

University Senate Plenary

May 1, 2020



University Senate

Proposed: May 1, 2020

Adopted: May 1, 2020

PROPOSED AGENDA

University Senate

Friday, May 1, 2020 at 1:15 p.m.

Registration required.

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

1. Adoption of the agenda
2. Adoption of the minutes of April 3, 2020
3. President's report
4. Executive Committee Chair's report, including:
 - a. An update on the COVID-19 pandemic: Dr. Wafaa El-Sadr, University Professor
 - b. Implications of the pandemic for the wider Columbia community: Shailagh Murray, Executive Vice President for Public Affairs
 - c. An update on the current situation at CUIMC: Sen. Anne Taylor, Senior Vice President for Faculty Affairs and Career Development at CUIMC
 - d. An update on the tutoring and schooling initiative: Sens. Mignon Moore and Jonathan Susman
 - e. Senate Structure and Operations Committee statement
5. New business:
 - a. Resolutions:
 - i. Resolution to Approve a Program Leading to the Master of Public Administration in Economic Policy Management (SIPA) (Education Committee)
 - ii. Resolution Concerning Summer Powers
 - b. Special Reports:
 - i. Reapportionment Report 2020 (Senate Elections Commission)
 - c. Annual reports
 - i. Annual Report of the Commission on Diversity
 - ii. Annual Report of the Student Affairs Committee
6. Committee updates:
 - i. COVID-19 research and related patents (External Relations and Research Policy Committee)

MEETING OF APRIL 3, 2020

President Lee Bollinger called the Senate to order shortly after 1:15 pm on Zoom. Eighty-six of 108 senators were present during the meeting.

Minutes and agenda. The president said that unless there were objections he would declare the minutes of March 6 and the agenda approved. There were no objections. He said senators could submit objections later by email if they chose.

President's report. The president offered an overview of the University's current condition in the midst of the Coronavirus pandemic. He said the last three or four weeks had been extraordinarily intense, and the last two or three had been unprecedented.

The president thanked the task force that had been meeting at least daily to address the current crisis. The group, whose members were administrators and deans, as well as distinguished members of the Medical Center, had made numerous recommendations to the president.

He or Provost Ira Katznelson or CUIMC EVP Lee Goldman or Senior EVP Gerry Rosberg were communicating the decisions reached through this valuable process to the community. Two other people who were making vital contributions to the University effort, EVP for University Life Suzanne Goldberg and University Professor Wafaa El-Sadr of the School of Public Health, would be speaking later in the meeting. He expressed deep gratitude for the work these people and so many others in the University had taken on. He said he often felt that he had the easy role, and others have accomplished the hard parts. He felt great pride in this structure of decision making and in the institution itself.

The president listed the major transitions of the previous month. First was the decision to move most of 5600 undergraduates out of their residence halls in a matter of days. The process began on the evening of Saturday, March 14; by Tuesday the 17th some 600 students were left; some 300 who simply have no other safe place to go were still there, and receiving University services.

The president said there were no reported cases of the Covid-19 virus among these students. There were cases among the students who had left, and the University was tracking those. He said the administration had made contact with some 1000 students who were still abroad, and was helping them as much as it could.

The second major transition was the move to online courses, the president said. Within the space of two days 2000 courses were transferred online. There were now some 3000 daily Zoom conferences—classes and other kinds of meetings.

The third major transition was to scale back research. This was another complicated process, along with deciding what University work is essential and must be performed on site.

Still another transition was preparing the Medical Center for its crucial role in the fight against the virus. The president had toured the hospital the day before with CUIMC EVP Lee Goldman, visiting the ICU, the emergency room and the fever clinic. This celebrated medical center had undertaken an enormous transformation; its people were putting themselves at great risk to treat people with the virus. The president expressed the University's gratitude to the Medical Center.

Still another major task was to address the pandemic's financial impact on the University. The president said it was too early to gauge the full effect, but the University had implemented a hiring freeze, and was planning for reductions in endowment returns. He was confident that Columbia is a resilient institution, and would be OK. He had seen it come through other stressful periods, including the aftermath of 9/11, shortly before he started as president, and then the 2007-8 recession. But the present challenge would be particularly difficult.

Another set of decisions involved preparations for major events, above all Commencement. He said it was clear, but sad, that there could be no in-person ceremony in May. A virtual ceremony was in the works, and the University was committed to having an in-person event later on, though it was too early to set a date.

Still another dimension of the current situation was Columbia's relationship to its neighbors in surrounding communities. This was a time of acute need, and Columbia should and would provide help, for small businesses, on health matters, and with the rent of non-Columbia people living in Columbia buildings.

As for coming semesters, the president said Columbia was seeking New York State approval to offer an entirely virtual academic program in the summer.

He said Columbia was also doing enormous amounts of work on the virus itself, developing vaccines and tests, modeling public health plans, and offering 3D printing to create protective equipment.

The president said Columbia was in regular contact with the city, state, and federal government. It was reorganizing residence halls to take any overflow from New York Presbyterian Hospital, and making Baker Field the site of a tent facility.

The president finished by saying that if there were ever a moment in which to be confident of the importance of universities, this was it. He was struck by the links between universities and the professions for which they provide the cultural seedbed. The Medical School produces physicians, who in theory are there to help people no matter what the risks are, but then the reality hits and people have to live through it. The same is true of journalists who cover wars and other highly risky events, or of lawyers who work on issues of human rights or corruption, exposing themselves to great dangers, or of social workers. The president highlighted the contribution of universities like Columbia to nurturing the key values of these professions, above all their fundamental commitment to the public good. He said he was seeing it day after day in

the current crisis. He was also seeing the value of the humanities. The University's mission is not only to invent a new technology or increase the GDP, but also to address issues of life and death, the meaning of life and the end of life. One key question he heard at the Medical Center the day before was what to do about a New York State law, requiring patients near death to remain on a ventilator, even if they're almost certainly going to die within hours, when another, younger patient will clearly survive only on a ventilator. These questions are rooted in philosophy, the president said. He was pleased to part of an institution and a world focusing on such issues.

The president said the Covid pandemic, like climate change and other current phenomena, also unquestionably demonstrates the interconnectedness of modern life. He said Columbia's efforts to be as global an institution as possible were reinforced by this terrible sort of reality. This was still another manifestation of the importance of academic life and universities.

Sen. Jeanine D'Armiento (Ten., VP&S) thanked the president for his remarks and for all the University was doing for all of its constituencies. She said the Senate would continue to press its issues, but she appreciated the president's responsiveness.

Report from Lee Goldman, Dean of VP&S and EVP for CUIMC. Dean Goldman said his visit with President Bollinger, in protective equipment, to see the clinical enterprise in action—the commitment and heroics of the doctors and nurses and staff in the inpatient units, the ER, an ICU, and the screening tents—was an extraordinary experience.

He offered a few statistics. As of that morning, there were 433 COVID-positive patients hospitalized at New York Presbyterian. The total was now doubling about every eight days. The underlying dynamics were complex: some patients were staying at home, but at the same time many patients were being transferred to NYP. There were now 151 patients in the ICU, and ICU capacity was now being expanded to include some operating rooms and regular patient floors.

Dean Goldman said right now there was enough equipment, including Personal Protective Equipment (PPE). That was a continuing challenge, but when he made his tour, no one said that they weren't protected or that they were not as safe as they could be. He was pleased to hear that. He had spent a lot of time with NYP trying to obtain protective equipment. He said there was now a bit of a reserve supply. He expected in the next week to begin disinfecting and recycling PPE because supplies would not be able to keep up with the demand.

Dean Goldman said the good news was that it's easy to kill the virus. He had forgotten from his medical school days that heating something up to 150 degrees Fahrenheit will kill the virus. The hospital was now returning to people the same masks and other equipment that they had used before, so they were not using someone else's equipment. But it was also possible to disinfect more broadly with other techniques now under consideration. Dean Goldman said he was sure that step would be necessary, but he was confident that such methods would not be used unless they were absolutely safe.

Dean Goldman said he had spent a lot of time on redeployment. Early on he had set up what he called a bank of people in reserve and had also considered where people were needed. He had since redeployed close to 400 people to other parts of the enterprise. He was impressed with the

number of people who had stepped up, including two department chairs who were now working in the Emergency Department. This choice of assignment demonstrated their commitment to patients and to their mission.

Dean Goldman said the Medical Center was ramping up testing, but it would not be possible to test everybody every day. He reminded senators that a negative test today doesn't mean you're really negative, or that you won't be positive tomorrow. So the idea was to target the tests to situations where they could make the most difference.

Dean Goldman said there were currently enough swabs, but he noted that the number needed for massive testing would become a challenge.

He said CUIMC was ramping up antibody testing, but even there results were ambiguous. Antibodies don't turn positive right away, and sometimes the titers are too low to show up on rapid tests. He said there were numerous false positive and false negative results; basing decisions on widespread testing would not be wise without a clear sense of the test's accuracy.

Dean Goldman said he was spending a lot of time working with the hospital on capacity issues both for patients (particularly in the tennis bubble at Baker Field) and for healthcare workers. Bard Hall, the medical dorm, and some other housing had been opened up to CUIMC faculty and staff as well as hospital staff who wanted to stay there overnight. They could eat and sleep there if they didn't want to go home and risk infecting family members.

Dean Goldman said it was not possible to make everybody 100 percent safe. He and President Bollinger would not have gone into the hospital the day before if they had not been confident that they were as safe as they could be. He added that there was also substantial likelihood of catching COVID-19 outside of the hospital at this point, and it was impossible to know for sure where infected faculty and staff had been infected. He said the goal was to make patients safe, while making sure that faculty and staff were as safe as possible.

Dean Goldman said clinical trials of Remdesivir and other antiviral medications were under way. There were also trials of medications to reduce the inflammatory response, called IL6 inhibitors; of chloroquine, and of ways to harvest antibodies and make them available for treatment. A good deal of basic research was also under way.

But Dean Goldman said the Medical Center was in an all-hands-on-deck situation, unlike anything he had seen before. He too was looking at the financial impacts, but the priority right now was to do the right thing, and that was to make the faculty and staff as safe as possible so they can take care of as many patients as possible.

He said he concluded a communication to the CUIMC community the day before with the observation that talk of the greatness of Columbia—certainly at the Medical Center—often accounts for the University's history of more than 250 years, and the fact that Columbians today stand on the shoulders of the giants who preceded them. Dean Goldman affirmed that generations from now people will look back at the people who faced the challenge of this pandemic, and count them among the giants on whose shoulders they will stand.

Dean Goldman thanked everyone who had pitched in. It was an enormous effort, with still further to go, but the fact that the numbers were not still accelerating gave him a bit of hope. He was thankful for the opportunity to talk to the Senate, thanked everyone for their commitment to the Medical Center, its hospital partner New York Presbyterian, New York, and the country.

Sen. D'Armiento thanked Dean Goldman. She expressed appreciation for everything the leadership of the Medical Center was doing in a very difficult time

Executive Committee Chair's Report.

a. *Senate Functions During the Covid-19 Pandemic.* Sen. D'Armiento briefly described a few procedures for the present Zoom meeting. One was for senators with questions to type them in the Chat section, or use the raised-hand icon. She said staff were watching the participants' list for requests to speak. She said she would take questions after the first three presentations.

Sen. D'Armiento said the Senate would continue to function and address all important business under the extraordinary present conditions. She asked Sen. Dan O'Flaherty (Ten., A&S/Social Sciences), a member of the Structure and Operations Committee, to outline any changes in procedure that the virtual nature of current Senate deliberations would require.

Sen. O'Flaherty said the Senate could conduct important business in an informal manner under present conditions. Senate By-laws have no provision for an electronic meeting. The quorum requirement requires people be physically present, and so does Robert's Rules of Order. The Senate could still do informal business, but it would have to be ratified at the next in-person meeting. Sen. O'Flaherty said the Senate should not conduct business that doesn't have to be conducted, but it could, in an informal manner, conduct business that must be conducted.

Sen. D'Armiento said there had been a question on the Chat: Can the Senate suspend its rules and work by unanimous consent?

Sen. O'Flaherty said the parliamentarian had given him the citation (Robert's Rules, 11th Edition, page 348) for this questions: "The prohibition against transacting business in the absence of a quorum cannot be waived even by unanimous consent and a notice cannot be validly given." Sen. O'Flaherty said the answer to the question was no.

Sen. Sharyn O'Halloran (Ten., SIPA), who had asked the previous question, was recognized. She said it was her understanding that even under Robert's Rules it was possible to waive Senate rules by unanimous consent. She said that though the Senate was not meeting in person, it could by unanimous consent enact legislation and work in that capacity, so it would not be just an informative body at that point. She said such a process would not be inconsistent with Robert's Rules. She asked for a second look. She said she would be sorry to learn that the Senate at this particular juncture could not act in its legislative capacity. She said it was important for the Senate to continue as a body. She suggested that the Structure and Operations Committee put forth a plan for situations in which the president has declared an emergency, so that the Senate could go into virtual session and conduct its business.

Sen. O'Halloran understood that such an approach would require the Senate to change its by-laws, but she said it was important to take such actions immediately. An alternative would be for the Executive Committee to take such actions under summer powers. In that capacity, the Executive Committee can work virtually to pass legislation. She asked to have Structure and Operations look seriously at these options.

Sen. D'Armiento said several Structure and Operations had spoken with several people about this issue. But the committee would consider it again.

b. COVID-19:

i. An overview of the current public health situation (Prof. Wafaa El-Sadr).
Prof. El-Sadr's presentation is Exhibit 1, page 13.

At the end of the presentation Sen. Jeanine D'Armiento thanked Prof. El-Sadr and invited questions. There were none.

Prof. El-Sadr agreed to share her presentation for Senate files.

ii. An overview of the current situation at Columbia (Sen. Suzanne Goldberg, EVP for University Life).

Sen. Goldberg said she was glad to see everyone on Zoom. She recalled early discussions of the Coronavirus at the two previous plenaries in the spring semester, and said she could not have imagined what had happened since. Meeting again under current conditions was yet another testament to the resilience of the Columbia community.

She echoed President Bollinger's sense of inspiration and gratitude over what everyone had done in recent weeks—a set of actions that she said were nothing short of heroic. She had worked more closely with the Student Affairs Committee than with any other Senate group, and expressed appreciation for SAC's efforts to bring issues forward.

She began by noting a disturbing uptick in incidents of bias and hostility against Chinese and other Asian and Asian-American students. She suspected the same was true for faculty and staff. Examples were vitriolic messages on social media, and instances of students getting yelled at on the street or in grocery stores or take-out restaurants. She thought the Senate was aware of such incidents, but she wanted to make sure everyone was aware of them, and to reaffirm their fundamental incompatibility with Columbia's values. She would be reiterating this message in a large Zoom meeting with students later in the afternoon.

Sen. Goldberg said the University Task Force on Inclusion and Belonging was meeting daily at 9 am, and starting off with an abbreviated version of the kind of presentation of data and analysis that the Senate had just heard from Prof. El-Sadr, from a range of experts and administrators.

On the subject of information sharing, Sen. Goldberg said her sense was that under present conditions, even if people sometimes get tired of receiving email, it is actually helpful to the Columbia community to share information by email and through various social media feeds

maintained by University offices. These include President Bollinger’s messages on major developments, and messages from University Life of particular relevance to students, including public notices about social distancing and masking. She was happy to add any interested faculty or staff senators on her outreach list. She said the first stop for students should always be their dean of students, but it can also be useful to have direct central resources.

Sen. Goldberg urged senators to consult the University’s streamlined COVID-19 website, which was regularly updated. University Life had also conducted a University-wide forum on COVID-19 from the Medical Center, and would be presenting another one soon. She said more than 3000 people signed up for the last one, and the video of the event now had more than 6,000 views.

Sen. Goldberg listed some issues that had been raised by students. Some were experiencing unprecedented levels of financial stress. For some the situation at home was more conducive to remote education than it was for others. That was the underlying reason for moving to a pass-fail grading system for the present semester. She said there’s never perfect equity, but the basic equity in access to ordinary methods of instruction that is the premise for grading in normal academic times was not available in the current environment of remote learning.

Sen. Goldberg said current challenges included not only bias issues but also a sense of isolation. She was also hearing stories of extraordinary resilience, of people helping each other in heroic ways. She encouraged senators to click through on the University’s Religious Life site, especially with the current confluence of the major holidays of different religions. She mentioned that Counseling and Psychological Services (CPS) for the Morningside campus and the Mental Health Service for CUIMC had done an excellent job of moving to Telehealth and virtual visits, and so had the medical services on both campuses. Among the programs and events put together by CPS were a virtual art salon, to be held later that afternoon, as well as sessions on body positivity and combating isolation, a popular community forum for graduating seniors, couples’ and parents’ workshops, drop-in spaces, a support group to address racial bias during this pandemic, and groups for trans, queer and international students. There was also a roster of athletic, social, and other fun events, and an email going out later that day would list volunteer opportunities. Sen. Goldberg urged anyone who was in contact with students to encourage them to take advantage of these offerings.

Sen. D’Armiento thanked Sen. Goldberg for her presentation.

New business

a. Committee and constituency updates:

i. The current situation of CUIMC Faculty (Sen. Andrew Marks)

Sen. Marks’s presentation is Exhibit 2, on page 34.

Sen. D’Armiento thanked Sen. Marks. She noted that some American peer institutions were using the full jumpsuit type of PPE used in Wuhan that Sen. Marks had identified in his presentation. She said CUIMC works with New York Presbyterian Hospital, whose current policy did not include that kind of equipment. She recognized that Sen. Marks had substantiated

his case for better PPE, and she hoped the Senate could help colleagues get the PPE they need, so they could do what they were called upon to do. She invited questions.

Sen. Michelle Kaiser (Alumni) asked whether testing had gotten off to a slow start because the tests under consideration so far have high false-positive and false-negative rates, and are not accurate enough.

Sen. Marks welcomed the question. He said the main reason why more people hadn't been tested was not the lack of specificity or sensitivity of current tests, but the lack of testing capacity. Columbia could conduct no more than 1200 tests a day with the machine it has; New York Hospital had a similar capacity. The capacity for serological antibody testing simply wasn't there. He said he was just reporting facts, not pointing fingers.

Sen. Marks said the question of false negatives and false positives was a moving target. New tests were coming out all the time, and current tests were being refined. Citing a well-worn phrase, he said it was important not to let the perfect be the enemy of the good. Researchers had what they had. They should apply that as widely as possible, while remaining open to technological advances. He added that Columbia has an incredible research capacity, with colleagues in electrical engineering and other disciplines who were world-class experts in the technology required for testing. New serological assays were also being developed.

Sen. Marks said his main point was that basic science labs, if allowed to do the testing, could test everyone on the CUIMC campus, probably in a week.

Sen. D'Armiento said that Sen. Marx's report was presented so that the Senate could help make it possible for Columbia to do what peer institutions were doing. She said the federal Food and Drug Administration had recently relaxed its rules for testing, but Columbia would still have to submit paperwork and undergo a New York State regulatory process.

Sen. Marks said that process would take a year for him to complete and to get his lab certified to conduct these tests.

Sen. D'Armiento said the relaxed FDA regulations might simplify this process. She said the Senate could seek some informal legal advice about this and perhaps take action on it. But testing for patients was another issue, involving hospitals and the state, and beyond the purview of the Columbia faculty. But if the Senate could at least help get faculty and other people at the front lines tested, that would make a difference. Many Columbia people on the front lines, even if they were asymptomatic, were at risk for transmitting the virus to their families. The goal for the Senate was to help stop this kind of spread in the Columbia community. Sen. D'Armiento affirmed that the Senate would work on this project. She invited senators to comment by email. She also asked for help with the complex details of the new FDA document.

ii. The current situation of students (Sen. Jonathan Criswell). Sen. Criswell (GS), co-chair of the Student Affairs Committee, thanked all the administrators, faculty, and staff that SAC had worked with in its efforts to collect student concerns and present them to senior administrators. He added his particular appreciation of all the work being done at CUIMC.

Sen. Criswell said the previous few weeks had been intense. He and co-chairs Jacqueline de Vegvar (P&S) and Claire Kao (Bus.) had established a document that each SAC senator could contribute to. The document summarized a number of student concerns, but also triaged them. Sen. Criswell listed the most important issues.

One involved a list of students facing significant isolation. This group, nearly 200 strong, was now receiving weekly communications from SAC.

One concern expressed repeatedly was financial insecurity, particularly food insecurity. In response, SAC had been advocating for maintaining the food pantry on the Morningside campus as an essential service. When Lerner Hall was closed, the pantry was moved out, but it was continuing to operate in John Jay. SAC was grateful to Scott Wright, VP for Campus Services, and other administrators who had been working to keep the pantry open.

Sen. Criswell said the CUIMC food pantry located at Bard Hall had to close temporarily when the building was repurposed as a dorm for healthcare workers. SAC was looking for another temporary location. Some 70 students responded to a SAC request for volunteers to support a CUIMC food pantry.

Sen. Criswell said he had heard recently from Michael Higgins, co-founder and chair of the food pantry, which was continuing to serve food-insecure and immuno-compromised students, who were sometimes unable to leave their dorms or student housing. Sen. Criswell praised the work of the food pantry, and thanked the administration for keeping it open.

Sen. Criswell said SAC had also partnered with the Columbia University Family Support Network, which serves students who are also parents. Their issues prominently include financial insecurity, compounded by the problem of meeting class requirements at a time when these students are providing for their children and teaching them at home.

Sen. Criswell also thanked the administration for delaying the resumption of classes for three days after spring break, and for making this semester's classes pass/fail—two actions that SAC had pressed for, along with other groups.

Sen. Criswell said the most pressing issue remaining for students, particularly those in financial straits, was reimbursements for tuition, housing and fees. He recognized the complexity of this problem, and knew that solutions would take time. He called on Columbia's leadership to be as transparent as possible in addressing this issue. He said there was a high level of student frustration over the lack of communication about this. He said every SAC senator would agree that this was their constituents' top concern. He asked Sen. Goldberg, in her meeting with students later that afternoon, to provide an opportunity to discuss this issue.

Sen. Criswell said that SAC, like many other Columbia groups, had seen much of its work put on hold by the COVID pandemic. One major setback was the interruption of the SAC Quality of Life Survey. Despite this disappointment, SAC was proud to have identified and addressed some of the most pressing issues facing international students, low-income students, students with disabilities, doctoral students worried about academic and thesis deadlines, and many others.

Sen. Criswell then asked his co-chair, Sen. de Vegvar, to update the Senate on some activities at CUIMC.

Sen. de Vegvar's presentation is Exhibit 3, p. 51.

iv. Updates on support for those concerned directly by the current pandemic:

• Provision of tutoring and home-schooling support (Sen. Mignon Moore).

Sen. Moore, chair of the Barnard Sociology Department and a member of the Senate Executive Committee, said Sen. D'Armiento, listing current needs of CUIMC colleagues, had emphasized one: Because of longer and added hospital shifts these days, there was little time for providers with school-age children to help with home schooling. Their children needed help—with Zoom, with writing essays, with chemistry, etc. Sen. Moore shared this request at a meeting of Barnard department chairs, and her counterpart Shamus Khan, chair of Columbia Sociology, did the same with his fellow A&S chairs. He also contacted Will Plews-Ogan, a vice president of the A&S Graduate Council. All three of them worked with Sen. Jonathan Susman (NT, P&S) to match CUIMC families with volunteers from the Morningside campus.

Sen. Susman was eager to share this story, which he said shined a light on the remarkable power of a university, with so many people of extraordinary talents who can come together to help each other in the midst of something like the current catastrophe.

Sen. Susman had reached out to his constituency during the previous week and assembled a list of needs that the Senate might be able to help address. The responses included financial concerns, particularly of affiliated private practitioners, and some of the health and safety issues that the Senate had just discussed. Other respondents called for testing, or expressed concern about the safety of their families when they returned home from the hospital. Most sobering was a request from a young physician asking for assistance from the Law School in preparing a will as she prepared to go to work in the ICU.

Sen. Susman said he forwarded these concerns for the consideration of the Senate Executive Committee. Later he received a wonderful email offering the assistance of A&S as well as Barnard students and faculty in tutoring over the internet for children of the medical faculty. The response was so strong that there was talk of extending the service after the end of the pandemic.

Mr. Plews-Ogan of the A&S Graduate Council spoke next. He said that in a period of 72 hours 817 volunteers from across the Arts and Sciences, Barnard, Teachers College, and other units on the Morningside and Manhattanville campuses came forward.

Mr. Plews-Ogan was now matching those volunteers with 83 CUIMC providers. One student who needed reading help was matched with a professor of English and classics. A Ph.D. candidate in astrophysics provided math support. A young dyslexic child was set up for tutoring with a Teachers College professor who was an expert in the child's condition. Mr. Plews-Ogan said it was moving to hear the appreciation of doctors who were on the front lines. He encouraged volunteers, and said he would put his email address in the Chat window.

Sen. D'Armiento thanked the presenters, and said this project was a great example of what Columbia people can do together.

iii. The current situation of research officers (Sen. Daniel Savin). Sen. D'Armiento said she had accidentally skipped the Research Officers Committee on the agenda. She apologized to ROC chair Daniel Savin.

Sen. Savin's presentation is Exhibit 4, on page 52.

- The work of the CUIMC COVID-19 Student Service Corps (Dr. Jonathan Amiel). Dr. Amiel's presentation is Exhibit 5, on page 63.

Sen. D'Armiento thanked Dr. Amiel, and all participants in the plenary, which was now coming to an end. She said the meeting had shown how communities across the University can come together in a challenging time.

She took a moment to repeat one point: colleagues who were treating patients deserved the proper Personal Protective Equipment. Her colleagues across the country were receiving the proper PPE. She said Columbia is an academic institution driven by data and science, and data and science make clear what type of PPE healthcare workers need and also demonstrate the need for testing. If peer institutions achieved this outcome, Columbia could do it too. She recognized that Columbia was restricted somewhat by its relationship with New York Presbyterian Hospital, and by New York State and the federal government. But it must push forward because its faculty are leaders in this field, with all of the necessary expertise. It was essential to pull together to get colleagues on the front lines what they needed.

Sen. D'Armiento anticipated that people might later look back at this time, see that New York City did not have the proper PPE, and declare the outcome unfortunate. But that kind of reaction would do nothing for her colleagues who were dying now because of inadequate protection.

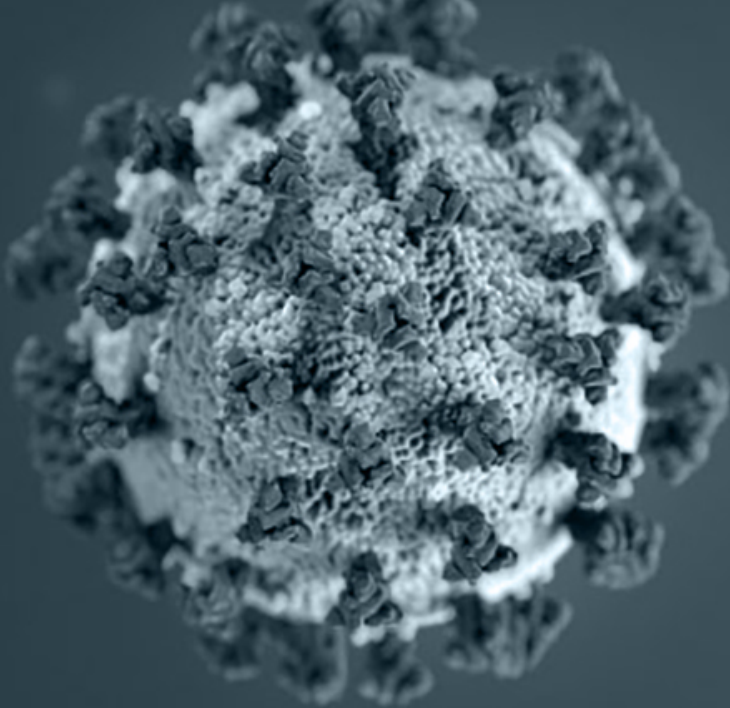
Sen. D'Armiento said she had exercised her privilege as Executive Committee chair in making this statement. She called on senators to come together and decide what to do about this matter.

She invited any senator who had not had a chance to ask a question to send it to her. She thanked senators for their participation and for staying so long. She looked forward to seeing them soon in person.

She adjourned the meeting shortly before 3:30 pm.

Respectfully submitted,

Tom Mathewson, Senate staff



COVID-19 Update

Wafaa El-Sadr, MD, MPH, MPA
Director, ICAP at Columbia

Virtual Student Assembly
Friday, April 3rd, 2020

COVID-19 Global Snapshot

As of April 3rd 2020:

- **1,026,974** cases globally
 - 181 countries
- **53,975** reported deaths*
- **217,433** reported recoveries

By Region

- 56% of global cases in Europe
- 23% of global cases in the US
- 8% of global cases in China
- ~0.6% of global cases in Africa



Top five: US, Italy, Spain, China, Germany

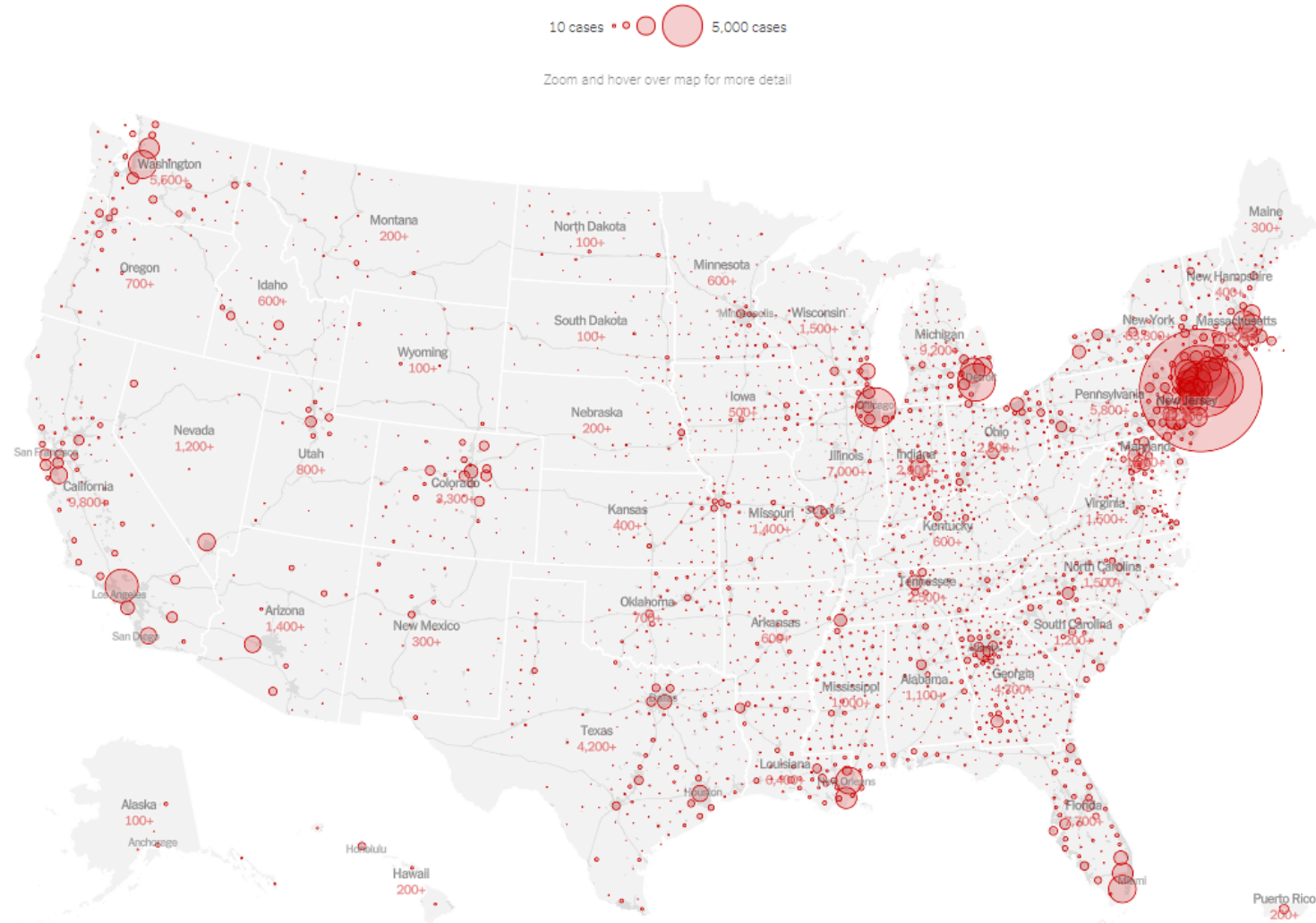
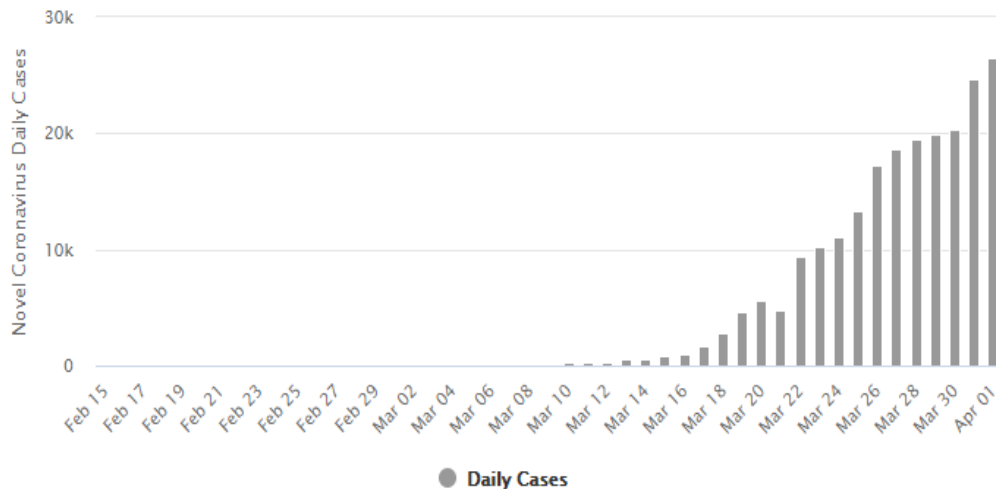
COVID-19 in the U.S.

Current Snapshot:

- 245,573 confirmed cases
 - 25% of global cases
 - NY State: 83,712 cases
 - NY City: 49,707 cases (59% of NYS cases)

Daily New Cases

Cases per Day
Data as of 0:00 GMT+0



John Hopkins CSSE (as April 2, 2020)
Source: Worldometer
New York Times (as of 4/2/20)

U.S. Trends and Predictions

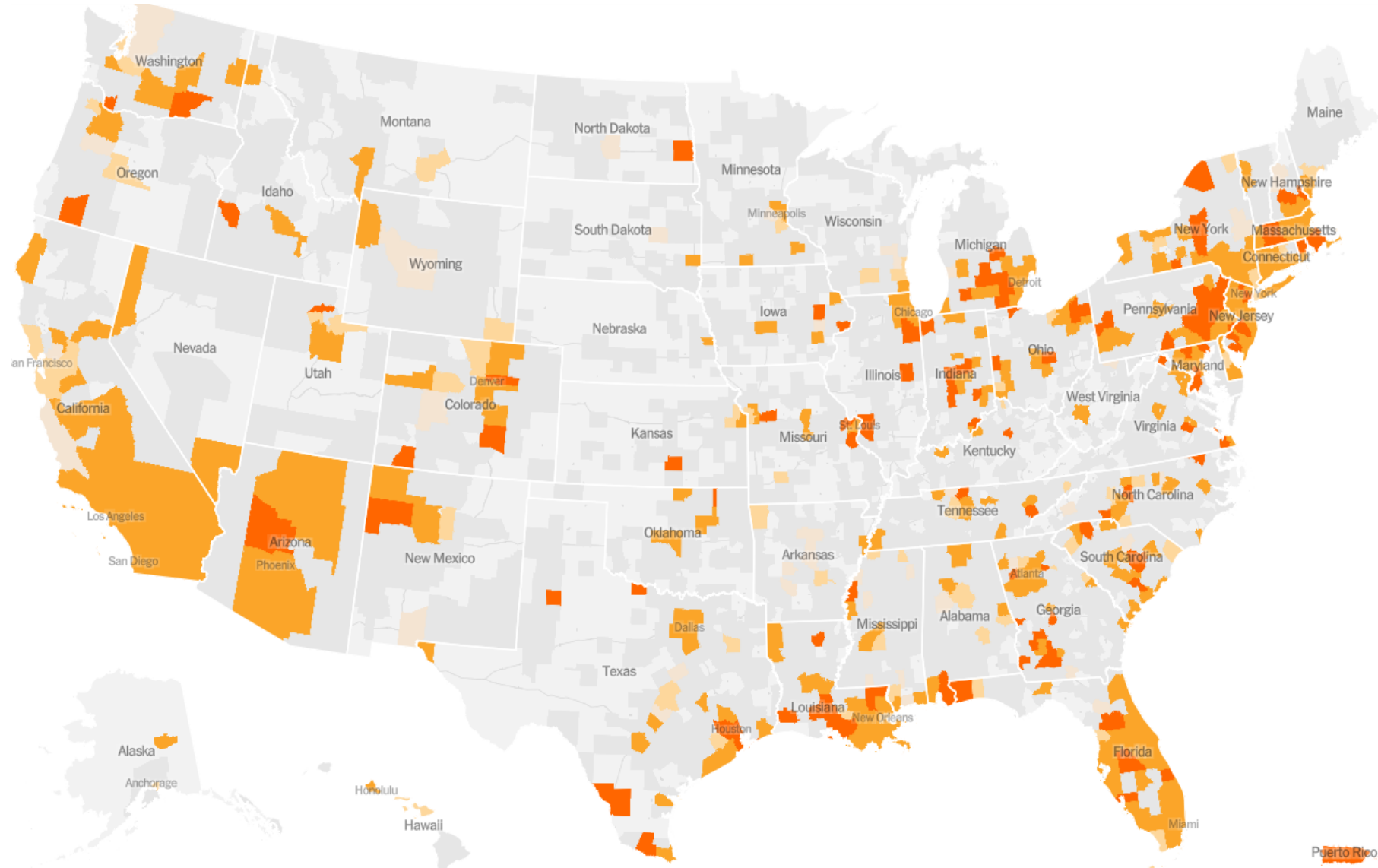
Where cases are rising fastest

Cases currently doubling every ...

3 days 5 days 7 days

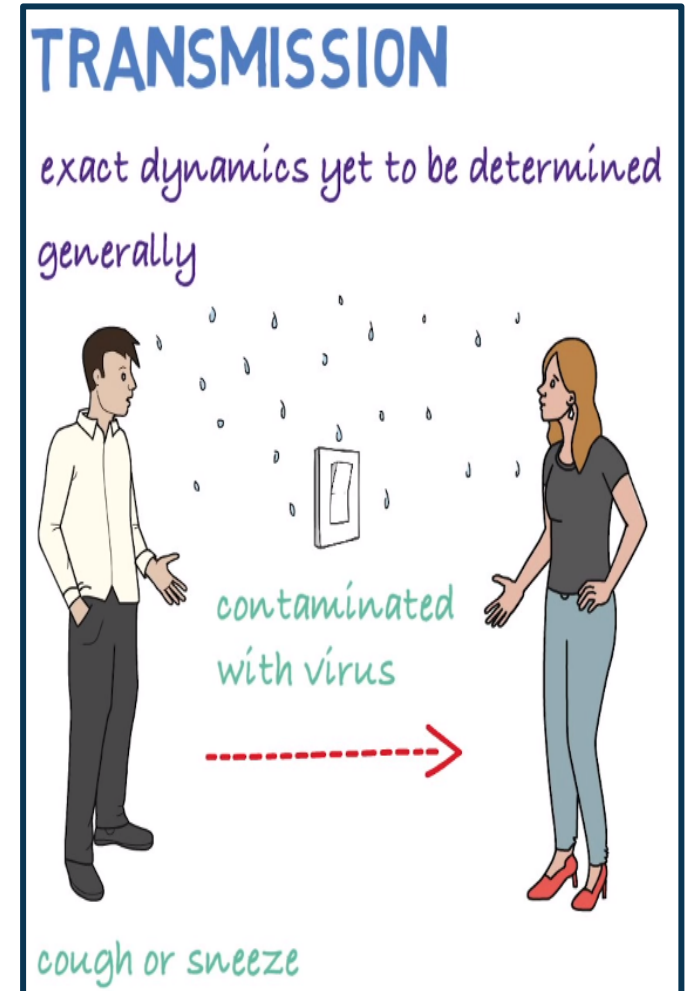
Fewer than 20 cases

No cases reported



How is COVID-19 spread?

- Person-to-person spread through:
 - **Respiratory droplets**
 - produced during coughing or sneezing
 - Close contact with an infected person (within ~2 meters) for >10 min
 - Likely main way of transmission
 - **Contact**
 - Direct or indirect
 - Touching a surface or object that has virus on it and then touching one's mouth, nose, or possibly eyes
 - This is **not thought to be the** main way the virus spreads



What is the basic reproductive number?

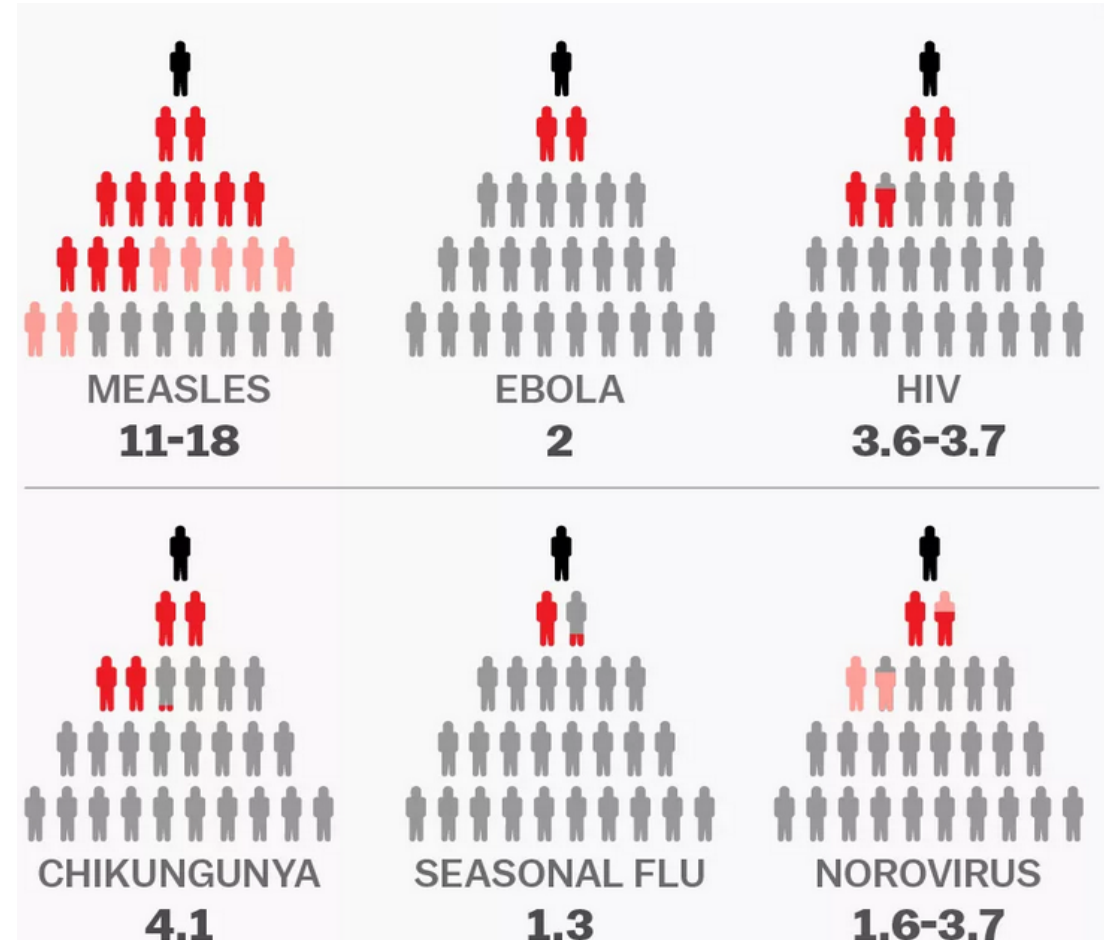
$$R_0 = b \times c \times d$$

- R_0 : average number of infections produced by 1 infected person
- **Estimate for COVID-19 is 1.5-4**
- Varies by location
- Driven by 3 things, 2 of which we have some control over now:

1. Per-contact transmission probability (handwashing)

2. Average number of susceptible-infectious contacts (social distancing)

3. Average duration of infectiousness



*An estimate based on Réunion Island in 2006

SOURCES: Travel Medicine, PLOS One, JAMA Pediatrics, MDPI, NCBI, New England Journal of Medicine, "The Spread and Control of Norovirus Outbreaks Among Hospitals in a Region"

COVID-19 Testing

- All laboratory diagnostic tests currently rely on molecular testing (RT-PCR) performed at commercial, state or city laboratories
- Specimens used for testing include:
 - Mainly nasopharyngeal swabs
 - Bronchoalveolar lavage, tracheal aspirates, and sputum
- Latest developments:
 - Point-of-care COVID-19 diagnostic tests
 - Serological assays to detect antibodies as evidence of current or prior infection

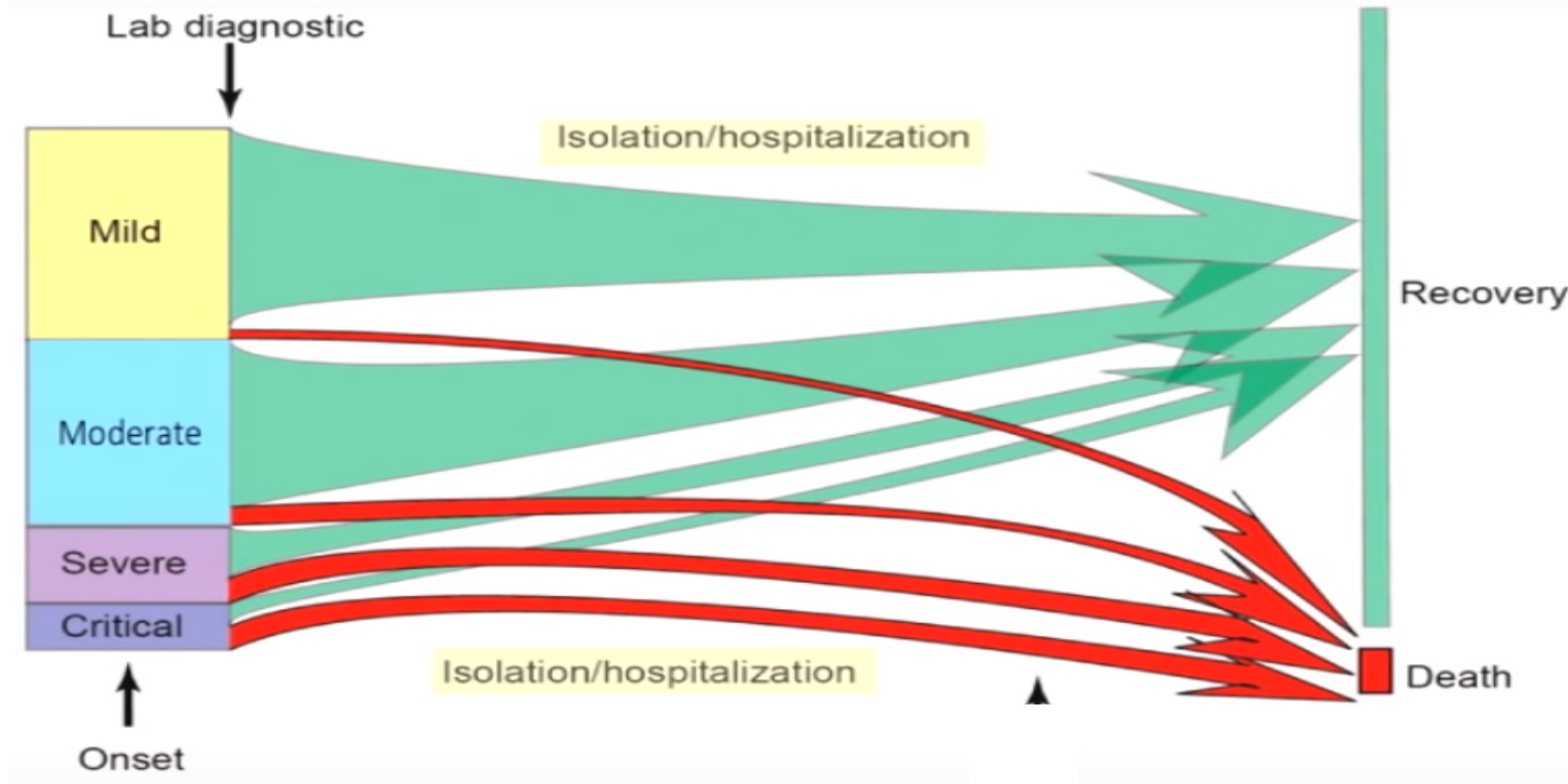


Abbott ID NOW COVID-19 POC Test

Prognosis by Clinical Initial Presentation

44,672 confirmed COVID-19 cases, Mainland China as of Feb 11, 2020

China CDC Weekly, 2020
Aylward B et al., WHO-China Mission, 2020



Incubation
Average: 5 days
(2-14)

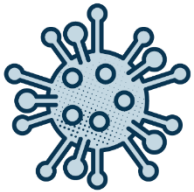
Mild-moderate disease: 81%
Severe disease: 14%
Critical illness: 5%

Recovery time: 5-32 days
after symptom onset

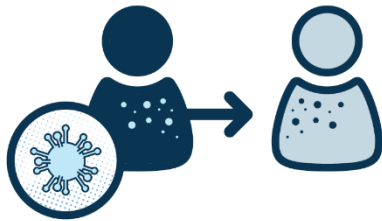
Epidemic Phases and Response Interventions

Epidemic Phases

Introduction or emergence



Localized transmission



Amplification



Reduced transmission



Anticipation

Early detection

Containment

Control and mitigation

Elimination or eradication

Response Interventions

Public Health Approach in the U.S.

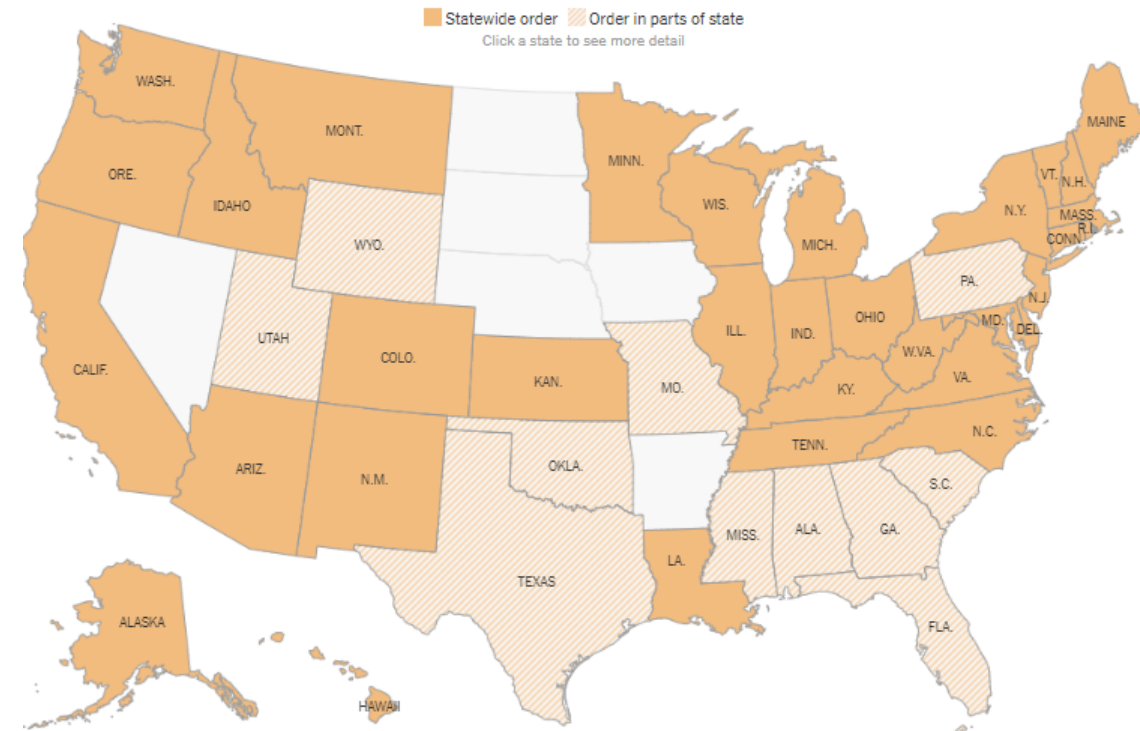
Containment:

- Case identification and contact tracing
- Evaluation of persons under investigation (PUI)
- Isolating those infected or exposed in containment zones
- Travel restrictions and related screening measures

Mitigation:

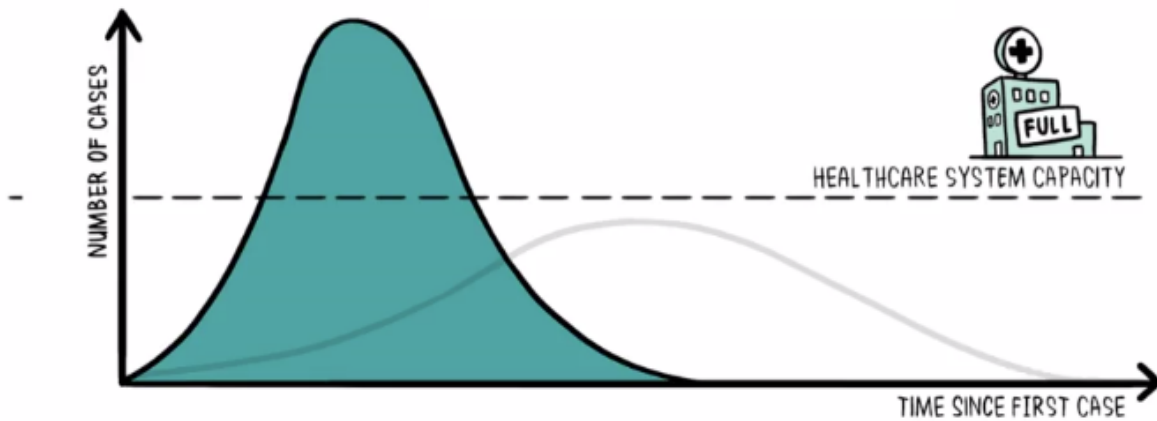
- Precautions:
 - Personal protective equipment (PPE)
 - Personal hygiene (i.e., hand washing, not touching the face, etc.)
- Population management:
 - Mandated social distancing (via school and business closures, banning large gatherings, etc.)
 - Home isolation until outbreak subsides
- Guidance for those potentially exposed:
 - Self-quarantined for 2 weeks if symptoms are mild
 - Seek testing and medical care if symptoms are severe

States and Cities Have Told Residents to Stay at Home



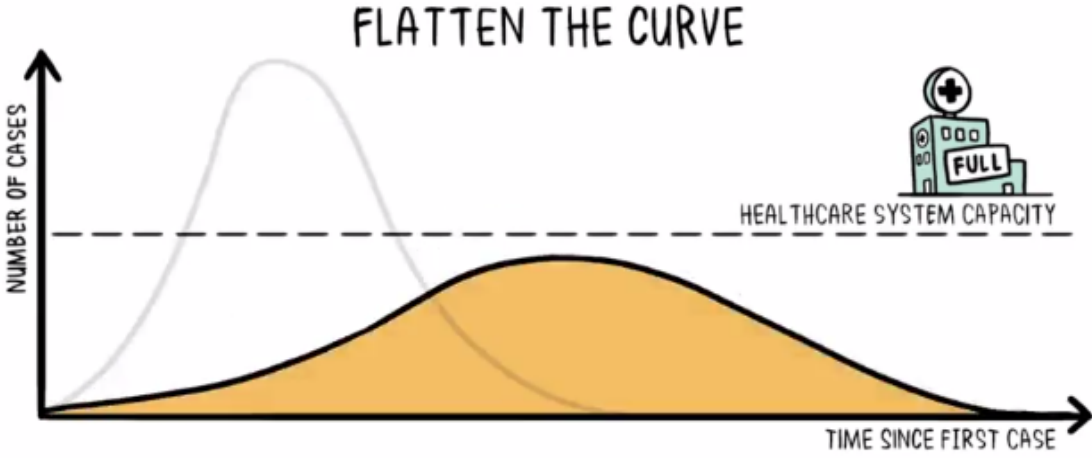
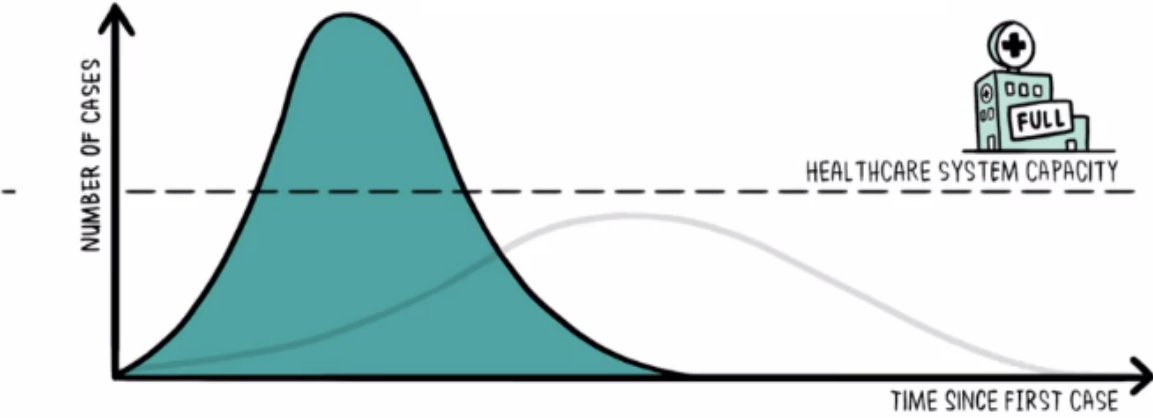
What Does Flattening the Curve Mean?

Number of cases exceeds healthcare system capacity



Flattening the Curve

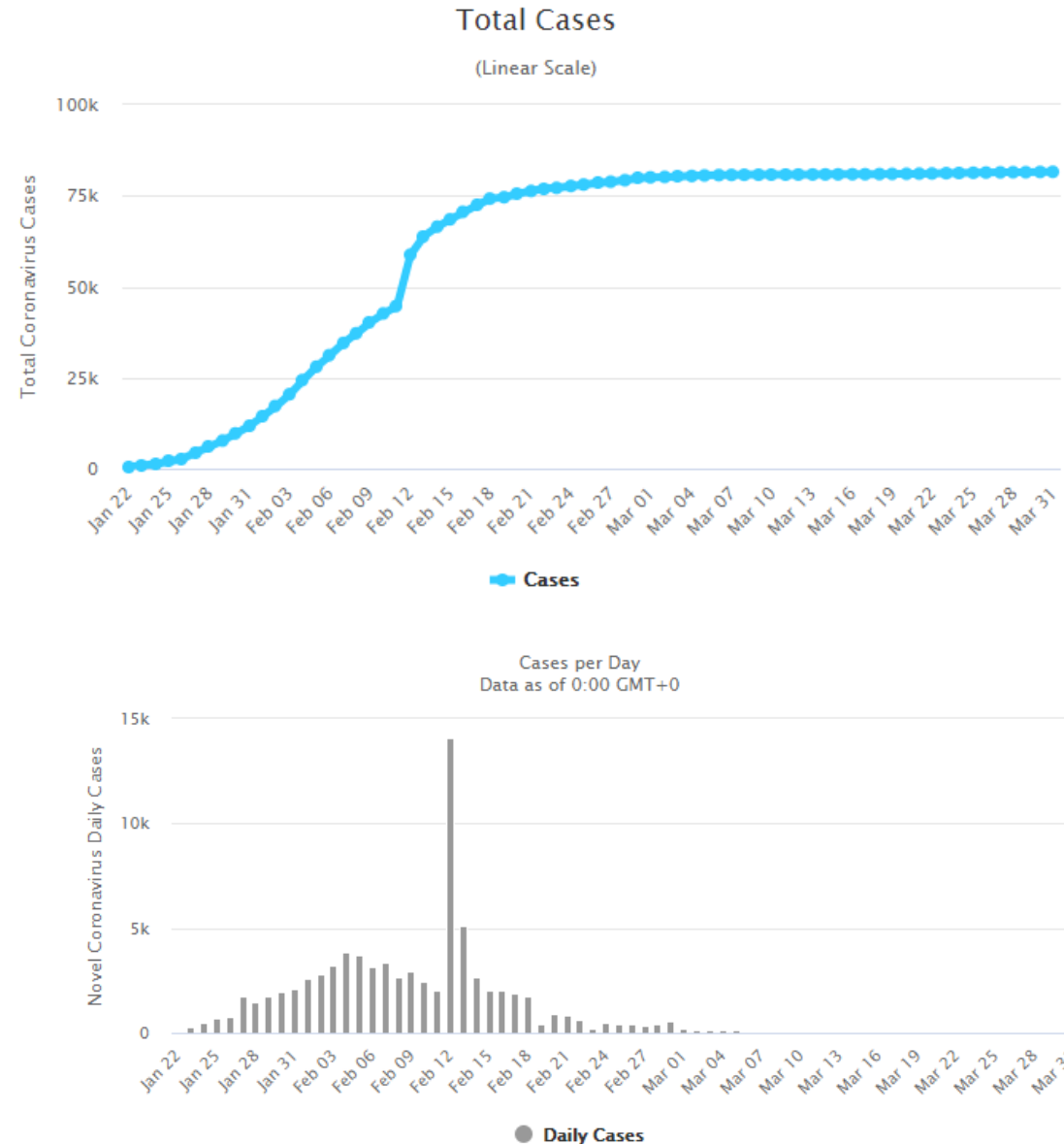
Containment and mitigation measures



COVID-19 in China

Current Situation:

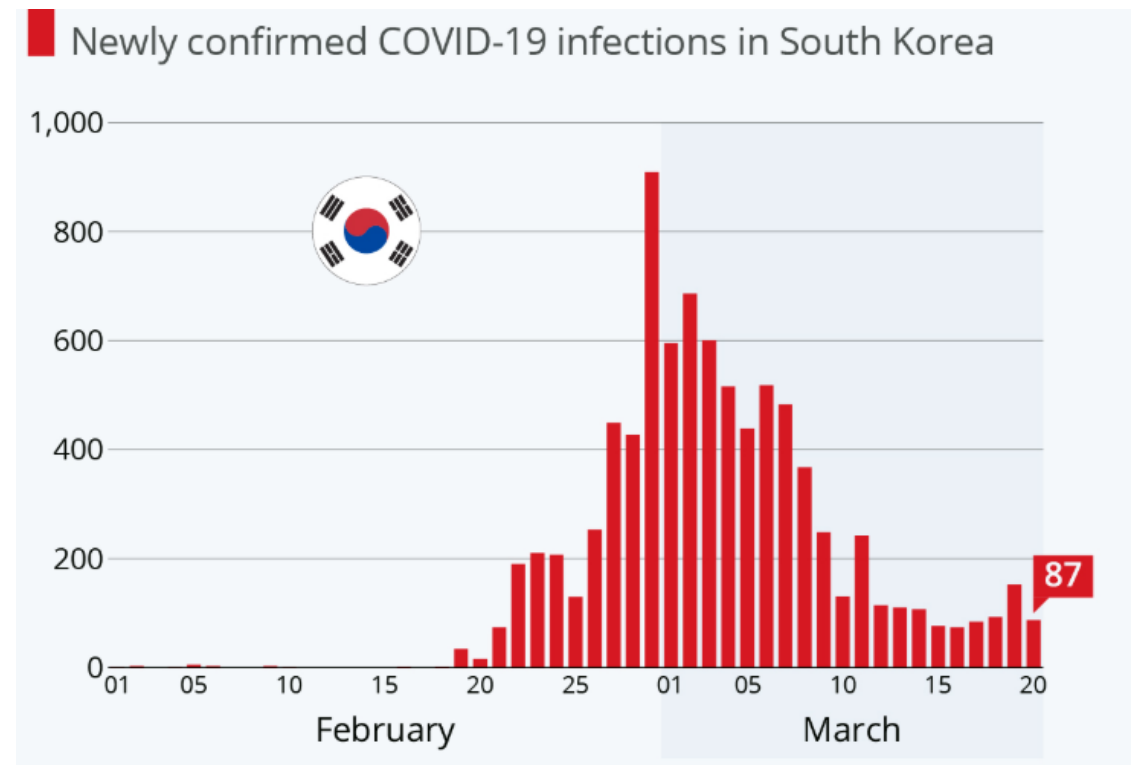
- 83,361 confirmed cases
- 3,361 reported deaths*
- 76,405 recovered
- Cumulative cases have been stabilized at ~80K
- Reported no new local infections as of March 18, 2020
- Recent uptick in cases in Hong Kong due to exported cases via international travel



COVID-19 in South Korea

Current Situation:

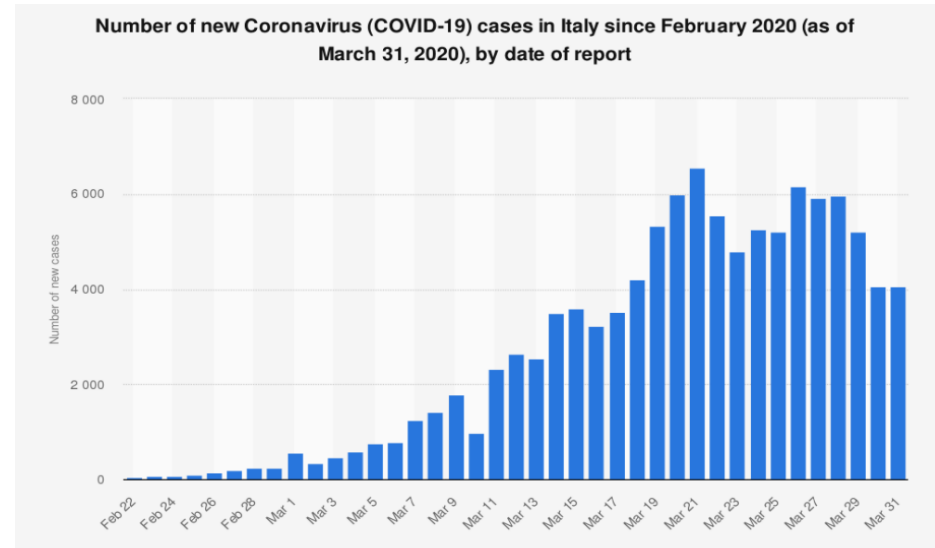
- 9,887 confirmed cases
- 165 deaths*
- 5,567 recovered
- Outbreak seems to be stabilized with continued declines in daily cases
- Curve was quickly flattened by:
 - *A prompt response*
 - *Wide-spread testing*
 - *Contact tracing, isolation and surveillance*
 - *Cooperation and adherence from the public*



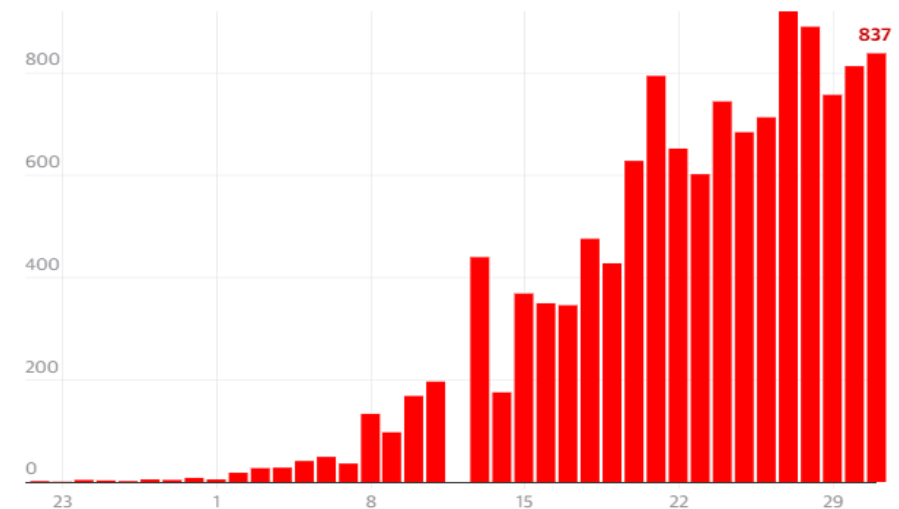
COVID-19 in Italy

Current Situation:

- 110,574 confirmed cases
- 13,551 reported deaths (12% death rate)
- 16,847 recovered
- Number of new cases recently plateaued
- Reported lowest number of weekly deaths (as of April 1, 2020)

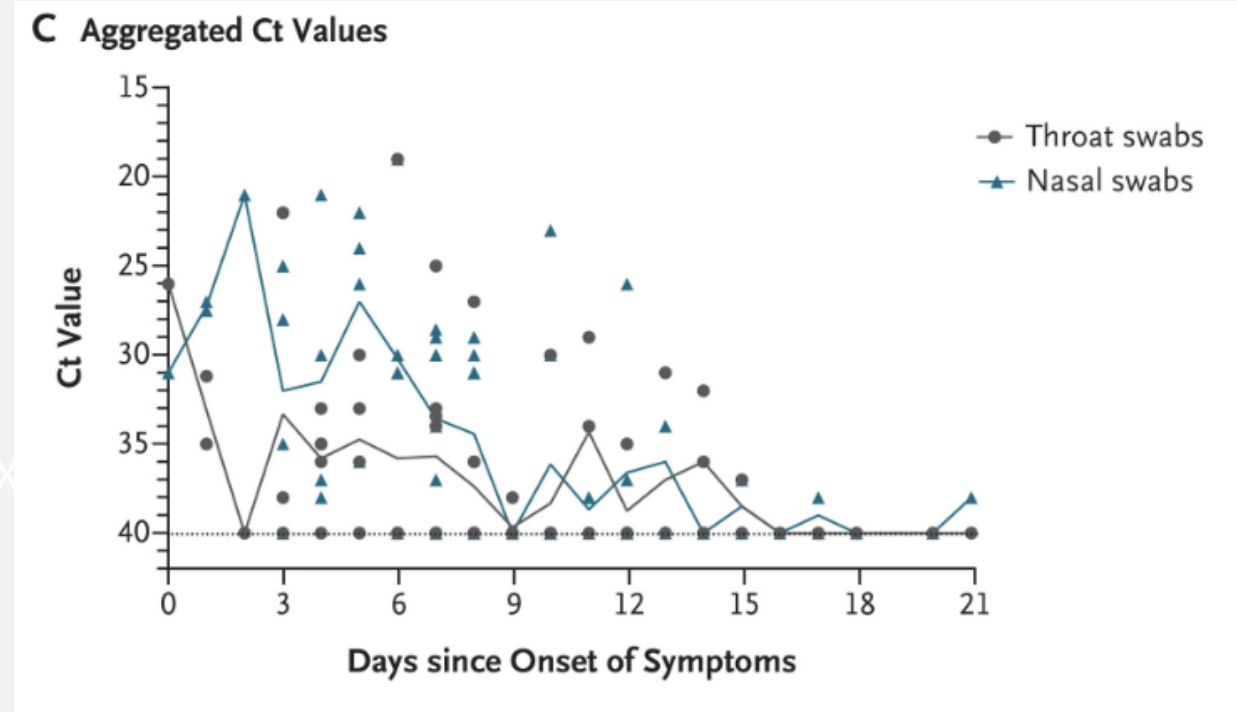


Italy: number of coronavirus deaths per day
Starting from day of first reported death



SARS-CoV-2: Early viral shedding and transmission control

- Higher viral loads detected soon after symptom onset, with higher viral loads detected in the nose than in the throat
- Early viral shedding resembles that of patients with influenza
- Viral shedding in both asymptomatic and symptomatic patients suggests asymptomatic or minimally symptomatic patients have high transmission potential



What is the risk of re-infection?

Limited data but re-infection appears unlikely

- Rhesus macaque model: no potential for SARS-CoV-2 re-infection in 2 macaques (Bao et al. ([BioRxiv pre-print paper](#)))
- However, 5-10% of recovered patients in Wuhan with repeated nasopharyngeal sampling had positive samples after several negative samples.
 - Unclear whether this might reflect sampling or true persistence or reinfection.

Key Takeaways

- **The COVID-19 pandemic is expanding and evolving**
- **United States, Western Europe severely affected at present**
- **Concern regarding South American and African countries**
- **African and Asian countries have moved rapidly on putting in place mitigation measures**
- **There are several success stories and many lessons learned that are informing our own response**

COVID-19 Resources

Additional Helpful Resources

- CDC: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
- Africa CDC: <http://www.africacdc.org/covid-19-and-resources>
- WHO: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>
- PubMed COVID-19 Resource Page: <https://www.ncbi.nlm.nih.gov/research/coronavirus/>
- Lancet, NEJM, Nature, and JAMA publications
- Preprint platforms: MedRxiv, BioRxiv
- <https://covidtracking.com/data/>

Thank you!

Status of COVID-19 at CUIMC



“that we here highly resolve that these dead shall not have died in vain—”

COVID-19 Pandemic Time line

December 29 – WHO warning about new SARS virus in Wuhan

January 21 - First cases in US (Seattle) and South Korea

NYP Memo:

February 4 December 2019 novel coronavirus in Wuhan - China reports thousands of infections with person-to-person transmission. 11 cases in 5 U.S. states (Ariz, Ca, Illinois, Mass and Washington).

CUIMC mobilizes: massive effort – ramp down of “non-essential” research – reconfiguring hospital – dealing with unprecedented clinical disaster – going to remote education – financial collapse – all within weeks

Evolving response to a worldwide Pandemic – PPE and testing limitations

- **March 2 NYP/Columbia's first patient - Italy reports soaring COVID-19 deaths.**
- **March 8 Begin reusing N95 masks.**
- **March 11 Nation-wide testing shortages [NBA suspends season and tests an entire team] testing not available for health care workers.**
- **March 12 COVID-19 declared pandemic**
- **March 20 Nation-wide PPE shortage - NYP "...we *do* have enough supply to give everyone in the organization one non-N-95 mask. If you are not a direct caregiver, we cannot guarantee a replacement, so please do not get it soiled or damaged."**
- **March 29 PPE shortage continues NYP "N95 respirator mask... can be reused between multiple patients over multiple shifts until visibly soiled, contaminated, or wet, or fails a fit check."**
- **March 31 Evolving policies - NYP Masks to be worn by ALL staff in the hospital**

The New York Times

Nurses Die, Doctors Fall Sick and Panic Rises on Virus Front Lines

The pandemic has begun to sweep through New York City's medical ranks, and anxiety is growing among normally dispassionate medical professionals.



By **Michael Schwartz**

Published March 30, 2020 Updated March 31, 2020



A supervisor urged surgeons at Columbia University Irving Medical Center in Manhattan to volunteer for the front lines because half the intensive-care staff had already been sickened by coronavirus.

“ICU is EXPLODING,” she wrote in an email.

A doctor at Weill Cornell Medical Center in Manhattan described the unnerving experience of walking daily past an intubated, critically ill colleague in her 30s, wondering who would be next.

Another doctor at a major New York City hospital described it as “a petri dish,” where more than 200 workers had fallen sick.

Two nurses in city hospitals have died.

How South Korea succeeded while USA failed

- South Korea succeeded because from day 1 they tested everybody – identified contacts of those who were positive – tested them (including asymptomatic) – isolated RNA positives – and saved lives
- US has not done adequate testing
- Why not? CDC, FDA, HHS, and others put up road blocks
- *United States continues to follow the Italian model not the South Korean model*

COVID-19 tests could be done in CUIMC research labs: but not for patient care

RT-PCR test tells if you are infected and possibly contagious

Antibody tests tells if you have been infected and may be immune

- Many research labs have PCR machines to do the COVID-19 test but are not certified to provide test results to patients
- Each PCR machine can run ≥ 100 -500 tests per day
- PCR reagents are readily available and inexpensive
- Don't need specialized swabs – 200 swabs from CVS costs \$10
- Official lab at CUIMC can do up to 1200 tests per day not enough to test symptomatic or asymptomatic faculty and staff
- In order to know who may be contagious (RT-PCR) or who may be able to return safely to work (antibody test) is by TESTING

**ICU physician at NYP
40 y/o mother of 2 infected with COVID-19
PPE shortage**

“I’m SO MAD because I followed all of the hospital PPE guidelines... Then they ran out of masks. Now we wear a single N95 the whole freaking day and here’s the kicker — impossible to find the face shields that go over it to protect your eyes.”

Wuhan, China



华中科技大学附属
协和医院党委宣传部

New York, NY PPE shortage



“I thought about this yesterday. Basically the policy will make implementation of isolation useless. Think about the number of health care workers that continue to circulate in the community. We continue to spread this thing and worst of all among healthcare workers. That is why doctors and nurses are intubated in our ICUs.

Unless the hospitals institute full testing and proper full body protection for everyone we will be like Italy on a larger scale. The only reason Wuhan was able to stop spread was they used proper protection for health care workers.

Everyone talks about the success of the dramatic lockdown in Wuhan but it was in conjunction with proper *testing* of health care workers and *protection*.”

Research community at Columbia mobilizes to understand and treat COVID-19

- New methods for COVID-19 testing
- Discovering SARS-CoV-2 signaling pathways that can be drug targets
- Screening drugs in cell and animal models
- Vaccine development
- Genetic data bases
- Biobanking tissues
- Engineers solving PPE problems

Engineers solve face mask problem

 **Columbia Otolaryngology** @ColumbiaOto · Mar 28

Face Shield designed in collaboration by Columbia Engineering @CUSEAS, College of Physicians and Surgeons @ColumbiaPS, including our own Jeff Kysar, PhD and Anil Lalwani, MD, now helping protect front line staff from COVID! #COVID—19 #PPE

[Show this thread](#)



Scientists at Columbia University share data on COVID-19 Research

Time	Presenter	Title
8:25 AM	Andrea Califano & Andy Marks	Introduction
8:30 AM	David Ho	Characterizing and isolating antibodies from convalescent patients
8:45 AM	Ian Lipkin	Diagnostics, therapeutics and social engagement at MSPH
9:00 AM	Donna Farber	In vitro and In vivo models to study SARS-Cov2 infection
9:15 AM	Andrea Califano	Targeting Master Regulators of coronavirus infection
9:30 AM	Magda Sobieszczyk and Michael Yin	Update on COVID-19 related clinical trials
9:45 AM	Raul Rabadan	Recombination and lineage-specific mutations led to the emergence of SARS-CoV-2
10:00 AM	Jingyue Ju	Nucleotide Analogues as Inhibitors of SARS-CoV-2 Polymerase
10:15 AM	Eldad Hod, Kevin Roth, Wendy Chung	Building Biorepositories from Scratch in the Midst of a Crisis
10:30 AM	Break	
10:45 AM	Ira Tabas	Effects of SARS-CoV-2 on Alveolar Epithelial Cells and Macrophages
11:00 AM	Sagi Shapira	Experimental and computational interrogation of CoV protein functions
11:15 AM	George Hripcsak	International observational research on COVID-19
11:30 AM	Sarah Rossetti	Scaling up for Surge Capacity and COVID-19 Patient tracking in the EHR: Leveraging Healthcare process modeling
11:45 AM	Lunch Break	
12:00 PM	Xinchen Wang and David Goldstein	Transcriptional inhibition of viral entry proteins as a therapeutic strategy SARS CoV 2
12:15 PM	Matteo Porotto and Anne Moscona	Entry inhibitor peptides for SARS-CoV-2
12:30 PM	Hans Snoeck	Viral modeling using hPSC-derived lung organoids
12:45 PM	Noemie Elhadad	CovidWatcher: a citizen-science platform for tracking impact of the pandemic.
1:00 PM	Alex Chavez and Rodney Rothstein	Multiplexed antiviral drug discovery
1:15 PM	Vincent Racaniello	TBD
1:30 PM	Adjourn	Human immune system mouse models ready for adaptation to COVID-19 research

A public health emergency requires extraordinary measures

- In the absence of a national strategy for handling the COVID-19 pandemic the crisis needs to be addressed in a thoughtful scientific and clinical manner at the local level.
- The University has a responsibility to protect its community from knowable risks.
- **PPE, PPE, PPE.** All frontline health care workers need full PPE protection as in Wuhan (disposable full body suits, N95 masks, face masks, decontamination showers). Proven to decrease risk of COVID-19 infection.
- Clinical trials and translational/basic science **research** should be encouraged and approval processes accelerated as needed.
- **Testing, Testing, Testing** – *everybody* who works at CUIMC and NYP should have RT-PCR and serological testing – if this cannot be achieved using the existing capacity then in-house expertise at CUIMC should be allowed to perform testing during this pandemic. This is supported by all of the Basic Science Chairs.

What can I do?

- If you are in the law school figure out how labs like mine can legally run COVID-19 tests – find a disaster response law?
- If you are an artist figure out how to make masks and gowns out of different materials
- If you are a historian or sociologist find out how NYC dealt with the 1918 flu pandemic – what lessons did we learn?
- If you are a student mobilize to get food to health care workers in the hospital (without exposing yourself!!) working long shifts who can't eat (hospital cafeterias closed)
- If you are a CU leader – mobilize CU's vast intellectual, creative power to address the pandemic
- If you are a University Trustee encourage industry to make PPE and test reagents

Dear Andy,

Sent: Friday, April 3, 2020 7:16 AM

To: Andrew R. Marks

BREAKING NEWS

I am trying to get these coveralls from China through friends. Please let me know if NYP can use them.

Best,

[REDACTED]

Fri 4/3/2020 7:27 AM

Hi there -- thanks for reaching out.

Actually, coveralls are not part of the PPE bundle we're using.

May not be of use at the moment.

Take care --

[REDACTED]

Fri 4/3/2020 7:39 AM

Dear

Thanks. These overalls made difference in China Wuhan to protect health care workers. If we donate to NYP, can they be used?

Best,

[REDACTED]



On Apr 3, 2020, at 8:26 AM, Marks, Andrew R. <arm42@cumc.columbia.edu> wrote:

Dear [REDACTED]

These suits are EXACTLY the right ones - you are fantastic - [REDACTED]

Andy

Fri 4/3/2020 8:33 AM
Marks, Andrew R. ✓

Dear Andy,


Got it. I am mobilizing people and will get them ASAP!

Best,

Basic type description

1200 series

Coverall with hood, zipper at front opening covered by flap, elasticated cuffs, ankle, hood and waist. Taped seams.
Fabric:
Polypropylene, polyethylene, 65 g/m², art. 'SF-65'



Variations description

No variations

Sizes

From S to XXXL

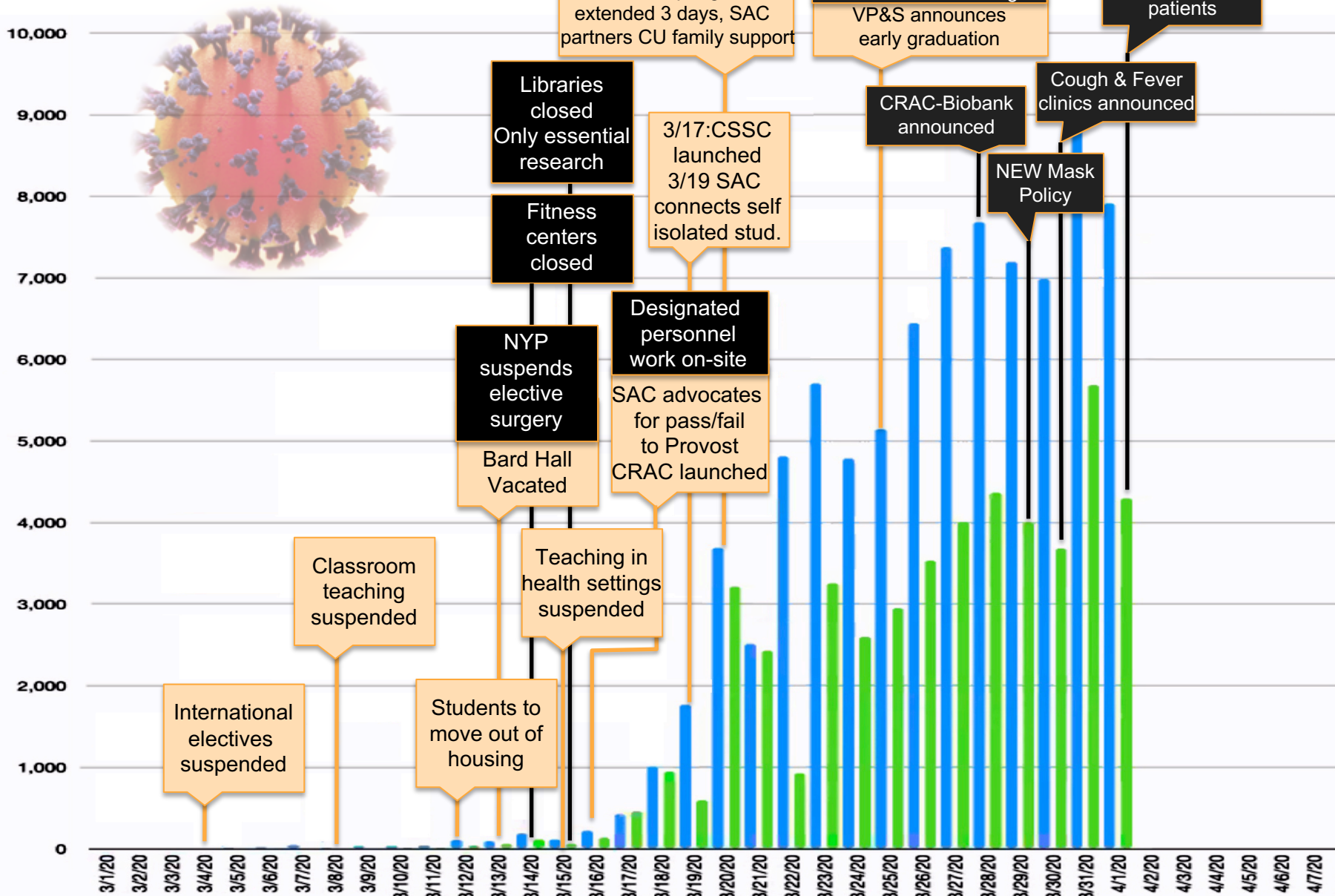
Standards

EN ISO 13688:2013	Protective clothing - general requirements
EN ISO 13982-1:2004 +A1:2010	Protective clothing for use against solid particulates - Part 1: Performance requirements for chemical protective clothing providing protection to the full body against airborne solid particulates
EN 13034:2005+A1:2009	Protective clothing against liquid chemicals - Performance requirements for chemical protective clothing offering liquid protective performance against liquid chemicals
EN 1149-5:2008	Protective clothing - Electrostatic properties - Part 5: Material performance and design requirements
EN 14126:2003+AC:2004	Protective clothing - Performance requirements and tests methods for protective clothing against infective agents

Wuhan PPE

COVID-19 New Confirmed Cases

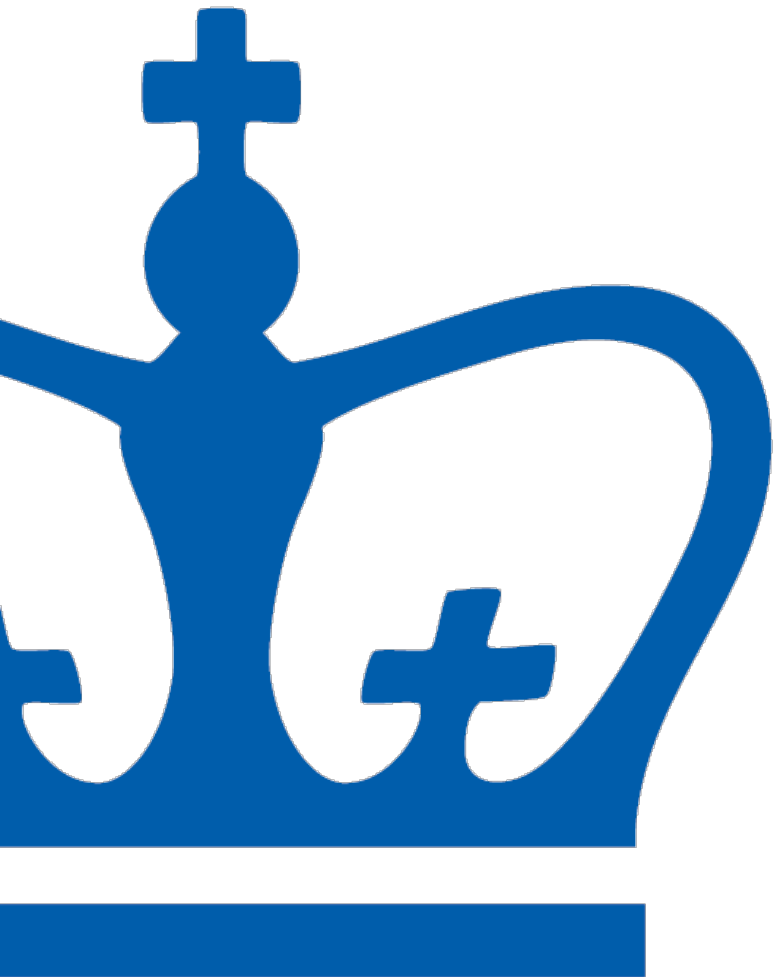
New York: March/April 2020



Research Officers Committee (ROC) Issues Related to COVID-19

Daniel Wolf Savin, Chair
Manuela Buonanno, Vice Chair

03 April 2020



Overview

- Health and Safety
- Timely Reappointments
- Grants Requiring Deliverables
- Effort Reporting
- Salary Support Past Grant Anniversary Date
- Delayed Proposal Submissions and Decisions
- Extending Appointments

Health and Safety - General

More needs to be done to insure the health and safety of ROs

- Some non-essential ROs have been instructed by their PIs to continue working in their labs.
- ROs are not being informed if they have been in contact with a confirmed case of COVID-19.
- ROs are not being informed if they worked in a location with a confirmed case of COVID-19

How does CU plan to address these and similar issues?

Health and Safety - CUIMC

There are unique needs for ROs at CUIMC

- One non-N95 mask supposedly available per person; but no replacements for non-clinical staff (3/20).
- All staff must wear mask onsite, even if not patient-facing; only one surgical mask provided (3/25).
- Constantly changing redeployment policy is redistributing non-clinical staff to clinical roles.
- NYP requesting CU RO volunteers for patient transport, specifically postdocs.
- NYP offers bonuses to CU patient-facing/support staff (does this apply to ROs on visas?)

How will the appropriate PPE be provided to ROs?

Timely Reappointments

Failure to reappoint ROs on schedule leads to

- Loss of employment status.
- Suspension of salary payments.
- Loss of health benefits.
- Loss of visa status (must self-deport in 30-days).
- Deactivation of uni, CU email, etc.

How will CU ensure that this does not happen?

Grants Requiring Deliverables

Some grants disburse funding based on deliverables that cannot be met during the current pandemic

- Scaling back the project deliverables can lead to a shortage in salary funds.

How can the employment and salary for these ROs be covered?

Effort Reporting

Federal policy allows salary to be charged to a grant only for activities related to that grant

- Many ROs are unable to carry out the supported research from their home.
- Federal policy requires that salary for these ROs come from a non-sponsored source.

How can the employment and salary for these ROs be covered?

Salary Support Past Grant Anniversary Date

Grants become frozen on their anniversary date if agency approval to continue is not received

- Current funds at CU can no longer be spent.
- Next year's funds have not yet arrived at CU.
- IPASS provides an internal 90 days extension.
- It is not clear if agencies will be able to provide the approval and next year's funds on a timely basis.

How will the employment and salary be covered for ROs supported by these grants?

Delayed Proposal Submissions and Decisions

ROs are typically employed on a grant-to-grant basis and depend on continually submitting new proposals

- Proposal due dates at many agencies are being delayed.
- It is likely that proposal decisions and awards will also be delayed.
- Delays in submission, decision, and award dates could lead to funding gaps.

How will the employment and salary be covered for ROs to be supported by these grants?

Extending appointments

The positions of some ROs are coming to a natural end, but they are or will be unable to find a new job

- Loss of employment.
- Loss of health benefits.
- Loss of visa status (must self-deport in 30-days).
- Postdocs, in particular, have little in savings to tide them through a period of unemployment.

Can CU do anything for these ROs whose positions are coming to a natural end?

Questions

Thank you for your attention.



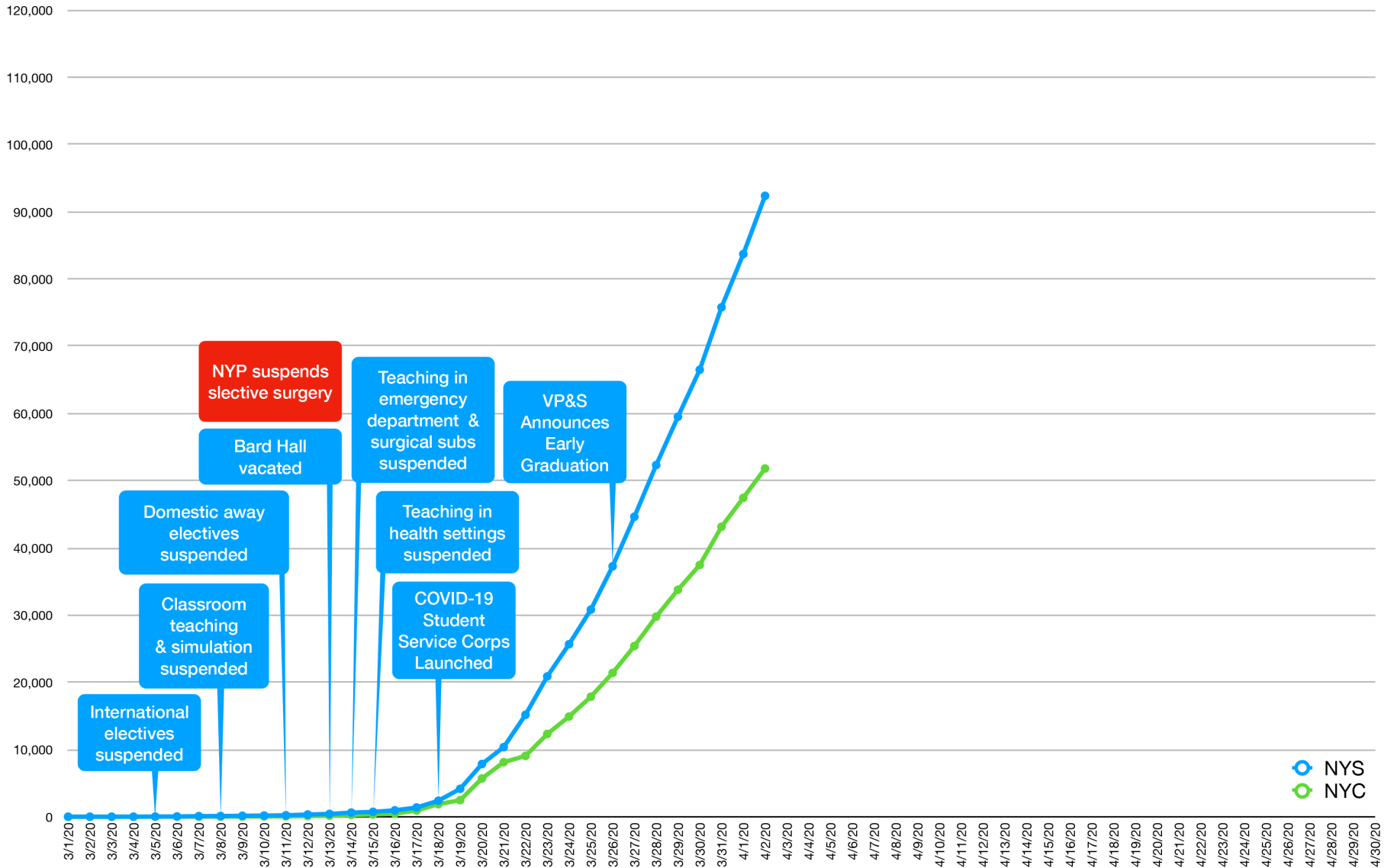
COVID-19 STUDENT SERVICE CORPS

April 3, 2020

Faculty Co-Chairs: Jonathan Amiel, Marina Catalozzi, Urmi Desai, and Stephanie Grilo
Student Co-Chairs: David Edelman and Sarah Soo-Hoo

COVID-19 Confirmed Cases

New York: March/April 2020



COVID-19 Student Service Corps (CSSC)

- **Context**

- 1,002,159 confirmed cases of COVID-19 worldwide
 - 92,381 in NYS
 - 51,809 in NYC
- Health systems rapidly transforming to optimize workforce and critical care capacity
- Education programs in the health professions shifting to accommodate new realities of clinical environments
- **Mission:** To support health systems, their patients, and workforce through the COVID pandemic through interprofessional service-learning projects

Service Learning in CSSC

Educational experiences that involve:

- 1) Service to the community in activities that respond to community-identified concerns
- 2) Preparation

<< Participation in Activity >>

- 3) Reflection on the relationships between participation in the activity, formal curriculum, and health professions students' roles as citizens and medical professionals.

COVID-19 STUDENT SERVICE CORPS

NEW CHAPTER TOOLKIT



@CSSCNATIONAL
cssc@cumc.columbia.edu

GET STARTED

CSSC Mission

The COVID-19 Student Service Corps (CSSC) was founded in order to support health systems facing the COVID-19 pandemic and their patients, workforce, and communities through interprofessional student service-learning projects.

Sample Service Projects

-  Telemedicine & Hotline Support
-  Patient Education & Provider Digests
-  Mental Health & Well-being
-  Patient Outreach & Hospital Support

Form an Oversight Committee

1

Develop Mission and Partnerships

2

Identify health system needs

Recruit Faculty and Student Volunteers

3

Develop Systems for Feedback

4

Engage in Service-Learning & Reflection

5

HEALTHCARE SYSTEMS & COMMUNITY



OVERSIGHT COMMITTEE



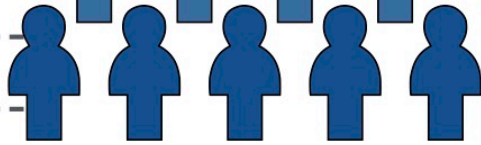
PROJECT LEADERS



COORDINATORS



VOLUNTEERS



GUIDING PRINCIPLES

- Healthcare System Needs
- Service-Learning Model
- Student and Faculty Co-Leadership
- Interprofessional collaboration
- Remote Engagement

Service-Learning Principles

Service-learning projects respond to community-identified concerns and through reflection, encourage students to develop needed knowledge, skills and context for future practice.

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Form an Oversight Committee

1

Develop Mission and Partnerships

2

Identify health system needs

Recruit Faculty and Student Volunteers

3

Develop Systems for Feedback

4

Engage in Service-Learning & Reflection

5

HEALTHCARE SYSTEMS & COMMUNITY



OVERSIGHT COMMITTEE



PROJECT LEADERS



COORDINATORS



VOLUNTEERS



GUIDING PRINCIPLES

- Healthcare System Needs
- Service-Learning Model
- Student and Faculty Co-Leadership
- Interprofessional collaboration
- Remote Engagement

COVID-19 STUDENT SERVICE CORPS

NEW CHAPTER TOOLKIT





@CSSCNATIONAL
cssc@cumc.columbia.edu

GET STARTED

CSSC Mission

The COVID-19 Student Service Corps (CSSC) was founded in order to support health systems facing the COVID-19 pandemic and their patients, workforce, and communities through interprofessional student service-learning projects.

Sample Service Projects

-  Telemedicine & Hotline Support
-  Patient Education & Provider Digests
-  Mental Health & Well-being
-  Patient Outreach & Hospital Support

Form an Oversight Committee

1

Develop Mission and Partnerships

2

Identify health system needs

Recruit Faculty and Student Volunteers

3

Develop Systems for Feedback

4

Engage in Service-Learning & Reflection

5

HEALTHCARE SYSTEMS & COMMUNITY



OVERSIGHT COMMITTEE



PROJECT LEADERS



COORDINATORS



VOLUNTEERS



GUIDING PRINCIPLES

- Healthcare System Needs
- Service-Learning Model
- Student and Faculty Co-Leadership
- Interprofessional collaboration
- Remote Engagement

Service-Learning Principles

Service-learning projects respond to community-identified concerns and through reflection, encourage students to develop needed knowledge, skills and context for future practice.

Two Weeks Ago



Students



Projects



School

Eight days of progress...

March 18th



Students



Projects



Schools &
Programs



March 26th

>1,200

Students



Projects



Schools &
Programs



Global
Collaborations



COVID-19 Pandemic Update

May 1, 2020

Wafaa El-Sadr, MD, MPH, MPA
Director, ICAP at Columbia



ICAP

Empowering Health
Columbia University
Mailman School
of Public Health

Outline

- **Status of the Pandemic**
- **Disparities in Impact**
- **Principles for Epidemic Response**
- **Way Forward**

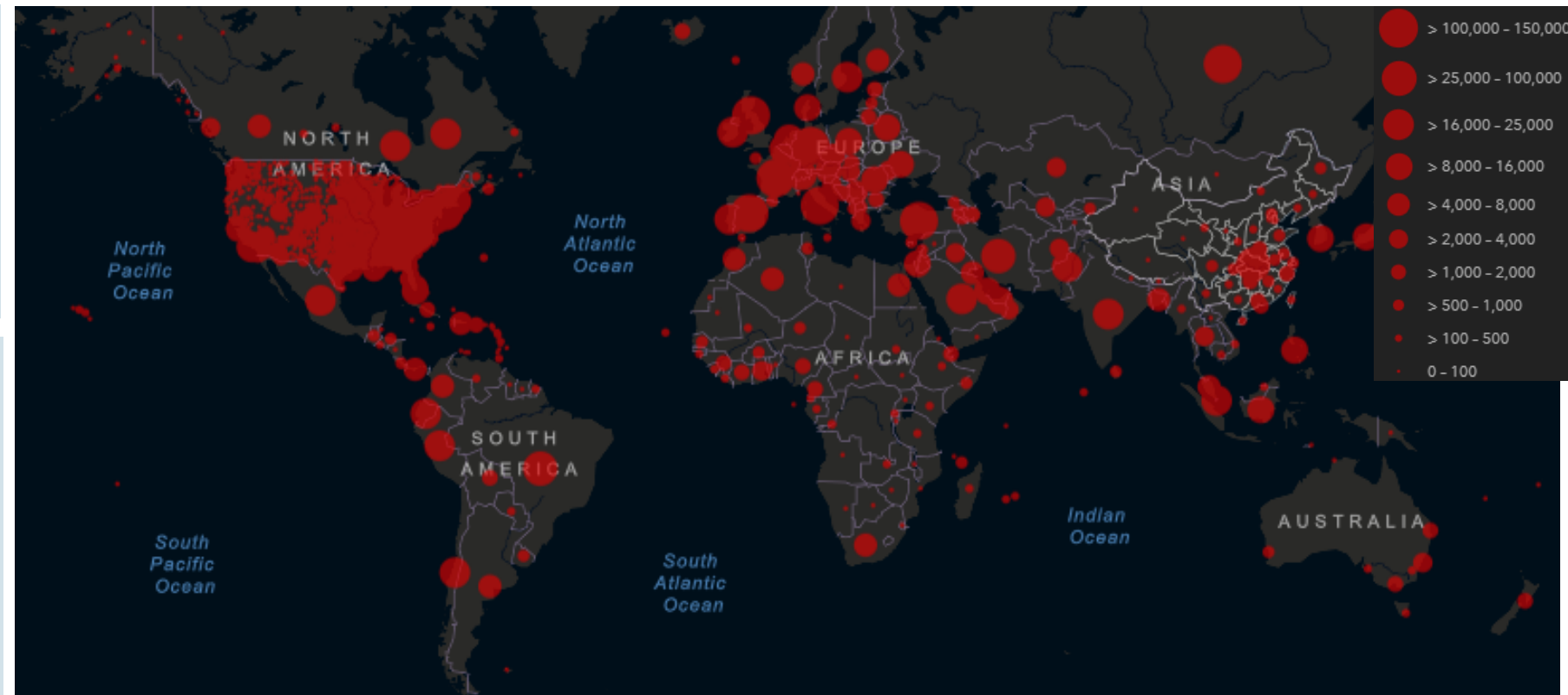
COVID-19 Global Snapshot

As of April 30th:

- **3,255,454** confirmed cases globally
- **231,415** reported deaths*
- **1,008,498** reported recoveries

By Region:

- **46%** in Europe
- **40%** in the Americas
- **6%** in the Eastern Mediterranean
- **5%** in the Western Pacific
- **2%** in South-East Asia
- **1%** in Africa



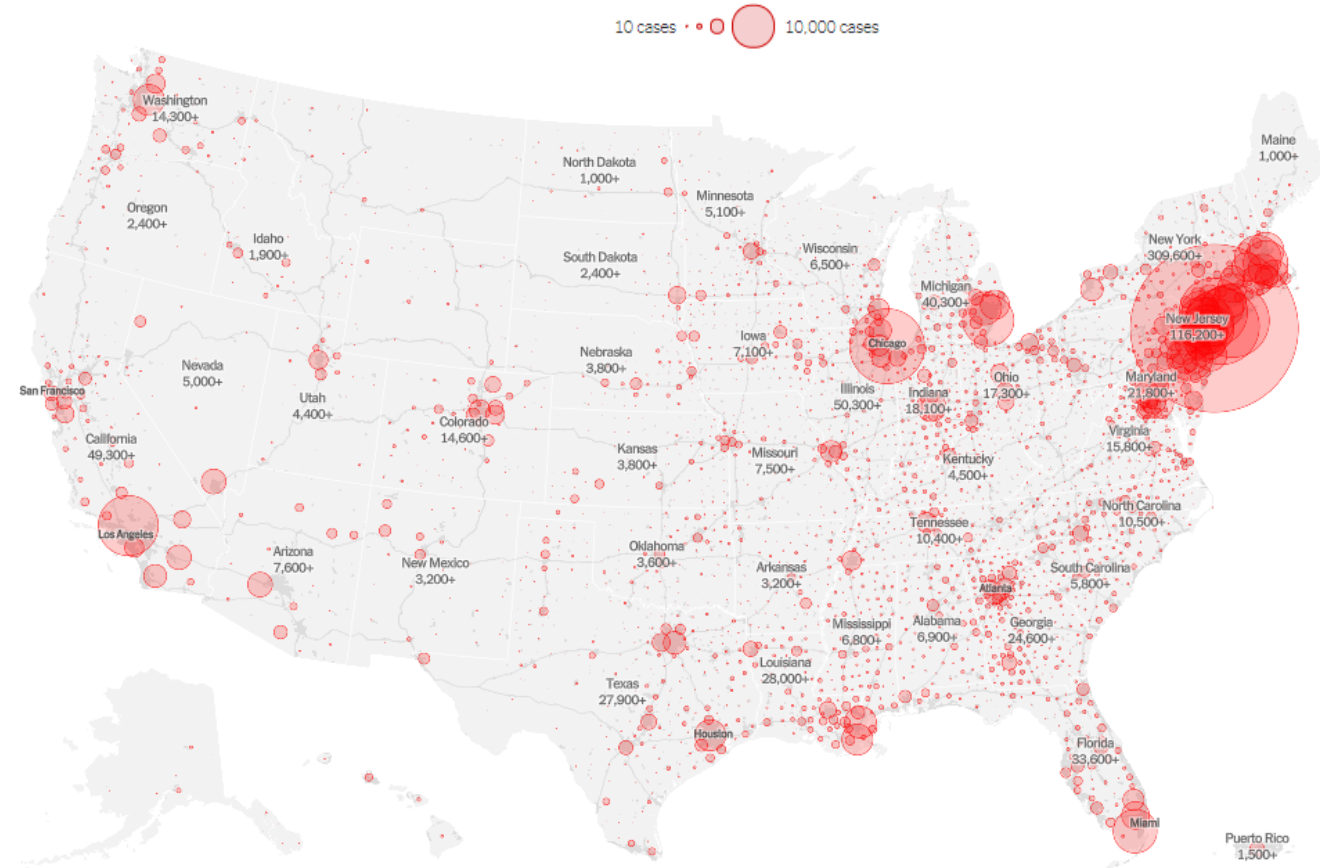
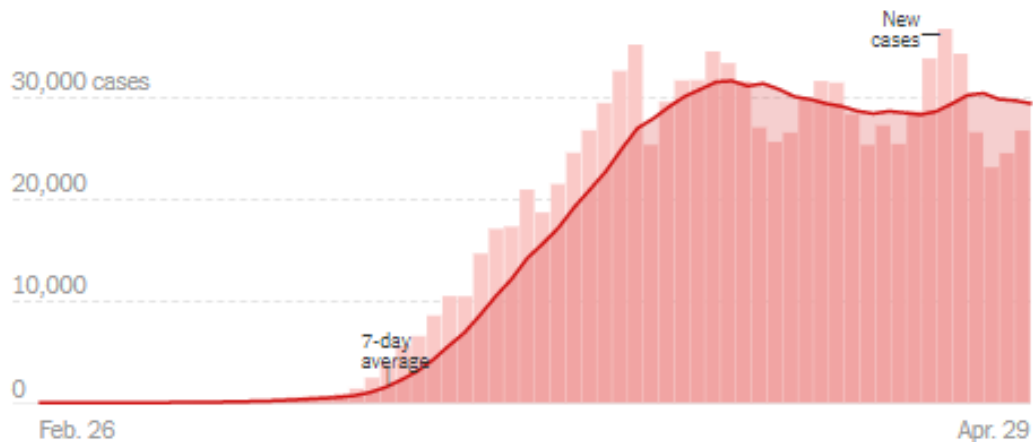
Top five: US, Spain, Italy, United Kingdom, France

COVID-19 in the US

Current Snapshot in US:

- 1,054,261 confirmed cases
 - 15% of cases in New York City
- 61,867 reported deaths

New reported cases by day in the United States

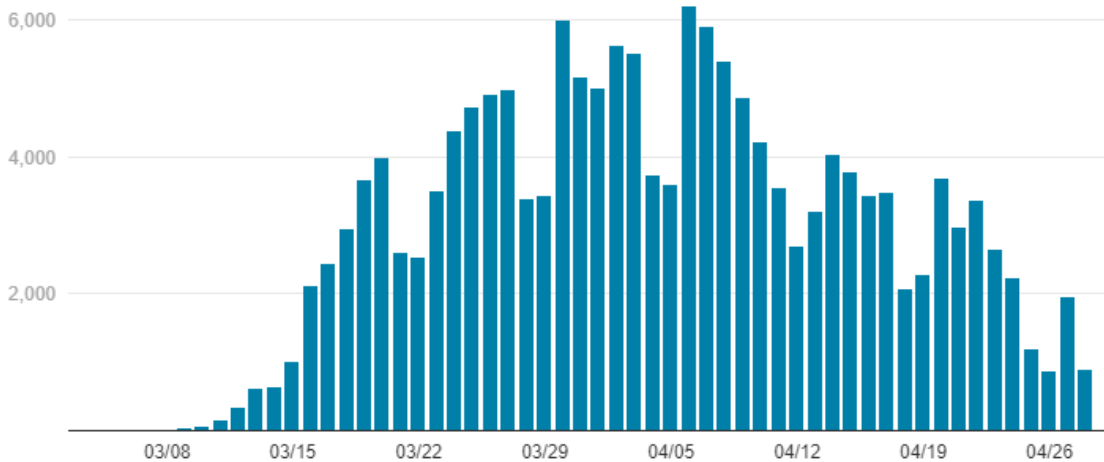


COVID-19 in NYC

Current Snapshot in NYC:

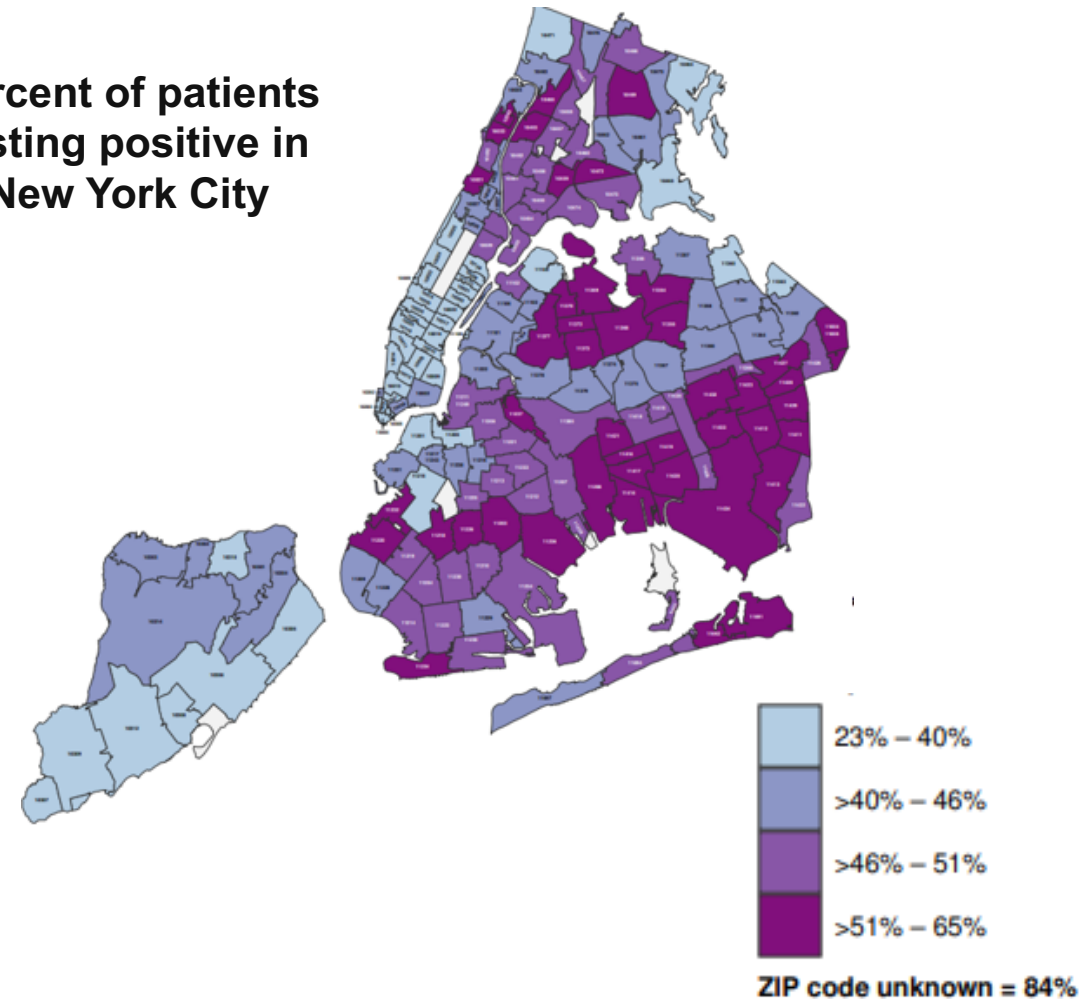
- 162,212 confirmed cases
 - 53% of total statewide cases
- 17,866 reported deaths*

Daily Positive Cases in New York City



*Due to delays in reporting, recent data are incomplete

Percent of patients testing positive in New York City



Racial and Ethnic Disparities

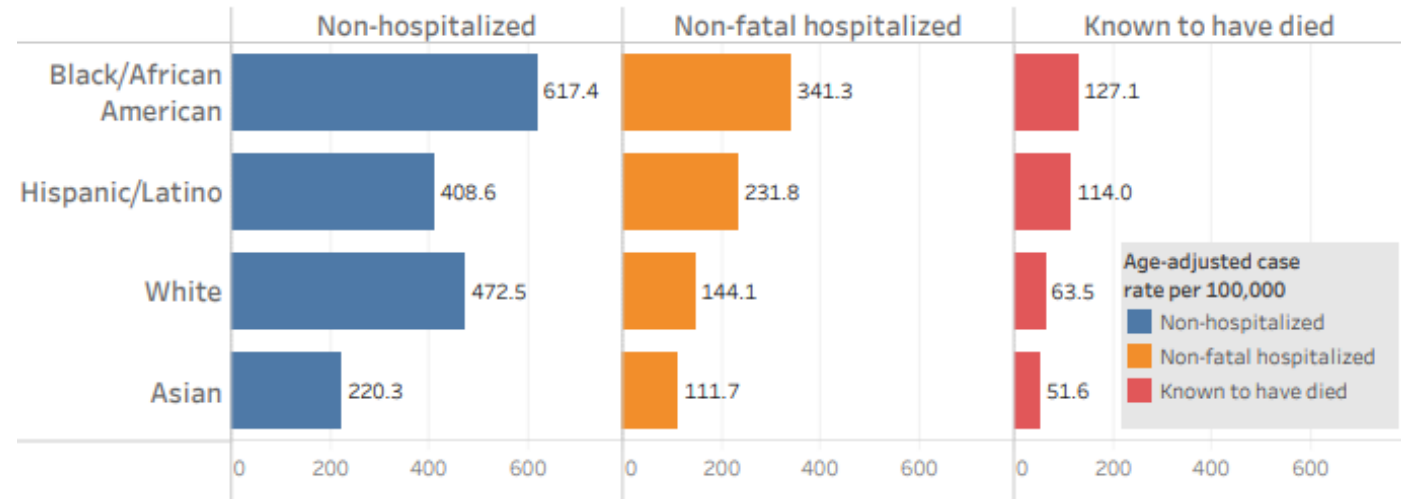
United States:

- **33% of those hospitalized are Black/ African American,** though they constitute only 13% of the U.S. population

New York City:

- Data show that Black and Latino people are **twice as likely** to die from COVID-19

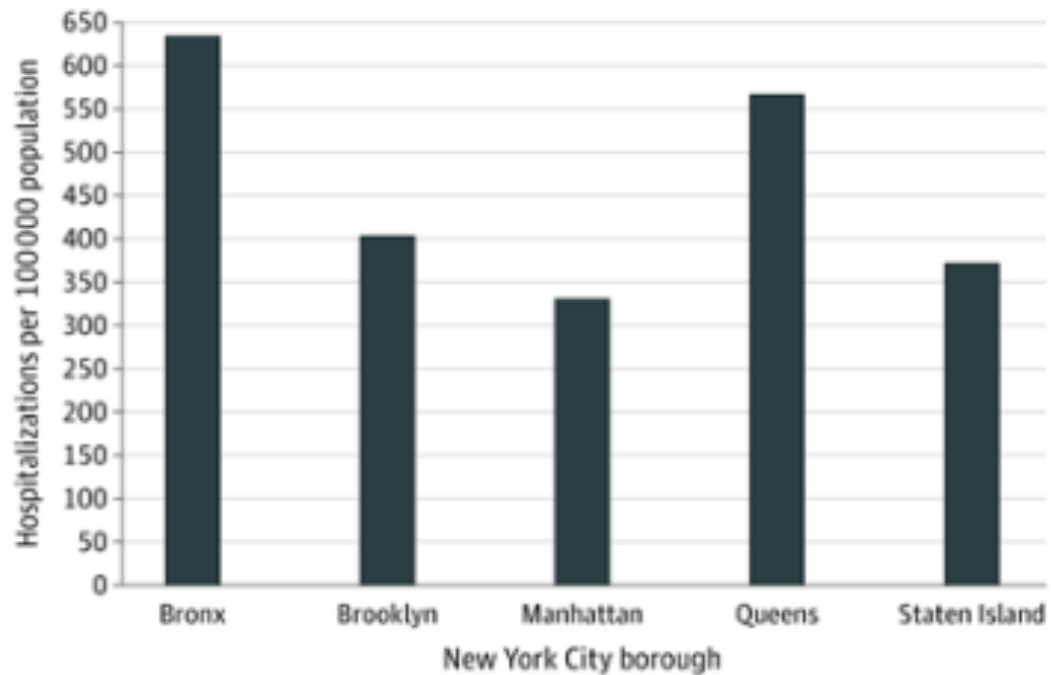
Rates of Cases, Hospitalizations and Deaths by Race/Ethnicity Group in NYC



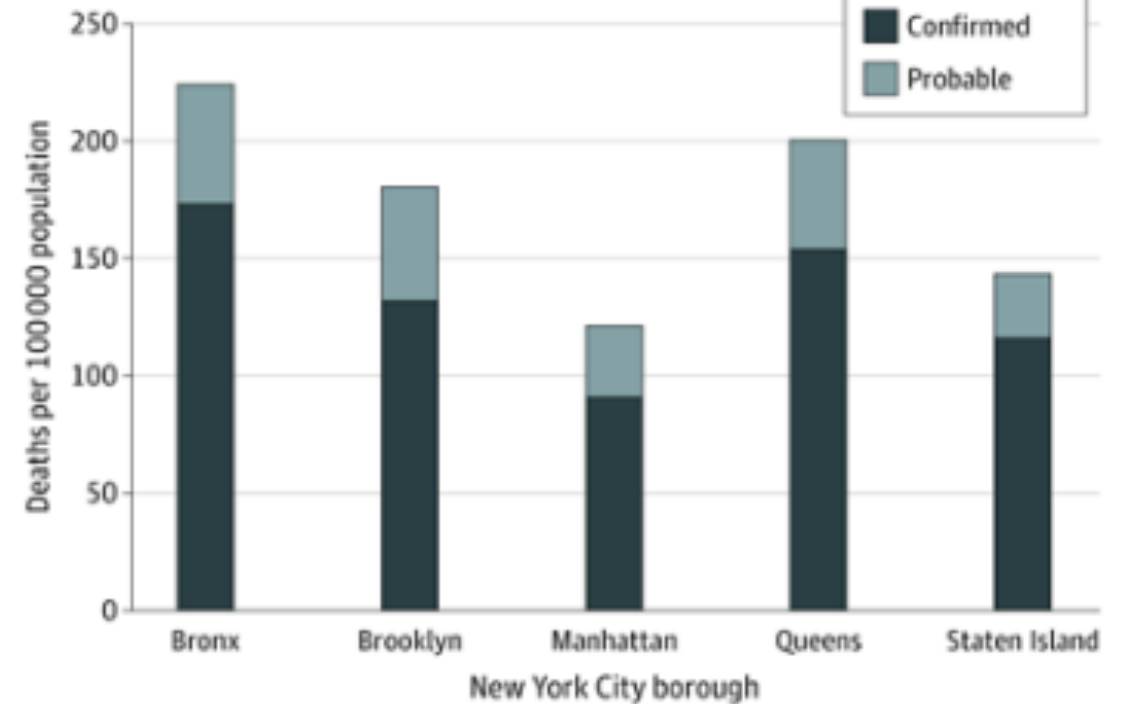
Geographic Disparities in NYC

Rates of Coronavirus Disease 2019 (COVID-19) Hospitalizations and Deaths by New York City Borough

A Patient hospitalizations per 100 000 population



B Deaths per 100 000 population



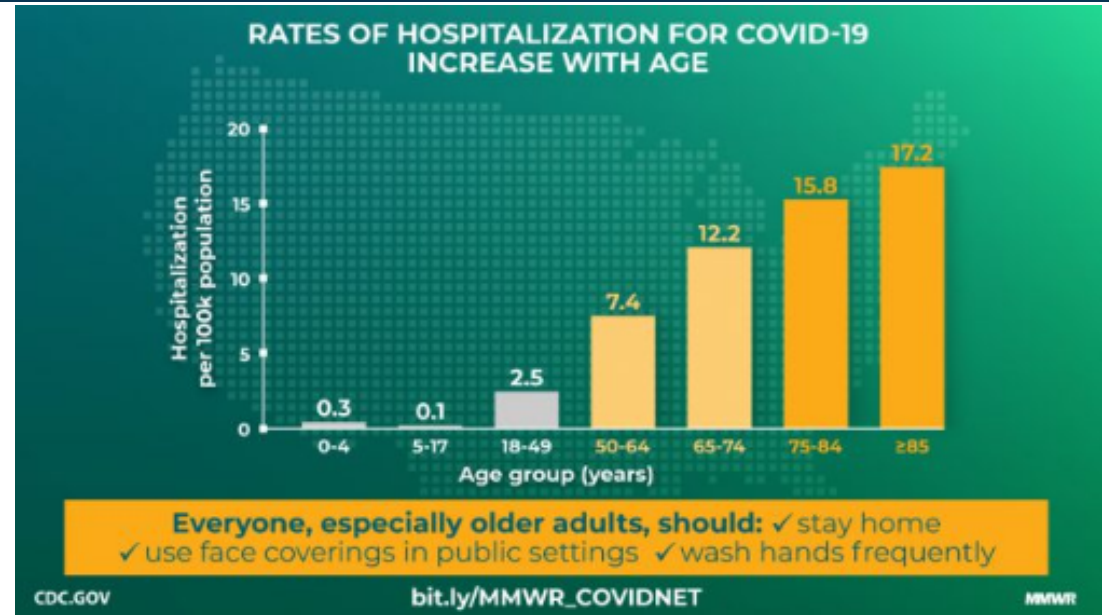
COVID-19 among Older Adults

United States:

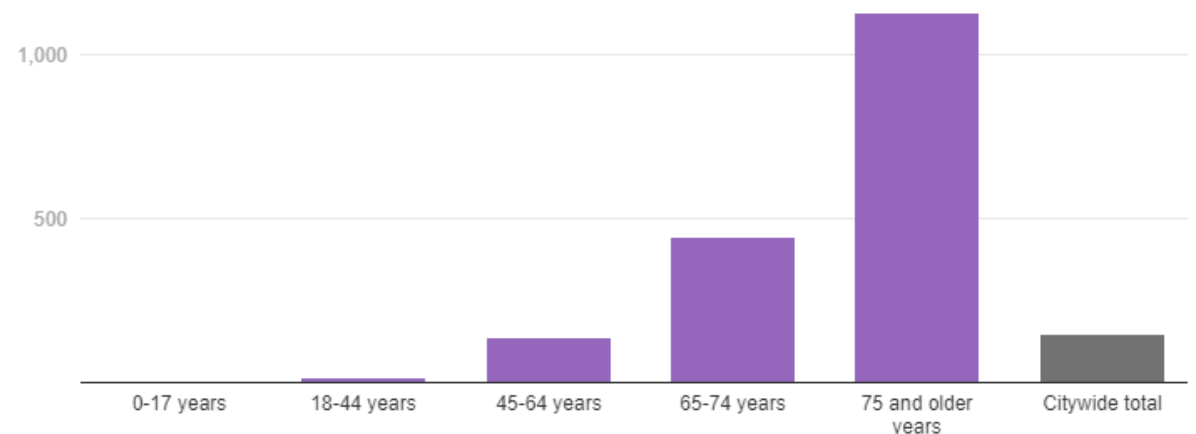
- **8 out of 10 deaths** reported in the U.S. have been in adults 65 years old and older

New York City:

- Those 75 and older have the **highest rates of infection, hospitalizations, and deaths** in NYC



Death Rate by Age in NYC (per 100,000 people)



COVID-19 in individuals with pre-existing health conditions

United States:

- **71% of patients hospitalized with COVID-19 and 78% of those admitted to intensive care units** had pre-existing conditions or risk factors

New York City:

- **88% of hospitalized patients** had at least 2 chronic health conditions (n=5,700)

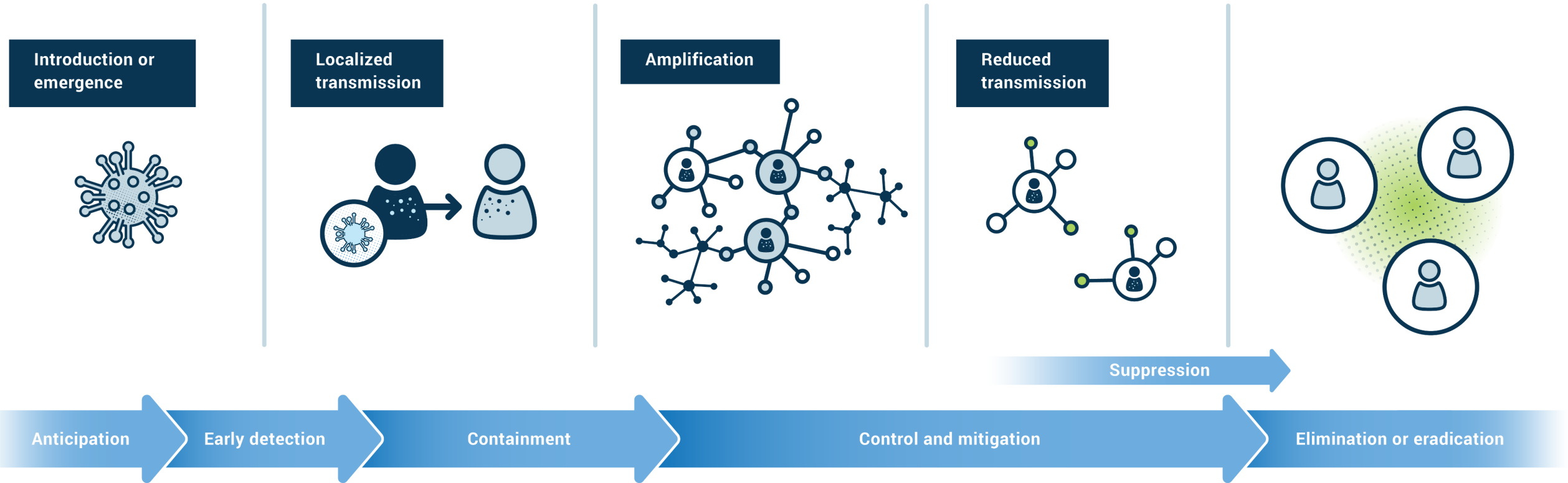
TABLE 2. Hospitalization with and without intensive care unit (ICU) admission, by age group among COVID-19 patients aged ≥ 19 years with and without reported underlying health conditions — United States, February 12–March 28, 2020*



Age group (yrs)	Hospitalized without ICU admission, No. (% range [†])		ICU admission, No. (% range [†])	
	Underlying condition present/reported [‡]		Underlying condition present/reported [‡]	
	Yes	No	Yes	No
19–64	285 (18.1–19.9)	197 (6.2–6.7)	134 (8.5–9.4)	58 (1.8–2.0)
≥ 65	425 (41.7–44.5)	58 (16.8–18.3)	212 (20.8–22.2)	20 (5.8–6.3)
Total ≥ 19	710 (27.3–29.8)	255 (7.2–7.8)	346 (13.3–14.5)	78 (2.2–2.4)

Response Interventions

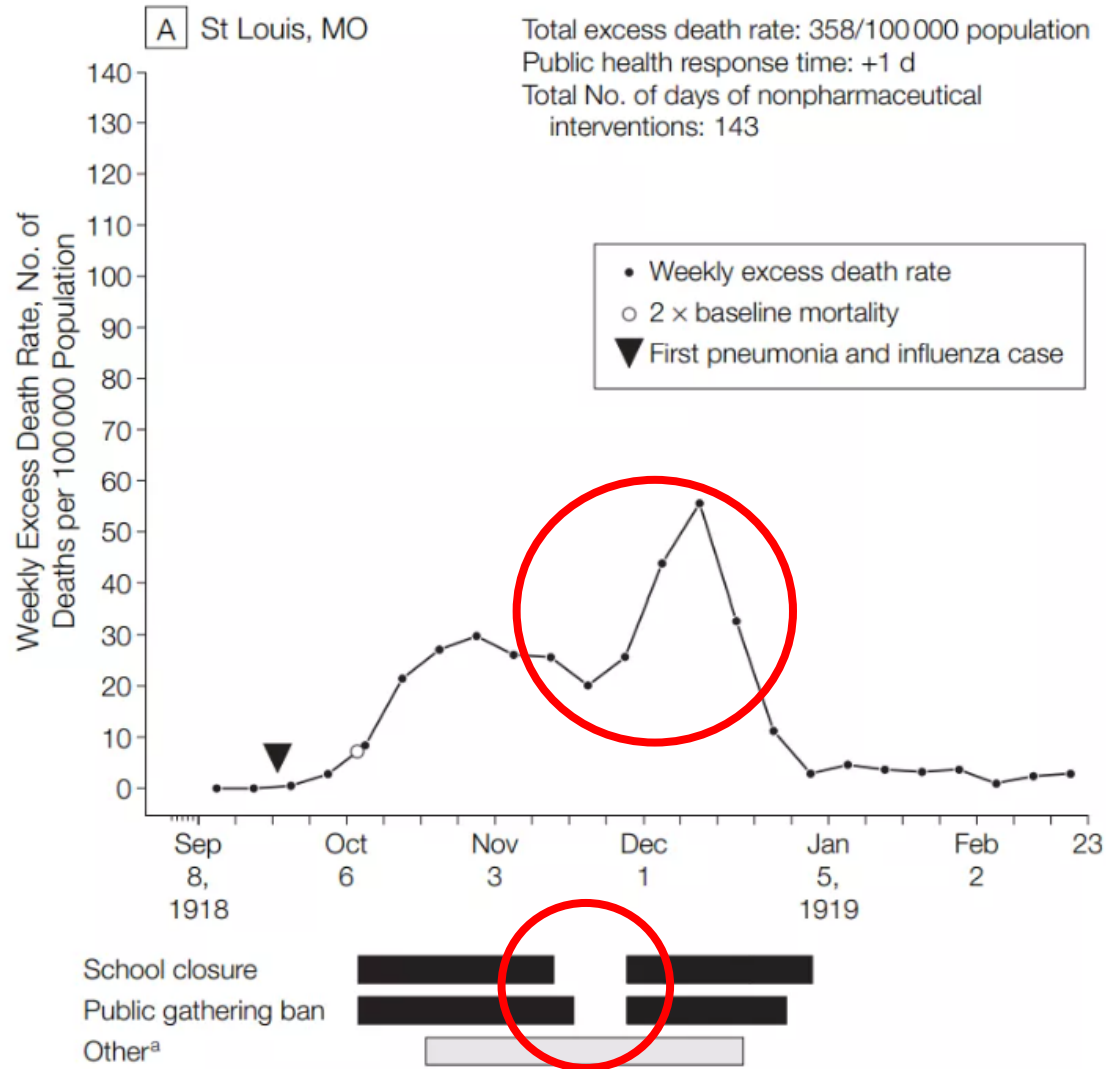
Epidemic Phases



Response Interventions

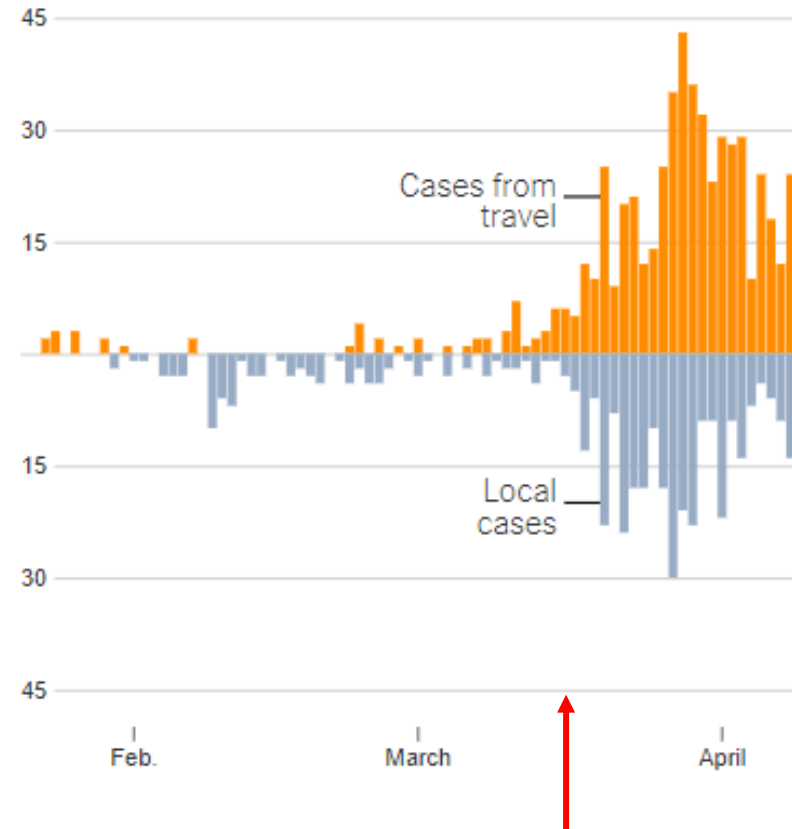
Impact of lifting control measures too soon

1918 Flu Pandemic, St. Louis, MO:



March 2020, Hong Kong:

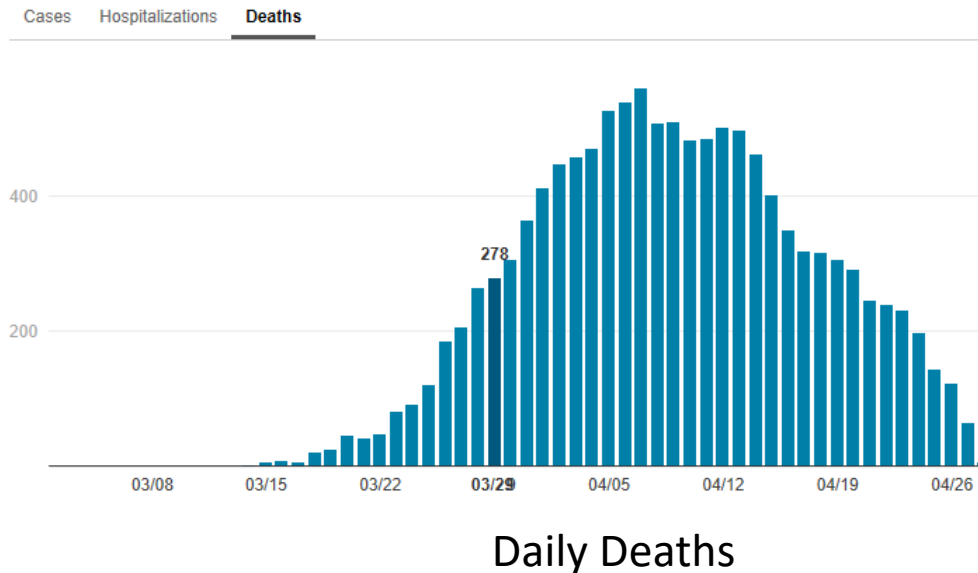
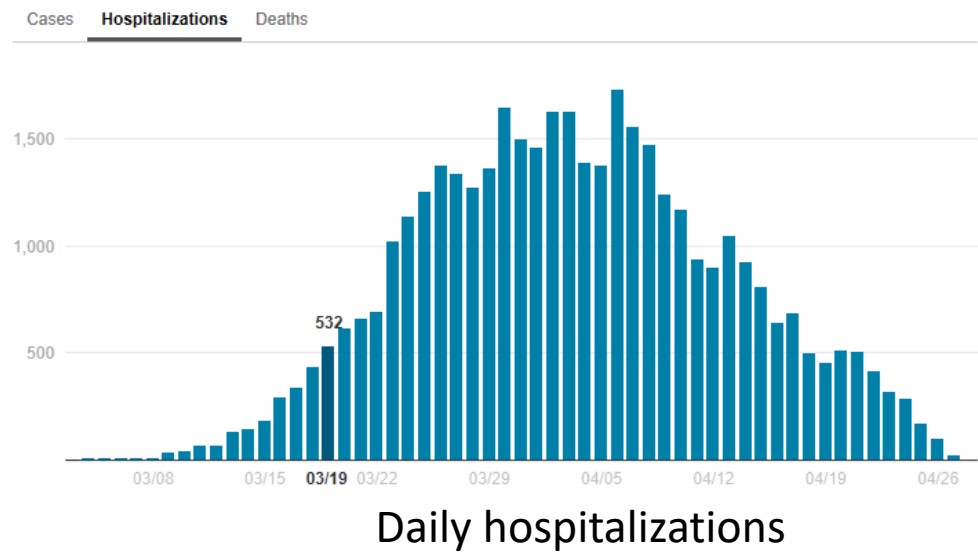
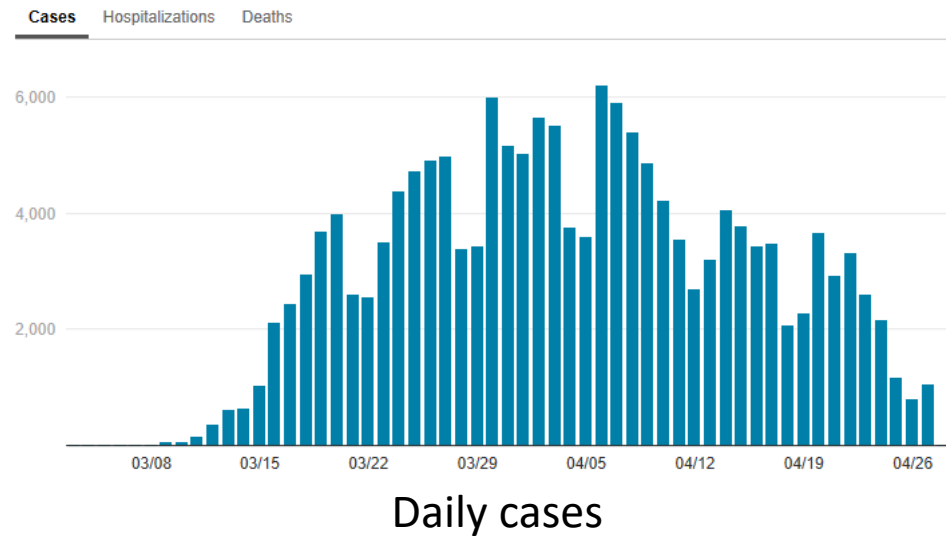
Hong Kong



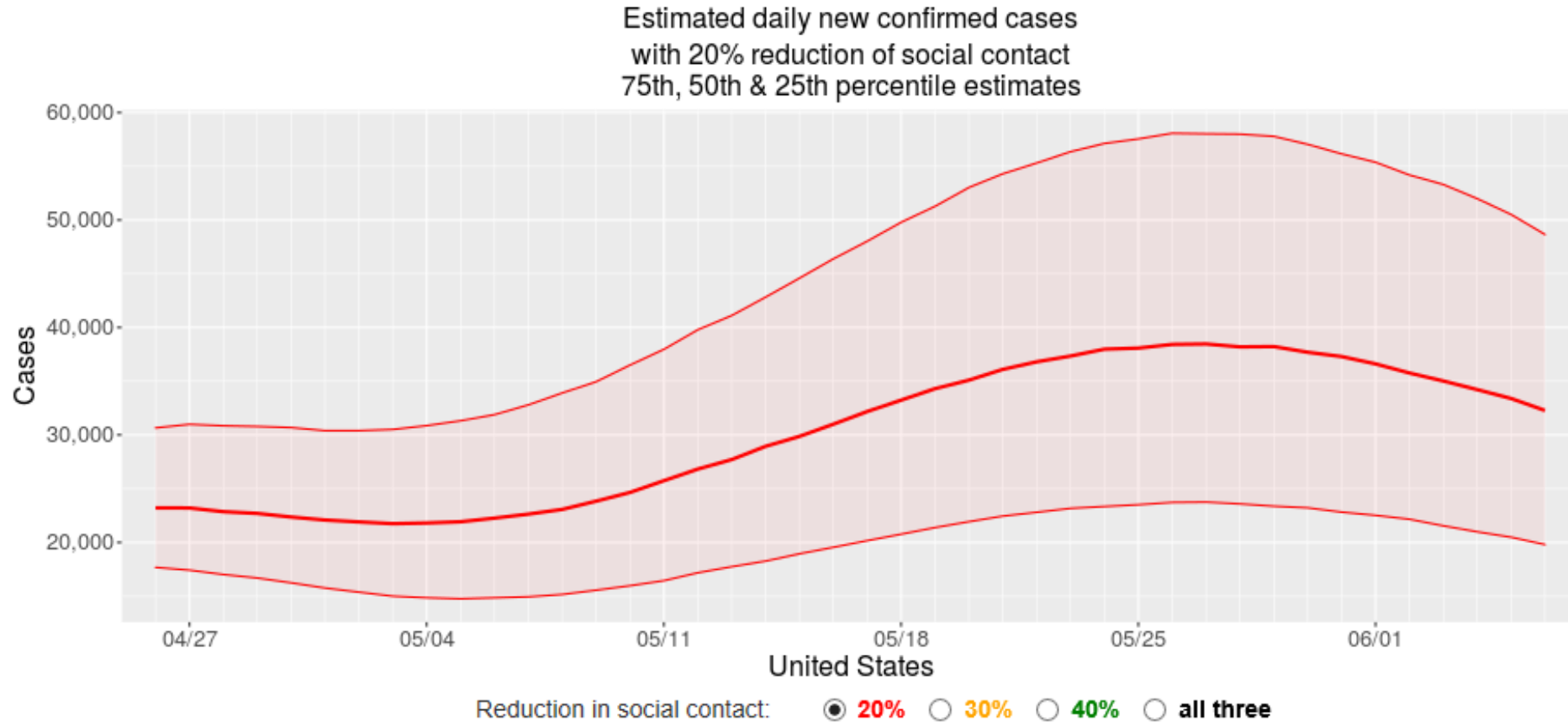
1:49 a.m. ET, March 15, 2020

China is lifting travel restrictions and life is returning to normal

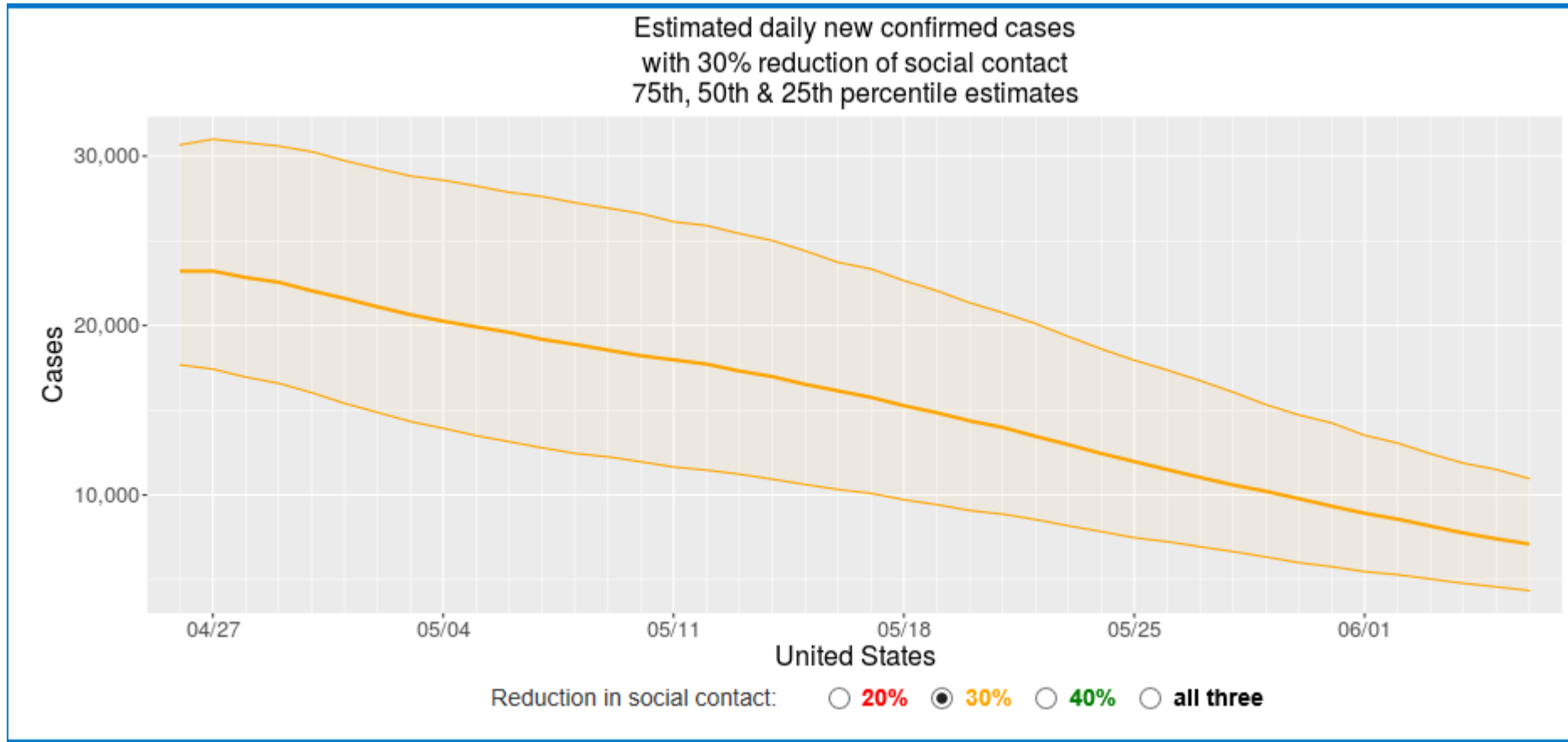
Trajectory of COVID-19 in NYC



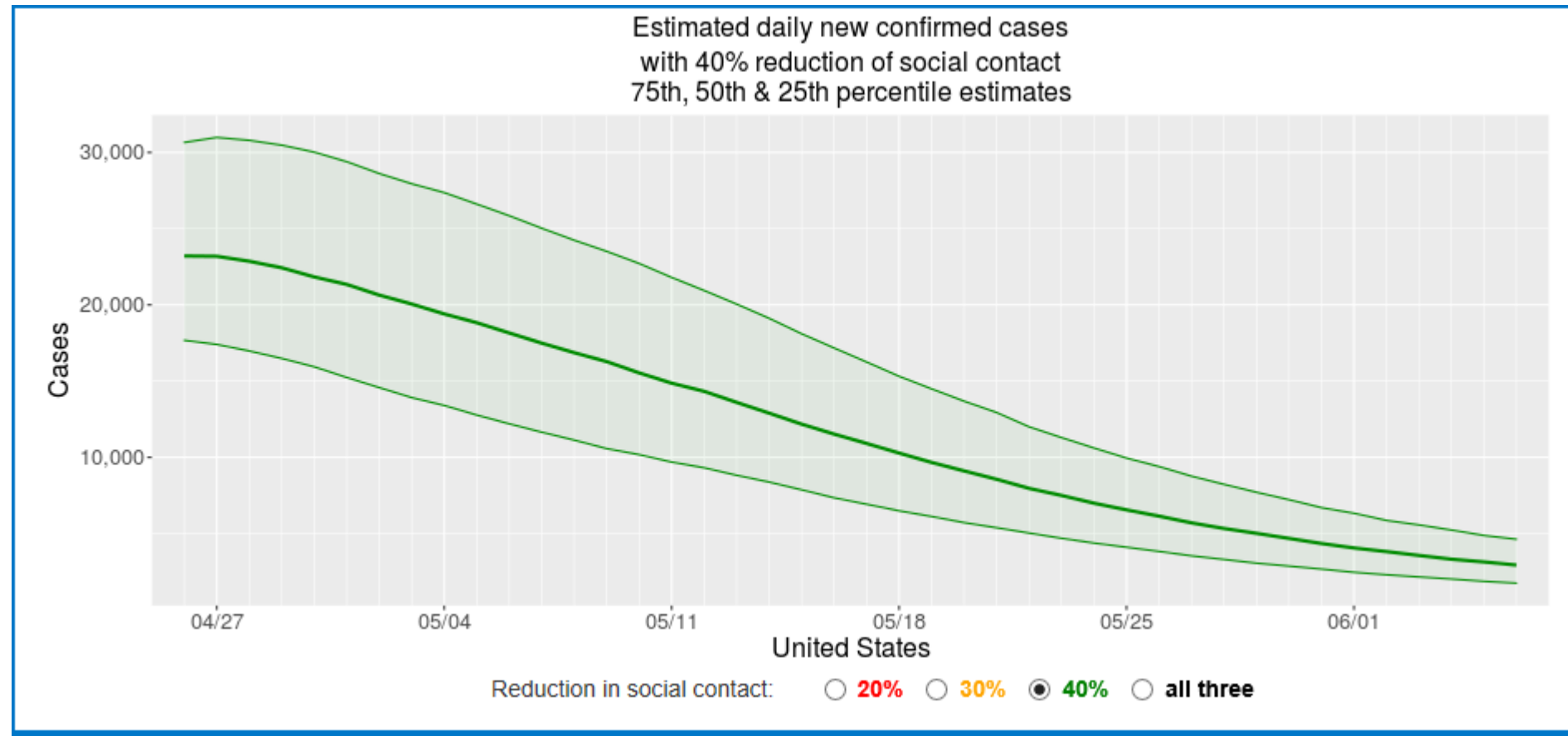
Modelling of daily new confirmed cases (20% reduction in social contact)



Modelling of daily new confirmed cases (30% reduction in social contact)

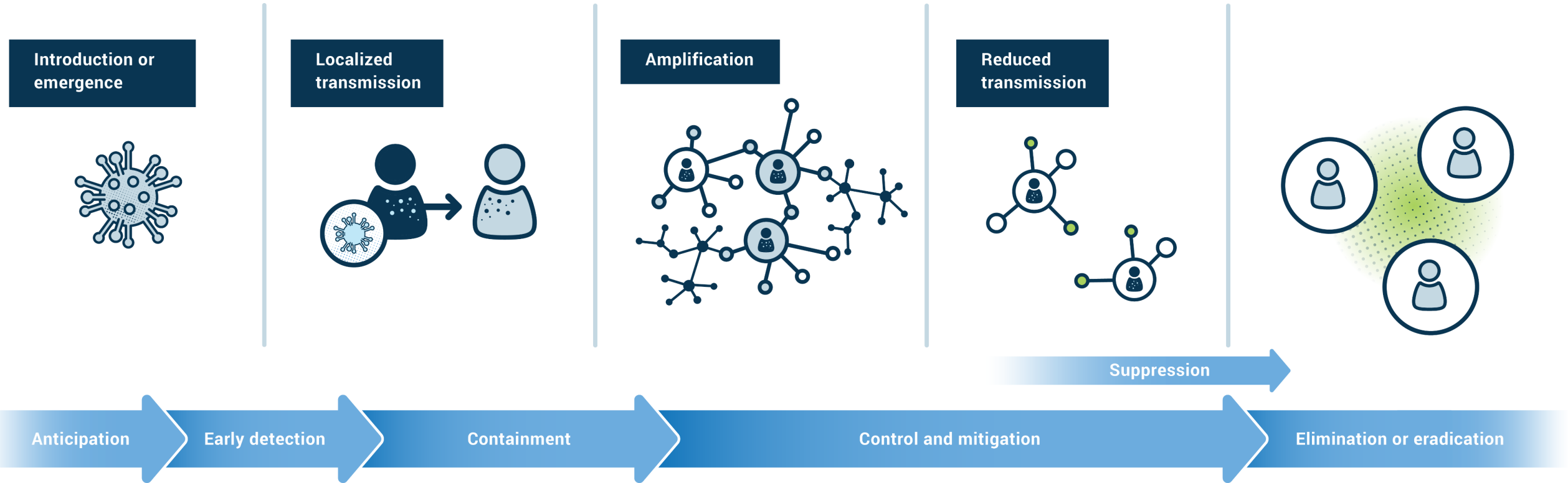


Modelling of daily new confirmed cases (40% reduction in social contact)



Response Interventions

Epidemic Phases



Response Interventions

Conclusions

- COVID-19 pandemic continues to grow and evolve
- US is the country most severely affected, with NYC reporting the largest number of cases
- Racial/ethnic, age as well as concomitant comorbidities have been noted in risk of disease and severity of outcomes
- Early glimmers of good news, but progress must be sustained, and strong mitigation efforts need to continue
- Ongoing monitoring of COVID-19 cases/hospitalizations/deaths needs to continue to document progress and to detect surge in cases
- Timing of easing of mitigation measures must be carefully considered with need to be prepared to reverse actions as needed

Stay safe, stay well, stay connected

University Senate Statement of Behalf of Structure and Operations

May 1, 2020

During this pandemic, there are many activities that the Senate may engage in.

First, the Senate may adopt resolutions and pass motions that are urgent or critical and cannot reasonably wait for a regular in-person meeting to occur. Urgent or critical motions include both those which logically cannot be delayed—for instance, the summer powers resolution on today’s agenda—and those which would have serious dire consequences if the Senate were to delay action on them—for instance, the Education Committee motion on today’s agenda.

Second, the Senate may also engage in education and discussion; it may assemble to learn about important issues and bring them to the attention of the campus community and the proper authorities, and it may also discuss matters among its members and try to reach a consensus without necessarily memorializing that consensus in formal action. In the spring, for instance, several meetings were devoted to discussion and refinement of the employment policies of untenured staff at the uptown campus; there is no bar on this sort of activity.

Robert’s Rules recognizes that there are times when urgent or critical business should not be delayed until the next regular meeting. But the Rules also guide that business that can be delayed, should be. For instance, the S&O Committee and the Elections Commissions have been working on proposed revisions to the Senate’s basic documents, and we were hoping to bring these before the Senate this spring. But Robert’s Rules are clear that the Senate should not take up this important non-urgent or critical business without a regular meeting, and so we are not seeking to move these revisions forward until we have regular meetings again (although we will probably attempt to start discussion and debate about these proposed changes before the Senate can act on them).

Since the bylaws say that the Executive Committee sets the Senate’s agenda, we believe that the Executive Committee should decide which matters are urgent or critical and which are not, and it should leave a record of why it made its decisions. (Since decisions about which matters are or are not urgent or critical are themselves critical, the Executive Committee has the power to make these decisions without meeting in person.)

The other constraint on the Senate's actions is that all matters decided on during this time must be ratified at the first regular meeting of the Senate, whenever that occurs. If the Executive Committee does its job well (and we are confident it will), this step will be pro forma. While some Senators today will end their terms before that first regular meeting, there will be substantial overlap in the body of Senators who will have voted on urgent or critical matters virtually during this extraordinary time and the body who will be asked to ratify those votes. Going forward, the two groups of Senators will overlap even more. Moreover, when asked to ratify an action, many Senators may take a broader view of the history, and not be tempted to open up old disputes, but instead be primarily concerned with whether proper procedures were followed—in particular, whether the matter really did have to be dealt with before a regular meeting could be held.

We realize that these considerations make it hard for the Senate to deal with highly emotionally charged issues on which Senators have very strong feelings and the Senate in the aggregate is closely divided. We think that this is a feature of the Senate rules system, not a bug. Many members of our community are facing serious challenges and serious upheavals in their lives. We should postpone any decisions that we can postpone until their lives return to something closer to normal.

To summarize, the Senate rules do not require paralysis at this time. If we are to move forward, however, they require that we treat our colleagues with care and consideration, that we think of them as human beings enduring tough times and not as votes, and that we try to act together as much as possible.

University Senate

Proposed: May 1, 2020

Adopted: Tabled

**RESOLUTION TO APPROVE A PROGRAM LEADING TO THE
MASTER OF PUBLIC ADMINISTRATION IN ECONOMIC POLICY MANAGEMENT
(SIPA)**

WHEREAS the School of International and Public Affairs collaborated over a decade ago with the World Bank to establish a curriculum designed to train mid-career professionals to become senior economic policymakers and experts in market economies, particularly in developing countries; and

WHEREAS the School of International and Public Affairs has been providing this training over the past decade in the form of a track, or concentration, in its Master of Public Administration Program; and

WHEREAS during that span, this track has developed a record of successful placements of graduates in senior positions in central banks, finance ministries, and other leading economic and financial policy management organizations around the world, as well as executive positions in consulting and business; and

WHEREAS the New York State Education Department requires programs functioning at such a scale to be formally recognized as degrees;

THEREFORE BE IT RESOLVED that the University Senate approve the reclassification of this successful School of International and Public Affairs track as a full-fledged degree, the Master of Public Administration in Economic Policy Management;

BE IT FURTHER RESOLVED that the Education Committee will conduct its regular five-year review of this program.

Proponent: Education Committee

**EXCERPTS FROM THE PROPOSAL TO ESTABLISH
A PROGRAM LEADING TO THE MPA IN ECONOMIC POLICY MANAGEMENT
DESCRIPTION OF THE PROGRAM**

1. Purpose

- a. Describe in one to two paragraphs the purpose of the proposed program, its target audience, its content, and its format/pedagogical approaches.**

The MPA in Economic Policy Management provides mid-career policymakers and professionals with the skills to effectively design and implement economic policy in market economies, with a strong emphasis on the economic problems of developing countries. Students in the one-year MPA in Economic Policy Management gain the skills they need to become highly accomplished policymakers and professionals. The course of study applies the theoretical rigor of the social sciences to the practical lessons of economics and management through the intensive study of actual economic policy successes and failures. As part of registering the MPA in Economic Policy Management as a stand-alone degree, its existing focus areas will be changed into concentrations to better reflect their content and establish consistency with the existing two-year School of International and Public Affairs Master of Public Administration program.

The MPA in Economic Policy Management is best suited for mid-career professionals and policymakers with at least three years of professional experience in economic decision-making at institutions such as central banks, finance ministries, national and international development agencies, and international financial institutions. Professionals from financial, consulting and energy backgrounds are also encouraged to apply.

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

The MPA in Economic Policy Management currently exists as a track within the Master of Public Administration. It will not replace any existing program, and it does not completely or partially duplicate any other existing program at the University.

2. Need

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

The existing track was developed more than a decade ago in consultation with the World Bank, which sought the assistance of the School of International and Public Affairs to develop a master's degree program that would prepare economic and financial policy experts in developing economies.

Leading employers, such as central banks and finance ministries, particularly in developing economies, report that graduates of the program possess the knowledge and skills needed by economic and financial policy managers. Graduates of the existing track have been hired by – and promoted to senior positions – within leading economic and financial policy management organizations around the world, as well as executive positions in consulting and business where knowledge of economic policy is important.

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

MPA in Economic Policy Management currently exists as a track within the Master of Public Administration Program. The steady enrollment in the track demonstrates student demand for the program.

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?

As noted above, the existing track was developed in consultation with the World Bank, which sought the assistance of the School of International and Public Affairs to develop a master's degree program that would prepare economic and financial policy experts to serve in government institutions in developing economies and related international organizations. The School of International and Public Affairs has subsequently developed extensive relationships with senior officials in institutions around the world that employ graduates of the program, and these individuals frequently provide feedback on the ways in which the program prepares graduates to advance the goals of their employers.

d. What other institutions in the metropolitan area and in the Northeast offer similar programs?

- Boston University – [MA in Economic Policy](#)
- George Washington – [MA in International Economic Policy](#)

3. Curriculum

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

The MPA in Economic Policy Management—which is an intensive, three-semester program (summer, winter, spring)—is designed to prepare economic and financial policy experts for increasingly responsible roles, particularly in government agencies in developing nations. The core curriculum consists of two three-semester course sequences in macroeconomic policy management and econometrics. This core is supplemented by courses in management and political economy. All courses include real-world examples and case studies. Students must complete one of three concentrations:

- *Economic Policy Management (EPM)*: builds students’ technical competence with the tools of economic management and policymaking (this is the most popular concentration).
- *Global Energy and Environmental Policy (GEMP)*: teaches the fundamentals of the energy industry, including international energy systems, business organizations and government agencies involved in the production, transportation, and marketing of energy products.
- *Central Banking and Financial Markets (CBFM)*: teaches the latest techniques in capital market development and macroprudential policy.

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).

Students must complete the following as part of the program:

- A minimum of 54 points to be considered for graduation.
- All students take six courses in each of the program’s three semesters.

.....

University Senate

Proposed: May 1, 2020

Adopted: May 1, 2020 with friendly
amendment by 45 votes

RESOLUTION CONCERNING SUMMER POWERS

BE IT RESOLVED that the Executive Committee be empowered to represent the University Senate in all matters within its jurisdiction from today until the first meeting of the full Senate in September 2020, and that the Executive Committee act, insofar as possible, on the basis of policies already established by the Senate, and

BE IT FURTHER RESOLVED that in matters pertaining to Senate constituencies with no representation on the Executive Committee, the Executive Committee will consult with the senators from these constituencies.

BE IT FURTHER RESOLVED that at the Senate's first meeting next fall, the Executive Committee report fully to the Senate on any actions taken under summer powers.

Proponent:

Executive Committee

RESOLUTION CONCERNING SUMMER POWERS

Friendly amendment

BE IT RESOLVED that the *chair of the Executive Committee acting in consultation with the members of the Executive Committee* be empowered to represent the University Senate in all matters within its jurisdiction from today until the first meeting of the full Senate in September 2020, and *chair of the Executive Committee acting in consultation with the members of the Executive Committee* act, insofar as possible, on the basis of policies already established by the Senate, and

BE IT FURTHER RESOLVED that in matters pertaining to Senate constituencies with no representation on the Executive Committee, *the chair of the Executive Committee or her designee* will consult with the senators from these constituencies.

BE IT FURTHER RESOLVED that at the Senate's first meeting next fall, the *chair of the Executive Committee* report fully to the Senate on any actions taken under summer powers.

Additional language added by proposed amendment in italics.

COLUMBIA UNIVERSITY SENATE
ELECTIONS COMMISSION

March 30, 2020

Re: University Senate Reapportionment

Jeanine D'Armiento
Chair, Executive Committee
Columbia University Senate
535 West 116th Street
New York, NY 10027

Dear Senator D'Armiento:

On behalf of the University Senate Elections Commission, I am pleased to submit the enclosed report and recommendations for reapportionment of seats in the University Senate. Based upon its analysis of population shifts within the University, the Commission recommends two one-seat adjustments to the current apportionment.

Section 21 of the Statutes requires that 82 of the Senate's 108 seats be reapportioned every five years among the faculties of the Columbia Corporation and its affiliated institutions. The seats subject to reapportionment are 42 for tenured officers of instruction, 16 for non-tenured officers of instruction, and 24 for students. The last reapportionment occurred in 2015 and was effective for the Senate's spring 2015 elections. The present reapportionment will be effective beginning with the Senate's spring 2020 elections and continuing until the next scheduled reapportionment in 2025.

The enclosed report is intended to satisfy the Elections Code provision that the Commission "advise the Senate" on the reapportionment process. While preparing this report, the Commission consulted with the Provost's Office of Planning and Institutional Research (OPIR) to obtain the most accurate and up-to-date population figures for the applicable Senate constituencies. The Commission also received input during the process of drafting this report from the Senate Structure and Operations Committee, and we are very grateful to that committee's co-chairs and members for their time and participation. With assistance of the Senate staff, the Commission analyzed the population data provided by OPIR alongside relevant provisions of the Statutes and Elections Code to determine the appropriate apportionment of Senate seats. These determinations form the basis of the Commission's recommendation that two one-seat changes be made to the current apportionment of seats.

The Commission expresses its tremendous gratitude to Samuel Roth, the chair of the Elections Commission in 2014–15, and Benjamin Brickner, the chair of the Elections Commission in 2009–10, for providing the Commission with the wonderful and thorough template for reapportionment that the Commission has used to conduct this quinquennial reapportionment. In addition, the Commission is very grateful to Geraldine McAllister, Lucy Drotning, Ryan Brown, Pearl Spiro, and Andrea Solomon for their time and assistance in the reapportionment process.

I commend this report to your attention and respectfully request that it be forwarded to whomever its contents may concern.

For the Elections Commission,

Miranda E. Rehaut

Miranda E. Rehaut, Chair

COLUMBIA UNIVERSITY SENATE
ELECTIONS COMMISSION

cc: Lee Bollinger, President, Columbia University
Linda Mischel Eisner and Daniel Savin, Co-Chairs, Senate Structure and Operations Committee

COLUMBIA UNIVERSITY SENATE
ELECTIONS COMMISSION

To: The Columbia University Senate
DATE: March 30, 2020
RE: 2020 Quinquennial Reapportionment Report

EXECUTIVE SUMMARY

Section 21 of the Statutes requires the Senate to reapportion eighty-two of its 108 seats every five years among the faculties of the Columbia Corporation and its affiliated institutions.¹ Seats subject to reapportionment are 42 for tenured officers of instruction, 16 for non-tenured officers of instruction, and 24 for students.

The Elections Code provides that the Elections Commission shall “advise the Senate” on the quinquennial reapportionment of seats.² This report is intended to fulfill this charge by presenting (1) populations of each constituency to be reapportioned, (2) their changes since the last reapportionment, and (3) the Commission’s recommendations for reapportionment of seats. Based upon its analysis of the population data and application of relevant provisions of the Statutes (“the Statutes”) and Elections Code, the Commission recommends:

- That the tenured members of the Faculty of Arts and Sciences associated with the Pure Sciences receive one fewer seat, and
- That the tenured members of the Faculty of Engineering and Applied Science receive one additional seat.

Reapportionment last occurred in 2015 and was effective for the Senate’s spring 2015 elections. The present reapportionment will be effective from the Senate’s spring 2020 elections until its next scheduled reapportionment in 2025.

This report proceeds with an overview of reapportionment followed by a description of the Commission’s process, analysis, and specific recommendations. Detailed population data are presented as appendices.

OVERVIEW OF SENATE REAPPORTIONMENT

Because the University Senate was founded as a representative assembly within a dynamic institution, the need for its periodic reapportionment is clear. Inevitable change in the relative size of the University’s faculties and schools requires occasional reallocation of seats to ensure the proportion of representation among the Senate’s constituencies remains stable over time.

In approaching its advisory role, the Commission was aided tremendously by Senate staff, especially Geraldine McAllister. Additionally, staff in the Provost’s Office of Planning and Institutional Research (OPIR)—particularly Lucy Drotning and Ryan Brown—provided high-quality population data for the

¹ Statutes, §§ 21(a)(1), (a)(2) and (b), *available at* http://secretary.columbia.edu/files/secretary/university_charters_and_statutes/University%20Charters%20and%20Statutes_June%202013.pdf.

² *Id.* § 6.

COLUMBIA UNIVERSITY SENATE

ELECTIONS COMMISSION

Senate's various constituencies, as well as guidance on how to interpret the data. The Commission is grateful to these individuals for their assistance.

PROCESS, ANALYSIS, AND RECOMMENDATIONS

The Statutes provide for periodic reapportionment of only three of the Senate's eleven constituencies: (I) tenured officers of instruction, (II) non-tenured officers of instruction and (III) students. In each case, the apportionment language varies; so in each case, the Commission adjusted its methodology accordingly, as described below.

I. TENURED OFFICERS OF INSTRUCTION

The relevant language of the Statutes reads as follows:

The forty-two memberships for officers of instruction having an appointment without stated term [i.e., tenured] as professor or associate professor . . . shall be apportioned by the University Senate every five years among the Faculties of the Columbia Corporation in proportion to the number of such officers of instruction; provided, however, that each such faculty, other than the Faculties of Arts and Sciences and Health Sciences, which shall not be entitled to elect any members, shall be entitled to elect at least one member; and for the purposes of this paragraph (1), apportionment and election of members from the Faculties of the College, General Studies and the Graduate School of Arts and Sciences, treated as one group, shall be among the three disciplines of the Social Sciences, Humanities, and Pure Sciences, respectively [Section 21(a)(1)]

Population data. Population data for this constituency were provided by OPIR. These data are current as of November 14, 2019 and are summarized in Appendix A.1. Historical data, used herein for comparison purposes, are available online at http://www.columbia.edu/cu/opir/abstract/faculty_staff.html.

Because the Statutes specify officers of instruction having an appointment “without stated term,” included in this constituency are both traditionally tenured officers and those with “tenure of title.”³

Apportionment methodology. Due to the specific numbers of tenured officers in each faculty, and the fixed number of tenured officer seats, the ideal number of seats for each constituency is fractional and simple rounding awards too many seats overall. Therefore, it is necessary to use a more sophisticated apportionment method that ensures both proportional representation and assignment of the correct number of seats as designated by statute.

Consistent with the 2010 and the 2015 reapportionments' practices, the Commission followed the Method of Equal Proportions (sometimes known as Hill's Method) to reapportion the University Senate. The United States House of Representatives has used this method since the 1940 census.⁴ This method not

³ This treatment is consistent with past practice. Additionally, see Columbia University Faculty Handbook (2008), <http://www.columbia.edu/cu/vpaa/handbook/instruction.html#tenureoftitle> (“Certain full-time officers of instruction in the Faculties of Dental Medicine, Medicine, Nursing, and Public Health who are not eligible for tenure may nonetheless receive tenure of title. While *those appointments are without stated term*, they do not provide a guarantee of salary from the University.”) (emphasis added).

⁴ See 2 U.S.C. § 2a(a) (2012). See also <https://www.census.gov/library/publications/2011/dec/c2010br-08.html>.

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only ensures proportional representation and assignment of the correct number of seats, but also minimizes variation in persons-per-Senator among constituencies with multiple seats.⁵ Calculations necessary to apply this method are presented in Appendix A.2.

Although there are several other methods of reapportionment, including Webster's Method, which was used by the House in the 1840s, that have support among scholars, the Commission decided to follow the Method of Equal Proportions, or Hill's Method, to ensure consistency across quinquennial reapportionments.⁶ For comparison, calculations applying Webster's Method are presented in Appendix A.3.

We note that the difference between Engineering and the Pure Sciences is very small; it is in the fifth significant digit, and is far less than the difference that one tenured faculty member would make. Webster's method would award the seat to pure sciences rather than Engineering. Because many reasonable interpretations—status of faculty members, timing of measurement, method of calculation—could probably produce either result, it would probably not be entirely erroneous to think of the two constituencies as tied. If one were to accept that interpretation, then our choice of these parameters before we had seen the data, and their consistency with past practice was essentially a tie-breaking flip-of-the-coin, which resolved the matter in favor of Engineering.

Recommendations. Based upon its analysis of the population data, application of relevant provisions of the Statutes and Elections Code, and use of the Method of Equal Proportions described above, the Commission recommends two one-seat adjustments to the current apportionment of tenured faculty seats, specifically that:

1. The pure sciences disciplines of the Arts and Sciences receive one fewer seat (for a total of 5 seats), and
2. Engineering and Applied Science receives one additional seat (for a total of 5 seats).

These changes reduce the variation in persons-per-Senator among both constituencies. The Commission's analysis and recommendations are presented in Appendix A.4.

II. NON-TENURED OFFICERS OF INSTRUCTION

The relevant language of the Statutes reads as follows:

The sixteen memberships for officers of instruction with stated term [i.e., non-tenured] shall be apportioned by the University Senate every five years among the Faculties of the Columbia Corporation other than the Faculties of Arts and Sciences and Health Sciences. . . . For the purposes of this paragraph (2), apportionment and election of members from the faculties of the College, General Studies and the Graduate School of Arts and Sciences, treated as one group, shall be among the three disciplines of the Social Sciences, Humanities, and Pure Sciences, respectively [Section 21(a)(2)]

⁵ In mathematical terms, the Method of Equal Proportions uses an inverse geometric mean to minimize relative differences in persons-per-Senator among constituencies with multiple seats. For a more rigorous explanation, see Laurence F. Schmeckebier, *The Method of Equal Proportions*, 17 LAW & CONTEMP. PROBS. 302, 304–10 (1952).

⁶ H. Peyton Young, *Equity in Theory and Practice*. Princeton: Princeton University Press, 1994, chapter 3. See also M.L. Balinski and H.P. Young, 1994, Apportionment, chapter 15, pp. 529-560 in S. M. Pollock et al., eds, *Handbooks in OR and MS*. Elsevier. Webster's method uses an inverse arithmetic mean instead of an inverse geometric mean. Webster's method is the unique method that is consistent with the standard two-state solution, and has less bias than Hill's method in historical House data.

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Population data. Current population data for this constituency were provided by OPIR. These data are summarized in Appendix B.1.

Apportionment methodology. The 16 faculties of the University that include non-tenured officers of instruction correspond perfectly with the 16 statutory seats designated for non-tenured faculty. Thus, the simple apportionment of one seat per faculty follows past practice and remains appropriate.

Recommendations. Consistent with the Statutes and past practice, the Commission recommends that each faculty receive one seat. The Commission's reapportionment analysis and recommendations are presented in Appendix B.2.

III. STUDENTS

The relevant language of the Statutes reads as follows:

The twenty-four memberships for students shall be apportioned by the University Senate every five years as follows: twenty-two among the faculties of the Columbia Corporation; provided, however, that at least one student member shall be elected from each Faculty other than the Faculties of Arts and Sciences and Health Sciences; two additional student members shall be elected from the Faculty with the largest number of full-time students; one additional student member shall be elected from each of the Faculties with the next largest number of students; until the limit of twenty-two student seats for the Columbia Corporation is reached; one student member shall be elected from Barnard College; and one student member shall be elected from Teachers College. For the purposes of this subsection (b), the Faculty of the Graduate School of Arts and Sciences shall be treated as consisting of three separate faculties, comprised of the disciplines of the Social Sciences, Humanities, and Pure Sciences, respectively [Section 21(b)]

Population data. Current population data for this constituency were provided by OPIR. These data are current as of October 16, 2019 and are summarized in Appendix C.1. Additional current and historical population data for this constituency are available online at <http://www.columbia.edu/cu/opir/abstract/students.html>.

1. Who is counted.

- a. Full-time students. The relevant statutory language is clear that only full-time students are counted in the "Faculty with the largest number of full-time students," which in this case was Columbia College. However, as the 2015 reapportionment report noted, the statutory language is not specific about whether only full-time students must be counted in "each of the Faculties with the next largest number of students." The absence of "full-time" might suggest that all students, including part-time students, are to be counted in these population counts. Alternatively, the drafters of this provision might have merely omitted "full-time" from this sentence because the preceding sentence makes it sufficiently clear that only full-time students are to be counted.

In keeping with past practice, including the interpretation adopted by the Elections Commission during the 2015 reapportionment, the Commission has chosen once again to read the statutory language to require enumeration of only full-time students in the population count for each school. Because the Statutes clearly require a count of only full-

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time students in at least one school (that with “the largest number of full-time students”), this approach is preferable in that it treats all schools equally.

- b. Degree-seeking and non-degree students. Neither the Statutes nor the University Elections Code defines the term “students,” and neither specifies whether the category “students” for population count purposes includes both degree-seeking and non-degree students. In the absence of explicit statutory language, the Commission uses tools of statutory interpretation to interpret the Statutes. Because the relevant section of the Statutes specifies “full-time students” but does not similarly limit the category to “degree-seeking students,” as a matter of statutory interpretation, the Commission concludes that both degree-seeking and non-degree students should be counted for reapportionment purposes.

This conclusion does not affect the allocation of Senate seats. An alternate version of the Commission’s reapportionment analysis that only includes degree-seeking students is presented in Appendix C.3, which shows that the results of the Commission’s analysis and our ensuing recommendations are not affected by our inclusion of non-degree students.

The Elections Commission’s past practice on the subject of non-degree students has not been consistent. Thus, it is appropriate for the Commission to settle this issue for this reapportionment and future reapportionments in the absence of explicit guidance from the Statutes or the Senate.

In the 2010 reapportionment, the Commission did not include non-degree students in their count of full-time students, but this was likely because the Commission received erroneous data on the number of full-time non-degree students enrolled at Columbia at that time that showed the size of that population to be negligible. The Commission stated in the 2010 reapportionment report that the University had only 44 non-degree students, but, in the 2015 reapportionment report, the Commission explained that Lucy Drotning, Associate Provost in the Office of Planning and Institutional Research, had clarified that the 2009 figure had vastly undercounted non-degree students. Current data from OPIR now indicate that 571 full-time non-degree students were enrolled at the University in 2009.

In the 2015 reapportionment report, the Elections Commission did not take an official position on whether the Statutes require the inclusion of non-degree students in the full-time student population count, noting that the Commission’s recommendations would be the same regardless of whether non-degree students were included. Rather than take a position, the Commission encouraged the Senate, prior to the 2020 reapportionment, to consider whether full-time non-degree students should be counted.

Because the Senate did not take up this issue in the intervening period, it is incumbent upon the Commission to resolve this issue now and provide guidance for future reapportionments.

It is our position that the Statutes require the counting of both degree-seeking and non-degree students, because the Statutes do not specify otherwise, as they do with respect to full-time students. The fact that the drafters of the Statutes modified “students” with “full-time” in Section 21(b) suggests they intended for “students” to refer to all students,

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hence the need for the modifier “full-time” to convey the exclusion of part-time students. If the drafters had intended to also exclude non-degree students, they could just as easily have included the modifier “degree-seeking” in conjunction with the modifier “full-time.” That they did not suggests an intent to include degree-seeking and non-degree students in the count.

Moreover, in the absence of clear statutory language excluding non-degree students from being counted, such as is the case for part-time students, the Commission expressly adopts a policy of inclusivity that militates against needlessly excluding non-degree students from being counted in the reapportionment. When the statutory authority is ambiguous, the Commission should err on the side of inclusivity and count as many individuals as possible.

Non-degree students constitute a large and diverse population that merits representation in the Senate. Across the University, many non-degree students are exchange and visiting students. The College of Physicians and Surgeons in particular sees a large number of visiting students each year; in 2019, it had more than 200 visiting students. The School of Professional Studies also has a large contingent of non-degree students, most of whom are participants in the American Language Program.

The Commission notes that it does not take a position at this time on whether non-degree students are eligible to vote in specific Senate elections or hold Senate office. The Commission encourages the Senate to consider these questions at a later time.

2. How students are assigned to constituencies.

- a. Certain Ph.D. candidates in GSAS. Some Ph.D. candidates, although officially enrolled in the Graduate School of Arts and Sciences (GSAS), pursue academic programs administered by other schools. (For instance, the Graduate School of Business and School of Engineering and Applied Science administer Ph.D. programs, the degree for which is awarded by GSAS.) Consistent with past practice and OPIR’s tabulation of the data, the Commission counted each student as part of the school that administers his or her program, rather than as part of GSAS.
- b. Dual-degree students. Students enrolled in dual-degree or joint programs, such as a JD/MBA program, are classified by OPIR according to whichever “certifying office school” they were enrolled in during the fall 2019 term. Each school’s population count may include a certain number of dual-degree students, but these students were only counted once for reapportionment purposes.
- c. Office of Global Programs. In keeping with past reapportionment practice and the ongoing practice of OPIR, the Commission chose to include 14 full-time non-degree students in the Office of Global Programs under the School of Professional Studies.
- d. Pure Sciences students. The following departments were counted under Pure Sciences for purposes of reapportionment: Astronomy; Biological Sciences; Chemistry; Earth and Environmental Sciences; Ecology, Evolution and Environmental Biology; Mathematics; Physics; Psychology; and Statistics.

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Although the text of Section 21(b) of the Statutes calls for the Commission to refer to Section 153 in determining which departments constitute Pure Sciences, we realized that adhering strictly to Section 153 here would have caused illogical and extremely disruptive results. Thus, we instead adhered to the well-established understanding of Pure Sciences that is shared by all relevant stakeholders. Under this understanding, Pure Sciences includes the following nine departments: Astronomy; Biological Sciences; Chemistry; Earth and Environmental Sciences; Ecology, Evolution and Environmental Biology; Mathematics; Physics; Psychology; and Statistics.

Section 153 of the Statutes describes Pure Sciences as comprised of 28 diverse departments, including many that clearly belong in the School of Engineering and Applied Science (e.g., Chemical Engineering, Electrical Engineering, and Mechanical Engineering). However, when the Commission spoke to several experts on this topic—including Pearl Spiro, Associate Provost for Academic Appointments, Office of the Vice Provost for Faculty Affairs; Andrea Solomon, Vice Dean and Dean of Academic Affairs, GSAS; Lucy Drotning, Associate Provost, OPIR; and Ryan Brown, Research Analyst, OPIR—we learned that all of the offices represented share an understanding of what departments constitute Pure Sciences that deviates significantly from Section 153. According to these experts, Pure Sciences is unquestionably made up of the nine departments listed above: Astronomy; Biological Sciences; Chemistry; Earth and Environmental Sciences; Ecology, Evolution and Environmental Biology; Mathematics; Physics; Psychology; and Statistics.

If we were to have adhered closely to Section 153, we would have counted students under Pure Sciences who are not considered by any office in the University, including GSAS, to be Pure Sciences students. In addition, we would have deviated dramatically from the methodology of the 2015 reapportionment; the Elections Commission that conducted that reapportionment also understood Pure Sciences to consist of the above nine departments. Our deviating from the methodology of the 2015 reapportionment in this way would have potentially resulted in an unprecedented and highly disruptive shift of student Senate seats among schools, not because of relevant changes in student population but because of a change in methodology between two quinquennial reapportionments. This was not an acceptable result to us.

We have concluded from this process that Section 153 of the Statutes should be amended to reflect the understanding of Pure Sciences that is shared by GSAS, OPIR, and the Office of the Vice Provost for Faculty Affairs. We have included this in our recommendations below.

Apportionment methodology. Unlike the sections regarding apportionment of faculty seats, section 21(b) of the Statutes provides a specific method by which to distribute the seats for student senators among the represented constituencies. Section 21(b) is excerpted in relevant part above.

Recommendations. Based upon its analysis of the population data, and application of relevant provisions of the Statutes and Elections Code, the Commission recommends no changes to the current apportionment of student seats.

In advance of future reapportionments, Commission recommends that the Senate consider whether the Statutes should be amended to include part-time students in all student population counts for reapportionment purposes.

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As part of this effort, the Senate should study the composition of the part-time student population at Columbia and assess whether part-time students are adequately represented in the Senate at present. The Commission previously made this recommendation in the 2010 and 2015 reapportionment reports and reiterates it now.

Moreover, given inconsistent practice across reapportionments, the Commission recommends that the Senate clarify the Statutes to reflect our interpretation that non-degree students are to be included in the student population counts. Although the Commission's resolution of this question of statutory interpretation did not impact the allocation of Senate seats during the present reapportionment and thus was not controversial, this may not be the case in future reapportionments. For that reason, the Commission encourages the Senate to clarify the Statutes before the next reapportionment so that this is no longer a matter of statutory interpretation and thus possibly subject to alteration due to changes in the Commission's composition. To that end, one option would be to amend the Statutes to define "students" as including both degree-seeking and non-degree individuals at Columbia.

Finally, as suggested above, the Commission strongly recommends that the Senate amend Section 153 of the Statutes to align that Section with the extant, long-running practices of OPIR, GSAS, and the Office of the Vice Provost for Academic Affairs, all of which have a shared understanding of the departments that constitute Pure Sciences that differs significantly from how Section 153 of the Statutes suggests Pure Sciences should be understood.

The Commission's reapportionment analysis and recommendations are presented in Appendix C.2.

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SUMMARY OF RECOMMENDATIONS

In this quinquennial reapportionment report, the Elections Commission has offered recommendations concerning apportionment of University Senate seats. A summary of all recommendations follows.

**Commission Recommendations Concerning
Apportionment of University Senate Seats**

Tenured Officers of Instruction	Non-tenured Officers of Instruction	Students
Engineering & Applied Sciences + 1 seat	all constituencies <i>no change</i>	all constituencies <i>no change</i>
A&S – Pure Sciences – 1 seat		
all other constituencies <i>no change</i>		

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2019–2020

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Mary Zulack
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Miranda Rehaut, Chair
*Student
School of Law*

Appendix A.1 Tenured Faculty: Population Count

	Fall 2009				Fall 2014				Fall 2019		
	Tenure	Tenure of Title**	Total Tenured		Tenure	Tenure of Title**	Total Tenured		Tenure	Tenure of Title**	Total Tenured
ARTS AND SCIENCES											
Columbia College, General Studies and GSAS	397	0	397		430	0	430		446	0	446
--Social Sciences	119	0	119		122	0	122		126	0	126
--Humanities	140	0	140		148	0	148		151	0	151
--Pure Sciences	138	0	138		160	0	160		169	0	169
International and Public Affairs	10	0	10		14	0	14		16	0	16
Arts	10	0	10		11	0	11		19	0	19
Professional Studies (previously Continuing Education)***	0	0	0		0	0	0		0	0	0
MORNINGSIDE PROFESSIONAL SCHOOLS											
Architecture, Planning, and Preservation	13	0	13		18	0	18		20	0	20
Business	69	0	69		75	0	75		79	0	79
Engineering and Applied Science	105	0	105		129	0	129		138	0	138
Journalism	17	0	17		19	0	19		20	0	20
Law	63	0	63		71	0	71		62	0	62
Social Work	21	0	21		18	0	18		16	0	16
MEDICAL CENTER PROFESSIONAL SCHOOLS											
Dental Medicine	7	8	15		5	5	10		5	4	9
Medicine	202	44	246		226	29	255		264	16	280
Nursing	5	0	5		5	0	5		6	0	6
Public Health	36	1	37		53	1	54		57	1	58
UNIVERSITY TOTAL	955	53	1,008		1,074	35	1,109		1,148	21	1,169

NOTES

Shaded rows indicate Senate constituencies

Source Fall 2019: Office of the Vice Provost for Academic Administration

Only officers with primary academic appointments are included. Those with secondary appointments (e.g., deans who are also professors) are included in the constituency of their primary appointment (e.g., administration members). Likewise, officers with multiple academic appointments are included in the constituency of their primary appointment.

*** The tenured faculty of Professional Studies consists entirely of joint appointments counted elsewhere.

Data as of early December 2019

Appendix A.2

Tenured Faculty: Commission Analysis Under the Method of Equal Proportions

Seat	Faculty or Division <i>(descending order of priority value)</i>	Next Seat	Priority Value	=	Population	x	Multiplier*
16	Medicine	2	197.990	=	280	x	0.7071
17	AS/Pure Sciences	2	119.501	=	169	x	0.7071
18	Medicine	3	114.310	=	280	x	0.4082
19	AS/Humanities	2	106.773	=	151	x	0.7071
20	Engineering and Applied Science	2	97.581	=	138	x	0.7071
21	AS/Social Sciences	2	89.095	=	126	x	0.7071
22	Medicine	4	80.829	=	280	x	0.2887
23	AS/Pure Sciences	3	68.994	=	169	x	0.4082
24	Medicine	5	62.610	=	280	x	0.2236
25	AS/Humanities	3	61.645	=	151	x	0.4082
26	Engineering and Applied Science	3	56.338	=	138	x	0.4082
27	Business	2	55.861	=	79	x	0.7071
28	AS/Social Sciences	3	51.439	=	126	x	0.4082
29	Medicine	6	51.121	=	280	x	0.1826
30	AS/Pure Sciences	4	48.786	=	169	x	0.2887
31	Law	2	43.841	=	62	x	0.7071
32	AS/Humanities	4	43.590	=	151	x	0.2887
33	Medicine	7	43.205	=	280	x	0.1543
34	Public Health	2	41.012	=	58	x	0.7071
35	Engineering and Applied Science	4	39.837	=	138	x	0.2887
36	AS/Pure Sciences	5	37.790	=	169	x	0.2236
37	Medicine	8	37.417	=	280	x	0.1336
38	AS/Social Sciences	4	36.373	=	126	x	0.2887
39	AS/Humanities	5	33.765	=	151	x	0.2236
40	Medicine	9	32.998	=	280	x	0.1179
41	Business	3	32.252	=	79	x	0.4082
42	Engineering and Applied Science	5	30.858	=	138	x	0.2236
43	AS/Pure Sciences	6	30.855	=	169	x	0.1826
44	Medicine	10	29.515	=	280	x	0.1054
45	AS/Social Sciences	5	28.174	=	126	x	0.2236
46	AS/Humanities	6	27.569	=	151	x	0.1826
47	Medicine	11	26.697	=	280	x	0.0953
48	AS/Pure Sciences	7	26.077	=	169	x	0.1543
49	Law	3	25.311	=	62	x	0.4082
50	Engineering and Applied Science	6	25.195	=	138	x	0.1826

NOTES

Unshaded areas indicate seats actually awarded

The Method of Equal Proportions determines the priority ranking of additional seats for each constituency. Because each of 15 constituencies is entitled to at least one seat, priority rankings begin at 16. Additional seats from 16th to 42nd (the statutory number of tenured faculty seats) are then prioritized by multiplying a constituency's population by a factor ("multiplier" above) that decreases in the number of seats already awarded to the constituency. The products are then ordered highest to lowest and constituency seats up to the 42nd are awarded. For example, the 42nd seat above is awarded to the Faculty of Law (its third seat). If the statutory number of tenured officer of instruction seats were increased to 43, the Faculty of Pure Sciences would be awarded another seat (its sixth).

The Method of Equal Proportions has been used by the U.S. since 1950 to reapportion the House of Representatives. See 2 U.S.C. § 2a(a) (2006); see also http://en.wikipedia.org/wiki/Huntington-Hill_method. This method minimizes the percentage differences in the number of persons-per-Senator among all constituencies with multiple seats.

* "Multiplier" is the inverse geometric mean of a constituency's current number of seats and its next additional seat. That is, $\frac{1}{\sqrt{n(n-1)}}$ where n = the next additional seat. This minimizes variation in persons-per-Senator among constituencies with multiple seats. See Laurence F. Schmeckebier, *The Method of Equal Proportions*, 17 Law & Contemp. Probs. 302, 304-10 (1952).

Appendix A.3

Tenured Faculty: Alternative Analysis Under Webster's Method

Seat	Faculty or Division <i>(descending order of priority value)</i>	Next Seat	Priority Value	=	Population	x	Multiplier
16	Medicine	2	186.66667	=	280	x	0.666666667
17	AS/Pure Sciences	2	112.66667	=	169	x	0.666666667
18	Medicine	3	112	=	280	x	0.4
19	AS/Humanities	2	100.66667	=	151	x	0.666666667
20	Engineering and Applied Science	2	92	=	138	x	0.666666667
21	AS/Social Sciences	2	84	=	126	x	0.666666667
22	Medicine	4	80	=	280	x	0.285714286
23	AS/Pure Sciences	3	67.6	=	169	x	0.4
24	Medicine	5	62.222222	=	280	x	0.222222222
25	AS/Humanities	3	60.4	=	151	x	0.4
26	Engineering and Applied Science	3	55.2	=	138	x	0.4
27	Business	2	52.666667	=	79	x	0.666666667
28	Medicine	6	50.909091	=	280	x	0.181818182
29	AS/Social Sciences	3	50.4	=	126	x	0.4
30	AS/Pure Sciences	4	48.285714	=	169	x	0.285714286
31	Law	2	41.333333	=	62	x	0.666666667
32	AS/Humanities	4	43.142857	=	151	x	0.285714286
33	Medicine	7	43.076923	=	280	x	0.153846154
34	Public Health	2	38.666667	=	58	x	0.666666667
35	Engineering and Applied Science	4	39.428571	=	138	x	0.285714286
36	AS/Pure Sciences	5	37.555556	=	169	x	0.222222222
37	Medicine	8	37.333333	=	280	x	0.133333333
38	AS/Social Sciences	4	36	=	126	x	0.285714286
39	AS/Humanities	5	33.555556	=	151	x	0.222222222
40	Medicine	9	32.941176	=	280	x	0.117647059
41	Business	3	31.6	=	79	x	0.4
42	AS/Pure Sciences	6	30.727273	=	169	x	0.181818182
43	Engineering and Applied Science	5	30.666667	=	138	x	0.222222222
44	Medicine	10	29.473684	=	280	x	0.105263158
45	AS/Social Sciences	5	28	=	126	x	0.222222222
46	AS/Humanities	6	27.454545	=	151	x	0.181818182
47	Medicine	11	26.666667	=	280	x	0.095238095
48	AS/Pure Sciences	7	26	=	169	x	0.153846154
49	Engineering and Applied Science	6	25.090909	=	138	x	0.181818182
50	Law	3	24.8	=	62	x	0.4

NOTE: Each of the highlighted areas represents two seats that have flipped between two constituencies under this method.

Appendix A.4

Tenured Faculty: Commission Recommendations

Faculty or Academic Division <i>(descending order of 2019 population)</i>	2009 Tenured Faculty	2014 Tenured Faculty	2019 Tenured Faculty	2010 Seats	2015 Seats	2020 Seats	Change From 2015 Seats
Medicine	246	255	280	9	9	9	0
A&S – Pure Sciences	138	160	169	5	6	5	-1
A&S – Humanities	140	148	151	5	5	5	0
Engineering and Applied Science	105	129	138	4	4	5	1
A&S – Social Sciences	119	122	126	5	4	4	0
Business	69	75	79	3	3	3	0
Law	63	71	62	2	2	2	0
Public Health	37	54	58	2	2	2	0
Journalism	17	19	20	1	1	1	0
Architecture, Planning, and Preservation	13	18	20	1	1	1	0
Arts	10	11	19	1	1	1	0
Social Work	21	18	16	1	1	1	0
International and Public Affairs	10	14	16	1	1	1	0
Dental Medicine	15	10	9	1	1	1	0
Nursing	5	5	6	1	1	1	0
Professional Studies*	0	0	0	0	0	0	0
Population Total	1,008	1,109	1,169				
UNIVERSITY SENATE TOTAL				42	42	42	

NOTES

As explained in the reapportionment report, these calculations are made using the Method of Equal Proportions, employed by the U.S. Census Bureau since 1950 to reapportion congressional seats among the several states. See 2 U.S.C. § 2a(a) (2006); see also http://en.wikipedia.org/wiki/Huntington-Hill_method. This method minimizes the percentage differences in the number of persons-per-Senator among all constituencies with multiple seats.

* The Faculty of Professional Studies, having zero tenured officers of instruction, has previously not received representation in this category. *But see* Appendix B.2 for non-tenured representation.

Appendix B.1 Non-Tenured Faculty: Population Count

	Fall 2009				Fall 2015				Fall 2019		
	Tenure Eligible	Non-tenure Eligible	Total Non-tenured		Tenure Eligible	Non-tenure Eligible	Total Non-tenured		Tenure Eligible	Non-tenure Eligible	Total Non-tenured
ARTS AND SCIENCES											
Columbia College, General Studies and GSAS	184	135	319		155	223	378		170	251	421
--Social Sciences	50	12	62		44	29	73		45	35	80
--Humanities	68	105	173		48	159	207		58	168	226
--Pure Sciences	66	18	84		63	35	98		67	48	115
International and Public Affairs	16	27	43		13	32	45		9	28	37
Arts	7	46	53		9	50	59		21	47	68
Professional Studies (previously Continuing Education)	0	24	24		0	25	25		0	56	56
MORNINGSIDE PROFESSIONAL SCHOOLS											
Architecture, Planning, and Preservation	11	0	11		11	6	17		8	10	18
Business	66	14	80		52	12	64		49	18	67
Engineering and Applied Science	52	4	56		48	22	70		58	31	89
Journalism	8	12	20		5	10	15		6	10	16
Law	17	10	27		7	14	21		5	15	20
Social Work	19	3	22		22	3	25		19	2	21
MEDICAL CENTER PROFESSIONAL SCHOOLS											
Dental Medicine	4	54	58		4	59	63		3	70	73
Medicine	204	1,488	1,692		187	1,515	1,702		179	1,877	2,056
Nursing	5	65	70		7	66	73		6	84	90
Public Health	45	86	131		40	81	121		42	86	128
UNIVERSITY TOTAL	638	1,968	2,606		560	2,118	2,678		575	2,585	3,160

NOTES

Shaded rows indicate Senate constituencies

Source Fall 2019: Office of the Vice Provost for Faculty Affairs

Only officers with primary academic appointments are included. Those with secondary appointments (e.g., deans who are also professors) are included in the constituency of their primary appointment (e.g., administration members). Likewise, officers with multiple academic appointments are included in the constituency of their primary appointment.

Data as of early December 2019

Appendix B.2
Non-Tenured Faculty: Commission Recommendations

Faculty or Academic Division <i>(descending order of 2019 population)</i>	2009 Non- tenured Faculty	2014 Non- tenured Faculty	2019 Non- tenured Faculty	2010 Seats	2015 Seats	2020 Seats	Change From 2015 Seats
Medicine	1,692	1,702	2,056	1	1	1	<i>no change</i>
A&S – Humanities	173	207	226	1	1	1	<i>no change</i>
Public Health	131	121	128	1	1	1	<i>no change</i>
A&S – Pure Sciences	84	98	115	1	1	1	<i>no change</i>
Nursing	70	73	90	1	1	1	<i>no change</i>
Engineering and Applied Science	56	70	89	1	1	1	<i>no change</i>
A&S – Social Sciences	62	73	80	1	1	1	<i>no change</i>
Dental Medicine	58	63	73	1	1	1	<i>no change</i>
Arts	53	59	68	1	1	1	<i>no change</i>
Business	80	64	67	1	1	1	<i>no change</i>
Professional Studies	24	25	56	1	1	1	<i>no change</i>
International and Public Affairs	43	45	37	1	1	1	<i>no change</i>
Social Work	22	25	21	1	1	1	<i>no change</i>
Law	27	21	20	1	1	1	<i>no change</i>
Architecture, Planning, and Preservation	11	17	18	1	1	1	<i>no change</i>
Journalism	20	15	16	1	1	1	<i>no change</i>
UNIVERSITY SENATE TOTAL	2,606	2,678	3,160	16	16	16	

Appendix C.1 Students: Population Count

	Fall 2014		Fall 2019			Change from 2014 to 2019
	Full-time Degree Enrollment	Full-time Enrollment †	Full-time Degree Enrollment	Full-time Non-degree Enrollment	Full-time Enrollment †	
ARTS AND SCIENCES						
Columbia College	4,576	4,650	4,588	89	4,677	27
Graduate School of Arts and Sciences**	2,907	2,908	3,487	29	3,516	608
----Social Sciences	774	774	1,082		1,082	308
----Humanities	806	807	830		830	23
----Pure Sciences	1,327	1,327	1,575		1,575	248
School of General Studies	1,308	1,308	1,735	1	1,736	428
School of International and Public Affairs	1,226	1,227	1,142	1	1,143	-84
School of the Arts	804	810	856	0	856	46
School of Professional Studies***	421	956	1,571	262	1,833	877
MORNINGSIDE PROFESSIONAL SCHOOLS						
Graduate School of Architecture, Planning, and Preservation	765	780	771	8	779	-1
Graduate School of Business	1,871	1,883	1,980	23	2,003	120
School of Engineering and Applied Science	3,418	3,421	4,142	2	4,144	723
Graduate School of Journalism	333	333	291	0	291	-42
School of Law	1,483	1,518	1,562	50	1,612	94
School of Social Work	860	860	906	0	906	46
MEDICAL CENTER PROFESSIONAL SCHOOLS						
College of Dental Medicine	407	413	438	0	438	25
College of Physicians and Surgeons	1,461	1,726	1,450	243	1,693	-33
School of Nursing	456	456	662	1	663	207
School of Public Health	1,100	1,100	1,272	0	1,272	172
UNIVERSITY TOTAL	23,396	24,349	26,853	709	27,562	3,213

NOTES

Shaded rows indicate Senate constituencies

Source Fall 2014: Student Information Systems, Student Information Systems, available upon request from the Office of Planning and Institutional Research. Additional data provided by the Office of Planning and Institutional Research.

Source Fall 2019: Preliminary data from Student Information Systems to be uploaded to

https://provost.columbia.edu/sites/default/files/content/Institutional%20Research/Statistical%20Abstract/opir_enrollment_degree_level.pdf. Additional data provided by the Office of Planning and Institutional Research.

* Students, including Ph.D. students, are reported in the schools that administer their programs.

** The Office of Planning and Institutional Research provided these data, which accounts for a slight discrepancy from the data available at http://www.columbia.edu/cu/opir/abstract/enrollment_fte_school_all.htm. GSAS excludes Ph.D. students whose programs are administered by other graduate schools.

*** Consistent with past practice, the 34 non-degree students associated with the Office of Global Programs in 2015 are counted as non-degree students at the School of Professional Studies. 14 non-degree students were similarly counted in 2019.

† Includes degree and non-degree students.

Data as of mid-October 2019

Appendix C.2

Students: Commission Recommendations

School or Academic Division <i>(descending order of 2019 full-time enrollment)</i>	2009 Full-time Enrollment	2015 Full-time Enrollment	2019 Full-time Enrollment †	2010 Seats	2015 Seats	2020 Seats	Change From 2015 Seats
Columbia College	4,363	4,650	4,677	3	3	3	<i>no change</i>
School of Engineering and Applied Science	2,682	3,421	4,144	2	2	2	<i>no change</i>
Graduate School of Business	2,012	1,883	2,003	2	2	2	<i>no change</i>
School of Professional Studies*	404	956	1,833	1	1	1	<i>no change</i>
School of General Studies	826	1,308	1,736	1	1	1	<i>no change</i>
College of Physicians and Surgeons	1,378	1,726	1,693	1	1	1	<i>no change</i>
School of Law	1,612	1,518	1,612	1	1	1	<i>no change</i>
GSAS – Pure Sciences	984	1,327	1,575	1	1	1	<i>no change</i>
School of Public Health	669	1,100	1,272	1	1	1	<i>no change</i>
School of International and Public Affairs	1,164	1,227	1,143	1	1	1	<i>no change</i>
GSAS – Social Sciences	638	774	1,082	1	1	1	<i>no change</i>
School of Social Work	813	860	906	1	1	1	<i>no change</i>
School of the Arts	871	810	856	1	1	1	<i>no change</i>
GSAS – Humanities	846	807	830	1	1	1	<i>no change</i>
Graduate School of Architecture, Planning, and Pres.	738	780	779	1	1	1	<i>no change</i>
School of Nursing	398	456	663	1	1	1	<i>no change</i>
College of Dental Medicine	395	413	438	1	1	1	<i>no change</i>
Graduate School of Journalism	344	333	291	1	1	1	<i>no change</i>
Columbia Corporation Total	21,137	24,349	27,533	22	22	22	
Barnard College				1	1	1	<i>no change</i>
Teachers College				1	1	1	<i>no change</i>
Affiliated Institution Total**				2	2	2	
UNIVERSITY SENATE TOTAL				24	24	24	

NOTES

* Previously the School of Continuing Education and Special Programs

** Pursuant to the Senate By-Laws, Section 1(g), the Union Theological Seminary may elect one non-voting student observer who enjoys a limited role in Senate deliberations.

† Including both degree-seeking and non-degree students

Appendix C.3

Students: Alternate Calculation (Including Only Degree-Seeking Students)

School or Academic Division <i>(descending order of 2019 full-time enrollment)</i>	2009 Full-time Enrollment	2015 Full-time Enrollment	2019 Full-time Enrollment †	2010 Seats	2015 Seats	2020 Seats	Change From 2015 Seats
Columbia College	4,363	4,650	4,588	3	3	3	<i>no change</i>
School of Engineering and Applied Science	2,682	3,421	4,142	2	2	2	<i>no change</i>
Graduate School of Business	2,012	1,883	1,980	2	2	2	<i>no change</i>
School of General Studies	826	1,308	1,735	1	1	1	<i>no change</i>
GSAS – Pure Sciences	984	1,327	1,575	1	1	1	<i>no change</i>
School of Professional Studies*	404	956	1,571	1	1	1	<i>no change</i>
School of Law	1,612	1,518	1,562	1	1	1	<i>no change</i>
College of Physicians and Surgeons	1,378	1,726	1,450	1	1	1	<i>no change</i>
School of Public Health	669	1,100	1,272	1	1	1	<i>no change</i>
School of International and Public Affairs	1,164	1,227	1,142	1	1	1	<i>no change</i>
GSAS – Social Sciences	638	774	1,082	1	1	1	<i>no change</i>
School of Social Work	813	860	906	1	1	1	<i>no change</i>
School of the Arts	871	810	856	1	1	1	<i>no change</i>
GSAS – Humanities	846	807	830	1	1	1	<i>no change</i>
Graduate School of Architecture, Planning, and Pres.	738	780	771	1	1	1	<i>no change</i>
School of Nursing	398	456	662	1	1	1	<i>no change</i>
College of Dental Medicine	395	413	438	1	1	1	<i>no change</i>
Graduate School of Journalism	344	333	291	1	1	1	<i>no change</i>
Columbia Corporation Total	21,137	24,349	26,853	0	0	0	
Barnard College				1	1	1	<i>no change</i>
Teachers College				1	1	1	<i>no change</i>
Affiliated Institution Total**				2	2	2	
UNIVERSITY SENATE TOTAL				24	24	24	

NOTES

* Previously the School of Continuing Education and Special Programs

** Pursuant to the Senate By-Laws, Section 1(g), the Union Theological Seminary may elect one non-voting student observer who enjoys a limited role in Senate deliberations.

† Including both degree-seeking and non-degree students

Columbia University Senate Student Affairs Committee

2019-2020 Annual Report

The 2019-2020 Student Affairs Committee (SAC) of the University Senate, led by co-chairs Jonathan Criswell (GS '21) and Jacqueline de Vegvar (VP&S '19/GSAS '22), and Vice-Chair Claire Kao (BUS '20), is excited to report on the work of our committee. We are proud of our efforts on behalf of students, and of the changes we were able to make that will leave a lasting impact on the University. Many of our successes occurred in initiatives underway before the COVID-19 pandemic. And though COVID-19 interrupted a number of our initiatives, we are proud of the way in which SAC quickly shifted its focus to identifying how best to serve our constituents during this crisis.

Among the committee's many accomplishments and developments this year:

Resolution to Recognize Indigenous Peoples' Day

SAC, in conjunction with the Commission on Diversity, proposed this resolution to recognize the Indigenous Peoples' Day on the second Monday of October of every year—to respect and celebrate indigeneity on campus, in line with the University's values as a multicultural diverse community. The idea for the resolution was brought to SAC by the Native American Council (NAC), a student organization representing over twenty Native and Indigenous nations across the Americas and Pacific Islands. NAC joined SAC in presenting this resolution to the Senate.

Resolution on Voting

In collaboration with the External Relations and Research Policy Committee, SAC co-sponsored the Resolution for Columbia University to Encourage Voting in our Community and Across the Country. Adopted by the Senate directly ahead of the Fall 2019 state and municipal elections, its purpose was to affirm civic engagement in the form of voting as a principle and an objective of efforts led by Columbia. The resolution recognizes Columbia University's capacity and responsibility as a global leader in higher education to promote voting, and since its passage, initiatives involving Columbia students in collaboration with the Office of Government and Community Relations have continued to develop to encourage voter participation.

Resolution to Create a Taskforce on Sustainability

Led by the SAC, this resolution was sponsored by the Campus Planning and Physical Development and Alumni Relations committees. The Task Force will begin work in the 2020-21 academic year.

Report on the State of Student Parents Student Family Life

In spring 2020, SAC's Childcare Affordability Initiative presented its report to the University Senate. This report was the result of work by this SAC subcommittee, including senators, staffers, and student-leaders from across the University that completed an exhaustive review of the state of childcare at Columbia. While the pandemic has delayed some of the meetings between committee members and University administrators, SAC will continue to advocate for substantive changes during the 2020-2021 academic year, and deliver real results for the hundreds of underserved student-parents across the University.

COVID-19 Pandemic Response

While the COVID-19 pandemic resulted in the disruption of much of the work of the committee, SAC, recognizing its essential role, immediately shifted course to identify ways in which to assist students. Working with Senate Executive Committee Chair Jeanine D'Armiento, the Office of University Life, the Food Pantry at Columbia, and others, SAC was able to accomplish much for our fellow students, including:

1. Advocating for a Pass/Fail semester, as well as an extension of the Spring Break.
2. Assisting the Food Pantry at Columbia in finding volunteers and reaching students.
3. Partnering with CSSC at Columbia University Medical Center to deploy early graduates as scribes
4. Partnering with CU Researchers against COVID to assist with awareness of various important services from Biobanking to offering patient escort services to over seven hospitals in New York.
5. Coordinating with Columbia Health, Office of University Life, Disability Services, Campus Facilities, and other offices to communicate students' concerns and questions.
6. Working with the University Administration to review the situation of the student contribution.
7. Answering the questions of hundreds of students on many issues, or directing them to the correct office or resource.
8. Identifying a cohort of over 170 students who self-identified as particularly concerned about being isolated, communicating with them on a near-weekly basis starting in March.
9. In partnership with Columbia University Family Support Network, executing a university-wide questionnaire to gather data on the needs of students with children.
10. Creating the Testing Project with a team of senators and student leaders – <https://www.thetestingproject.com/>

Expansion of Feminine Hygiene Products Program

Working with CUIMC administration, SAC was pleased to facilitate expansion of the program to make tampons and pads available for free in University bathrooms to CUIMC.

Expansion of the Food Pantry at Columbia

The Food Pantry, the first of its kind in the Ivy Plus, serves students who are experiencing food insecurity. This academic year, SAC has continued to identify ways in which to support the Food Pantry. SAC advocated for a satellite location on the CUIMC campus, opened at Bard Hall in Spring 2020. SAC helped to facilitate the donation of over \$15,000 in goods and services for the Food Pantry's annual Silent Auction. Furthermore, with the substantial increase in usage that the Food Pantry saw beginning in March due to COVID-19, SAC worked to ensure that the student body was aware of their important services, and helped to bring in approximately 70 new volunteers.

University-wide Student Leadership Advisory Council (SLAC)

A joint project between SAC and the Columbia Alumni Association (CAA), SLAC is a new program that unites a diverse cadre of students as a formal advisory committee to the CAA and its Board. It provides a wonderful opportunity to students to work closely with CAA and the alumni community, promoting meaningful connections with alumni leaders from across all the schools of Columbia and the world.

CUIMC Space

SAC continued its efforts to increase space for students, working closely with student and faculty leaders, and with support from the Campus Planning and Physical Development and Alumni Relations committees. In February 2020, it was announced that the Hammer quiet space at CUIMC will be converted into a dedicated student lounge, benefitting students for many years.

CUIMC Fitness Center

Understanding the importance of fitness facilities to student well-being, and having engaged with the Department of Physical Education, SAC has developed a series of recommendations for the improvement of CUIMC fitness center hours of operation.

Quality of life survey

Significant updates were made to the Quality of Life Survey, which gauges how students feel on a broad array of issues, and which aids SAC in identifying effective policies to work to create. These include questions pertaining to housing insecurity, food insecurity, and research. The survey launch has been delayed by the COVID-19 pandemic, and it will now take place in the 2020-21 academic year.

Integrated Health Center

Working closely with Scott Wright, Vice President for Campus Services, and Dr. Melanie Bernitz, Associate Vice President and Medical Director, SAC continues to advocate for creation of an integrated health center and 24/7 access to fitness facilities.

Restorative Justice

In response to the concerns of black students and other students of color, SAC has begun an initiative, to review the ways in which Columbia treats students of color, particularly in regards to Columbia Public Safety, and will update the Senate in fall 2020.

The Student Affairs Committee has had a very productive year, and we are proud of the impact we have made. Although the last few months have presented a unique challenge due to the COVID-19 pandemic, SAC's productivity has not slowed. Indeed, we are proud of how SAC has risen to the challenge of this crisis. We will forever be grateful to the many students, faculty, staff, and administrators - both within and outside of the Senate - who have been wonderful partners during this time.

More importantly, we wish to express our condolences to those who lost loved ones from COVID-19, and we wish to express our profound gratitude to all of the medical workers, including our amazing classmates, friends and colleagues at CUIMC, for the remarkable work they have done and continue to do to help get to the other side of this pandemic.

We are extremely proud to be members of this incredibly intelligent, capable, compassionate, and resilient community that is Columbia, and we look forward to continued partnership with others in the University Senate and the broader community.

Jacqueline de Vegvar (VP&S, '19)
Co-Chair, SAC 2019-2020

Jonathan Criswell
Co-Chair, SAC 2019-2020

Claire Kao
Vice Chair, SAC 2019 – 2020

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Annual Report 2019- 2020: Commission on Diversity

Chairs: Prof. Yamile Marti (Social Work) and Claire Kao (BUS)
• 05.01.2020

2019-2020 Agenda

Indigenous Peoples' Day

Co-signed resolution proposed by Student Affairs Committee (SAC)

Students with Disabilities

Student experience in conversation with Disability Services (DS)

Campus Interventions to Improve Discourse and Dialogue on Diversity

Both academic and in student life

COVID-19's Outsized Impact on Vulnerable Communities

Recognition of Indigenous Peoples' Day

**Proposed by Native American
Council of Columbia University**

“It's a day of recognition of indigenous presence and solidarity. It is a day for indigenous people across the continent to celebrate their continuous existence and their indigeneity,” political chair of NAC Kellian Staggers, CC '22

Final Vote Count

68 for; 0 opposed; 4 abstained

Students with Disabilities

Vulnerable and Underserved Population

- Consistently lowest-rated satisfaction in SAC's Quality of Life survey
- Increasing numbers of people qualify for DS accommodations because of mental health concerns and invisible disabilities

Challenges

Communicating to students what accommodations and resources are available and ensuring they receive them

Future Goal

Comparing Columbia's DS accommodations with those of peer institutions

Campus Interventions to Improve Discourse and Dialogue on Diversity

Campus Climate Sorely in need of Intervention and Healing

- The Commission looked at a number of **Academic** interventions from various schools
- The Commission discussed and looked at several **Orientation/Student Life**-related programs

Future Goals

- Aggregating comprehensive “Best Practices” from across campus
- Establishing school-wide forum for addressing campus climate

*Interventions
examined as a primary
discussion topic at a
Commission on
Diversity meeting

A Sampling of Interventions

Academic

- School of Social Work: *Power, Race, Oppression, and Privilege**
- Business School: *Bridging the American Divide**
- Public Health: *The Self, Social, and Global Awareness (SSGA) series*

Orientation/Student Life

- Columbia College & Columbia Engineering: *Under1Roof*
 - General Studies: *Decoding the Syllabus*
 - Office of University Life: *Campus Conversations*
-

COVID-19's Outsized Impact on Vulnerable Communities

Special consideration given to the pandemic's disproportionate impact on:

- students with disabilities and mental health concerns
- students struggling financially and with housing/food security
- international students
- frontline workers
- communities with unequal access to healthcare
- incidents of discrimination and racism

Future Goal

Providing and thinking of future services for most severely impacted communities

Some Thoughts from the Commission regarding COVID-19

- “COVID-19 has been an X-Ray of our society’s weaknesses that we can only hope we will be brave enough to examine in future”
 - “The pandemic was regarded as a great equalizer at first, but we’ve seen the unequal ways the pandemic is increasing systemic inequality”
 - “battles in every direction, the pandemic is coming at a massive personal cost”
 - “The answer to every question is ‘I don’t know’ -- so all we can do is be flexible and give each other the benefit of the doubt”
 - Everyone is facing a blurring of personal, professional, academic, social lives
 - “The importance of Senate has never been more clear”
-

Thank You

Please reach out to Yamile M. Marti <ymm2101@columbia.edu>
and Claire Kao <CKao20@gsb.columbia.edu> with any
questions or comments

Committee on External Relations and Research Policy: Letter to Executive Committee

RE: COVID-19 Research and Related Patents

April 29, 2020

Dear Members of the Executive Committee:

The Committee on External Relations and Research Policy, after discussing the matter in its recent meeting, would like to request that the Executive Committee communicate with the University Administration regarding the COVID-19 pandemic and related research.

The global COVID-19 pandemic is driving and informing research efforts at Columbia University and around the world. We fervently wish for this research to succeed. We applaud the University's highly successful management of its general patent portfolio to date. At this moment, we believe that the University's current or forthcoming patents on COVID-19 or its treatment should not delay developments by others, or the distribution of products based on those patents. Accordingly we urge the University to commit to a presumption of broad and rapid access to COVID-related research outputs owned by the University, for example, through non-patenting or non-exclusive licensing. (One approach to doing so would be through signing or supporting the Open COVID pledge: [<https://opencovidpledge.org>]). We recognize that there may be cases where patents and exclusivity are absolutely necessary to promote development and commercialization and thus combating the pandemic; in such cases we urge the University to seek licensees committed to broad and low-cost access to any resulting products or processes.

We look forward to Columbia taking a leadership role in this matter.

Thank you for your time and consideration,

Howard Worman and Megan Mroczkowski,
Co-Chairs, Committee on External Relations and Research Policy