

University Senate Plenary

March 22, 2024



University Senate

Proposed: March 22, 2024

Adopted:

PROPOSED AGENDA

University Senate

Friday, March 22, 2024 at 1:15 p.m. via Zoom

[Registration required](#)

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

1. Adoption of the agenda
2. Adoption of the minutes of February 23, 2024
3. President's report and questions
4. Chair's report and questions
5. Old business:
 - a. Resolutions:
 - i. Resolution to Endorse the Policy for Recording Classes (Education)
6. New business:
 - a. Resolutions:
 - i. Resolution to Establish an Academic Program Leading to the Master of Science in Climate Finance (Education)
 - ii. Resolution for the Creation of Dedicated Space for Columbia University's First-Generation, Low-Income Students (Commission on Diversity, Student Affairs, Campus Planning and Physical Development)
 - b. Committee Reports and Updates:
 - i. Update on 2023-24 review of the Rules of University Conduct (Rules of University Conduct)

MEETING OF FEBRUARY 23, 2024

Sen. Jeanine D'Armiento (Ten., VP&S), Executive Committee chair, called the Senate to order at 1:15 pm on Zoom.

Adoption of the agenda. The [agenda](#) was adopted as proposed (See Plenary Binder for February 23, 2024, p. 2).

Adoption of the minutes. The [minutes](#) of February 2 were adopted as proposed (Binder, 3-13).

Report of the president. President Minouche Shafik said she was happy to be at a plenary meeting, and grateful for the Senate's hard work on many fronts.

She began her remarks by recalling a preliminary diagnosis of Columbia's condition she had offered during her first visit to the Senate. Since then she has translated that diagnosis into a set of strategic priorities for the University, which she would now be sharing with faculty and other groups. She hoped to attend at least one meeting of every school faculty by the end of the academic year. She offered some highlights, focusing on three priorities: academic excellence, operational excellence, and community.

On the academic side, President Shafik announced the arrival of a new provost, Angela Olinto, a distinguished astrophysicist who came from the University of Chicago. One of her top tasks will be to develop a plan to get all of Columbia's schools and departments into the top 5 in the nation. The president said this goal needs further definition, but the priority is clear. She mentioned three broad subjects that deserve special institutional attention: climate, artificial intelligence, and neuroscience and mental health. Another initiative, complementing Columbia Global, will be called Columbia Local, focusing on New York City and State projects.

On the subject of operations, President Shafik allowed that she had heard many complaints. She liked one dean's characterization of Columbia as the "workaround university." A new Chief of Operations, Cas Holloway, had joined the University in the previous week. He was a deputy mayor for operations in the Bloomberg administration, and has worked in a range of private settings. He would be tackling a wide range of challenges, from how to hire people more quickly, to coordinating Columbia's IT systems, to the most effective uses of space. The goal is overall operational excellence.

Another difficult issue is how to manage common costs at Columbia, where everyone seems to think they're cross-subsidizing everyone else. Such a situation is, of course, impossible, but more

transparency is needed on the allocation of budgets and common costs. EVP for Finance and IT Anne Sullivan is taking on this challenge.

Turning to the third priority, President Shafik said she was not satisfied with Columbia's sense of community. She wanted to see higher levels of trust, with diversity but also inclusion and a sense of belonging, and generally a better job of looking after people's well-being. She said there have already been some new initiatives, including Dialogue Across Difference and Values in Action, and efforts to refresh thinking on diversity, equity, and inclusion (DEI) and on pathways into Columbia for students from low-income backgrounds, and on improving the undergraduate experience. A new survey of staff and faculty will seek a sense of how people feel about working at Columbia, and what improvements can be made.

She hoped this summary would serve as a preliminary agenda. She knew that the Senate later in the meeting would be discussing the interim events policy that the administration had just announced. She said that up until recently there had been no violence associated with any political demonstrations on campus. But during the present academic year there had been two violent incidents. In one case demonstrators were sprayed with a toxic chemical; in another, glass was broken in the door of Butler Library. In her conversations with students she had learned that hundreds of them feel threatened in the current environment. So the University needs to find a balance between free speech and the right to protest on one hand, and the need to protect students who want to get to class and do their work on the other. That's the balance that the events policy is trying to provide. She thanked the Senate Executive Committee for its hard work on the interim safe demonstrations policy, singling out Sens. D'Armiento and Minhas Wasaya (Stu., Bus.). She also mentioned important contributions from two senior administrators: Senior Vice Provost Soulaymane Kachani and Business School Dean Costis Maglaras. Responsibility for enforcing the new policy will lie with the University Judicial Board, which she knew would ensure a fair and effective process. She looked forward to discussing all of these issues with the Senate, and working with the Senate to create a community honoring the principles she had outlined.

Sen. D'Armiento thanked the president for her remarks. She invited questions.

Sen. Benjamin Orlove (Ten., SIPA) asked how the newly established Climate School would figure in the University-wide initiative on climate that the president had mentioned.

President Shafik said she had been working closely with Climate School Interim Dean Jeffrey Shaman and some of his faculty on a strategy for the school. After a rocky start, the school now had a clear plan for financial sustainability, with a new master's program recently approved by the Senate and another in Climate Finance in the works. But in response to Sen. Orlove's question, she also envisioned wider interest in the University in climate issues. The Climate School would be a hub, with many spokes, some of them (like Lamont) very large. She said the Law School also has an excellent program in environmental law, Business is partnering with the Climate School on financial implications of climate

change, and Architecture is working on sustainable building. She thought the role of the Climate School dean would be to build that wider network of academic involvement, allowing every Columbia school to address this issue.

She said that in all three of the main academic themes she had identified—climate, AI, and neuroscience and mental health—there is more than one Columbia school taking part. She said leadership is also needed from the Climate School dean and the chief operating officer on the sustainability of Columbia’s own operations, including the electrification of the campus, waste management and recycling, and water use. But there must also be engagement in this agenda by people across the University.

Sen. Erick Zent (Stu., CC) asked the president to expand on her remarks about enhancing the undergraduate experience.

She said she had studied the Consortium on Financing Higher Education (COFHE) survey of undergraduate students, which enables the University to benchmark against peers. Columbia did extremely well in a category called “intellectual challenge,” but it did not do so well by a number of other measures. So she had asked Columbia College Dean Josef Sorett to lead the undergraduate deans in a study of possible improvements to the undergraduate experience. They have some initial ideas, and will conduct focus groups. Preliminary possibilities include additional summer research opportunities and better support during orientation. The group will also think about how to embed artificial intelligence across the curriculum, and to help students prepare for a future in which AI will play a pervasive part. The president also hoped to see active student engagement in the search for key priorities in improving the undergraduate experience.

Sen. Jeffrey Gordon (Ten., Law) asked how President Shafik planned to handle calls for Columbia leaders to speak to the public issues of the day. He also asked about how to address the views of student and other groups that appear to speak for the University.

The president said she had faced that question in her interview for her present job, and made clear her view that university presidents should not provide running commentary on current events, and that Columbia has no foreign or domestic policy. She did not see it as her role to take political positions, mainly because she thought that would constrain the freedom of speech of faculty and students. She had adhered to that principle over the past 6 months, facing great pressure to take a side in the current Israel-Hamas conflict. She said her job is to care for everyone at Columbia equally and to create an environment where people can come to their own views.

The president said she identified as a Kalven Principles sort of person. She said Columbia’s new provost was one of the authors of what are sometimes called the Chicago Principles (2014). She welcomed the Senate’s recent resolution on academic freedom and shared governance, which she understood to say that Columbia’s senior leaders should not be taking political positions.

Sen. Akash Kapoor (Stu., VP&S) asked her to say a bit more about the role of AI in the Columbia ecosystem in the next few years.

The president said she was excited about this subject. She said the deans had met on this topic the day before, and she had asked SEAS Dean Shih-Fu Chang and EVP for Research Jeannette Wing to lead a CU-side initiative on AI with the new director of the Data Science Institute, whose appointment would be announced in the coming week [*The new director, announced on February 27, is Garud Iyengar, Senior Vice Dean for Research and Academic Programs at the Engineering School*]. The idea was to make sure that AI would not separate Columbia schools. AI would clearly change journalism, art, law, business and other disciplines. The Data Science Institute would play a central role, supporting all schools as they adapt to AI.

The president said Dean Chang and EVP Wing have developed a strategy on AI, which they would be pleased to discuss with the Senate.

She said the new Chief Operating Officer, Cas Holloway, is working on new efficiencies in a range of operations from room booking to admissions. A group of undergraduates is working on a project to refine Clio searches to tailor them more closely to particular requests from users.

Sen. Thiru Senguttuvan (Stu., Public Health) called attention to what he called a major divide between students on the Morningside and medical campuses. He said this disconnect permeates the university experience, inhibiting communication, collaboration, and a general sense of a shared community. He asked how the administration planned to address this problem.

President Shafik agreed with this diagnosis. She said that in past years, the two campuses were separate worlds, with very little interaction between them. She had been working closely with VP&S Dean Katrina Armstrong to address this problem. One initiative involves the theme of neuroscience and mental health, which cuts across the Medical Center, the Zuckerman Institute in Manhattanville, and the Psychology Department in the Arts and Sciences. The president said this project is being co-led by Dean Armstrong and Dean Melissa Begg of the School of Social Work—a logical choice since social workers are on the front lines in mental health services.

There is also an initiative to find new opportunities for collaboration between researchers in the basic sciences at the medical and Morningside campuses.

A third effort will consolidate some separate administrative functions on the two campuses, including the IT systems, which will be brought together under the new COO.

Sen. Susan Bernofsky (Ten., Arts) said she was delighted to see President Shafik at the Senate. She said she was currently in the state of Indiana, whose state legislature had just voted to abolish tenure on state university campuses. Hearing about the president's commitment to academic freedom meant a lot to her.

Sen. Bernofsky said Columbia has a long tradition of shared governance, and the present meeting was taking place in the University's legislature. She said she was now hearing concerns, which she shared, that the administration was now proceeding unilaterally on issues that have historically been under the purview of the University Senate, such as the new events policy. She said Columbia already had an events policy—the Rules of University Conduct—and the new events policy seems designed to replace that. She said the new policy was put into effect during the previous fall without a vote of the University Senate. She asked to hear the president's views on Columbia's tradition of shared governance.

President Shafik said shared governance is an important part of running universities. She expressed dismay at what seemed to her a low level of trust at Columbia. There was a feeling, whose source she did not understand, that the administration is the enemy. She said that frankly this made her sad, because everyone is working together, and that she would like to change that mindset.

She said the event policy has always been an administration policy because it concerns time, place, and manner, while the Rules of Conduct are essentially a Senate responsibility, and part of shared governance. She said that the new event policy that was developed during the fall was launched in haste. At the time, she said, the administration was facing a crisis, and it should probably have consulted and communicated better about the change in policy.

The president said the only important change in the new event policy was the addition of some specific enforcement mechanisms. She said the fundamental features, including the requirement of 10 days' notice for any planned demonstration, had been in place for decades.

She said another problem is that Columbia has not used its systems very well. The Rules of Conduct have not been used since 2017, and Covid occurred in the interim. She said that since this new event policy would be the next item on the present agenda, she would not go further into detail now. But she did want to say that there had been a better deliberative process for the version of the event policy that the Senate would be discussing now. The Senate Executive Committee could say how much time it had spent on the latest revision. There was a lot of consultation and a better policy as a result.

Motion to suspend Senate rules. Sen. James Applegate (Ten., A&S/Natural Sciences) made a motion to suspend Senate rules so that the body could take up the proposal to establish the Vagelos Institute. He said the proposal would require a super-majority to pass the Senate, and VP&S Dean Katrina Armstrong had just joined the meeting.

Sen. D'Armiento understood that Dean Armstrong also would not be able to stay past 2 pm. Sen. D'Armiento said she had nothing to add under the Executive Committee Chair's Report. She asked for and received a second for the motion to suspend the rules.

The Senate then approved the motion to suspend the rules by a vote of 58-0, without abstentions.

New Business:

Resolution to Approve the Establishment of the Roy and Diana Vagelos Institute for Biomedical Research Education (Education Committee). Present to answer questions about the proposal were Katrina Armstrong, M.D., EVP for the Health and Medical Sciences and Dean of VP&S; Anne Taylor, M.D., Vice Dean of Academic Affairs, VP&S, and Senior Vice President for Faculty Affairs, CUIMC, and Prof. Hashim al-Hashimi, Professor of Biochemistry and Molecular Biology, and director-to-be of the proposed institute.

Education Committee co-chair Sen. James Applegate said the Vagelos Institute [proposal](#) (Binder, 23-77) was described in detail in the Senate packet, and several experts were present. So he provided only a brief summary. He said the proposed institute would manage a gift of \$175 million to the medical school from Roy and Diana Vagelos to change the funding of graduate programs.

He said \$125 million would be held as an endowment for the funding of most first-year graduate students doing research with principal investigators, as well as some second-year students. The remaining \$50 million would support a number of programs for young medical doctors who want to pursue research. The purpose of this funding is to reinvigorate the connection between research and clinical work.

Sen. Applegate said the Education Committee had reviewed and enthusiastically approved the institute proposal. He invited Dean Armstrong and the other guests to say more.

Dean Armstrong appreciated the Education Committee's review and endorsement of the proposal. She said the institute would provide an opportunity for VP&S to bring its graduate programs together in a more unified way, and to provide the best possible experience to students, as well as a way to connect the basic science faculty across departments.

She said the medical school was delighted to have the financial support to create this institute, which would enable the school to build the type of community needed there.

Dean Armstrong said she was excited about the support that this gift would provide for faculty, ensuring that the school can do its best to recruit a diverse group of top graduate students.

Sen. Kapoor (Stu., VP&S) asked for clarification of who would have access to the \$50 million fund.

Dean Armstrong hoped that the Vagelos Institute would take the nation's first step in creating an integrated pathway all the way from (ideally) high school to careers for physician scientists. There are a number of leaks in this pipeline that the institute can help to seal, particularly the transition from the medical residency to the first independent stage. Another difficult point is the transition from the first RO-1 grant to the second RO-1.

Prof. Hashim al-Hashimi added said he was honored to be chosen as the first director of the Vagelos Institute. He said the institute provided a wonderful opportunity to reimagine graduate education. A key goal is to recruit the best students, but also to provide an environment that will enable them to succeed and do cutting-edge research. He said he was now in the middle of the work of rolling out this model.

Sen. D'Armiento asked for and received a motion and a second to approve the program. The Senate then approved the motion by a vote of 61-0, with one automatic abstention, from the Senate parliamentarian.

Old Business.

Committee reports and updates.

Event policy update: [Interim University Policy for Safe Demonstrations](#) (University Policies) (Executive Committee).

Sen. D'Armiento said the policy was distributed in the Senate packet. She said there were extensive Senate discussions of the event policy during the previous semester. The Senate had expressed its concerns to the administration, adopting a resolution on December 8 that sought to reconcile the event policy newly published by the administration with the principles of freedom of expression embodied in the Rules of University Conduct. In response to these concerns the administration returned to the event policy, and developed the present revision, working closely with the Senate Executive Committee.

Sen. D'Armiento said the Executive Committee understood that the University is responsible for the time, place, and manner of events. But the committee strongly advocated the importance of due process as set forth in the Rules of Conduct, with the involvement of the University Judicial Board, particularly in the handling of violations of the event policy. She said those due process features are in the version of the policy that was now under discussion.

She invited discussion.

Sen. Minhas Wasaya (Stu., Bus.) apologized for his inability to get his video camera to work. He acknowledged the work of several other people who helped with the present effort, particularly his Student Affairs Committee co-chairs, Sens. Bruce Goumain (General Studies) and Cheng Gong (SEAS/Grad).

He said this group spent a lot of time talking to different constituencies about ways to make the new demonstrations policy work for everyone. The policy now includes a registration link that groups (as well as individuals) can use to register their events. He said some have said the registration process just wasn't working at this point, but the main problems have already been fixed thanks to an intervention by Cas Holloway, the new COO, and his team, which updated and sped up the registration process. People can now have an account and register their demonstrations easily. So the event policy is now workable both in principle and in practice.

But Sen. Wasaya also noted that this is an *interim* event policy, requiring a lot of monitoring in the early going. If the policy is not working, it's important to figure out why and fix it.

He said that in the previous version of the policy, one of the main problems was assuring due process in cases where there were violations. Sen. Wasaya said he believed that problem had now been solved. He said any other problems that may emerge will also require constant dialogue to make sure they get fixed, so that the policy can provide the right balance of freedom of speech with freedom to study and do research. He said there are many people in the University—not just the Senate—who are well-meaning and trying hard to do the right thing. He said he had learned in working on this policy that most people involved have been helpful. He felt the need to acknowledge that point. But he also needed to acknowledge that there has been heavy pressure from outside the University—particularly from Republicans in Congress—to crack down on protests, and take action against “troublemakers.” He said this external pressure must not succeed in suppressing speech on campus. The University should continue to uphold free speech and academic freedom, which the Senate will work very hard to maintain.

Sen. Jaxon Williams-Bellamy (Stu., Law), co-chair of the Rules Committee, said he appreciated the work that the Executive Committee had put into negotiating this policy. But he also noted that the Rules Committee would have appreciated an opportunity to participate in those deliberations, particularly given its expertise on the issues involved.

Sen. Williams-Bellamy said the Rules Committee was now hosting listening sessions on the Rules. Two virtual sessions had been held already, and there would be one in-person session on February 27, to which the entire Columbia community was invited. These sessions, designed to solicit comments and feedback, are part of a review of the Rules that the committee carries out roughly every four years. This time around the committee has also asked the community for feedback on the interim demonstration policy. At the end of the current review, the committee would share its findings with the full Senate and the wider Columbia community.

Sen. Williams-Bellamy said that from the two listening sessions already held the committee had received some troubling feedback about the new demonstration policy. He said students, faculty, staff, and librarians—everyone seems to be mistrustful of what has been produced in this policy. He thought these issues were worth discussing in depth. He thought the responses the Rules Committee had received

reflect a broader and more pervasive kind of distrust on campus. He said that going forward, the committee would have its work cut out for it. He looked forward to sharing the committee's thoughts at the end of the review.

Sen. D'Armiento said one comfort for her and the Executive Committee is that the new policy is an interim policy. It needs to be used and tested. She said the Senate is here to stand behind the final recommendations that its committees make. It stands strong for freedom of expression and the ability to protest, and for due process for students who may go outside of the Rules of Conduct.

She said the Executive Committee has concerns about what might happen to someone who steps outside some boundary set by the safe demonstration policy.

She said the Executive Committee has worked under the restrictions set by the administration, playing a kind of consulting role in the revision of the safe demonstrations policy. It did not hesitate in the fall to state its disagreements with University policy and it would not hesitate to do the same after it sees how this revised policy is working. She said the committee was doing its best, but needed to hear from senators.

She called on Sen. Holger Klein (Ten., A&S/Hum) for the next comment, but he yielded to Sen. Gordon.

Sen. Jeffrey Gordon asked whether the Low steps are not a permitted demonstration space.

Sen. D'Armiento said that was correct, but the Executive Committee successfully advocated for allowing student groups to ask for an exception to this prohibition.

She also mentioned that the barriers that had been put up around Low Library and Alma Mater had been removed at the request of the Executive Committee. She appreciated the involvement of the president and COO Cas Holloway in that decision.

Sen. Jeffrey Gordon asked what would happen if a student group called for a demonstration inside a classroom.

Sen. D'Armiento said such a demonstration would violate the event policy. She said the disciplinary sequence is outlined in the policy document. The student group would get a violation. For a repeat offense there would be a second violation. A third violation would be handled by the University Judicial Board under the Rules of Conduct.

Sen. Gordon understood that for the first violations, the student group would have to go before a student governing group, which would basically not take any disciplinary action.

Sen. D'Armiento said the Student Governing board oversees its groups. That has always been part of the process. The Executive Committee negotiated to return the governance of groups to the students. She recalled that there was a suspension of a student group during the fall semester that bypassed the longstanding student-run oversight process, and the Executive Committee restored that process, which she said had always governed student groups, and the present revision of the events policy would continue to do that.

Sen. Gordon asked about the duty of the administration to protect the students trying to go to class. Why doesn't that take priority over the efforts of students to govern student groups?

Sen. D'Armiento said that's why there is regulation of the time, place, and manner of protests—to make sure that classes are not disrupted. A large portion of the Columbia community has complained that current protests are disrupting their education. It is the University's responsibility to prevent that from happening.

Sen. Gordon said he might not be successfully conveying his concern. He said demonstrations on South Field or on the Low steps are not going to trouble most students, because they have the option of avoiding them. But a demonstration inside a classroom building has the potential to cause other students a great deal of distress. He said that kind of violation was different in kind from one involving, say, a disputed starting time for a demonstration. He was concerned that the administration might lack sufficient tools to address this more serious type of violation.

Sen. D'Armiento said a protest inside a classroom is a violation of both the safe demonstration policy and the Rules of Conduct. She said the issues Sen. Gordon was raising might well play out during the interim policy and it will be necessary to determine how the process of discipline is carried out during that time. There is no intention to charge students under both policies but Sen. D'Armiento said she would not try to prescribe what that discipline should be because that is the role of the University Judicial Board.

Sen. Abosedo George (Ten., Barnard) asked about the interim status of the safe demonstration policy. What is the process for moving toward a final policy? Would there be a regular process of checking on the policy, or would it only be responsive to complaints about it?

Sen. D'Armiento said the interim policy would be in place for the semester, and the Executive Committee would be reviewing any claims every two weeks, and then report to the administration on any problems it finds. She also asked senators to report any problems they see. She believed strongly that it was important to try the policy, find the problems in it, and fix them.

She said again that the Senate is committed to assure due process for students and to supporting their right to protest.

Sen. Susan Bernofsky asked about the treatment of violations in the new event policy. In the Rules of Conduct there's a specific procedure for determining whether someone has violated the Rules. But there is no discussion of, for example, who determines whether someone has violated the new event policy, and she found the anonymity of that situation worrisome.

Sen. D'Armiento said this was an important issue, which would have to be monitored during the rollout of the safe demonstrations policy.

Sen. Wasaya relayed a question from a student: Was accessibility factored into the guidelines of the safe demonstration policy? For example, demonstrations at Barnard are confined to Futter Field, a difficult location for students with disabilities.

Sen. Wasaya offered an answer to this question. He said the interim safe demonstration policy covers Columbia, and Barnard has its own governance structure, and their own policies.

He understood that accessibility was discussed very briefly in the development of Columbia's safe demonstration policy. It came up during discussions of stairs, and the two lawns on South Campus. There was a request not to have barricades around registered demonstrations, because of the challenges they would present to accessibility.

Sen. Wasaya said students based this recommendation on their observations of demonstrations on South Campus during the fall, which seemed to be spacious enough to accommodate sizable gatherings. He said issues like this can be monitored during the rollout of the interim policy.

Sen. D'Armiento said it was important to acknowledge the responsiveness of the administration to the objections that the Executive Committee and the Senate raised in the fall to the first version of the new event policy.

Sen. William Duggan (TTOT, Bus.) proposed to substitute the word "experimental" for the word "interim" in characterizing the safe demonstration policy. The point was that the Senate and the administration would try this, to see how it works.

Sen. Duggan added that only the president mentioned what he considered the most important word about the safe demonstration policy: "violence." He said that what the administration and the average student fear about demonstrations is potential violence. He thought there should be a second, separate statement declaring that we all—students, faculty, staff, the community—are committed to non-violence. Sen.

Duggan said this should be a separate statement because he didn't think the average student or the administration, in their deepest thoughts, believe that everyone is committed to non-violence.

Sen. D'Armiento understood that all Columbia student groups, in order to be recognized as student groups, have to make a commitment to non-violence. And new members of student groups have to make the same commitment.

Sen. D'Armiento also said Sen. Duggan had raised a good point because there had been a heightened level of protest during the previous fall. She understood the University's concern.

Sen. Duggan said he thought everyone should know about that commitment to non-violence.

Sen. George said the comment on violence reminded her of earlier conversations in which certain forms of speech were characterized as violence. She said that without some additional clarity or shared understanding about the relationship between freedom of speech on campus and this idea of violence, she didn't see the benefit of speaking only about the simple word "violence." She said that a rewriting of the definition of that word is now underway, to include thought and speech. And that is something to be guarded against on campus.

Sen. D'Armiento said the Senate was trying to arrange a town hall meeting on freedom of speech, and this point would certainly emerge at such a meeting. She said Sen. George's point was important.

Senator and GSAS Dean Carlos Alonso (Admin.) returned to Sen. George's earlier point, about regular reviews of policies. He asked if a sponsor of the newly revised safe demonstration policy could give an example of a successful adjudication of the policy and, for that matter, an unsuccessful one.

Sen. D'Armiento said the Senate are not owners of the policy. So she was not sure how to answer that question. But she hoped the community would gain some experience quickly so the Senate could make an assessment of it at a plenary in the near future.

Sen. Ruth DeFries (Ten., Climate School) asked what would happen to students in the groups that were suspended under the first version of the event policy last fall. Would they be able to appeal or seek redress? She noted that judgments of this kind can seriously affect students' lives.

Sen. D'Armiento said she could not answer that question at this point. But she repeated her earlier statement that any issues that arise during the interim period will be addressed by the Senate. She asked anyone present who was concerned about these issues to attend the Rules Committee's in-person listening session on February 27.

Sen. Wasaya offered a couple of points of clarification. He understood Sen. De Fries to be asking about the members of Students for Justice in Palestine and Jewish Voice for Peace, two student groups that were suspended late in the previous semester. Sen. Wasaya believed that those groups were suspended for the balance of the fall semester. Since the spring semester had already begun, these groups were essentially reinstated, and they could maintain that status by complying with the interim safe demonstration policy. So all they needed to do was register as student organizations again, and then they could register their demonstrations as a student organization.

Sen. Wasaya added that in discussions about violence, he would ask all concerned to consider what kind of violence, and by whom. He said presuming that protests will turn violent is troublesome, and it may be discriminatory against those who are protesting. He said there are significant ironies in some discussions about violence. There was considerable discussion about a glass door that was broken during one protest, an instance of violence against property. Yet the University's response to the chemical attack in January, which was violence against people perpetrated by agitators and not protesters, have been widely seen as less serious.

Sen. Wasaya recognized that the demonstration policy was meant to avoid violence, but he objected to the presumption that the protesters, many of whom are from marginalized groups, are violent.

Sen. D'Armiento concluded the discussion by calling on the Senate once more to try the interim demonstration policy, and to reach out to senators with questions.

Information and Communication Technology Annual Report: 2022-23. IT Committee chair Sen. Julia Hirschberg (Ten., SEAS) gave a brief report. She had submitted a [longer version](#) for the Plenary Binder (Binder, 14-23).

At the end of the report Sen. D'Armiento thanked Sen. Hirschberg for her leadership of the IT Committee over the past two decades.

Adjourn. Sen. D'Armiento thanked the Senate for a very good meeting. She adjourned the meeting at 2:30 pm.

Respectfully submitted,

Tom Mathewson, Senate staff

University Senate

Proposed: March 22, 2024

Adopted:

RESOLUTION TO ENDORSE THE POLICY FOR RECORDING CLASSES

WHEREAS the Office of the Provost has developed the attached Policy for Recording Classes; and

WHEREAS the University Senate Education Committee has voted unanimously to approve the Policy;

THEREFORE BE IT RESOLVED that the University Senate endorse the Policy for Recording Classes.

Proponent: Education Committee

Policy for Recording Classes

March 1, 2024

Overview

- **Reason(s) for the Policy:** Prohibits unauthorized recording, including surreptitious recording, during University classes
- **Primary Guidance to Which This Policy Responds:** Not applicable.
- **Responsible University Office:** Office of the Provost
- **Revision History:** Not applicable
- **Who is Governed by This Policy:** All faculty, employees, students, contractors, volunteers, visitors and guests attending University classes.
- **Who Should Know This Policy:** All faculty, employees, students, contractors, volunteers, visitors and guests attending University classes.
- **Exclusions & Special Situations:** The policy addresses exclusions and special situations.

Policy Text

Purpose: To prohibit unauthorized recording of attendees in University classes, and to provide restrictions regarding the authorized recording of attendees in such classes.

Scope: This policy is applicable to all faculty, employees, students, contractors, volunteers, visitors and guests attending University classes.

As used in this policy, “recording” refers to the use of any device to film, tape or otherwise take, in any format or medium, audio, video or visual images of another individual, including, without restriction, in-person or via phone or videoconference. “Attendees” includes all individuals who are present, including bystanders, participants and presenters, for class or other course content, including, without restriction, lectures, recitations, discussions, presentations, critiques, performances, and office hours. “Surreptitious” means furtive, secret, hidden or partially hidden.

General Principles: It is expected that University affiliates and other attendees at University classes will engage openly and forthrightly with others in educational settings. To this end, the purpose of this policy is to prohibit unauthorized recording, including surreptitious recording, and to provide restrictions regarding the recording of attendees in classes. The policy is intended to foster a spirit of trust and promote the open exchange of viewpoints and ideas within the University community.

Authorized Recordings: The University’s authorized personnel may make recordings of University activities in furtherance of the academic and operational needs of the University. The Office of Government and Community Affairs may authorize members of the media to record certain University

events and Campus Services may authorize commercial filming, as described in the Commercial Filming, News, Documentaries, and Student Filming Policy. Video recording by Public Safety is authorized consistent with the CCTV Monitoring and Recording Policy. Audio and video recording at student events may be permitted with the consent of the sponsoring organization pursuant to the Recording Policy.

Recording in class is subject to the following restrictions.

Recording Classes Subject to Restrictions: Faculty members may record class, lectures, recitations, review sessions and other course content after providing notice to students in advance (for example, by notice on the syllabus, on CourseWorks, or at the first class) or pursuant to school or department requirements. Students may not record class or other course content, such as lectures, recitations, discussions, presentations, critiques, performances, or office hours, whether in-person or via phone, videoconference or other modality, without advance written permission from the instructor or, in the case of a request for a reasonable accommodation for a disability, from Disability Services. If permission is granted, the recording must not be shared beyond the class members without the written consent of all attendees who were recorded. Recordings that include the voice, image, or other identifying characteristic of any student(s) may not be shared outside the course by either the instructor(s) or student(s) without the written consent of the recorded student(s) prior to any dissemination.

Prohibition on Surreptitious Recordings: Attendees at University classes may not make surreptitious recordings under any circumstances, including in-person or via phone, videoconference or other modality. Certain federal, state and local laws may also prohibit such recordings. When recording is authorized, recording devices may only be used in an overt and conspicuous manner so that it is readily apparent to all attendees that a recording is being made.

Policy Violations: Violations of this policy may be referred, as appropriate, to Dean's Discipline through Standards and Discipline or at the student's school, where applicable.

Cross Reference(s) to Related Policies

- i. CCTV Monitoring and Recording Policy
- ii. Commercial Filming, News, Documentaries, and Student Filming Policy
- iii. Federal Family Educational Rights and Privacy Act (FERPA)
- iv. Recording Policy

University Senate

Proposed: March 22, 2024

Adopted:

**RESOLUTION TO ESTABLISH AN ACADEMIC PROGRAM LEADING TO
THE MASTER OF SCIENCE IN CLIMATE FINANCE (CLIMATE SCHOOL)**

WHEREAS the challenge of escaping a global climate catastrophe will require an enormous cooperative commitment costing many trillions of dollars; and

WHEREAS that effort will require the training and participation of many people with expertise in climate science and in finance, and in many cases both fields; and

WHEREAS the Columbia Climate School proposes to address this need with a new 39-credit, three-semester Master of Science program in Climate Finance, developed in close partnership with the Columbia Business School; and

WHEREAS the proposed program will include a 24-credit required core curriculum, consisting of 12 core credits of Climate School courses, nine core credits of Business School courses, and a three-credit integrated capstone, plus 15 credits of electives, primarily in the Climate and Business schools; and

WHEREAS the University Senate Education Committee has reviewed and approved the program;

THEREFORE BE IT RESOLVED that the University Senate approve the Master of Science in Climate Finance, with the proviso that the Education Committee will review the program five years after its launch.

Proponent: Education Committee



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

Please insert the requested information in the table below:

Degree:	Master of Science (MS)
Program Name:	Climate Finance
If this program is currently a track in an existing program but has evolved as a stand-alone program, please indicate the program it's based on:	N/A – This is a new program
Sponsoring School(s):	The Columbia Climate School
Proposed Start Date:	Fall 2025
Name and Email Address of the Primary Contact Person for this Proposal:	Natalie Unwin-Kuruner (nau2101@columbia.edu) Jim Glover, jglover@climate.columbia.edu
Date of Proposal Submission:	October 18, 2023

DESCRIPTION OF THE PROGRAM

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

1) Purpose

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

Scientists have concluded that avoiding catastrophic climate change will require a reduction in greenhouse gas emissions to net zero by 2050 or shortly thereafter, a dramatic reversal after several hundred years of industrial growth. This will require a rapid transformation of the global economy, which can only be accomplished with the investment of trillions of dollars in investment capital. Fortunately, this mobilization of finance has already begun, with annual investments of over \$1 trillion in climate mitigation technologies¹. Even more is needed – an estimated \$100-150 trillion over the next 30 years². A rapid acceleration of investment must occur in the next several years if humanity is to keep global warming below 1.50-2.0°C, help societies adapt to the impacts of severe weather and higher temperatures, and build resiliency. Effective mobilization of this capital is creating a critical need for professionals with a deep understanding of climate science and financial markets and products, who can in turn invest in climate solutions at the scale and speed needed to address the climate challenge.

Though courses in these distinct fields exist, no single program at Columbia integrates the required foundational knowledge and skills in a comprehensive and applied manner. The Columbia Climate School (CCS) and Columbia Business School (CBS) are well positioned to create such an integrated program, and have collaborated to develop the MS in Climate Finance degree described within this proposal. The program will be administered and awarded by the CCS with thought partnership from, and in collaboration with, the CBS. ***By construction, it is not a dual-degree program, but rather a collaborative degree developed jointly by the two schools, which both offer critical courses in the degree curriculum.***

The MS in Climate Finance degree will offer an integrated curriculum that will enable students to:

- Translate the implications of climate research into appropriate financial and economic language and decision-making.
- Assess risks and opportunities associated with climate change.
- Understand the myriad impacts of climate change on economic and financial outcomes.
- Understand the science of climate change and its geospatially differentiated economic, social, and environmental impacts.
- Evaluate the financial tools and techniques that can be applied to combat climate change in the context of evolving global stakeholder pressures and policy responses.

¹ <https://about.bnef.com/blog/global-low-carbon-energy-technology-investment-surges-past-1-trillion-for-the-first-time/>

² <https://media-publications.bcg.com/BCG-Executive-Perspectives-Time-for-Climate-Action.pdf>

- Understand investor strategies for financing climate solutions in the context of a carbon-constrained global economy, and national and international policy developments.
- Evaluate the impact of investment decisions on greenhouse gas emissions and climate change.
- Understand the implications of a transition to net zero carbon emissions on banks, asset managers and other financial firms.

The program will meet a growing market need within banking, asset management, insurance and other financial industries looking to better assess risks and opportunities associated with climate change, including the physical risks of rising sea levels, wildfire hazards, extreme weather, and the transition risks from a decarbonizing global economy. It will appeal to those already working in these industries and those who are newly being tasked to consider the emerging constraints and opportunities of climate change.

The target audiences are recent alumni from undergraduate programs and early career professionals. The degree will appeal to students coming straight from undergraduate studies who are seeking entry level roles in banks, consulting firms, asset management, insurance, and other financial sector employers. Early-career professionals will also be attracted to the MS in Climate Finance program because it will make them attractive hires in more senior roles in financial institutions with the responsibility to implement carbon accounting, portfolio climate impacts, thematic investment strategies and other specific tasks increasingly faced by financial decision-makers.

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

This is a new program, developed to meet a growing market need. It does not replace any existing programs at the University and is a stand alone degree, to be administered by CCS. The MS in Climate Finance would be the third program offered by CCS, joining the one-year MA in Climate & Society and the two-year MS in Climate. After much faculty deliberation, the MS in Climate Finance program was deliberately structured to be a one-year degree and stand outside the other CCS degrees due to the expected size of the program, the need to provide unique and integrated training in both climate and finance, and because market research and job pressures in the finance field make the one-year timeline most competitive and appealing. We also note that the program is similar to a very successful one-year program at the Imperial College Business School in London, which has seen strong interest and remarkable career outcome results. The experience of the Imperial College program was confirmed through an in-person meeting between CBS and CCS faculty and the developer of the Imperial College program.

Elsewhere at Columbia, there are two programs at the School of Professional Studies (SPS) that provide some courses with similar content, but are very different programmatically in structure and focus.

The first program is a 4 course (12 credit) Certification of Professional Achievement (CPA) in Sustainable Finance at SPS. This CPA is distinct from the MS in Climate Finance in that it does not

exclusively focus on climate finance, the specific area in which massive amounts of capital are being deployed and markets are being developed, nor does it require any foundational courses in climate science, adaptation, mitigation or justice that comprise an important part of the MS in Climate Finance curriculum. Additionally, the CPA and MS provide distinctly different levels of depth (12 credits for the CPA vs 39 credits for the MS) and integration, i.e. the MS is designed as a comprehensive program that integrates the fundamentals of the climate and finance disciplines into a more cohesive and complete educational offering. The MS also will not have any courses that overlap with the CPA courses.

The second program is the MS in Sustainability Management (SUMA) program. The MS in Climate Finance and SUMA, a long established and highly successful program, do not duplicate each other. The SUMA program prepares students for sustainability management careers and places an emphasis on a broad range of sustainability topics that extend beyond climate alone, as well as the development of strategic, financial, and policy analysis skills. It is offered as both a full-time and part-time program, with a majority of courses offered in the evenings to accommodate working professionals. By contrast, the proposed MS in Climate Finance joins the domain expertise of the CBS and CCS to provide a full-time, in-depth, and interdisciplinary degree specifically focused on a critical and growing area of finance. In particular, the program will leverage the strengths in climate science, modeling, and impacts in the CCS with the depth and expertise in finance found at CBS, from valuation to capital markets to investing, accounting and measurement. The proposed degree thus builds on the foundational faculty strengths in our respective schools to provide training in a pressing area of need within our global economy.

The depth of experience that we will provide through the MS in Climate Finance is therefore in contrast to SPS offerings that touch on a broader array of topics, by design, via management classes that extend beyond finance (SUMA) or are more abbreviated (per the SUMA program's Sustainable Finance CPA). The flexible SUMA curriculum allows for selectives to be taken across 6 areas:

1. Integrative Courses in Sustainability Management (3 courses)
2. Economics and Quantitative Analysis (2 courses)
3. The Physical Dimensions of Sustainability (2 courses)
4. The Public Policy Environment of Sustainability Management (1 course)
5. General and Financial Management (2 courses)
6. Elective (1 course)

Some options within these areas include courses in areas similar to the MS in Climate Finance (e.g. Climate Finance and Sustainable Development (Online), Climate Risk & Scenario Analysis; Management of SEC Climate Disclosure Compliance; Understanding the SEC's Climate-Related Disclosure Rules and Global ESG Disclosure Regulations). SUMA students may therefore take some classes that overlap with the proposed MS in Climate Finance course offerings, but the SUMA program requirements are not explicitly structured to provide the depth of climate knowledge in climate dynamics, adaptation, mitigation and justice, nor the depth of finance experience in climate finance, risk, impact investing and capital markets. The structural and content overlap between these two programs is therefore minimal.

Furthermore, it should be noted that we expect the new MS in Climate Finance to increase the visibility of all programs related to climate and sustainability finance at Columbia. The program will attract new and previously untapped applicants, specifically those seeking a full-time, one-year degree in climate finance, many of whom will simultaneously consider other offerings in this space at Columbia.

With regard to degree interactions within the CCS, courses and academic infrastructure will be shared across three programs – the existing MA in Climate & Society, the new MS in Climate, and the proposed MS in Climate Finance – which ensures that all CCS students will receive the critical knowledge and skills needed to succeed, while also enabling efficiency within CCS academic infrastructure and course offerings. The MS in Climate Finance program will share several courses in the CCS Climate Core, including climate dynamics, climate mitigation, climate adaptation, and climate justice. Students in these core courses will often be in the same sections with students in the other two CCS degrees, enhancing connections across student backgrounds, degree program profiles, and perspectives. This overlap also provides logistical strength to the CCS, allowing the administration to pivot more seamlessly as enrollment grows, combining or expanding sections of courses as needed. Students in all programs also will have access to the immense resources of the CCS, including its faculty, events, funding opportunities, research activities, and academic infrastructure.

2) Need

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

Financial markets represent one of the most powerful ways to drive public and private action on climate³. Research shows that in order to meet the emissions reduction objectives set forth in the Paris Agreement, climate investments need to increase sevenfold by the end of this decade. Though public and private climate finance almost doubled between 2011 and 2020, much more investment is needed⁴. There is an urgent need for trained professionals who can apply their climate knowledge to financial decision making.

In Spring 2022 the Climate School engaged Huron Consulting Group to conduct a market research analysis to assess labor market demand for its flagship master's program. As part of this work, the consultants conducted surveys with prospective students, alumni and employers, to understand the key skills that are most in demand in the climate space. Participants were asked specifically for their input on climate finance and identified it as a burgeoning area, with a growing need for professionals with specialized training. We expect demand for graduates of this program from asset owners, asset managers, banking institutions, rating organizations, regulatory agencies, data & service providers and many other businesses. These organizations will each need to hire teams of professionals adept at the concepts and skills conferred by this degree.

Masters degrees of this nature do not currently exist in the United States. There are several similar programs in Europe, especially the [Master of Science in Climate Change, Management and Finance](#) at Imperial College Business School of London. Other European programs include the [Master of Science in Climate Change Finance and Investment](#) at University of Edinburgh Business School and the [Master of Science in Climate Change & Sustainable Finance](#) at EDHEC Business School in cooperation with Mines Paris - PSL.

Domestically, peer institutions offer short courses, certifications or executive education programs. The Yale School of Management offers two online, 6-week courses in [Sustainable Finance and Investment](#) and [Corporate Climate Change Risk Management](#), while New York University offers a [Certificate in Sustainable Finance](#) that is similar to the [Certification of Professional Achievement in Sustainable Finance](#) offered by SPS.

Columbia has a responsibility and an opportunity to equip students with the knowledge and tools

needed to tackle the complex challenges presented by the changing climate. The CCS and CBS bring the necessary expertise and resources to address this educational need and stand poised to be first-movers in this critical space in the US. The MS in Climate Finance program will thus establish Columbia as a leader in climate finance on a local, statewide, and national level.

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

The current generation of students cares deeply about the climate crisis and are demanding curricula that prepare them for climate jobs. Climate finance is increasingly highlighted as an area of interest in applications from prospective students. As noted earlier, the market analysis conducted by Huron Consulting pointed clearly to climate finance as a rapidly growing area, based on feedback from employers, alumni, and prospective students.

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

The MS in Climate Finance is a professionally oriented degree. Practitioner input has been solicited throughout the development of the degree. In addition to the employer surveys conducted by Huron Consulting, CCS and CBS conducted an informal survey in Summer 2021 of employers working in banking, insurance, consulting, and impact investing. Respondents provided input on the proposed curriculum and identified additional areas for consideration, which have been incorporated into the final curriculum being proposed herein.

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

Our research has not identified any other institutions in the metropolitan area or Northeast that offer similar masters degree programs. Other universities do offer short courses, certifications, or executive education programs. However, none of those programs deliver the depth of knowledge in both climate science and finance that will be offered through the MS in Climate Finance.

- [Sustainable Finance and Investment, Yale School of Management](#) (online 6-week executive education program)
- [Corporate Climate Change Risk Management, Yale School of Management](#) (online 6-week executive education program)
- [Certificate in Sustainable Finance, New York University](#) (4 courses)

3) Curriculum

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

The MS in Climate Finance is a one-year, 39 credit (minimum), professional program that will be completed over three semesters. This interdisciplinary degree will integrate multiple domains of knowledge and expertise into a digestible set of competencies that financial decision-makers need in order to respond to one of the most pressing global challenges of our time.

³ [A new climate finance framework for investing in urban resilience | Brookings](#)

⁴ [Global Landscape of Climate Finance: A Decade of Data - CPI \(climatepolicyinitiative.org\)](#)

The curriculum will combine training in climate studies from the Columbia Climate School's Climate Core, with fundamental financial management practices from Columbia Business School courses in order to equip students with the interdisciplinary skills needed to address climate and finance challenges. Students will take courses in climate science, adaptation and mitigation strategies, climate justice, climate modeling, remote-sensing technologies, environmental and energy economics, externality pricing, carbon accounting, and legal and regulatory frameworks, as well as in financial analysis, capital structure, transactions design, portfolio management, scenario analysis, and stakeholder value integration. Opportunities to integrate equity and justice into the course of study will be available to ensure students gain an understanding of how these issues intersect with climate impacts and climate solutions. Climate justice is threaded throughout the program, both within the core and embedded in electives through case studies, projects, readings, etc. This integration of climate justice into the curriculum is intentional, and the topic has been discussed at length among faculty. The overwhelming conclusion is that a justice lens is critically needed in the core curriculum to help frame and inform decision-making around how to deploy resources for climate solutions.

It is important to note that two foundational elements of finance – basics of corporate finance and capital markets - are important components of the program. With that in mind, the curriculum has been designed to meet the needs of two somewhat different constituencies – those with literacy in the foundational elements of finance, and those without – with the flexibility to maximize their learning time. Specifically, those entering the program with advanced degrees or with prior experience in financial services may take proficiency exams to determine whether they need to take the Corporate Finance and Capital Markets core courses. The ability to test out is important because the opportunity cost of time-in-program is very high, and prospective students with academic or professional experience in finance may be turned away by requirements to re-learn finance basics. Those who do not test out will be required to take all core courses, including Corporate Finance and Capital Markets.

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

The one-year program requires a **minimum of 39 credits** and will be completed over three semesters. It will be offered full time. All students must complete **24** required core credits, including a required capstone project course, plus the balance of credits from an approved electives list. Capstones will be offered collaboratively with CBS faculty.

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

All of the required courses will be offered through the CCS and the CBS. Both schools have approved the program and committed the space and capacity for all required courses, as well as the opportunity to take relevant electives offered by each school.

The program can be completed by taking courses fully within CCS and CBS. When the program launches in fall 2025 the CCS and CBS will offer multiple options within the elective category, and these will be designated as primary (examples below). Other interest/requests for electives will be anchored in the cross-registration procedures of other schools (i.e. they will be at the discretion of those schools with their standard permission processes in place).

Students will be required to take electives in both schools and clear expectations about this will be communicated to students.

REQUIRED CLIMATE COURSES Minimum number of required CLIMATE credits = 12	School	Course Number (indicate if course is NEW)	Course Title & Instructor	Indicate whether course is fully, partially, or not at all online	# of Credits
	CCS	CLMT GR5001	Dynamics of Climate Variability and Climate Change (Michela Biasutti- FT Officer of Research and Mingfang Ting- FT Officer of Instruction)	IN-PERSON	3
	CCS	CLMT GR5015	Climate Change Adaptation (Lisa Dale- FT Officer of Instruction)	IN-PERSON	3
	CCS	CLMT GR5008	Climate Change Mitigation (Melissa Lott- FT Officer of Instruction)	IN-PERSON	3
	CCS	CLMT GR5023	Climate Justice: Theory, Practice, and Policy (Sheila Foster-- FT Officer of Instruction)	IN-PERSON	3

REQUIRED FINANCE COURSES Minimum number of required FINANCE credits = 9	School	Course Number (indicate if course is NEW)	Course Title & Instructor	Indicate whether course is fully, partially, or not at all online	# of Credits
	CBS	B5300	Corporate Finance (CBS faculty)	IN-PERSON	3
	CBS	B8306	Capital Markets (CBS faculty)	IN-PERSON	3
	CBS	B8705	Business and Climate Change (Bruce Usher or Gernot Wagner)	IN-PERSON	1.5
	CBS	B8363	Climate Finance (Bruce Usher or Pari Sastry)	IN-PERSON	1.5

REQUIRED INTEGRATED COURSES Minimum number of required credits = 3	School	Course Number (indicate if course is NEW)	Course Title & Instructor	Indicate whether course is fully, partially, or not at all online	# of Credits
	CCS/ CBS	CLMT GR5007	Capstone Workshop (Multiple)	IN-PERSON	3

ELECTIVE COURSES Minimum number of elective credits = 15	School	Course Number (indicate if course is NEW)	Course Title & Instructor	Indicate whether course is fully, partially, or not at all online	# of Credits
Primary elective	CCS	CLMT GR5002	Quantitative Methods for Climate Applications (Jason Smerdon and Chia-Ying Lee)	IN-PERSON	4
Primary elective	CCS	CLMT GR5016	An Introduction to Complex Climate Risks (Kai Kornhuber)	IN-PERSON	1.5
Primary elective	CCS	CLMT GR5012	Social Impact: Business, Society, and the Natural Environment (Caroline Flammer)	IN-PERSON	3.0
Primary elective	CCS	CLMT GR5017	Social, Equity, and Governance Considerations for Greenhouse Gas Removal (Romany Webb)	IN-PERSON	1.5
Primary elective	CCS	CLMT GR5031	Financing Renewable Energy (Nadejda Zaets)	IN PERSON	3.0
Primary elective	CCS	CLMT GR5024	Climate Policy and Law (Sheila Foster)	IN-PERSON	3.0
Primary elective	CBS	B8355	Impact Investing (Mark Berryman)	IN-PERSON	1.5
Primary elective	CBS	B8468	ESG Equity Investing (Mark Zurack)	IN-PERSON	1.5
Primary elective	CBS	B8028	Measuring and Managing Climate Risk (Shiva Rajgopal)	IN-PERSON	1.5
Primary elective	CBS	B8027	Challenges in Measurement & Disclosure of Environmental, Social, and Governance Data (Thomas Bourveau)	IN-PERSON	1.5

Primary elective	CBS	B8212	Climate Policy (Gernot Wagner)	IN-PERSON	3.0
Primary elective	CBS	B7654	Sustainable Marketing (Silvia Bellezza)	IN-PERSON	3.0
Primary elective	CBS	B8115	Leading Sustainable Supply Chains and Operations (Nicole Dehoratius)	IN-PERSON	1.5

**These are suggestions of potential courses. As noted above, registration for electives will be anchored in the cross-registration procedures of other schools (i.e. they will be at the discretion of the home school, with their standard permission processes in place).*

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

Below are two sample schedules. The first illustrates a typical pathway, while the second shows a pathway for someone who tests out of the corporate finance course.

SCHEDULE 1: TYPICAL PATHWAY

CCS Courses: yellow

CBS Courses: green

Students take a total of 39 credits:

- 12 credits in the climate core
- 9 credits in finance core
- 3 credit capstone
- 15 credits in elective courses that integrate knowledge from the two disciplinary areas

SEMESTER 1: FALL			
Course Number & Title	Credits	New?	Prerequisites
CLMT GR5001 Dynamics of Climate Variability and Climate Change	3.0	NO	
CLMT GR5015 Climate Change Adaptation	3.0	NO	
CLMT GR5008: Climate Change Mitigation	3.0	NO	
CLMT GR5023 Climate Justice: Theory, Practice, and Policy	3.0	NO	
B6302 Corporate Finance	3.0	NO	

B8705 Business and Climate Change	1.5	NO	
TOTAL CREDITS FOR SEMESTER:	16.5		
SEMESTER 2: SPRING			
Course Number & Title- SPRING	Credits	New?	Prerequisites
FINC B8363 Climate Finance	1.5	NO	
B8468 ESG Equity Investing (Elective 1)	1.5	NO	
CBS B8306 Capital Markets	3.0	NO	
B7654 Sustainable Marketing (Elective 2)	3.0	NO	
CLMT GR5012 Social Impact: Business, Society, and the Natural Environment (Elective 3)	3.0	NO	
CLMT GR5024 Climate Policy and Law (Elective 4)	3.0	NO	
TOTAL CREDITS FOR SEMESTER:	15.0		
SEMESTER 3: SUMMER			
Course Number & Title	Credits	New?	Prerequisites
CLMT GR5007 Capstone Workshop	3.0	NO	
CLMT GR5031 Financing Renewable Energy (Elective 6)	3.0	NO	
Sample Elective (Elective 7)	1.5	NO	
TOTAL CREDITS FOR SEMESTER:	7.5		
TOTAL PROGRAM CREDITS:	39		

SCHEDULE 2: PATHWAY FOR THOSE TESTING OUT OF CORPORATE FINANCE

SEMESTER 1: FALL			
Course Number & Title	Credits	New?	Prerequisites
CLMT GR5001 Dynamics of Climate Variability and Climate Change	3.0	NO	
CLMT GR5015 Climate Change Adaptation	3.0	NO	
CLMT GR5008: Climate Change Mitigation	3.0	NO	
CLMT GR5023 Climate Justice: Theory, Practice, and Policy	3.0	NO	
CBS B8306 Capital Markets	3.0	NO	
B8705 Business and Climate Change	1.5	NO	
TOTAL CREDITS FOR SEMESTER:	16.5		
SEMESTER 2: SPRING			
Course Number & Title	Credits	New?	Prerequisites
FINC B8363 Climate Finance	1.5	NO	
B8027 Challenges in Measurement & Disclosure of Environmental, Social, and Governance Data (Elective 1)	3.0	NO	
B8355 Impact Investing (Elective 2)	1.5	NO	
B7654 Sustainable Marketing (Elective 3)	3.0	NO	
CLMT GR5012 Social Impact: Business, Society, and the Natural Environment (Elective 4)	3.0	NO	
CLMT GR5024 Climate Policy and Law (Elective 5)	3.0	NO	
TOTAL CREDITS FOR SEMESTER:	15		

SEMESTER 3 : SUMMER			
Course Number & Title	Credits	New?	Prerequisites
CLMT GR5007 Capstone Workshop	3.0	NO	
CLMT GR5031 Financing Renewable Energy (Elective 6)	3.0	NO	
Sample Elective (Elective 7)	1.5	NO	
TOTAL CREDITS FOR SEMESTER:	7.5		
TOTAL PROGRAM CREDITS:	39		

(Repeat or extend table as needed for additional semesters.)

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

40 weeks total (10 weeks - summer; 15 weeks- fall; 15 weeks- spring)

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

40 weeks total (10 weeks - summer; 15 weeks- fall; 15 weeks- spring)

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

The MS In Climate Finance program is a collaboration between CBS and CCS. Both entities have approved the program and committed the space and the capacity in all required courses and will offer relevant electives housed in those schools. Students can satisfy the MS in Climate Finance program requirements with offerings exclusively from the CBS and CCS.

- H) For any new courses to be developed for this program, provide a draft syllabus and include information on when the courses have been or will be approved by the appropriate Committee(s) on Instruction.**

The program relies on existing courses. We expect to develop new elective courses in future years to meet student demand as enrollment grows.

I) Indicate whether course credits earned in the proposed program can also be counted toward another degree or certificate.

Credits earned in the MS in Climate Finance cannot be counted towards another degree or certificate.

4) Library Resources

A) Have you consulted with a library subject specialist about what library resources (e.g., books, databases, journals, streaming video or audio, data sets, etc.) or other support (research consultations, library instruction, etc.) you anticipate needing for this program? If yes, please list those resources expected below.

Yes, we have been in touch with Amanda Bielskas (Director of Science, Engineering and Social Science Libraries) to seek guidance on how best to collaborate in support of this new program. A few initial points for collaboration were identified, as noted below, and we will continue to engage the libraries on the development of materials and support for students in the MS in Climate Finance.

- CCS will direct faculty of new courses to speak with library specialists as new courses are approved by the Committee on Instruction, to ensure books, articles, etc are available to students.
- The library is looking to license Environmental, Social and Governance (ESG) data but the cost has been prohibitive given their limited resources. CCS will assess the need for this ESG data within our courses and explore cost-sharing if a need is identified.
- Data Research Services – technical help through individual consultations, bootcamps, and workshops for Python, R, Stata, SPSS, GIS, and JavaScript.

5) Faculty

A) Provide the name of the program director and the percent of time this individual will dedicate to leadership of the program.

Initially, Bruce Usher, Professor of Professional Practice in the Faculty of Business and in the Faculty of Climate will serve as the interim program director. CCS expects to hire a new faculty member to direct and teach in the program by Fall 2025, and that the person will devote 40% of their time towards the leadership of the program. A job description will be posted and the expected hire date will be prior to Fall 2025. This faculty hire will also be expected to teach related electives in other Climate School masters programs -- including the MA in Climate & Society and the new MS in Climate – as well as the undergraduate sustainability programs. Note that the faculty director does not need to be hired prior to NYSED review. In this case, Bruce Usher will serve as the interim faculty director until a full time hire is identified, and as noted, we expect to hire that person prior to program launch.

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

In addition to the director plans described above, new sections of core courses at both schools will be added to absorb the new students. Both CCS and CBS plan to hire new faculty in the future as the program grows, to teach electives as the field evolves and course needs are identified. CBS plans to expand their faculty in climate finance to develop and teach the additional course load required by the new program.

6) Students

A) Describe the requirements for admission to the program.

The basic admissions requirements are the same as for other degree programs at the CCS. In addition to the requirements listed below, all students must have a Bachelor of Arts or Science (or international equivalent), ideally in a quantitative discipline. Preferred quantitative experience would include topics such as advanced calculus, probability, and statistics, basics of corporate finance, capital markets or project finance. This preference would not preclude acceptance of applicants without quantitative backgrounds; however, we expect those with the preferred experience to be best suited for the proposed coursework. The preferred quantitative background is therefore an attempt to ensure student success - not just in the degree, but also in expected future careers. Students must additionally submit a transcript showing courses and grades per school attended, a statement of academic purpose, and two letters of recommendation. At least one letter must be submitted by an academic recommender for applicants who have received a degree within the last five years.

Applicants also will be required to articulate the knowledge and skills they are looking to develop through the MS in Climate Finance and their professional goals after completing the program.

The Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) is required for applicants who did not complete their undergraduate degree at a four-year English speaking institution.

Minimum scores will be in place to ensure candidates have the necessary English language foundation to succeed in our rigorous program. The minimum scores for the TOEFL and IELTS will follow requirements that have been historically used by the MA in Climate & Society per the standards determined by the Graduate School of Arts and Sciences:

- 100 on the TOEFL internet-based test
- 7.5 on the IELTS

The program will ensure students have the necessary skills to succeed per the following:

- Math bootcamp (already offered to our MA students) will be required, unless students test out. We will expand this offering with input from CBS to ensure students also have the quantitative foundation needed to succeed in CBS courses.
- In the absence of GRE or GMAT scores, a quantitative resume will be required that provides the admissions committee a sense of an applicant's quantitative ability and potential. The following may be included:
 - Academic Experience: Relevant coursework including but not limited to mathematics, statistics, economics, calculus, etc., along with the institution where courses were taken and the grade earned.

- Professional Experience: List substantive projects completed in a professional, co-curricular, volunteer, or internship setting including a brief summary of any analytical skills acquired (e.g. data analysis software, programming,) etc.

Deadline for Fall Admission:	March 1
Deadline for Early Admission:	January 15
Resume Requirement:	Yes
Writing Sample:	No
GRE/GMAT General:	Recommended if the undergraduate degree is not of a quantitative nature
GMAT	No
Degree Programs:	Full Time
Free-Standing:	Yes
Letters of Recommendation	2

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

Year	Expected Enrollment
2025	50
2026	74
2027	100
2028	124
2029	148

We expect to be in a steady state in 2030, at 148 students. These increases are based on the maximum classroom capacities (74) at CBS, and in line with how CBS adds clusters of students.

CCS has thoughtfully discussed course size and instructor capacity throughout the development of its new degree proposals. Capacity was a key element of the discussions with CBS and informed the enrollment projections noted in the proposal. CCS has already implemented additional sections to accommodate the growing enrollment in the MA in Climate & Society, and plans to continue using this tool for the MS in Climate Finance to ensure students receive quality instruction and to ensure faculty are not overburdened.

Similarly, CBS has enrollment caps that align with their cohorts of 50 to 74 students and classroom capacity. CBS has confirmed there is capacity to accommodate additional sections of the courses that will be offered in the new MS in Climate Finance curriculum. The enrollment projections also align with the 50-74 student cohort model.

- C) If this is a dual-degree program, either between schools of the University or a joint program in collaboration with another institution, describe the support the students will receive from the participating schools or institutions and how the program will ensure that they have access to the courses and resources they will need to complete its requirements.**

This is not a dual-degree program. The degree will be awarded and administered by the CCS. The CBS has been a partner throughout the design of the program and has helped to build the curriculum and write the proposal.

- CCS will employ a faculty director to provide program leadership.
- CCS will manage daily administration of the program, using existing staff that already support the MA in Climate & Society program.
- The CCS admissions team will create a Slate instance and manage the outreach and

application process. Review and selection of students will be by mutual agreement between CCS and CBS.

- CCS will oversee career services. Career placement (distinct from career services) is a critical function provided to CCS students. Placement within the MA in Climate & Society program is at 88% within 6 months for the first two CCS cohorts. CCS recently hired a new Career Development Officer to expand support for the 100+ students in the MA in Climate & Society program and is in the process of hiring a Director to replace a staff member who left in December. This increase in staffing is to build capacity to support our growing student population. We further plan to hire an additional career placement FTE in FY 25/26. We will continue to hire appropriately as the program expands to support both all masters students, including a hire specifically for the MS in Climate Finance program.
- Students in the program will participate in co-curricular activities at CCS. As the administering school, CCS will have responsibility for leading student co-curricular activities. We will work in partnership with CBS to offer relevant activities for the students.

D) Describe the types of positions for which the program will qualify its students.

Careers

We expect graduates to find employment in roles such as: business analysts, financial analysts, investment analysts, ESG analysts, climate change consultants, sustainability consultants, and policy advisors.

Potential Recruiters

Investment banks (eg Goldman Sachs, Morgan Stanley)

Asset managers (eg Blackrock, Brookfield)

Asset owners (eg family offices, endowments, sovereign wealth funds)

Corporations with net zero transition plans (eg Microsoft, Amazon, IBM)

Ratings agencies (eg. Moody's, S&P, MSCI)

Insurance companies (eg SwissRe, MunichRe)

Consulting firms (eg BCG, Oliver Wyman)

The Huron survey noted earlier highlighted a growing need for climate finance expertise, and specifically a need for individuals who can understand how climate can impact the financial sector and global market. 75% of employers who responded to the survey noted climate finance as an in-demand, specialized skill. Huron also looked at labor market trends in the Northeast more broadly and projected an 8% increase in finance and management jobs over the next ten years, with managers and analysts projected to grow at 11% and 10% respectively.

A small informal survey was sent in 2021 to leaders in the consulting, risk management, portfolio management and impact investing space. It specifically asked whether their companies would be more likely to hire a student with a degree from CCS only, or CCS and CBS. 100% of respondents replied "Columbia Climate School AND Business School (core courses in climate science AND climate finance)."

Additionally, faculty spoke at length with the program director of the MSc in Climate Change, Management and Finance at Imperial College Business School about their career outcomes and demand for graduates. Imperial noted strong outcomes for graduates, with 100% placement within 6 months and 71% working in

finance and consulting. New York is one of the top four cities for finance jobs in the United States, leading us to expect robust engagement with local employers, as well as employers in Los Angeles, Houston, San Francisco, and international settings.

7) Online Delivery. If the proposed program will have an on-line component, answer the following questions.

The MS in Climate Finance will be offered in-person.

A) Confirm whether the online and in-person programs will be identical with respect to content, admission criteria, student learning outcomes, and assessment methods; and if not, indicate how they will differ.

N/A

B) What percentage of the program will be offered online?

N/A



To: Columbia University Senate
From: Columbia Business School Faculty
Date: March 13, 2024

Dear Colleagues:

Columbia Business School (CBS) faculty have supported the mission of the Climate School (CCS) since its inception, and are eager to work in partnership to equip an agile workforce with the interdisciplinary training needed to address climate change. We are writing to express strong support for the proposed MS in Climate Finance degree, which is an exemplar of our collaborative efforts, and those that are possible across the university.

According to the Boston Consulting Group, an estimated \$100-150 trillion will be mobilized towards the decarbonization of the global economy over the next 30 years to help societies adapt to the impacts of severe weather and higher temperatures and build resiliency. There is critical need for professionals at the intersection of climate science and financial markets and products to deploy this capital effectively and expeditiously. The MS in Climate Finance is a one-year degree that leverages faculty expertise from CBS and CCS and integrates the two key disciplinary areas necessary to train the workforce and meet this need. In 2021, full-time faculty from both schools worked together to design this new degree in climate finance. The proposal was later revised to reflect market research, an employer survey, and discussions with the program director and creator of the MSc Climate Change, Management & Finance at Imperial College London, a program of similar scope and interdisciplinary focus. The MS in Climate Finance degree proposal is the culmination of this extensive discussion, collaboration, and research, and would be the first degree of its kind in the United States.

This degree will complement the business programs at CBS and other sustainability-oriented programs at the University, including at the School of International and Public Affairs and School of Professional Studies. At the same time, the degree will strengthen the financial foundation of the CCS and contribute to its growth and success, which benefits all of Columbia University. The response to climate change requires an interdisciplinary approach. The response to climate change is not just a fundamental science challenge, it also requires business cooperation and actions. We see this as an opportunity to leverage the expertise of faculty from CBS and CCS towards a shared objective of rapidly training a skilled workforce to transform the global economy.

CCS engaged Huron Consulting Group to conduct market research to assess labor market demand for its flagship master's program. Participants were asked specifically for their input on climate finance and

identified it as a burgeoning area, with a growing need for professionals with specialized training. This market analysis projects ~500,000 climate-related job openings by 2032. The findings also point to the growing need for climate experts across industries and sectors. In interviews with employers, Huron found there is a growing demand for professionals with climate skills, knowledge, and understanding in the private sector. Despite a growing talent pool, there is a lack of graduates available to meet the demand for expertise in climate-conscious business strategies. As CBS faculty and administrators, we've seen a tremendous growth in demand for climate finance.

We fully support the new degree. Columbia has developed an impressive array of climate, environmental and sustainability degree programs. The MS in Climate Finance would be an important, innovative and timely addition that would further cement Columbia as a leader in this space.



Pierre Yared
Senior Vice Dean for Faculty Affairs
MUTB Professor of International Business



Paul Tetlock
Senior Vice Dean for Curriculum and Programs
Alexandra Morgan Ciardi Professor of Finance and Economics



Adam Galinsky
Vice Dean for Diversity, Equity, and Inclusion
Paul Calello Professor of Leadership and Ethics



Oded Netzer
Vice Dean for Research
Arthur J. Samberg Professor



March 10, 2024

To: Columbia University Senate

From: Shih-Fu Chang, Dean of Columbia Engineering

Subject: Support of the Climate School's MS in Climate Finance New Degree Proposal

I am writing in full support of the Columbia Climate School's MS in Climate Finance proposal. This new degree program – to be offered in partnership with the Columbia Business School – further positions Columbia as the preeminent institution for climate education by preparing future leaders to navigate and ensure progress at the intersection of climate science and financial markets. The MS in Climate Finance program will train students to become financial decision-makers and change agents equipped with the intersectional knowledge, skills, and expertise to succeed across a range of institutions.

Reducing emissions to net zero by 2050 or shortly thereafter will necessitate a rapid transformation of the global economy and trillions of dollars in investment capital. Effective mobilization of this capital is creating a critical need for professionals with a deep understanding of both climate science and financial markets and products, who can invest in climate solutions at the scale and speed needed to address the climate challenge. The MS in Climate Finance program will meet a growing market demand for professionals with expertise in climate finance, who have grounding and deep knowledge of financial tools as well as climate science, adaptation, and mitigation pathways. The Climate School will deliver the core climate knowledge, while the Columbia Business School will provide core expertise in financial management, capital markets, and climate-specific finance. Bringing together leading academics and experts across both Schools, this program will create a distinct pathway for students to explore the complexities of climate finance across three semesters.

Columbia University, in line with its commitment to make an impact on the world's most pressing and complex challenges, must lead in educating the next generation of climate professionals. The MS in Climate Finance will enable the University to stand at the forefront of labor market demands and ensure we have the multi-faceted workforce needed to address the climate crisis. Similar to the Climate School's proposed MS in Climate program – which also has my strong support – this degree will serve as a valuable addition to Columbia's intellectual and academic ecosystem, while also allowing for synergy with existing programs engaged with climate, sustainability, and finance.

On behalf of Columbia Engineering, I express my strong support for the MS in Climate Finance degree and my excitement about the opportunities for partnership with the Business School and the Climate School to advance this degree in the coming years.

Regards,

Dean Shih Fu Chang

Date: March 19, 2024
To: Columbia University Senate
From: Keren Yarhi-Milo, Dean of the School of International and Public Affairs
Subject: Support of the Climate School's MS in Climate Finance New Degree Proposal

Dear Colleagues:

I write to share my support of the Climate School's proposal for an MS in Climate Finance, which they have put forth in partnership with the Columbia Business School. Climate Finance is an important area in which Columbia University can, and should, work collaboratively to leverage its disciplinary expertise towards educating future leaders who can solve global problems. This degree is aimed at professionals with expertise in financial markets and climate science, who can deploy financial resources towards climate solutions, and ensure Columbia remains a leader among higher education institutions in addressing the climate crisis.

I look forward to SIPA contributing their complementary expertise to these efforts and to collaborating with the Climate School and Business School leadership and faculty when the MS in Climate Finance degree launches. SIPA is eager to work with the Climate School on a Memorandum of Understanding between the two schools to ensure that Climate School students can take advantage of the complementary classes that SIPA offers in climate finance, and to ensure that SIPA can accommodate and support Climate School student demand for those classes.

Sincerely,

A handwritten signature in black ink, appearing to be 'K. Yarhi-Milo', with a stylized, flowing script.

Keren Yarhi-Milo
Dean, School of International and Public Affairs (SIPA)
Adlai E. Stevenson Professor of International Relations
Columbia University
New York, NY

**RESOLUTION FOR THE CREATION OF DEDICATED SPACE FOR
COLUMBIA UNIVERSITY'S FIRST-GENERATION, LOW-INCOME STUDENTS**

WHEREAS a first-generation student¹ is identified as a student whose parent(s)/guardian(s) have not received a four-year U.S. bachelor's degree or completed one later in life; and

WHEREAS low-income students¹ have little to no expected parental contribution as part of their financial aid package; and

WHEREAS this growing population of First Generation and/or Low-Income Students (FLI) comprises 21 percent of the Columbia College/Engineering undergraduate student body and 34 percent of the General Studies student body; and

WHEREAS FLI students experience being under-resourced in a variety of ways; and

WHEREAS the Commission on Diversity and Campus Planning and Physical Development and Student Affairs committees have sought jointly to understand the most pressing needs of the FLI student cohort and define an actionable plan to address any shortcomings; and

WHEREAS they propose the creation of a centrally located dedicated FLI student space to serve as a nexus of the FLI community by promoting exchange and networking among FLI students; and

WHEREAS those who identify as FLI can come together for resources and mentorship in a supportive and inclusive environment, namely the FLI space; and

WHEREAS FLI space would include administration, with a dedicated advocate/director, and resources allocated to and designated for this group of students to bridge any achievement gap; and

WHEREAS colleges should (and do) implement centralized administrative and social spaces that support the FLI Community, ensuring the disproportionate challenges faced do not impede their success relative to their peers; and

WHEREAS we value the University's commitment to supporting students from a variety of backgrounds and experiences; and

THEREFORE, BE IT RESOLVED that the University Senate requests that the University create an FLI space to uplift this community; providing a space for students to uphold and stay true to Columbia's Diversity Statement.

Proponents: Commission on Diversity, Campus Planning and Physical Development, Student Affairs

¹ Columbia definition of FLI:

https://library.columbia.edu/libraries/undergraduate/FLI_partnership_library.html#:~:text=At%20Columbia%2C%20a%20first%2Dgeneration,bachelor%27s%20degree%20later%20in%20life

UNIVERSITY SENATE

Commission on Diversity, Campus Planning and Physical Development and Student Affairs Committees

PROPOSAL FOR THE CREATION OF DEDICATED SPACE FOR COLUMBIA UNIVERSITY'S FIRST-GENERATION, LOW-INCOME STUDENTS

March 20, 2024

A. Acknowledgements

This proposal would not have been possible without the support and communication among key members of the Columbia community including but not limited to: Marie Fadeyeva, Bolivar Campusano III, Petua Mukimba, Denizcan Ozdemir, Karla Camacho, Tam Chi Truong, Dayana Sharlyn Vargas Pineda, Trang Thi Quynh Truong, Deep Sukhadwala, Nkozi M Jones, Patricia Lynne Bessie, Angela Marie De Labra, Jaquelin Franco, Lindsey Jazmine Lopez Cacho, Silvana Michelle Navia, Stephanie Patricia Fernandez, Destiny Machin, Em Chmiel and the entirety of the FLI-Network community and the experiences of our FLI student body across all undergraduate and graduate schools.

We would like to thank Shih-Fu Chang, Dean of the Fu Foundation School of Engineering and Applied Science for his unwavering support of the FLI community and his invaluable insights into the subject, and Scott Wright, Vice President for Campus Services, for his constant support of students and for his generous support of this work. To the many others who helped and supported us throughout the development of this proposal, thank you.

B. Executive Summary

Columbia University comprises a diverse student body. In fact, University efforts to increase access and equity to education across all socioeconomic groups have generated the most economically diverse student body to date. As a result of concerted University efforts, the population of First Generation and/or Low-Income Students (FLI) currently comprises 21 percent of the Columbia College/Engineering undergraduate student body and 34 percent of the General Studies student body. This burgeoning population is faced with a unique set of experiences and challenges, which the University must recognize and celebrate. A joint subcommittee of members from the University Senate Commission on Diversity,

Campus Planning and Physical Development, and Student Affairs committees has sought to understand the most pressing needs of the FLI students and define an actionable plan to address them. Specifically, the subcommittee proposes the creation of a centrally located (i.e. on an established Columbia campus) dedicated FLI student space that will serve as a nexus of the FLI community by promoting individual exchange and networking amongst FLI students. This FLI space should ideally be collocated in existing student social domains, preferably on the Morningside Campus, where all undergraduate students are based. Furthermore, through the creation of an FLI Director position, the proposed space will gain a programmatic mission, namely the centralization of the broad spectrum of support programs developed and maintained by the University but currently in dispersed locations, thus improving FLI student access. By implementing a physical space for FLI students, this group can come together and gather resources, from books and technology, to advisors, and tutors, to support these students as they navigate Columbia. The space will thus serve to promote a culture of equity within the Columbia community not only by ensuring that FLI students will succeed to their fullest potential but also ensuring they feel both welcome and recognized for their contributions to it.

C. The Need for FLI Dedicated Space

Columbia University's efforts in not only promoting but also effecting equity and inclusion have borne fruit in the burgeoning First-Generation, Low-Income (FLI) student population, a cohort of students that extends across all schools and degree programs. Although we encourage self-identification of FLI status, for clarity of this report, FLI students are understood by Columbia University as students whose parents, guardians, or other custodial family members have not completed a four-year college degree. It is the collection of individual stories and challenges experienced by this cohort - as outlined in some detail later in this proposal - that binds them into the said group. In fact, the FLI experience is significantly driven by the financial means of the student and their family unit, as well as the family unit's relative lack of experience in supporting a college student. Accordingly, race, ethnicity, gender, et cetera have no place in this discussion, as the FLI population spans or will span all identities.

University-generated demographic data show that a significant portion of the student population in various schools identifies as FLI. Further, data from Pell Grants, which are generally awarded to undergraduate students (those not yet holding a college degree) coming from a low-income setting are also shown, as they display a strong positive correlation with the FLI student identification.

Table 1. FLI Student population share by school. Data gathered from Fall 2022 enrollment by various schools.

School/College	FLI Pop. Share	Notes/ References
College & Engineering (Undergraduate)	21.0%	CU OPIR , 22.0% Pell Grant Awards
Engineering (Graduate)	3.7%	Excl. Columbia Video Network
Engineering (Ph.D.)	1.7%	Excl. Columbia Video Network
General Studies (Undergraduate)	34.0%	CU OPIR , 33.0% Pell Grant Awards
Business School (Graduate)	12.6%	MBA students only
Climate School (Graduate)	~15%	Preliminary admissions data
College of Dental Medicine (Graduate)	8.8%	Not mandatory to provide
Graduate School of Arts and Sciences (M.A.)	~13%	
Graduate School of Arts and Sciences (Ph.D.)	~15%	
Mailman School of Public Health	16.4%	
School of the Arts	~10%	
School of Nursing	~25-30%	
School of Social Work	16.9%	
Vagelos College of Physicians and Surgeons	~2%	

Source: University Life, First Generation Committee

FLI students face many challenges while attending college. The most obvious of these stems from the fact that low-income families face additional financial constraints and exposure when an FLI student attends college. This places an additional burden on these students as they may take on work responsibilities to support themselves, their families being unable to do so. In some cases, students may not only have to work to support themselves but to support their families financially, or in other ways, including, for example, supporting their families with tasks such as filing taxes or paying bills. Some FLI students, especially those from recent immigrant backgrounds, may be the only proficient English speakers in their immediate families, thus giving them the additional responsibility of supporting their

families in essential tasks that necessitate an English speaker. These students often come from backgrounds that lack the generational experience of higher education and thus lack support and preparation from their families to participate and succeed in the rigorous academic environment of Columbia University. For example, students may have attended high schools that did not offer advanced coursework or come from families with little if any professional experience in the corporate environment. Furthermore, these students may often have unique cultural identities that, when combined with their low-income background, make navigating the academic and professional environment at Columbia and beyond more difficult. Furthermore, according to Columbia's financial aid offices and staff, there are at present no alternatives to supplement federal work student/student contributions for students who do not qualify due to lack of work authorization.

Colleges should (and many currently do) implement centralized administrative and social spaces that support the FLI Community, ensuring the disproportionate challenges this population faces do not impede their success relative to their peers. As noted by Sammy Landino Yale 2021 graduate, and former director of the Yale College Council Financial Aid Task Force (2018-21): "Yale is a school, and if you go to a school, you go there to learn, and grow, and have fun. But hitting students with costs that they have to find employment to earn money to repay takes away their chance to make the most of the school."¹ For clarity, we refer here to costs beyond tuition: laboratory fees, books, software, computers/devices, field trips, and similar related expenses. While Columbia has various resources and policies intended to support FLI students, the burden often falls on the FLI student body itself to navigate/access these resources. The decentralized structure of Columbia can often be confusing to navigate for students. FLI student leaders believe profoundly that a dedicated FLI Space will help reduce this navigational burden and create clearer avenues for student support, in addition to holding the administration accountable for their responsibility to FLI students.

As an example, it is important to support this cohort by providing resources such as funding for book allocations that are on the Literature Humanities, Core Civilizations syllabi as well as other crucial course materials. The proposed center would support students applying for increased financial aid assistance, accessing the Dean's Student Assistance Fund for the unique challenges FLI students face, and having a specific work exemption program for students who cannot find work due to their immigration

¹ Yale News, Oct. 2021 <https://yaledailynews.com/blog/2021/10/29/yale-college-to-eliminate-student-income-contribution-expand-financial-aid/>

status. FLI student leaders thus support the creation of an FLI space to ensure the well-being and growth of FLI students by providing support within the following areas:

- Safe Space
 - A Place for FLI Students to Connect
 - Supportive Staff Members Trained to Administer Available FLI Resources
- Basic Necessities
 - Hygiene Products
 - Cooking Supplies
- Healthcare Assistance
 - First Aid Kit
 - Specialized Mental Health Resources
 - Support in Navigating Health Insurance
- Food Insecurity
 - Visibility of Food Pantry
 - EBT SNAP Application Support
- Transportation resources
 - Subsidized Student MTA MetroCards
 - Supporting Domestic and International Travel Plans
- Social Work Assistance
 - Columbia's School of Social Work students may volunteer their time to bring resources, guidance, and assistance to fellow FLI students in exchange for hours that go toward their program.

In summary, FLI students face a unique set of potentially overwhelming challenges that go beyond the academic demands of a Columbia education. The provision of a dedicated FLI space and staff would greatly help address these challenges.

D. Integrating Existing FLI Resources at Columbia University

A broad spectrum of services is currently made available to students in need of support by the University, the most important of which are listed and described in detail below. As the fundamental challenge that most FLI students face is access to these programs, a dedicated advocate, in the form of a dedicated FLI director who would coordinate the efforts of the students and support them in navigating these resources, is critical. The subcommittee envisions that the dedicated space of approximately 2,000 sq.ft. (185 m²) be so designed that can support interdepartmental and inter-office programming such as guest lectures, networking events, and office hours by the various disparate existing offices providing support for FLI students. In line with modern dynamic workplace structures, we envision that administrators from the various offices visit the FLI space for appointed times of the week to hold office hours. This dynamic spatial coordination would greatly reduce the barrier of entry for the FLI cohort to access much-needed support and show great recognition of their needs.

1. FLI @ Columbia (Multicultural Affairs):

FLI @ Columbia is the closest thing to an FLI Student Space on campus. However, its mandate does not meet all FLI student needs. While it is important to provide “*social and cultural support, resources, programming and advocacy for First-Generation and/or low income (FLI) college students on issues related to student life outside of the classroom,*” students often need support in navigating the many disparate administrative offices that work to support them with academic resources, help them address issues of food insecurity, and manage other necessities. For reference, the authors of this document consider “Access Barnard,” which operates a student support fund (SASA), Lending Library, and, in addition to The Food Pantry at Columbia, a mini Barnard Food Pantry to be a successful FLI space.

In Appendix A we present results from surveys conducted by the First-Generation, Low-Income Student Network where students document the various areas of need that are not addressed by Multicultural Affairs or other existing administrative entities. FLI Students have one Associate Director whose responsibilities are split between supporting various groups, including FLI students. Student Leaders believe that one individual with split responsibilities, as is currently the case within the Multicultural Affairs Office, is not sufficient to support the needs of the many FLI students across Columbia’s campus. More importantly, the Office of Multicultural Affairs’s mission and authority within the University is a mismatch to the needs of the FLI cohort. The office focuses mainly on programming for various ethnic groups, but it is not properly resourced to provide individual support and advising for

students in need (example given, food insecurity, financial emergency et cetera). For comparison, the Stanford University FLI support team boasts [20 staff members](#), not counting student workers.

Furthermore, Multicultural Affairs provides programming and support for Columbia College and Engineering students only, with no provision for General Studies students. FLI Student Leaders believe that General Studies students, many of whom have greater responsibilities outside of school as well as a higher effective cost of attendance, would also benefit from the introduction of a new space with an expanded mandate of support for FLI students.

2. First in Family Programs (FIF)

The First in Family Program is led by existing advising deans in the Berick Advising Center, who are already overloaded with advising other students that are not within “First in Family.” All students who identify as First-Generation Students are encouraged to apply to the Program, but not all students who apply are accepted. Programming includes program-wide webinars and outings, but no individualized support.

3. Academic Success Program (ASP)

Academic Success Program (ASP) is a program offered by the Berick Center for Student Advising to students who were admitted to Columbia College and the Fu Foundation School for Engineering and Applied Sciences (SEAS) through either the Higher Education Opportunity Program (HEOP²) or National Opportunity Program (NOP). Students who are admitted through HEOP and NOP are asked to attend a summer bridge program, where they take condensed versions of classes a typical first-year student in their respective undergraduate program might take, effectively connecting them to a community and academic resources before ever arriving on campus. Completion of the summer bridge is required for ASP students to matriculate. Furthermore, ASP offers students both academic and financial support. Students receive priority registration, specialized advisors, tutoring, mentorship, and a book stipend at the beginning of every semester. The main problem with ASP is that the services it provides do not extend to enough students. Every FLI student needs specialized advising and administrators who are passionate about connecting them to academic, mental health, and financial resources, as well as a space where they know their needs will be met. Though technically housed under the Berick Center for Student Advising, ASP students also lack a physical space or center to call their own. Ultimately, it is imperative to expand ASP

² <https://www.nysed.gov/postsecondary-services/higher-education-opportunity-program-heop>

to the fullest extent possible without sacrificing the quality of its programming while also providing a space for FLI students. This space should be open to all self-identified FLI students, irrespective of ASP status.

4. FLI Partnership Library

The FLI Partnership Library partners with FLINet and other parts of the University to enable FLI students access to expensive textbooks without undue financial burden. Begun as a student initiative through donations of old course materials, Columbia University Libraries now supports the FLI Library by allocating staff resources and collection funds toward these needs. The Undergraduate Services Librarian serves as the primary liaison to FLINet, and additional positions within the Libraries provide support as needed. Columbia's and Barnard's libraries are partnered in this effort to support students in getting the materials they need.

All Columbia students have access to the FLI Library. FLI materials are searchable in CLIO (clio.columbia.edu), and they can be retrieved from Butler Library Room 303A or served by the Libraries' paging and pick-up service. Extended borrowing privileges for FLI Library materials are provided to students who submit a response to a Google Form, which asks students to self-identify as FLI. That form is linked from the website here:

https://library.columbia.edu/libraries/undergraduate/FLI_partnership_library.html. It would help the FLI Library program better serve students if the Libraries received timely information about required textbooks and the quantities needed.

Columbia University Libraries is also engaged in working with faculty advisors to address the challenges of textbook affordability and exploring alternatives to expensive course materials for faculty consideration. The Libraries are willing to explore enhancements to the space in Room 303A so that FLI Library users can more easily learn about related programs and services that would benefit them.

5. UpLIFT House (Special Interest Community through Residential Housing)

In 2019, the upLIFT house became the first Special Interest Community (SIC) dedicated to FLI students at Columbia. It has since served as a FLI student living community to support and organize around FLI needs on campus. Initially on the second floor of Wallach Hall, and later moved to the second floor of River Hall, upLIFT hosts at least 6 events per year to introduce students to this living community, connect FLI groups through partnerships, and highlight the struggles and joys of what it means to be FLI at Columbia. From upLIFTs records, 26 students were interviewed for the 2022-2023 school year, and 30

people were interviewed for the 2023-2024 school year, indicating an increase in interest in the SIC. upLIFT was impacted by the COVID-19 pandemic but has made a concentrated effort to be a centralized student-run space for all FLI students.

However, upLIFT faces many challenges. Membership is limited to at most 9 students, depending on whether the Residential Advisor (RA) brings a rider (a friend to live with them) or not. Having less than 10 students in upLIFT during any given year when well over 1,000 FLI students are on campus is inadequate. upLIFT has an RA on our side of the floor that connects us with general housing resources, but it also limits membership more so than for other SICs in River Hall. Only CC and SEAS undergraduate students are eligible to live in upLIFT, but many events are open to the wider FLI community. This leads to problems with access to River Hall, particularly for Barnard and GS students. Also, River Hall is not wheelchair accessible, which presents a barrier for disabled FLI students. According to the Fair Housing Act of 1968, “in buildings with an elevator, all of the units and all common use areas must be accessible and usable by people with disabilities. In buildings without an elevator, all ground floor units and common use areas must be accessible and usable by people with disabilities.”³ However, this building has no accessibility accommodations for students with disabilities at all.

As with all SIC’s, there is a budget of only \$300 to host all of our events for the year. This severely limits the scope of events, and upLIFT often relies on external clubs, like Columbia FLI Network, to fund initiatives. During both the 2019-2020 and 2021-2022 academic years, upLIFT applied for a brownstone to expand the community and have a larger communal space for internal and external events. However, upLIFT was denied this request both years as brownstones are rare and their assignment to groups highly competitive. Other (more established) SICs have a stronger presence on campus. As an SIC dedicated to FLI students, upLIFT members often have other priorities like work and family that have impacted participation within the house, and there have been instances where some members had to take leaves of absence to deal with the burdens all FLI students know very well. In fact, the lack of space to program events in turn prevents the FLI community from engaging its own constituency. Due to the limited economic means of this group outside of University-provided space and funding, the FLI community cannot effectively bridge a loss of space and/or funding (e.g. meet in a restaurant over lunch when no club space is available). It is thus unrealistic to expect FLI students to facilitate a strong living environment with such limited resources. Since its inception, upLIFT has set out to be a central resource for FLI students, but the house must receive sufficient institutional support to address the specific needs of this

³ <https://www.nyc.gov/assets/mopd/downloads/pdf/Access-Housing-Guide.pdf>

special interest community. Having a dedicated FLI space on campus would greatly expand the ability of the FLI community to organize and strengthen itself, and make better use of resources already available.

6. Food Pantry

The Food Pantry at Columbia is a long-standing, student-run organization that has worked tirelessly to provide adequate non-perishable food to students in all Schools of the University. There are three locations open to all students in need at Columbia University: one in Lerner Hall, one on the Barnard campus, and one at the Medical Center. Their total distributions to date totaled 9,836 items spread across all Schools. Of those disbursements, 3,469 were for undergraduate students (including CC, SEAS, GS, and Barnard). This organization is a prominent example of how necessary such food support has been across the university, regardless of School. However, in recent years, the food pantry has not been as strong or reliable of a support system within the Columbia community. To start, the Barnard location is closed until further notice. In the “Letter to Trustees on Behalf of FLI Students,” formally composed in the spring of 2022, the food pantry was captured to have completed 8,889 food disbursements across all of Columbia’s schools – this means that only 947 occurred over the last 18 months, corresponding to less than 2 distributions per day. Additionally, the Food Pantry lacks visibility as a campus resource with the last post on the Food Pantry’s Instagram account being published in March 2023. Moreover, the historic timeline of the Food Pantry, as presented on their website, stopped in September 2021 – over 2 years ago. It is unacceptable that student leaders have to shoulder the burden of addressing food insecurity on campus when some of them are also experiencing it first-hand.

To be clear, Columbia University, through the Office of Dining Services, already provides an excess of \$1,200,000 in food aid to students in need, including \$800,000 of meal plan subsidies for CC, SEAS and GS students. Emergency Meal Funds provide emergency meals for acute needs. Nevertheless, students “fall through the cracks” due to extraordinary events at unanticipated times, and it is in these circumstances that the Food Pantry offers vital support.

We suggest that the distribution of emergency food vouchers to members of the FLI space would be a natural responsibility of the Director of our proposed space. There is problem of need-misrepresentation. Given this concern, a distribution of Dining Hall vouchers to members of the FLI space would alleviate this problem. A simple self-declaration process through the FLI space could serve as a means to verify eligibility, ensuring that the resources are directed to those who truly need them. This

measure would not only help address the issue of abuse but also promote fairness and equity within the community.

In summary, while the University does already provide a laudable level of resources to FLI students, these resources could be much more effectively administered from a single campus location by knowledgeable staff. The space allocation we propose is intended to accomplish this goal.

7. Learning Technology Needs

Some students have to pay money to do their homework: CHEM 1403, a required class for all engineers, requires software (Cengage) that costs \$90 and is required for the completion of the course's homework. The bundle in the Columbia University Bookstore, which includes the textbook and code for software costs \$124.80. These students must also purchase an i>clicker from the Columbia University Bookstore (\$50.00, new; \$38.00, used). For calculators in CHEM 1403, students can only use TI-30XS Multiview calculators, which cost approximately \$20. Most engineering students also take PHYS 1401 which also requires (Wiley Plus) which is \$70 for homework. An average FLI freshman SEAS student will spend approximately \$300 to do their homework in the first semester. Such purchase requirements engender a holdup position for all students and cause significant personal hardship for students with limited financial means. We propose that such "learning technology" purchases be internalized by the respective department and negotiated by the University. Required technology should be covered by tuition and thus used where truly required.

E. FLI Resources at Competitor Schools

The subcommittee presents here a short synopsis of the efforts of comparable peer institutions:

1. **Brown University:** In 2016, Brown implemented the [U-FLI Center](#), which serves as a communal, learning, and advocacy center for members of the Brown community who identify with the undocumented, first-generation college, and low-income student experience. The U-FLI Center develops programming and resources that support the holistic development of the U-FLI student community at Brown. The center coordinates a few major programs including the FLI Scholars Program, Undocumented Student Program, Class Dissonance Series, and Undocu-Series.
2. **University of Pennsylvania:** In 2018, the University of Pennsylvania was one of the first partner schools to implement a safe space that offers resources and programs for FLI students. In [Penn First Plus](#), Penn promises inclusivity of all forms of diversity, specifically at the intersections of

social and economic backgrounds. By having additional course materials and a safe space for these students, Penn has successfully established an environment conducive to learning for all students. Penn First Plus helps with summer internship and research opportunity funding, grant funding to cover the cost of Penn's health insurance plan, a free laptop computer for incoming first-year students, stipends to cover the cost of food during Thanksgiving and Winter Breaks while dining halls are closed, free academic regalia for seniors, and grant funding to cover tuition for summer courses.

3. **Harvard University:** In 2018, Harvard implemented an initiative, [Primus](#), aimed at supporting first-generation, low-income students. Primus, an FLI student union, hosts information sessions about opportunities on campus, how to navigate the resources available to students, and pre-professional information panels.
4. **Stanford University:** In 2018, Stanford created an [FLI Student Success Center](#) that operates on the pillars of advocacy, mentorship, community & belonging, and connections to resources to provide holistic support for first-generation, low-income, transfers, current/former foster youth, and FLI graduate students at Stanford. This includes providing critical resources, networks, and services that set them up for success. Stanford also runs various initiatives for FLI students through [El Centro Chicano y Latino](#), which include school-year programming, support groups, and funds for various application fees among other things.
5. **Barnard College:** In 2020, Barnard launched [ACCESS Barnard](#), which serves as the hub to enhance the academic experiences, and promote the inclusion and excellence of first-generation, low-income, and international students in their transition to and persistence through the Barnard experience. The center celebrates identities, cultivates community, empowers exploration, mentors fellow peers, and builds allyship, holistic development, and self-advocacy.
6. **Cornell University:** In 2018, Cornell issued their [First Generation & Low-Income Student Support program](#). FGLI workshops at Cornell strive to ensure that students receive education on maintaining financial sustainability, food security, stable housing, and overall wellness. Additionally, FGLI provides up to \$500 of funding for low-income students for basic needs and access to transformational educational experiences.

Table 1: Forms of FLI Spaces Across U.S. Colleges and Universities

Institution	Group Recognition	Dedicated Resources	Dedicated Space	Year Est.
Barnard College	ACCESS Barnard	The hub of Barnard College efforts to enhance the academic experiences, and promote the inclusion and excellence of first-generation, low-income, and international students in their transition to and persistence through the Barnard experience	Located in Milbank Hall at the north end of campus	2022
Brown University	U-FLi Center	The space serves as a communal, learning, and advocacy center for members of the Brown community who identify with the undocumented, first-generation college and low-income student experience. The U-FLi Center develops programming and resources that support the holistic development of the U-FLi student community at Brown.	Housed within the Division of Campus Life at Brown	2016
Cornell	First Generation & Low-Income Student Support	We offer several workshops each semester focused on FGLI student needs, i.e., filing taxes, career planning, study skills, etc. Faculty/Staff are invited to partner with us to lead any relevant workshop of interest.	200 Barnes Hall	2018
Columbia College	FLI @ Columbia	This program series supports FLI students on issues related to campus life, navigating the campus community, and experiences outside of the classroom.	N/A	

University of Pennsylvania	"Penn First Plus was established under the leadership of our 8th President, Dr. Amy Gutmann, to provide centralized leadership and support for these efforts"	<p>Undergraduate advising staff in each of the four Schools (the College, SEAS, Wharton School of Business, and the School of Nursing)</p> <p>The Office of Financial Aid</p> <p>The Center for Undergraduate Research and Fellowships</p> <p>Career Services</p> <p>Weingarten Learning Resources Center</p> <p>The Center for Teaching and Learning</p> <p>Student Intervention Services</p> <p>Cultural Resource Centers in the Arch (La Casa, Makuu, and PAACH), the LGBT Center, as well as the FGLI Program in the Greenfield Intercultural Center</p> <p>The University of Pennsylvania College Achievement Program (PennCAP)</p> <p>PIP Alumni Relations</p>	On the ground floor of College Hall, serves as Penn's hub of efforts to make the undergraduate experience more inclusive and supportive of first-generation and/or lower-income students.	2018
Stanford University	FLI Success Center	The FLI Student Success Center operates on the pillars of advocacy, mentorship, community & belonging and connections to resources to provide holistic support for first generation, low-income, transfers, current/former foster youth and FLI graduate students at Stanford. This includes providing critical resources, networks, and services that set them up for success.	520 Lasuen Mall, Suite 200	2018
Princeton University	Emma Bloomberg Center for Access and Opportunity	Offers programs designed to provide all students, including those from first-generation, low-income, and underrepresented backgrounds, with the mentorship, academic enrichment, and community that they need to thrive at Princeton	We offer in-person and virtual one-on-one advising for undergraduate and graduate students.	2021

F. Summary: Forward Thinking the FLI Experience at Columbia University

Currently, there are three main concerns with current Columbia support for FLI students, listed in order of importance:

1. FLI students urgently need a space of approximately 2,000 sq.ft. (185 m²) in which they can convene, interact, socialize, and network. Beyond a central hub for support and resources, the provision of an FLI student center would engender concrete recognition of this unique student group by the University. The University's celebration of a group with unique challenges, perspectives, and experiences will empower and enrich the entire Columbia community.
2. The broad palette of University programs that potentially benefit FLI students are not well-coordinated. As such, coordinated access to these programs for FLI students remains a major unanswered need. A dedicated FLI space director would empower FLI students on this front through networking but also advocacy, thereby providing a much-needed voice for this group within the Columbia administration.
3. Various programs such as the food pantry, library lending program, et cetera, remain underfunded and struggle to support the growing FLI population. Having a single location where these shortfalls would be apparent and swiftly addressed would greatly ease the challenges faced by FLI students.

With the outlined needs and requests, we seek to foster a home for FLI students, one where they feel included and united in the Columbia community. By implementing this all-encompassing space, we believe the next generation of FLI students will have the resources and guidance necessary to ensure academic and personal success.

We also believe that our proposal is fully in the spirit of President Shafik's commitment to increase the matriculation of students from the diverse New York City communities surrounding Morningside Heights. Surely some of these students will be FLI with the needs detailed above. We thus regard the establishment of a dedicated FLI space as an appropriate initiative to welcome fully this anticipated addition to Columbia's student body.

After approval by the parent committees, the subcommittee expects that this report be forwarded to the University Senate Plenary and put to vote. If accepted, we expect that actions be taken by the University to enable the creation of an FLI space on the Morningside campus. This subcommittee shall remain in place to inform and guide the University's efforts for a duration of one year. After the stated term, any unanswered needs will be addressed by the appropriate standing University Senate committee(s).

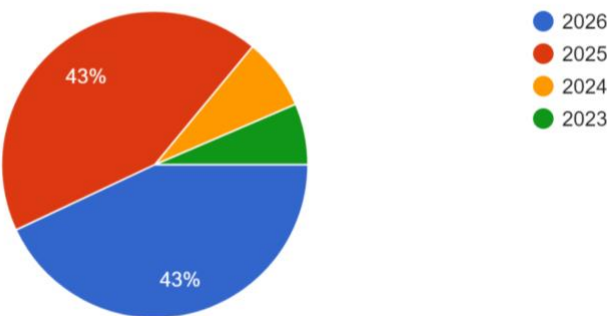
Appendix A: Student Feedback

The following survey results were conducted by the First Generation-Low Income Student Network (FLI Net) for various initiatives. They are meant to highlight the lack of communication and efficacy of existing academic entities that support FLI students in their academic pursuits.

Columbia Core Books Survey (11/15/2022):

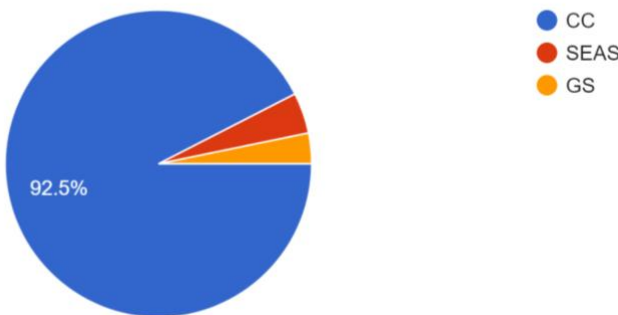
School year?

93 responses



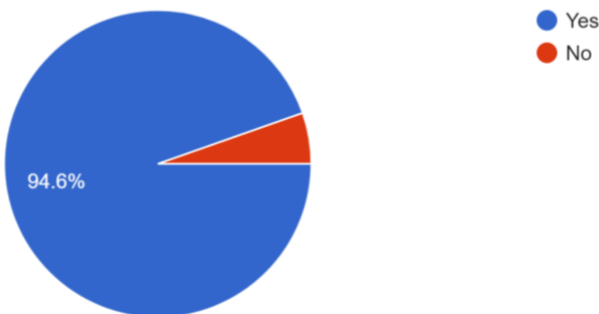
What school are you in?

93 responses



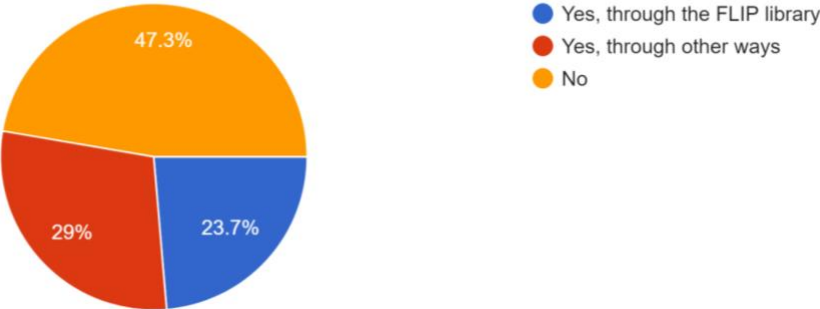
Has buying required texts for core classes been a financial burden for you?

93 responses



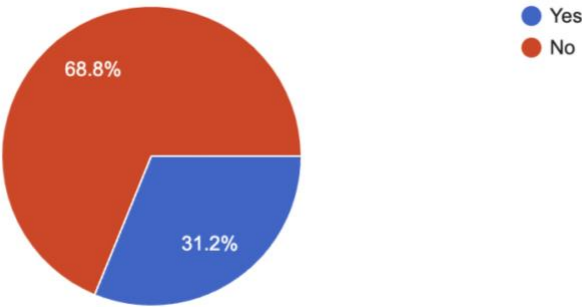
Did you successfully gain free access to required texts for core classes through the FLIP library or other ways?

93 responses



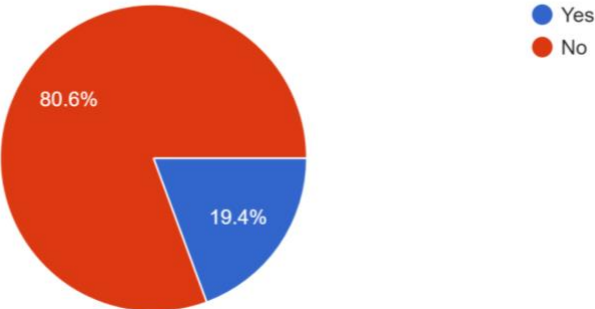
If buying these books is a financial burden to a student, the Center for the Core Curriculum is one of the resources on campus to help. Were you aware that the Center for the Core Curriculum allows students in this situation to borrow core books at no cost to you?

93 responses



Have you used the Center for the Core Curriculum to borrow required core texts before?

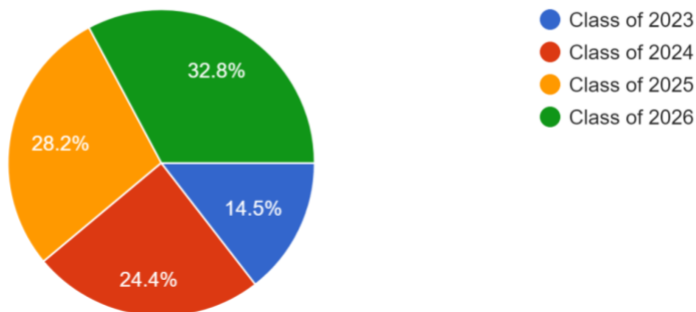
93 responses



2022 Laptop Accessibility Survey Results (10/13/2022):

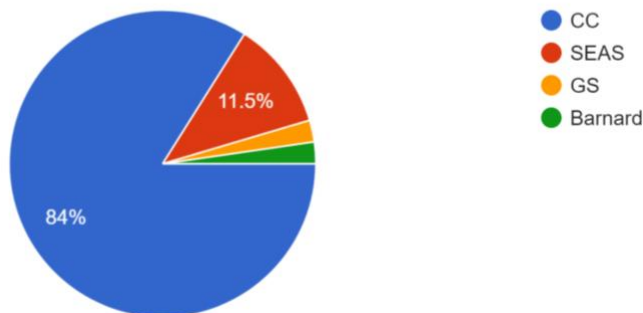
Your school year:

131 responses



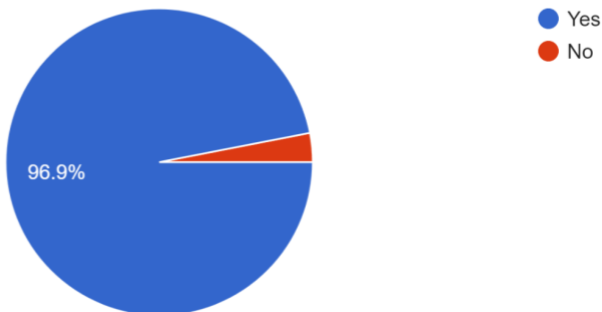
Which school are you in?

131 responses



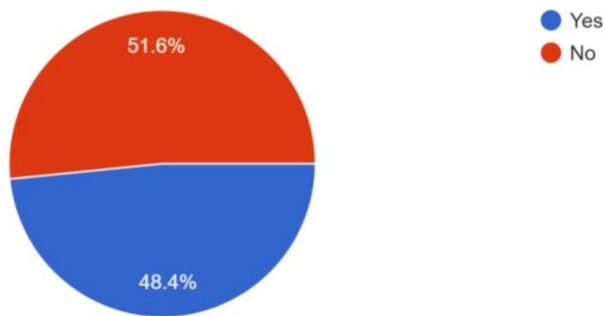
Do you use a laptop/personal computer for your classes?

131 responses



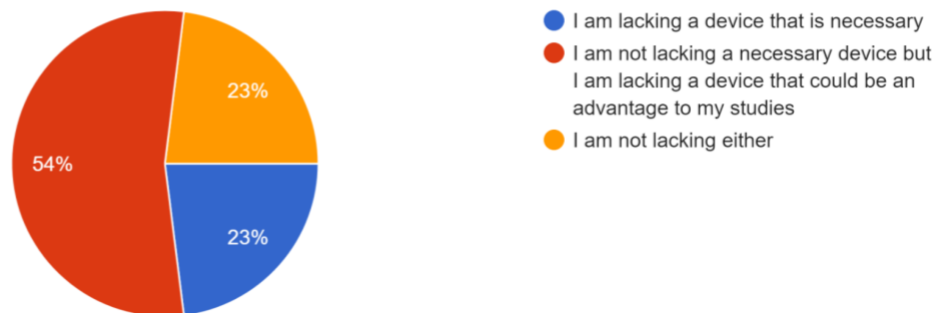
Are you in need of repair or servicing of your electronic apparatuses at the moment?

126 responses



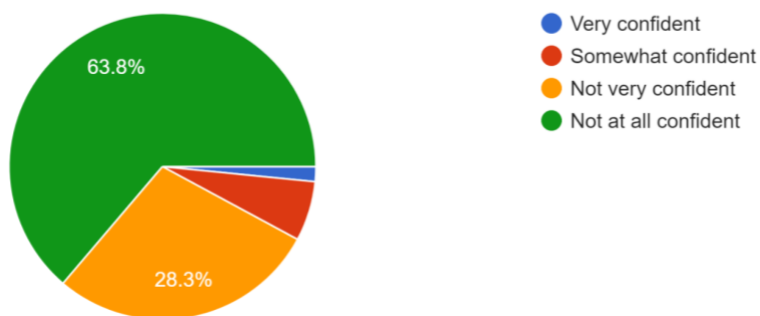
Are you currently lacking any technology device that is necessary or could be advantages to your studies?

126 responses



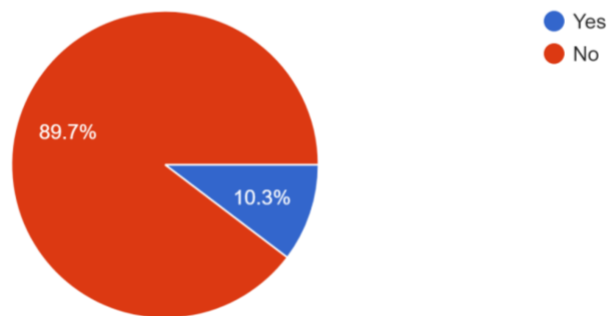
If you were to damage your laptop/personal computer and it was to stop working, how confident are you in your ability to find and purchase a replacement?

127 responses



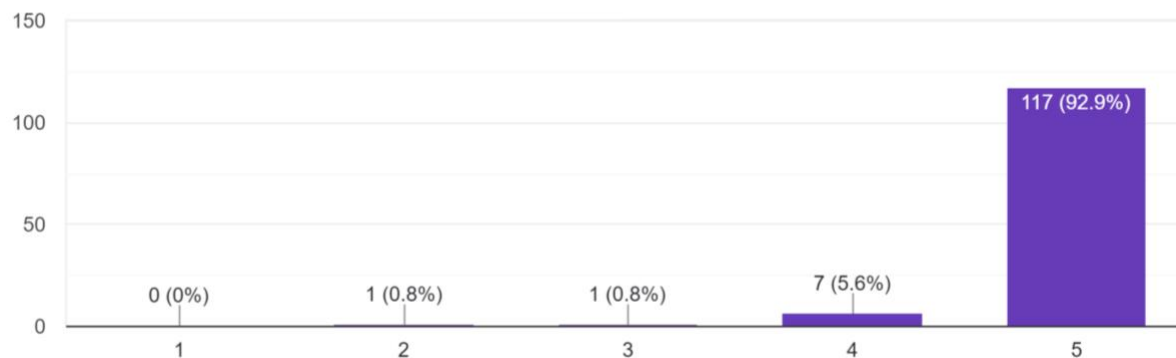
Do you know of existing resources at Columbia that would support you in getting a laptop replacement?

126 responses



As a FLI student, how beneficial would it be to help you with technological repairs or making the technology accessible to you?

126 responses



On a scale of 1-5, 5 being most helpful and 1 being not helpful

Have you had your laptop damaged during this or past academic years, and have you been able to get a replacement on your own?

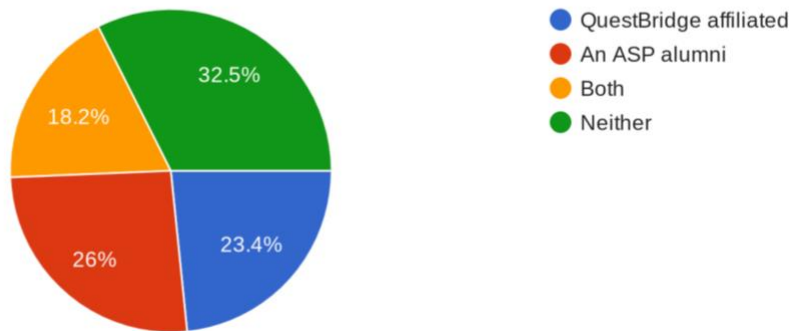
127 responses



The following Student Interest & Support Statistics from upLIFT’s Brownstone Survey was conducted by upLIFT for their 2021-2022 Brownstone application. It highlights the support for a larger FLI residential space and details the demographics of those who participated in the survey.

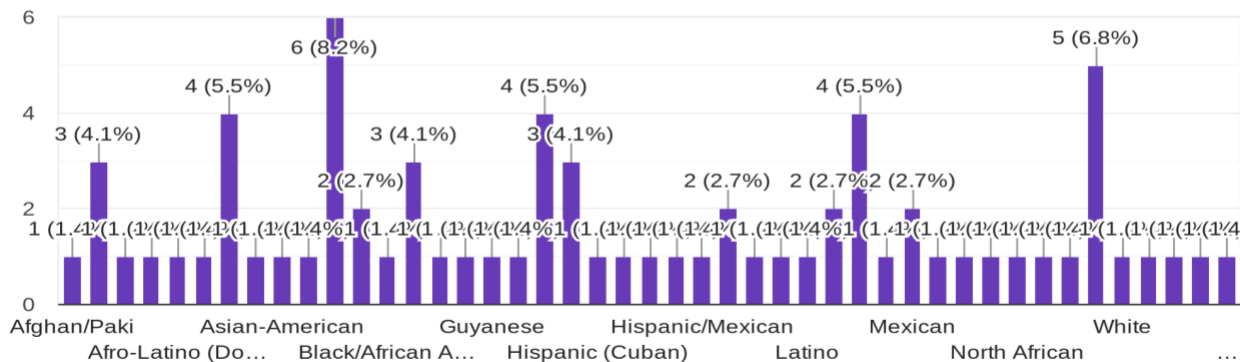
Are you

77 responses



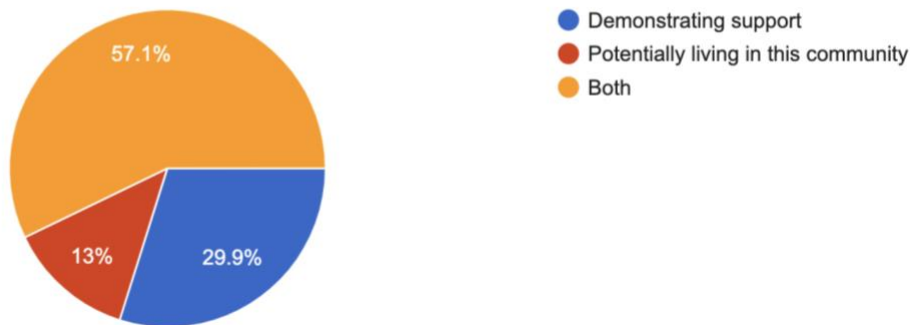
Racial or Ethnic Identity

73 responses



I am interested in

77 responses



Anonymous Testimonials about Laptops:

“The screen on my laptop is starting to split in two. I’ve been able to hold it together so far with tape but it comes off often. Without the tape my screen will fall flat or the inside of the screen is visible. I have to be careful how I handle it, which makes going to office hours hard. It’s also embarrassing sitting amongst my peers with a clearly old and broken laptop. I’ve had it for 5 years. It was a hand me down from my stepdad. He gave it to me freshman year of high school”

“I was unable to attend most of my classes in person because the battery of my computer was shot and I could not use my laptop unless it was plugged in. That lasted for an entire semester until I could save up to get my battery replaced.”

“I’m a computer science student and had my working laptop’s charging port damaged, so it became unusable. I am working on a 2015 MacBook that I got for \$300, and a laptop loaner system and tech replacement fund would ease the stress of a big purchase that I cannot currently afford to make.”

“My laptop was damaged and began running very slowly. This impacted my Columbia experience negatively in many ways - Almost all of my classes require a laptop to complete classwork or take notes in class, and my thesis requires me to take notes and send emails from my laptop on the go, which I can't do from a library desktop computer. I also use my laptop for all of my extracurricular activities and my on campus job. Fortunately, I was able to mitigate the damages and continue using my laptop. However, if my laptop was broken beyond repair, I don't know how I would be able to get a replacement. Having a fast and reliable laptop is absolutely critical as a college student.”

Need for increased communication and awareness:

The dissemination of information regarding FLI resources such as the FLI library is not readily accessible for the broader FLI community. As the FLI community has uplifted the accessibility of these resources, there is a duty and responsibility of the University also to make these resources widely known.

Some ways to communicate these resources can be:

1. Student Advising (Berick Center spreads this information to FLI students)
2. Email chain to all students who identify as FLI and First In Family
3. Promote during first-year orientation
4. Add the resources to the newsletter FLI Net and CCSC/ESC/GSCS newsletter
5. Require all teachers to add this to their syllabus (that the FLI Space and FLI Library exist)
6. Admissions Letter Statement
7. Including a tab in CLIO where they can find FLI space/libraries

Appendix B: Formal Description of Columbia University Provided FLI Resources

Most resources are heavily undergraduate focused and we are hoping this safe space can contribute to fostering a larger FLI community throughout all schools.

Columbia has a [webpage](#) under Multicultural Affairs for resources for FLI students:

As a complement to the academic-related support and transition resources provided by First-in-Family Programs in the Center for Student Advising, Multicultural Affairs offers social and cultural support, resources, programming, and advocacy for First-Generation and/or low-income (FLI) college students on issues related to student life outside of the classroom. Additionally, the office offers opportunities for campus education and training on socio-economic class awareness and a greater understanding of FLI college student experiences.

[First-in-Family Programs](#) are outlined as:

Columbia College and Columbia Engineering are proud to have approximately 1,000 undergraduates who are the first in their families to attend college. First-in-Family (FiF) Programs encourage the success of every first-generation college student at Columbia via year-long academic support, professional development, and cultural enrichment opportunities.

[Academic Success Program \(ASP\)](#) is outlined as:

Academic Success Programs (ASP) provide a holistic approach to student development through a network of comprehensive programs and services. Through an array of retention-based opportunities, transitional programming, tutoring, skill-building seminars, educational and personal advising, and mentoring programs, ASP participants receive supportive services throughout their college experience. ASP seeks to foster collaborative partnerships with University departments, external organizations, and alumni.

[FLI Partnership Library](#) is outlined as:

*Located on the third floor of **Butler Library, Room 303A**, the Columbia FLI Partnership Library is a collection of textbooks and other course materials available to low-income and/or first-generation students from one of Columbia University's undergraduate schools: Columbia College (CC), the School of Engineering and Applied Sciences (SEAS), and General Studies (GS), as well as students from Barnard College. Students who identify as first-generation or low-income and who register can borrow materials from the collection for extended (semester-long) loan periods.*

[FLI Resource Guide](#) (has not been updated since August 2021):

FLI Resource Guide. A Guide to Columbia's Campus Resource Designed for and by first-generation and/or low-income students.

UpLIFT house is offered through [Columbia Residential](#)'s Special Interest Communities program:

Our Special Interest Communities create opportunities to impact the larger Columbia community through the implementation of educational programs, events, and workshops in addition to fostering a connection to faculty, staff, and alumni... upLIFT House is a vector through which we support, organize, and highlight First-Generation, low-income students and their allies on campus.

Columbia's Undergraduate Current [Leave of Absence Policy](#):

A voluntary leave from the University is granted to students who wish to take time away from their studies for a variety of reasons, including employment opportunities, personal or family circumstances, the desire to travel, or simply to gain perspective on their academic and career priorities...Please note that you will not receive credit for any courses taken during a voluntary leave and that you will not be guaranteed housing when you return.