of possible speakers**
- **Expand peer-to-peer outreach** in communications
- Be mindful of those attending in-person events **solo** for welcoming

Thought-starter Questions



Question One: Demographics

How do we create a Columbia environment that provides a feeling of equal stature for all and all experiences are available to them?

1. **Alumni of Color**
2. **Geography**
3. **Gender**
4. **Socioeconomics**

Question Two: Programming

How can we leverage what we already know about our alumni (and learn more) to create a more dynamic, inclusive relationship?

1. **Interests**
2. **Co-Creation of Opportunities (Alumni/Volunteer/Staff)**
3. **Life Stage Needs**

Question Three: Communications

How can we improve the awareness and penetration of our communications?

1. Email
2. Social Media
3. Newsletters
4. Messaging and Tone (Imagery, Content, Offerings)

Next Steps?



Small Group Meeting Takeaways

CAA Task Force on Belonging

Meeting #2

General

- Sense of belonging correlated to School identity, not only individual identity
- Need more opportunities for alumni from ALL underrepresented communities to come together as a larger group (SIGs coalition)
- Students/alumni need to see themselves in communications, lead volunteer roles and at programs
- CAA seen as a vehicle for breaking down silos

Volunteerism

- Important for lead volunteers to document the history of student/alumni organizations for ongoing success
- Alumni want to make a day-to-day difference for students (meals, space for programs, etc.)
- Diversity within identity-based groups is crucial

Communications

- Alumni want to see ‘everyday’ people featured, not just ‘superstars’
- Including all forms of diversity and considering positioning and placement of subjects in images is crucial
- Based on target demographic, component elements in a given communication can be perceived very differently (e.g. names in subject line, campus photos, punctuation)

Programming

- Communication/follow up in between programs helps to foster belonging
- Attending programs if you do not expect to see anyone with a shared identity requires emotional labor pre/during/post event

CAA TASK FORCE ON BELONGING
SMALL GROUP MEETING NOTES

Meetings held week of March 15

General Questions/Thoughts

Suggestions

- Current students need to be engaged
 - Classes of 2020 and 2021 will continue to need targeted outreach
- A lot of work is done to engage recent graduates, emphasis needs to be placed on alumni in other stages (such as retirees, alumni with families, and mid-career alumni)
- The best way to engage the unengaged is through individual outreach
 - People want to have their voices heard, will share their feedback if there is a stated goal
- Very few alumni only 'check one box', it needs to be easy for alumni to check many boxes
- In the 'COVID era' it is important to balance the information/programs that are COVID-based as well as those that are not

Questions

- What is the SIGs' role in making statements about current events?
 - Alumni of Color groups need to work together
 - Programs
 - Condemning violence
- Significant that only 17% of alumni felt very connected
 - How/what are alumni connected to?
 - What was survey respondents' last point of engagement?
 - What does 'somewhat' connected mean?

Comments

- Survey results were affirming
- Some alumni are simply not joiners
- Some alumni may engage with organizations outside of Columbia because they don't feel as heard within Columbia spaces or don't feel as connected to the University after they graduate

Events

Suggestions

- Events could be held by decade to guarantee that alumni will have at least the shared experience of having been at Columbia at the same time
- Alumni can suffer from imposter syndrome and feel like they're intruding at programs if they're not represented as events
 - Small group gatherings prior to events can help solve this
- It is imperative to personally welcome alumni to events, especially if they are attending alone
- CAA/SIG leaders need to attend each other's events.

Questions

- What will be the investment in technology/staff resources to continue virtual programming?

Comments

- Important to acknowledge that SIG/Club events are CAA events but the question is how to ensure that folks that participate in segmented events feel comfortable at CAA-wide events
- Homecoming, specifically, is impactful because the SIGs have a presence.
- Attention needs to be paid to those that are **not** attending programs.
- Alumni may not attend events alone if they are not confident they will know other attendees
 - Folks are most likely to attend events if personally invited by an organizer/friend that is attending
- Young alumni want career advancement/mentoring based programs from folks who are relatable/graduates of similar years
- A desire for DEI-based events
 - Both events that are focused on DEI issues as well as events that highlight diverse alumni

Communications

Suggestions

- Social media should be used to elicit feedback from young alumni
 - Feedback can be incentivized
- Targeted communications should differ based on the age of recipients
- Interesting initiatives/news should not only be shared with alumni from the school that are spearheading the work
- Alumni want to hear about 'everyday' alumni
- Ambassadors can be used to post Columbia news on various social media outlets
- Grassroots social media efforts can be followed to get 'real' stories
 - An example is Columbia Confessions

Comments

- Many alumni do not distinguish the sender of emails, just see Columbia

Questions

- Why do alumni not read emails/want to be reached?

Volunteering

Suggestions

- A lot of opportunities are created for new volunteers, not long standing volunteers
 - Increase specialized training for experienced/senior volunteers
 - Social/networking opportunities can be created for alumni leaders (perhaps inviting club/SIG leaders to Alumni Association presidents' get-togethers)

Comments

- It is challenging to get really involved as a young alumnus

Next Steps

Suggestions

- Actionable items must be established. Need some small wins
- Task Force report and subsequent updates should be shared widely.
 - Survey respondents should be made aware of findings
- SIG leaders need to work together to create intersectional opportunities
- Initiatives need to be taken to ease silos between schools/Columbia campuses
- Focus on belonging/DEI needs to continue
 - DEI-focused staff
 - Need to train alumni in multicultural affairs, safe spaces, how to make people feel welcome

Questions

- Can Task Force members be connected with survey respondents?