

PROPOSED AGENDA
University Senate
Friday, March 6, 2020 at 1:15 p.m.
501 Schermerhorn

1. Adoption of the agenda
2. Adoption of the minutes of February 7, 2020
3. President's report
4. Executive Committee chair's report
5. Old business:
 - a. Resolution to Amend the University Statutes to Strengthen and Modify Appointments for Full-Time Non-Tenure-Track Faculty Across Columbia University (Faculty Affairs).
6. New business:
 - a. Program proposals (Education Committee):
 - i. Resolution to Establish a Program Leading to a Master of Public Affairs in Environmental Science and Policy (SIPA)
 - ii. Resolution to Establish a Program Leading to a Master of Public Affairs in Development Practice (SIPA)
 - iii. Resolution to Establish a Program Leading to a Master of Science in Computational Design Practices (GSAPP)
 - b. Committee reports (Student Affairs Committee):
 - i. The State of Student-Parents at Columbia

MEETING OF FEBRUARY 7, 2020

In the absence of President Lee Bollinger, Executive Committee chair Jeanine D'Armiento (Ten., P&S) called the Senate to order shortly after 1:15 pm in the Jamail Lecture Hall at the Journalism School.

Sen. D'Armiento said the parliamentarian, Linda Mischel Eisner, would be arriving a few minutes after the start of the meeting.

Minutes and agenda. The agenda was adopted as proposed. Sen. Anne Taylor said she wanted to request some changes to the minutes of December 12, 2019. Sen. D'Armiento urged her to take this up with the staff member after the meeting.

Executive Committee chair's remarks. In the president's absence, Sen. D'Armiento offered to try to relay any questions from senators to him.

Sen. D'Armiento reviewed the three resolutions on the agenda. She said the first one, to strengthen and modify non-tenure-track appointments, was for discussion only at the present meeting, with a vote expected in March. The other two resolutions, to reduce the use of paper in Senate deliberations, and to establish a Senate task force on sustainability, were on the agenda for action. Sen. D'Armiento asked senators to sit in the section of the room reserved for them, to make it easier to count votes.

New business

Resolution to Amend the University Statutes to Strengthen and Modify Appointments for Full-Time Non-Tenure-Track Faculty across Columbia University. Sens. Letty Moss-Salentijn (Ten., CDM) and Greg Freyer (NT, Public Health), co-chairs of the Faculty Affairs Committee, presented the resolution.

Sen. Moss-Salentijn said it was a proposal to amend the Statutes governing notice to faculty of non-renewal. She recalled that the Senate had approved an earlier version of this resolution covering just the Morningside campus on February 5, 2016. At that time the Senate was unable to include the Medical Center in the resolution, for reasons that are spelled out in the present resolution. The Medical Center had now made a proposal to modify non-renewal notice for its non-tenure-track faculty, and Faculty Affairs was putting that together with the 2016 resolution on Morningside. These changes would require amendments to the University Statutes. For this substantial task the Senate would need help from the Office of the General Counsel.

Sen. Freyer said the 2016 resolution had called for longer notice periods so that NTT Morningside faculty with more than 7 years of full-time service would receive 18 months of nonrenewal notice, and NTT faculty with more than 12 years would receive two years of notice.

Sen. Freyer said the 2016 resolution, recognizing differences between financial conditions on the two campuses, applied only to Morningside, and not to the Medical Center. Since then, the Faculty Affairs Committee had worked to bring the two policies closer together, an effort that had now come to fruition.

Sen. Freyer said the new proposal covering the Medical Center had been approved by the faculty in all four CUIMC schools: the Vagelos College of Physicians and Surgeons, the College of Dental Medicine, the Mailman School of Public Health, and the School of Nursing. The difference from the Morningside campus was that the maximum notice period At CUIMC would be one year. That is, termination for NTT faculty with more than eight years of full-time service would take place exactly one year after the date of the nonrenewal notice. Sen. Freyer said the Nontenured Caucus would have preferred longer notice periods, but recognized that this was the deal they could get, and that it was significantly better than the former standard of six months' notice of nonrenewal for all NTT faculty with more than two years of service. Sen. Freyer said the Faculty Affairs Committee unanimously approved the present proposal on notice for NTT CUIMC faculty.

Returning to the 2016 resolution, Sen. Freyer said it had been implemented only in a couple of Morningside schools. The present resolution was calling for the guidelines laid out in 2016 to be codified in the University Statutes. He said that once they're in the Statutes, with the approval of the Board of Trustees, they would apply to all Morningside schools. One reason for the delay in implementation on Morningside was that the Medical Center had not changed its notice provisions. Sen. Freyer said that the expected adoption of new provisions at CUIMC would enable a plan to cover the whole university. He said that was great news. He said that both the Faculty Affairs Committee and the Non-tenured Caucus strongly endorsed the resolution now before the Senate. He invited questions.

Sen. Andrew Marks (Ten., P&S) noted that if the renewal of someone's grant is in doubt, the practice is to give that person a letter of non-renewal in case the funding runs out. If the rule is changed, so that the letter of non-renewal has to go out a year in advance instead of just six months, there will have to be many more letters of non-renewal, particularly in a period when grant funding is so uncertain. He noted the negative psychological impact of such letters.

Sen. Anne Taylor (Admin.), Vice Dean for Academic Affairs, Vagelos College of Physicians and Surgeons, said limitations on grant funding needn't always trigger a letter of non-renewal. There may be other important compensatable work in a department that the person can do.

Her second point was that possible disruption of grant funding prompts both the department and the faculty member to plan ahead more. She also noted that the letter can be rescinded up until the day it becomes effective.

Sen. Marks repeated his concern about the negative psychological impact of a non-renewal letter.

Sen. Taylor said the reception of a letter of non-renewal depends largely on how the letter is delivered.

Sen. Marks said people who don't understand the reason for the letter of non-renewal think they're being fired.

Sen. Taylor said it is important to maintain effective and realistic communication in such situations. She repeated that the letter of non-renewal is rescindable. She added that in some instances, people have been rehired even after the expiration of a non-renewal notice period. So there are ways to cope with this problem.

Sen. Richard Smiley (Ten., P&S) asked if it was possible to make motions to amend this resolution, which was only for discussion on the present agenda.

Sen. D'Armiento said it was possible to offer amendments. Sen. Freyer agreed.

Sen. Smiley said a year's notice of non-renewal is not wonderful news to get, but it's better than getting notice of a month or less, which is the current arrangement.

Sen. Freyer corrected Sen. Smiley, saying the notice period at CUIMC for NTT faculty with more than eight years of service is six months. Sen. Smiley appreciated the correction.

Sen. D'Armiento understood Sen. Marks to be saying that the proposed notice period will not change the fact that people get letters of non-renewal. Those letters are going out all the time.

Sen. Taylor said she had provided data to Faculty Affairs on the number of non-renewal letters that go out over a period of time. She offered to summarize the data, which had not been included in the Senate packet.

Sen. Smiley said he would offer an amendment that would not be popular with the CUIMC administration. He said he understood why the last Whereas clause about reputation and patient safety issues was there. He said it gives the VP&S administration the right to suspend or essentially end the employment of anyone for almost any reason. It didn't make sense to him, because he considered the issue of patient safety and the Medical School's reputation to be false issues. He said any patient safety issue could be handled by the medical board or the P&S administration in 10 minutes--as he himself had once experienced--by suspending clinical privileges and thereby eliminating any danger to the public.

His second point was that if the last Whereas clause were really aimed at addressing clinical problems or patient safety, and at protecting the reputation of the Medical Center, there would be no reason to have different procedures for tenured and non-tenured faculty.

His third point was that the process by which more rapid termination or suspension would occur involves faculty organizations that are opaque. For example, the Executive Committee of the Faculty Council is one of the appeal boards. When he went to the website the night before, he had been unable to find out who is on the Faculty Council or its Executive Committee. This gave him pause.

Sen. Smiley moved to strike the last Whereas clause of the resolution, starting at the top of page 2, and the portion of the proposal in the backing material called section 2, which details the process for such suspensions for reputational, legal, or “other serious” reasons.

There was at first some uncertainty about which Whereas clause Sen. Smiley wanted to strike. But then Sen. D’Armiento read the relevant clause aloud: “Whereas in other serious circumstances where the continuation of a full-time non-tenure track clinical faculty member’s appointment would present a serious reputational or legal liability, CUIMC proposes to establish a peer review process under which the faculty member may be removed from clinical duties and suspended with or without pay.”

Sen. D’Armiento said the process identified in that Whereas clause was outlined in the backing document, at the bottom of page 4 of the document that had been distributed in the Senate packet, in #2: “Since some behaviors that do not meet criteria under #1 may also be inconsistent with practices at Columbia, and since the adjudication required in #1 may take some time, VP&S, CDM, and SON also endorse a three-step procedure that may be used in other serious circumstances....”

Sen. Smiley agreed that Sen. D’Armiento had read the correct passages.

Sen. Taylor offered to submit a written summary with case-specific data to support the case for the last Whereas clause. She said some of these data could be found in *The New York Times* or other sources. She stressed the importance of this procedure, which she said was rare, but always a possibility. She said Johns Hopkins has a similar policy, along with some other institutions with more top-down governance.

Sen. D’Armiento invited further discussion.

A senator asked how the current procedure works. Sen. Taylor said New York Presbyterian can now withdraw privileges from a clinician because the hospital is the credentialing agency for the Medical Center. At that point CUIMC can give the clinician notice of non-renewal, that is, for six months with an end date of either June 30 or December 31. If a decision to withdraw clinical privileges is reached on, say, January 30, CUIMC would have to keep the clinician employed until the following December 31.

Sen. Smiley understood that faculty in that situation would still be paid.

Sen. Taylor said the clinician would indeed have to be paid, because the salary compensation is a binding contract for that year. The clinician would retain the appointment until the termination date.

Sen. D’Armiento said CUIMC could take away the clinician’s A2.

Sen. Taylor said the A2 was not relevant, and cannot be taken away in any case. Any bonuses based on clinical productivity would not be paid, because clinicians in this condition are not earning clinical revenue. But the base salary would have to be paid.

Sen. D'Armiento said there are clinical faculty whose base salary is quite low, and who depend upon their clinical revenue. Once they're suspended, they lose that revenue, except for a nominal base that the University keeps paying.

Sen. Taylor said the base is not nominal, but variable by specialty.

Sen. Smiley said that the second-to-last Whereas clause in the resolution, along with #1 in the proposal, basically says that if the medical board takes a clinician's privileges away, then the University is allowed to suspend or terminate the clinician.

Sen. Taylor said that was not true.

Sen. Smiley noted that he had not moved to strike #1 of the proposal. He said that once the medical board has made the decision that a clinician is no longer allowed to practice, then #1 allows the University to suspend or terminate the clinician. Given these provisions, Sen. Smiley said he did not understand the need for #2 of the proposal. He noted that the medical board itself is not particularly independent, but that's the way the hospital works. And it does provide somewhat more due process than the opaque and hidden process outlined in #2.

Sen. Smiley said it was clear in #1, as presented in the penultimate Whereas, that if the medical board rescinds a clinician's privileges, then the University can rescind the clinician's position. He said the only reason for #2 seemed to be to provide the administration with a back door to do what it wants to do. He said he had experienced such a process in November 2004.

Sen. Taylor repeated her offer to provide a written response with case data.

Sen. Freyer said the response should go back to Faculty Affairs. He asked Sen. Smiley to be sure to attend the next FAC meeting.

Sen. Smiley said he would be on a medical teaching mission in Guyana from February 15 to March 15.

Sen. Freyer said the previous discussion may have sounded like a different language to non-clinicians in the Senate. He said the Senate will need the expertise of members of the Faculty Affairs Committee who are familiar with these issues. He asked Sen. Taylor to send her response to Faculty Affairs.

Sen. D'Armiento said that apart from the complicated details of clinical compensation, Sen. Smiley had raised an issue that all senators could understand. She said his main concern was the vagueness of this process outlined in #2, particularly on the question of reputation. She said people seemed to be comfortable with the previous (penultimate) Whereas clause, which focuses on legal issues. But concern arises with the idea of reputation.

Sen. Taylor said this issue was addressed in a fuller version of the proposal, which had not been distributed to the Senate with the resolution. She would supply some data from the fuller proposal to clarify this point.

Sen. D'Armiento mentioned another issue which hadn't been discussed yet:
Why does the proposal only talk about non-tenured faculty who are clinically unfit? What about tenured faculty who are clinically unfit?

Sen. Taylor said the difference was that tenure guidelines are spelled out in the University Statutes. They are not CUIMC-specific. So clinically unfit tenured faculty would require a different discussion altogether. The present proposal applies only to non-tenure track clinical faculty, whose titles are structured differently from those of most other Columbia faculty.

Sen. Sharyn O'Halloran (Ten., SIPA) suggested that Sen. Smiley put his proposed amendment in writing and email it to the Faculty Affairs Committee, which could forward it to Sen. Taylor, who could then offer her response.

Sen. Taylor said she was prepared to respond to written comments in writing.

Sen. O'Halloran said Sen. Taylor could then respond in writing even after Sen. Smiley had to go away. She hoped Sen. Taylor could also make herself available to answer any additional questions from Faculty Affairs.

Sen. Taylor said she could.

Sen. D'Armiento looked forward to seeing the next iteration of the resolution.

Resolution to Reduce the Use of paper in the Deliberations of the University Senate and its Committees (Research officers, External Relations, Student Affairs, Alumni Relations). Sen. Benjamin Rudshateyn (Research Officers, Postdoc) introduced the resolution. It called on the Senate and its committees to stop printing packets, allowing exceptions for members who "opt in" to continue receiving paper and for documents that the Executive Committee considers important enough to print for everyone.

Sen. Rudshateyn said this effort would complement University sustainability initiatives. He said most senators have smartphones, or could read important passages such as Statutory amendments on a screen. He said the technology is pretty good now, and getting better, so he saw no problems in the resolution, only benefits.

Sen. James Applegate (Ten., A&S/Natural Sciences) said he had been a senator for a long time. He agreed that some Senate documents--such as annual committee reports--that probably don't have to be distributed in paper. On the other hand, the resolution and supporting documents on non-tenure-track appointments that the Senate had just discussed were extremely useful. He expressed concern that there was a downside to dispensing with paper. He said the amount of paper consumed in eight plenaries a year is quite small. Getting senators from all over campus into a room is a logistical challenge, and the smooth functioning of the plenary is important. He worried that sustainability initiatives sometimes involve more virtue-signaling than well thought-

out measures. He urged caution, and said the Senate has to have what it needs to get its work done.

Sen. Rudshteyn noted the provision in the resolution that the Executive Committee can decide to print documents that may prompt significant debate or amendments, such as the previous resolution on the agenda. He also noted that that resolution was about a page long, and could fit on a screen.

Sen. Robert Pollack (Ten., A&S/Natural Sciences) said he had also been in the Senate for a while. He was comfortable with a paper trail, and appreciated the resolution's opt-in provision. But he also offered a distinction between matters that require a vote and summaries of Senate deliberations, which could be archived digitally. He proposed an amendment that all matters to be voted on should have a paper trail.

Sen. D'Armiento said the Executive Committee could choose to print out documents on matters that have to be voted on.

Sen. Pollack said he didn't want this to be a matter of choice. He wanted a provision saying matters requiring a vote must be presented in paper.

Sen. D'Armiento called for discussion.

Sen. Sharyn O'Halloran (Ten., SIPA) thought Sen. Pollack's amendment offered an appropriate start to paper reduction efforts, in line with people's habits. She thought committees might be the most effective place to focus this effort. She agreed that committee reports to the Senate could also be digital, but resolutions and supporting documents should stay in paper until people become more comfortable with a paperless environment.

Sen. Rudshteyn said that if the supporting material for a resolution is really dense, it is unlikely that people will have time to read it at the plenary. They should read the supporting material in advance and perhaps have just the actual resolution in paper at the meeting.

Sen. Regina Martuscello (Research Officers) said the Research Officers Committee meets twelve months a year, not eight, with significant paper packets now. She said the projector in the room the Senate was in now could be used to display documents whether they were being voted on or not. Everyone in this room could use a smartphone or a laptop. And people who want paper can always print the document themselves, because the Senate office emails the plenary packet in advance. So the argument that people need the documents in their hands didn't make sense for the Research Officers Committee. They know there are electronics in front of them, in their pockets, on their wrists. Sen. Martuscello did not see the need to print a document purely because it's being voted on. If someone hasn't read it ahead of time, or is reading it for the first time in the meeting, they are already late to the game. She said she was speaking for herself, not the Research Officers Committee.

Sen. Mignon Moore (Fac., Barnard) said that she was approaching 50 and her eyesight was not great, so she has trouble reading closely on her phone. And while she wants to prepare for

plenaries, sometimes she can't, and needs to be able to read the material in the meeting. She is giving her time not only to the Senate but also to Senate committees, and paper is helpful for her.

Sen. Martuscello said the opt-in provision was added for this purpose

Sen. Moore said she was responding to Sen. Martuscello's point about using smartphones and other devices.

Sen. Jacqueline de Vegvar (Stu., P&S) requested and received clarification from Sen. Rudshyeyn about how the opt-in provision might work.

Sen. D'Armiento said the amendment would address a situation--such as the discussion of the Whereas clause a few minutes earlier--in which someone who hasn't opted in to receive paper but who needs to follow the discussion would have paper because the Whereas clause was part of a resolution on the agenda for action.

Sen. Suzanne Goldberg (Admin.) offered some context from a recent debate in the Law School faculty about whether copies of printed workshop papers should be left in the faculty lounge for colleagues to pick up. The outcome was a variation on the Senate's opt-in provision--to continue printing, but to reduce the number of copies, thereby providing a new norm of people taking less paper unless they truly need it.

Vote on the Pollack amendment. The Senate rejected the amendment by a vote of 21-36, with 2 abstentions.

Vote on the resolution to reduce paper use. The approved the resolution by a vote of 51-4, with 6 abstentions.

Sen. Freyer (NT, Public Health) asked for further clarification on the opt-in provision. Sen. D'Armiento said the staff would specify a simple opt-in process.

Resolution to Establish a University Senate Task Force on Sustainability Sen. Mike Ford (Stu., GSAS/Humanities) presented the resolution. He was flanked by the chairs of the co-sponsoring committees: Michelle Kaiser (Alumni Relations), John Donaldson (Campus Planning and Physical Development), and Jacqueline de Vegvar and Jonathan Criswell (Student Affairs).

Sen. Ford said Columbia University has been at the forefront of climate research for decades. He said that work has created a rising tide, with student advocacy and protests on the steps of Low Library. President Bollinger created a task force to consider the idea of creating a climate change school, and the result was a resounding yes. With the whole university involved in addressing climate change, what should the Senate's role be?

Sen. Ford noted two distinguishing features of the Senate: It is a policy-making body, and it spans the whole campus, with representatives from all constituencies. The Senate is therefore uniquely equipped to provide a setting where ideas and information can be exchanged about the numerous sustainability efforts already under way in the facilities offices on the Morningside,

Manhattanville, and CUIMC campuses, as well as the Office of Environmental Stewardship (which functions more as a reporting body). Once the information from these sources is assembled, a Senate task force could produce an annual report to propose recommendations on sustainability that the Senate could enact as University policy.

Sen. Ford invited questions. There were none.

Vote on the sustainability task force resolution. The Senate approved the resolution without dissent, but with one abstention.

New business.

Issues raised by the Coronavirus (Covid-19). Sen. Goldberg reported that the Office of University Life held a forum about the new Coronavirus on February 5, with some of Columbia's leading thinkers on infectious diseases and public health, and discussion of the sociopolitical context of Columbia's medical policy approaches.

She said the proceedings, which she found fascinating and important, are on the University Life website. She said one key reason why she wanted to have this forum was to address concerns about the spread of infection that are feeding hostility and bias in particular toward Chinese and other Asian students, as well as faculty and staff. She asked senators to share this news.

Sen. Claire Kao (Stu., Bus.) said that she was hearing reports that some students are involuntarily being quarantined and subjected to unacceptable treatment. She asked how these issues should be addressed.

Sen. D'Armiento asked Sen. Kao what she meant by "involuntary" quarantine.

Sen. Kao said she wasn't entirely sure, but there are viral social media posts that include emails from administrators. She said this has also become an external relations issue as well.

Sen. Criswell corroborated Sen. Kao's statement. He said he had seen conversations online and clips of discussions in which students said that they had more or less been told to stay in their rooms except to use the bathroom, and that failure to follow this rule could lead to academic or discipline.

Sen. Richard Smiley offered two comments. The first was, Don't believe everything you see online. The second was that there are legitimate medical guidelines for quarantining people who've been exposed to communicable diseases. Most people support those most of the time. They can of course be abused, and none of the guidelines say that anyone who's Chinese has to stay in their room.

Sen. Smiley said he is not an expert on communicable diseases, but he is a physician. There are guidelines saying people who have been to China recently should abide by certain quarantine rules. He didn't know whether all the rules were right or wrong, but he urged fellow senators not to overreact to a post on Twitter, which he said everyone knows can be overstated.

Sen. Goldberg said information about the University's policies, including self-isolation for anyone who has recently returned from Wuhan in China, is on the University's preparedness website. The guidance comes from not only the New York City Department of Health but also the Federal Centers for Disease Control, the World Health Organization, and other authoritative sources. She encouraged senators to visit that site, as well as the forum she had mentioned, which included contributions from several Columbia experts on infectious diseases, including Dr. David Ho and Wafaa El-Sadr, as well as Melanie Bernitz (who runs Columbia Health) and legal expert Benjamin Liebman.

Sen. Goldberg made one more point that she had learned from Dr. El-Sadr: No question about something like Covid-19 is too dumb to be asked; no rumor should be left unaddressed. Sen. Goldberg said she would relay the concerns she had heard in the Senate to Dr. Bernitz. She said no one on Columbia's site was using the term "quarantine." The preferred term is "self-isolation."

Sen. D'Armiento thanked Sen. Goldberg. She said that she was prepared to talk with students after the meeting about the issues they had raised.

Sen. Criswell also appreciated the feedback from Sen. Goldberg. He sits on the Student Health Advisory Committee and had talked with Dr. Bernitz. Her message was the same as Dr. Goldberg's: Go to Columbia Health and get the information you need.

He said students were not asserting that the accounts they were hearing were true. But they were trying to communicate that there's a lot of confusion now, and that students need to make the best use of the resources available.

Sen. D'Armiento offered to help bring forward student concerns in a productive way.

She adjourned the meeting at about 2:45 pm.

Respectfully submitted,

Tom Mathewson, Senate staff

**RESOLUTION TO AMEND THE UNIVERSITY STATUTES TO STRENGTHEN AND
MODIFY APPOINTMENTS FOR FULL-TIME NON-TENURE-TRACK FACULTY
ACROSS COLUMBIA UNIVERSITY**

WHEREAS the University Senate adopted, on February 5, 2016, its Resolution to Strengthen Appointments for Non-Tenure-Track Faculty on the Morningside Campus, which called for a significant expansion of the notice period for nonrenewal, from the current level of at least 12 months for full-time Non-Tenure-Track faculty with two or more years of service, as follows:

- At least 18 months' notice of nonrenewal after seven and up to 12 years of service
- At least 24 months' notice of nonrenewal after 12 or more years of service

WHEREAS In 2016, the Senate Faculty Affairs Committee resolved to prepare a proposal strengthening the commitment to full-time Non-Tenure-Track faculty at Columbia University Medical Center¹, accounting for differences in budgetary conditions on the two campuses; and

WHEREAS the Columbia University Irving Medical Center (CUIMC) proposes strengthening and modifying notice periods for full-time Non-Tenure-Track faculty in its four schools: the Vagelos College of Physicians and Surgeons, the Mailman School of Public Health, the College of Dental Medicine, and the School of Nursing; and

WHEREAS CUIMC proposes to extend non-renewal notice for full-time Non-Tenure-Track faculty with more than eight years of service from the current level of at least six months, with end dates of June 30 or December 31, to 12 months, to be counted as exactly one year from the date of the non-renewal notice; and

WHEREAS CUIMC², understanding its unique practice environments and the unique responsibilities of health caregivers to patients, proposes immediate suspension or termination of full-time Non-Tenure-Track *clinical* faculty found to be unfit to practice following a formal due process review conducted by the respective accrediting body³, or following voluntary relinquishment of a New York State medical, nursing or dental license as part of a legal procedure; and

¹ Columbia University Medical Center was renamed Columbia University Irving Medical Center on September 21, 2016.

² This applies to Vagelos College of Physicians and Surgeons, the College of Dental Medicine, and School of Nursing.

³ The New York State Office of Professional Misconduct; a formal hospital Medical Board review process; or The U. S. Drug Enforcement Agency

~~WHEREAS in other serious circumstances, including where the continuation of a full-time Non-Tenure-Track *clinical* faculty member's active appointment would present a serious reputational or legal liability, CUIMC proposes to establish a peer review process, under which the faculty member may be removed from clinical duties and suspended, with or without pay;~~

THEREFORE BE IT RESOLVED that the University Senate propose specific amendments to Sec.72c [*Notice of nonrenewal*] and Sec.75 [*Dismissal procedures*] of the University Statutes to reflect the changes set out above.

BE IT FURTHER RESOLVED that the University Senate ask the University Trustees to approve these amendments to the University Statutes.

Proponent: Faculty Affairs, Academic Freedom, and Tenure Committee

September 24, 2019

Proposal to Amend the University Statutes Governing Notice to Faculty of Non-Renewal of Appointment of Non-Tenured Faculty at CUIMC

CURRENT POLICY (Faculty Handbook)

1. Full time officers of instruction in the Faculties of Dental Medicine (CDM), Medicine (VP&S), Nursing (SON) and Public Health (MSPH) who hold clinical appointments or titles indicating appointments in an affiliated hospital or institute are entitled to six months' notice after completing two years of full-time service, except when nonrenewal results from the termination or modification of an affiliation agreement between the University and another institution, the closing of an affiliated institution, or significant curtailment of its operations. Those with less than two years of full-time service normally must receive at least three months of notice. Exceptions require the prior approval of the Provost. With the exception of those faculty who are appointed for a single term, full-time officers of instruction are normally appointed through the end of the academic year. They may be given notice that their appointments will end on dates other than June 30 only in unusual circumstances and only with the special prior permission of the Provost. Part-time officers of instruction are not given notice of nonrenewal. The duration of their appointments is specified in the offer letters they receive from their department chair or dean. The end of their period of service is also specified in the letter of appointment from the Secretary of the University.

PROPOSED POLICY

A. Faculty with less than 2 years' service will still receive three months' notice of non-renewal.

B. Faculty with more than 2 years but less than 8 years of service must receive six months' notice of non-renewal, with appointment end date on either December 31 or June 30.

C. Faculty with more than 8 years of service must receive 12 months' notice, which may be given at any time during the academic year, with appointment end date 12 months from the notice of non-renewal, whether or not that date falls on June 30 or December 31. Faculty will be expected to continue to productively carry out their assigned duties during the notice period.

D. When nonrenewal results from the termination or modification of an affiliation agreement between the University and another institution, the closing of an affiliated institution, significant curtailment of its operations, the appointment may end with the change in the status of the affiliation.

E. Irrespective of length of service, six months' notice could be given when there are grounds for dismissal as outlined in the Faculty Handbook including "evidence of gross inefficiency, habitual and intentional neglect of duty or serious personal misconduct".

F. The VP&S Faculty Council, the CDM and the SON also propose that the University Statutes on non-renewal of non-tenured VP&S faculty with clinical duties be amended to provide for immediate suspension, with or without pay, or

dismissal under certain circumstances. Currently the University Statutes provide that an appointment may be terminated before the end of its stated term, regardless of the severity of the misconduct, after a hearing procedure before the Senate, and that a faculty member may not be suspended, even with pay, unless the President, in consultation with the Senate, determines that the faculty member is a danger to himself or others.

The VP&S, CDM and SON Propose:

1. Since a valid New York State license, privileges at a Columbia-affiliated hospital or practice, and a valid Drug Enforcement Administration (DEA) certificate are requirements for a VP&S medical practice, CDM dental practice and SON nursing practice, a non-tenured faculty member with clinical responsibilities may have his/her clinical salary discontinued immediately, may be suspended with or without pay, or may be terminated immediately if he or she is unable or unfit to practice medicine, nursing or dentistry at VP&S, CDM or SON based on the following formal processes that include extensive examination of evidence and due process for the involved faculty member:

- a.) suspended or terminated hospital privileges as determined by a Medical, Dental or Nursing Board hearing including Columbia faculty
- b.) loss of New York State medical, dental or nursing license resulting from a hearing before the State of New York's Office of Professional Conduct
- c.) the voluntary relinquishment of a New York State medical, dental or nursing license as part of a legal procedure
- d.) loss of DEA certification after a formal federal proceeding

2. Since some behaviors that do not meet the criteria under #1 may also be inconsistent with practices at Columbia, and since the adjudication required in #1 may take some time, VP&S, CDM and SON also endorse a 3-step procedure that may be used in other serious circumstances. A non-tenured faculty member with clinical responsibilities may be removed from clinical duties and suspended, with or without pay, when faculty peer-review determines that continuation of active appointment presents a serious liability, reputational or legal, to VP&S, CDM or SON. The faculty peer review process would require consideration by three independent faculty advisory groups and function as follows:

- The Executive Committee of ColumbiaDoctors, with the concurrence of the Dean's Advisory Committee (a standing committee of senior faculty advisory to the Dean) finds good cause (as defined by the Faculty Practice Guidelines) to recommend that he or she is unable or unfit to practice medicine at VP&S.
- The faculty member can appeal this suspension in writing within seven days. Any such appeal will be reviewed promptly by the Vice Dean for Academic Affairs and the Executive Committee of the Faculty Council, or the equivalent offices in the CDM and SON.
- The faculty member's status during the interval prior to routine non-renewal (e.g., continue suspension, reinstatement, termination) will be presented to and reviewed by the Executive Committee of the Faculty Council or equivalent body at CDM and SON within six weeks of appeal, and its decision will be final.
- The CDM and the SON will also have formal faculty driven processes based within CDM or SON to review such situations, to make recommendations regarding continuation of clinical responsibilities, as well as a mechanism by which the faculty member to may appeal any such decisions.

University Senate

Proposed: March 6, 2020

Adopted: March 6, 2020

In favor-Opposed-Abstained: 65-0-1

**RESOLUTION TO APPROVE A PROGRAM LEADING TO THE
MASTER OF PUBLIC ADMINISTRATION IN DEVELOPMENT PRACTICE (SIPA)**

WHEREAS there is now an urgent worldwide need to strengthen the physical and institutional infrastructure of societies both developed and developing, an enterprise that requires a wide range of professionals trained to tackle the gravest global challenges, from climate change to social inequality, deficient governance, food insecurity, and extreme poverty;

WHEREAS the School of International and Public Affairs has been providing such training for many years through the Development Practice track, or concentration, in its Master of Public Administration program; and

WHEREAS during that span this track has amply demonstrated its appeal to a broad range of early- or mid-career students, as well as its success in placing graduates in development initiatives in both public and private settings, as well as its financial viability over the past decade;

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

THEREFORE BE IT RESOLVED that the University Senate approve the reclassification of this successful School of International and Public Affairs academic program as a full-fledged degree, the Master of Public Administration in Development Practice;

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 DEVELOPMENT PRACTICE**

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 Master of Public Administration in Development Practice (MPA-DP) is a practice-oriented, professional advancement program for students to acquire the knowledge and build the skills, experience, and networks to promote sustainable development in both domestic and international settings. The program prepares students through a combination of core and elective courses, skills development, and real-world practice to lead in organizations in the public, non-profit, and private sectors that tackle issues in developing and developed countries, such as climate change, social inequality, environmental degradation, conflict and poor governance, food insecurity, and extreme poverty. Graduates work in both urban and rural sectors.

The program's practice-oriented, interdisciplinary and multi-sectoral curriculum fosters foundational knowledge, strengthens analytical skills and supports diverse work-experience opportunities, including a 3-month professional placement, a client-oriented team capstone project, and internships. Graduates are equipped to work in areas that promote global sustainability, resilience, and development in both urban and rural settings—and to be agents of positive change for the world.

- 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?**

MPA-DP currently exists as a track within the Master of Public Administration. It will not replace any existing program, nor does it 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 program was developed through an extensive international consultation, under the leadership of Professor Jeffrey Sachs, with senior officials at leading public and international institutions focused on development and related topics. The multi-disciplinary and cross-sectoral curriculum and experiential learning experience were designed to prepare the next generation of sustainable development practitioners.

Graduates of the existing track have been hired by – and promoted to more senior positions within – leading development-related organizations in the United States and around the world. Leading employers report that graduates of the program possess the knowledge and skills needed by development practitioners.

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

As noted above, MPA-DP currently exists as a track within the Master of Public Administration Program. The steady enrollment in the track over the past 10 years demonstrates high 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 track was designed after an extensive, international consultative process to determine the optimal graduate educational experience to prepare students for careers in international development practice. The program has ongoing engagement with leading organizations in the sustainable development field and reflects the current and future needs of employers. The success of graduates in obtaining employment demonstrates that the program addresses employment needs in the field.

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

There are some similarities with the Harvard Kennedy School - [Master in Public Administration in International Development \(MPA/ID\)](#). However, the Kennedy School program does not place the same degree of emphasis on practice and multi-sectoral approaches, nor does it have the same depth of engagement with New York State-based organizations such as the United Nations, foundations, and NGOs. In addition, the MPA-DP has forged important partnerships with domestic agencies such as the Port Authority of New York and New Jersey, the New York Economic Development Authority, and various departments of the City of New York.

3. Curriculum

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

The 21-month MPA-DP is a practice-oriented, professional advancement degree in which students acquire the knowledge, and build the skills, experience, and networks, to support sustainable development around the world. Our objective is to empower and support students through a combination of core and elective courses, skills development, and real-world practice. We support diverse, work-experience opportunities during the program, including a three-month professional placement, a client-oriented, team capstone project, and internships. Graduates are prepared to apply these competencies with leading organizations in the public, non-profit, and private sectors or create their own enterprise.

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.
- 30.5 credits in the core curriculum (includes Professional Development course, Field Study for MPA-DP, and Capstone Workshop)
- 12 weeks summer Field Study for MPA-DP
- 23.5 credits of electives. A series of elective focus area (not required) have been prepared to guide students in their course selection.

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University Senate

Proposed: March 6, 2020

Adopted: March 6, 2020 with
unanimous support

**RESOLUTION TO APPROVE A PROGRAM LEADING TO A MASTER OF PUBLIC
ADMINISTRATION IN ENVIRONMENTAL SCIENCE AND POLICY (SIPA)**

WHEREAS the imperative to sustain the earth must now guide the policies and management strategies not only of governments, but also of private and non-profit corporations and other organizations of all kinds; and

WHEREAS such guidance requires a grasp of applied environmental science, as well as theoretical and practical training in management and policymaking; and

WHEREAS the School of International and Public Affairs has been providing such training for two decades in the form of a track, or concentration, in its Master of Public Administration program; and

WHEREAS during that span this track has amply demonstrated its appeal to a broad range of early- or mid-career students, as well as its success in placing graduates in roughly equal proportions in governmental, private, and other public organizations, or qualifying them for promotions in those settings, and its financial viability over time; 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 program as a full-fledged degree, the Master of Public Administration in Environmental Science and Policy;

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
THE MPA IN ENVIRONMENTAL SCIENCE AND POLICY
DESCRIPTION OF THE PROGRAM**

1. Purpose

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

The Master of Public Administration in Environmental Science and Policy (MPA-ESP) teaches students to drive sustainability through the formulation of policy and the management of organizations. The program is unique in anchoring the study of sustainability policy and management in basic applied environmental science, providing students with a complex understanding of the environmental, social, and economic dimensions of sustainability. MPA-ESP students learn how to manage organizational change and foster policy innovation.

The MPA-ESP is ideal for students in all career phases who are passionate about sustainability and want to gain practical skills through an interdisciplinary approach. The program is designed for both recent graduates and returning professionals who require additional expertise or credentials in environmental policy, sustainability and financial management, or environmental science. Replicating a collaborative and cooperative workplace culture, our students learn how to identify and implement sustainability solutions together. A science or policy background is not required for admission.

- 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?**

MPA-ESP currently exists as a track within the Master of Public Administration. It will not be replacing any existing program, nor does it completely or partially duplicate any other existing program at the University.

2. Need

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

Graduates of the existing track have been hired by – and promoted to more senior positions within – leading environmental and sustainability-related organizations in the United States in the public, private, and non-profit sectors, as well as organizations around the world. Leading employers report that graduates of the program possess the knowledge and skills needed by environmental policy and sustainability experts.

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

The MPA-ESP 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 designed to prepare policy experts and managers in environmental and sustainability-oriented organizations in the public, private and non-profit sectors. Leading organizations in these fields have hired program graduates, and many alumni have advanced to more senior positions in the field. MPA-ESP managers regularly receive feedback about the ways in which graduates are well-prepared to advance the goals of their employers.

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

- Bard College – [Master of Science in Environmental Policy](#)
- Johns Hopkins University – [Master of Science in Environmental Sciences and Policy](#)
- New School – [Master of Science in Environmental Policy and Sustainability Management](#)
- Northeastern University – [Master of Science in Environmental Science and Policy](#)
- Tufts University – [Master of Science in Environmental Policy and Planning](#)

3. Curriculum

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

The MPA-ESP program has a unique core curriculum comprised of interdisciplinary courses designed to prepare students for the sustainability job market. Students learn the fundamental science of Earth systems including their human dimensions; applied microeconomics and statistics, which are required for policy formulation and analysis; and core aspects of management, including organizational analysis, budgeting, and financial analysis. Students also hone the work skills that are required to become a problem-solving professional: project management, teamwork, presentation, and memo and report writing. In addition, the program includes real-world sustainability training, as students undertake projects for client organizations in the Workshop in Applied Earth Systems Policy Analysis course during their final semester.

- 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 this program:

- A minimum of 54 credits to be considered for graduation.
- Required core curricula includes the three-semester course in Workshop in Applied Earth Systems Management.

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University Senate

Proposed: March 6, 2020 Adopted:

March 6, 2020 with unanimous support

**RESOLUTION TO APPROVE A PROGRAM LEADING TO THE
MASTER OF SCIENCE IN COMPUTATIONAL DESIGN PRACTICES (GSAPP)**

WHEREAS the Graduate School of Architecture, Planning, and Preservation (GSAPP) has developed courses over the years related to computational design, technology, data analysis, visualization, and the built environment, through such programs as its Master of Architecture and Advanced Architectural Design programs, as well as the Urban Analytics Concentration in the M.S. in Urban Planning Program; and

WHEREAS GSAPP in the process has pursued an array of computational practices, including data visualization, data analysis, simulation, optimization, procedural modeling, rendering, app design, Geographic Information Systems (GIS), and Building Information Management (BIM), and seeks now bring together all of this experience in search of new discoveries that could transform the full range of disciplines taught by the School, and at every scale, from the smallest design project to the planning of entire cities and regions; and

WHEREAS GSAPP has heard prompts from recent GSAPP alumni about the need for more courses on computational design practices, and now anticipates a growing number of applicants to such a program, starting at approximately 10 a year; and

WHEREAS GSAPP has consulted broadly with other Columbia schools, notably the School of Engineering and Applied Science;

THEREFORE BE IT RESOLVED that the University Senate approve a program leading to the Master of Science in Computational Design Practices; and

BE IT FURTHER RESOLVED that the Education Committee will conduct a review of this program in five years.

Proponent: Education Committee

**EXCERPTS FROM THE PROPOSAL TO ESTABLISH
THE MS IN COMPUTATIONAL DESIGN PRACTICES (GSAPP)
DESCRIPTION OF THE PROGRAM**

1. Purpose

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

The Master of Science in Computational Design Practices (MS-CDP) is a technical, critical, and creative program that offers students not only the chance to master an array of computational approaches to architecture and the built environment but also a pathway to transform these approaches and the world in which we live. Today, computational methods are ubiquitous in design and work across architecture, urban design, and urban planning (whether in industry, government, the arts, or the non-profit sector) is now saturated with data and design challenges. Computational practices—such as data visualization, sensors and data analysis, simulation, optimization, procedural modeling, rendering, app design, Geographic Information Systems (GIS), Building Information Management (BIM)—are embedded in much of what architects, urbanists, and planners do. Yet simply training students to use and think with these technologies is insufficient. From the scale of the project to that of the planet, computational practices are most successful when their limits and their contexts—technical, social, political, aesthetic, and ethical—are confronted and surpassed to show us new ways of imagining and creating space. Housed in the Graduate School of Architecture, Planning and Preservation (GSAPP), the MS-CDP program will advance interdisciplinary design research and practice across the school’s existing programs, and tackle the complex questions that arise when data meets design, space, and the built environment. Courses will span the curriculum at GSAPP, forming bridges, networks, and collaborations around shared concerns. The tools, data, and technology we deploy in the design process are never neutral. The MS-CDP curriculum will encourage critical and creative engagement with computational design as both method and practice.

- 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?**

With the intention of intersecting multiple programs at GSAPP, the MS-CDP program builds on a series of popular and existing architecture and urban planning courses related to computational methods, programming, data analysis, visualization, and design and making for the built environment. While its foundation courses draw on select courses in the Visual Studies and Technology sequences in the Master of Architecture and Advanced Architectural Design programs, as well as on the Urban Analytics Concentration in the Master of Science in

Urban Planning program, the MS-CDP program adds a colloquium sequence to distinguish itself as a stand-alone program. Although computation is addressed in other programs and schools at the University, there is currently no program that connects computational methods to spatial design, analysis, visualization, fabrication, and research through a project-based pedagogy directed at architecture and the built environment across scales. This program applies methods and topics already well-developed at GSAPP to computational design courses existing at the school.

2. Need

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

The MS-CDP program recognizes that in the twenty-first century, the power and potential of the built environment is increasingly imagined and managed through computation and data. A wide range of spatial practices has emerged to mobilize computational approaches to design, affecting everything from observation to analysis to implementation. The program will build on these practices and equip students with the computational design skills necessary for focused and high-impact work on pressing issues of public concern related to architecture and the built environment—with the intent of adding a range of socially-engaged practices to this emerging field. Architectural design and planning practices that engage the urgent issues of our present and future must increasingly address computational design and its impacts, both positive and negative, on the built environment. Important and wide-ranging work on issues such as spatial justice, inequality, and embodied energy is already being undertaken by a number of GSAPP faculty in their practices (as designers, practitioners, and scholars) as well as through research centers such as the Center for Spatial Research (CSR). This program translates these existing modes and scales of practice into an intervention-oriented pedagogy for emerging designers and thinkers.

While many of our institutional peers have initiated computational design programs for architecture and integrated urban analytics and data visualization into their planning programs—and while certain engineering schools are addressing urban technology—there are no interdisciplinary programs in architecture and urbanism that foreground computational design as a key element in shaping architecture and the built environment across all scales of its production. The MS-CDP will address this gap. It will put computational design to use in rethinking not only the scales of design (material, building, city, region, and globe) but also the scales of data (individual, societal, and systemic).

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

Yes, recent graduates have requested to extend their stay at GSAPP or to return for an additional year in order to explore how computational design and data methods intersect and

shape not only architectural practice but also the design and planning of the built environment. Approximately ten current students a year request a program of this nature and about fifteen alumni a year express interest in returning to GSAPP for this kind of study. The program has been developed with the assistance of an advisory committee of recent alumni who are engaged in these topics and practices in the professional world, and who would have benefited from the opportunity to develop these methods in an academic setting before entering practice. Alumni on the advisory committee are currently employed at urban design and planning technology companies such as Sidewalk Labs and at corporate architecture firms such as Kohn, Peterson, Fox (KPF)—where, for example, one alumnus has started a research unit on computational urban design and analysis. Others have created start-up companies based on topics ranging from augmented reality design apps, to building information management systems for museum exhibits, to online visual platforms like Pinterest.

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?

Yes, to all of the above. Start-up companies such as Sidewalk Labs and Proving Ground need professional help in design-oriented computational analysis. Corporate architecture firms such as KPF, Gensler, SOM (Skidmore, Owings & Merrill), and Woods Bagot, and large-scale urban design and planning firms such as AECOM, have research units particularly suited for this kind of training. City planning agencies across the United States and abroad increasingly use data analysis for decision-making and policymaking. We will work to create bridges with professional communities in architecture firms, design start-ups, city planning agencies, not-for-profit organizations, as well as with researchers specializing in the innovative implementation of computational design as it intersects and shapes the built environment. While designing the program, we conducted multiple interviews with alumni working at and running such organizations.

The MS-CDP responds to the need to test new computational design methods, technologies, and concepts in academia, paving the way for more discerning perspectives on spatial design practices of all kinds. In architecture and urban design, it will enhance the capacity to manage complex and multi-dimensional inputs, as well as engage a wide-range of project stakeholders. In urban planning, it will strengthen the ability to deploy vast amounts of spatial data, to ask new questions about its role in shaping the built environment, and to suggest new policies around ethical uses of spatial data. More broadly, regardless of discipline, it will provide students with the space to develop computational design skills in data visualization, urban narratives, speculation, and communication design, as well as alter the ways in which we are able to *know* and work across scales: from the design of a building to the planning of a city. This unique program will address creative thinking and spatial design across scales and methods through a project-oriented approach and pedagogy, which is fundamental to the

teaching of architecture and planning. Students will also be encouraged to invent new tools and workflows of analysis in order to design and reimagine architecture and the built environment.

3. Curriculum

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

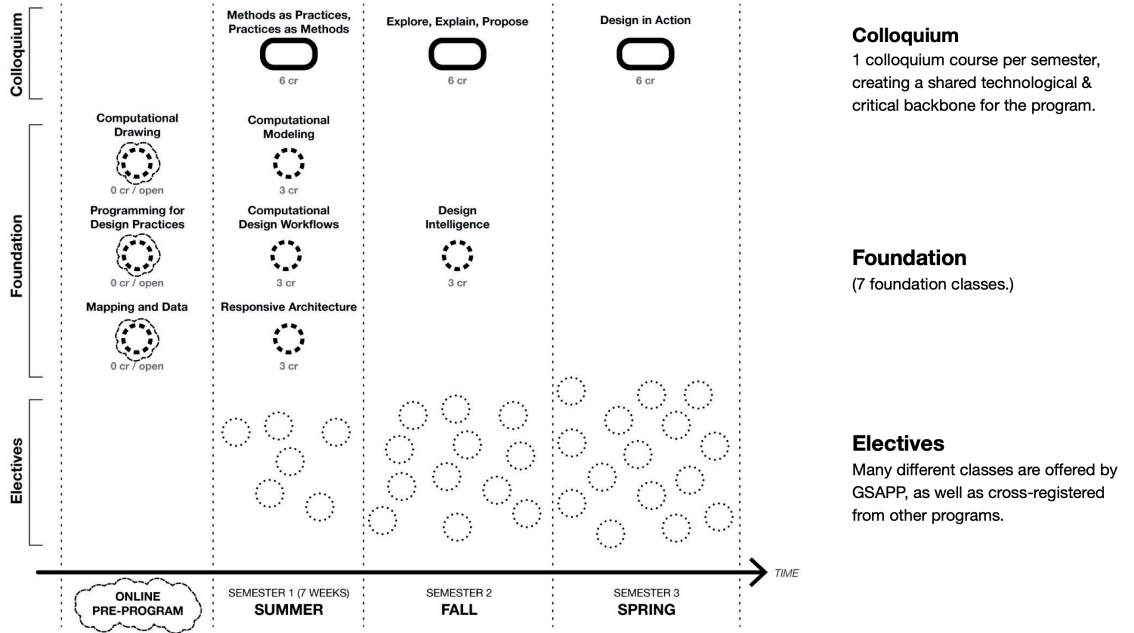
The MS-CDP program consists of colloquium courses, foundation courses, and electives. Each student will be asked to clarify an independent research problem over three semesters, culminating in a forward-looking capstone project for the final Design in Action colloquium. The three colloquium courses—Methods as Practices, Practices as Methods, Explore, Explain, Propose, and Design in Action—provide a critical, productive, and supportive structure for students to develop a clear position and methodology for their work, as well as a plan for its implementation. Students will participate in the field discursively as well—reading and writing about current debates as well as historical approaches to technology and the built environment. They will be guided through creative and iterative design processes as well as methods-oriented workshops to facilitate their work and capstone projects.

Foundation courses are intended to provide a set of seven core competencies for students in computational design methods in architecture and planning. These courses build on the long history of computational practices in architecture and urbanism, both at the school and beyond: from Charles and Ray Eames’s “A Computer Perspective” to Christopher Alexander’s theories on a pattern language to Nicholas Negroponte’s Architecture Machine Group in the 1960s and 1970s; and from former faculty member Greg Lynn’s exploration of new architectural geometries and GSAPP’s world-renowned “paperless studios” in the 1990s to GSAPP alumni SHoP Architects’ development of new methods for large-scale digital fabrication in the 2000s.

Three of these foundation courses will be available exclusively online, open to students before the program, as well as to learners everywhere: Computational Drawing, Mapping and Data, and Programming for Design Practices. Other foundation courses include Computational Modeling, Computational Design Workflows, Responsive Architecture, and Design Intelligence. Currently, the program is 65 percent in existence at GSAPP across a range of diverse courses described in the foundation course syllabi...and will also offer nearly 36 existing advanced electives enabling students to explore and cultivate their particular direction and approach to research.

For a curriculum overview, see the below graph:

CURRICULUM OVERVIEW



b. Indicate the minimum total number of credits (or clock hours, as appropriate) required for completion of the program, as well as any other program requirements (e.g., final paper, field placement, capstone project). For Bachelor’s programs, please indicate both the total number of points required for graduation (e.g., 124 or 128), as well as the minimum number of points within the major or concentration. Also note that the minimum number of points is 30 for Master’s programs.

Students must complete the following as part of the program:

- Students must enroll in a minimum of 45 credits to graduate.
- Completion of a capstone project is a requirement of the final colloquium, Design in Action.

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REPORT AND RECOMMENDATIONS

To: Members of the Columbia University Community
From: The Childcare Affordability Initiative, Student Affairs Committee
Subject: The State of Student-Parents at Columbia University
Date: March 6, 2020

I. Executive Summary

A childcare crisis grips Columbia University. In recent years, the Columbia Daily Spectator and other publications have released more than a dozen articles discussing the challenges faced by Columbia affiliates with children, many of whom report paying more than \$30,000 per year for full-time childcare. Meanwhile, University Senators have received consistent complaints from student-parents who report feeling overwhelmed by the high costs of childcare and abandoned by the University. Following years of complaints, the Student Affairs Committee formed an ad hoc subcommittee, the Childcare Affordability Initiative (“CAI”), as part of an effort to help make Columbia University more accessible to college students with dependent children. After several months of comprehensive research and consultation with policy experts, the CAI presents the following findings:

- Nationwide, an estimated 20% of students at private, nonprofit universities and colleges have dependent children. These students are disproportionately people of color and women.
- Columbia University offers far less financial and administrative support for students with dependent children than most of our peer and near-peer universities, despite the higher-than-average costs of childcare near campus.
- Student-parents have expressed continuous dissatisfaction with the low levels of support offered by the University, with many stating that they would not recommend the University to other students with children.
- The childcare crisis and concomitant lack of support by Columbia University undermines our commitment to higher education diversity and accessibility.

Drawing from higher education best practices, the advice of policy experts, and steps taken by our peer universities, the CAI urges the University to adopt the following recommendations:

Short-Term, Low Investment

1. Hire or redesignate an employee at the Office of Work/Life to focus on student-parents, modelled on the stellar work of the Office of Military & Veteran Affairs. The employee will be responsible for surveying and maintaining a database of student-parents, administering benefit programs for student-parents, directing student-parents to existing resources at Columbia, creating family-friendly programming, preparing a new student guide, directing students to relevant state/federal assistance programs, and other key tasks to better meet the distinct needs of the student-parent population.
2. Seek federal funding through available grant programs, such as Child Care Access Means Parents in School (“CCAMPIS”), which provides an average award of \$159,028 (FY2019) for eligible University childcare partnerships.

3. Follow the recommendations of the Government Accountability Office (“GAO”) regarding the need to advertise the availability of the dependent care allowance for student-parents, who may not be aware that they can receive additional federal student loans.
4. Work with the Columbia Affiliated Early Learning Centers to make their admissions processes more transparent and accessible for student-parents.
5. Encourage Bright Horizons and other childcare organizations to open near-campus, no-frills childcare centers servicing Morningside Heights.

Short-Term, Medium Investment

6. Fund a University-wide childcare grant program for all student-parents, modelled on the Student Child Care Grant at Cornell, which provides an average award amount of \$3,428 per student-parent per academic year based on financial need.

Long-Term, High Investment

7. Establish an on- or near-campus, at-cost or subsidized childcare center, modelled partly on The School at Columbia University.

Ultimately, the ability of Columbia University to attract and retain a diverse body of talented students and faculty depends on our capacity to accommodate the needs of a modern University community. In the 1980s, University leaders recognized that we needed to greatly expand the number of subsidized housing spots so that we could continue to attract exceptional students. In 2003, University leaders helped open The School at Columbia University, so that we could continue attracting world-class faculty. In recent years, the University has committed \$185 million to support efforts to diversify the faculty and better support minority doctoral students. On childcare, however, Columbia University has been plagued by apparent apathy and decades-long delays—seemingly perplexed by a basic human need.

Today, Columbia University purports to stand for diversity, fairness, and accessibility—and yet the state of childcare tells a different story. In a country where 33% of Black students, 29% of American Indian/Alaska Native students, and 21% of Latinx students have dependent children, we cannot continue to tolerate a status quo where those with children are effectively excluded from our educational programs. Moreover, even as Columbia University purports to stand for reproductive rights, we have created a reality where parenthood threatens to end the education of dozens of student-parents who cannot afford the prohibitive costs of childcare.

Today, we ask Columbia leaders, trustees, and administrators at all levels to uphold our commitment to diversity, and recall our past boldness in opening the doors of higher education. It is finally time to act on childcare.

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II. Introduction: Student-Parents and Why They Matter

In the United States, approximately one out of five college students have dependent children. They are disproportionately people of color (51%) and women (70%)—most of whom are single mothers.¹ They contribute significantly to the vitality, diversity, and perspective of universities and colleges across the country, where they tend to earn higher GPAs than their non-parent peers,² despite the fact that they are more likely to work part-time and live below the poverty line.³ Indeed, many former student-parents have gone on to become world-renowned scholars, advocates, and leaders, such as our own alumna, Supreme Court Justice Ruth Bader Ginsburg, CLS '59,⁴ and U.S. Senator Elizabeth Warren.⁵

Yet, student-parents must contend with a host of unique challenges and costs that come with parenthood. In a country where the costs of childcare frequently surpass the costs of college tuition,⁶ students with children are frequently pushed out of higher education and are burdened with excessive student debt. As such, student-parents take longer to graduate on average, and graduate at lower rates than non-parents.⁷ Moreover, student-parents—particularly single mothers—are disproportionately targeted by predatory, for-profit colleges.⁸

Many scholars and activists argue that universities should take a more proactive role to promote college success among student-parents, especially as the federal government threatens cuts to the Supplemental Nutrition Assistance Program and other programs that help vulnerable families.⁹ In addition to supporting student body diversity and creating educational opportunities for underserved populations, these efforts can even help reduce generational poverty.

Investments in the postsecondary success of parents with young children can increase attainment of credentials leading to good jobs, bring children the benefits of high-quality learning environments, promote later college-going among children, and improve family economic security across generations.”¹⁰

¹ Lindsey R. Cruse et al., *Parents in College by the Numbers*, Inst. Women's Pol'y Res. (Apr. 11, 2019), <https://iwpr.org/publications/parents-college-numbers/>.

² *Id.*

³ Elizabeth Noll, Lindsey Reichlin & Barbara Gault, *College Students with Children: National and Regional Profiles*, Inst. Women's Poly' Res. (Jan. 2017), <https://iwpr.org/wp-content/uploads/2017/02/C451-5.pdf>.

⁴ See Ruth Bader Ginsburg, *Ruth Bader Ginsburg's Advice for Living*, N.Y. Times: Opinion (Oct. 1, 2016), <https://www.nytimes.com/2016/10/02/opinion/sunday/ruth-bader-ginsburgs-advice-for-living.html> (explaining how parenthood “gave [her] . . . a sense of proportion that classmates trained only on law studies lacked”).

⁵ Korey Lane, *Elizabeth Warren Revealed How She Struggled as a Working Mom*, Emily's List (Oct. 19, 2017), <https://emilyslist.org/news/entry/elizabeth-warren-revealed-how-she-struggled-as-a-working-mom-finding-child->.

⁶ Claire Zillman, *Childcare Costs More Than College Tuition in 28 U.S. States*, Fortune (Oct. 22, 2018), <https://fortune.com/2018/10/22/childcare-costs-per-year-us/>.

⁷ Claire Wladis, Alyse C. Hachey & Katherine Conway, *No Time for College? An Investigation of Time Poverty and Parenthood*, 89 J. Higher Education 807 (2018).

⁸ See Julie Anderson, Lindsey Cruse & Barbara Gault, *Single Mothers Overrepresented at For-Profit Colleges*, Inst. Women's Pol'y Res. (Sep. 6, 2017), <https://iwpr.org/publications/single-mothers-overrepresented-profit-colleges/>; Astra Taylor & Hannah Appel, *Subprime Students: How For-Profit Universities Make a Killing by Exploiting College Dreams*, Mother Jones: Politics (Sep. 23, 2014), <https://www.motherjones.com/politics/2014/09/for-profit-university-subprime-student-poor-minority/>.

⁹ See, e.g., Maggie Dickinson, *The Ripple Effects of Taking SNAP Benefits From One Person*, The Atlantic: Family (Dec. 10, 2019), <https://www.theatlantic.com/family/archive/2019/12/trump-snap-food-stamps-cuts/603367/>.

¹⁰ Cruse et al., *supra* note 1.

However, the benefits of making higher education accessible for student-parents are not merely limited to the student-parents and their children. Rather, students with children bring a valuable array of life experiences and perspectives to their coursework and academic programs. They provide their peers with a second-hand perspective of the demands—but also rewards—of parenthood, thereby normalizing a life-changing event which most students will not experience until after graduation, or at all. These positive connections with parenthood are especially critical for the many young Columbians who will go on to become the business leaders, politicians, and scholars who will shape workplace cultures and leave policies throughout the world.

Universities also have a deeper obligation to make college accessible for student-parents—one borne of a commitment to diversity. In the landmark affirmative action case of *Grutter v. Bollinger*, 539 U.S. 306 (2003), the respondents—leaders and regents of the University of Michigan—argued that the mission of the University “requires a broadly diverse mix of students with varying backgrounds and experiences who will respect and learn from each other.”¹¹ Before the district court, the same parties argued that “the quality of the intellectual experience that our students enjoy is improved by bringing together . . . students with a broad array of perspectives, experiences and insights, including those derived from experiences related to race.”¹² These assertions ring hollow so long as elite universities remain out-of-reach for the thousands of student-parents who are members of racial and ethnic minorities. If “[d]iversity in education is transformative—enriching individuals as it enriches the community and society as a whole,”¹³ Columbia University has an obligation to be a place where diversity can flourish; where qualified students with children or without can access the opportunities of a world-class education.

In this endeavor, we believe Columbia University has resoundingly failed.

III. Childcare at Columbia University and Peer Universities

A. The Childcare Affordability Initiative

The Childcare Affordability Initiative (“CAI”) was formed by a vote of the Student Affairs Committee (“SAC”) in September 2019 after University Senators were made aware of years-long complaints over the state of childcare at the University. Indeed, over the past decade alone, more than a dozen articles have been published by the Columbia Daily Spectator discussing the childcare crisis faced by Columbia affiliates. The CAI hopes to address these concerns by advocating for changes that will make Columbia more accessible for students with children, particularly those who are first-generation, low-income (“FGLI”).¹⁴

¹¹ Brief in Opposition, *Grutter v. Bollinger*, 539 U.S. 306 (2003) (No. 02-241), 2002 WL 32101026, at *1 (internal quotations omitted).

¹² Defendants Motion for Summary Judgment, *Grutter v. Bollinger*, No. 97-75928 (E.D. Mich. Oct. 10, 2000).

¹³ <https://undergrad.admissions.columbia.edu/learn/studentlife/diversity>

¹⁴ In particular, we note that Columbia University has a much higher rate of “upper-tail success” than many other universities, such as the public universities that typically cater to student-parents. See, e.g. Raj Chetty et al., *Mobility Report Cards: The Role of Colleges in Intergenerational Mobility*, NBER Working Paper No. 23618 at *25 (Jul. 2017), <https://www.nber.org/papers/w23618.pdf>.

It is no secret that childcare is expensive in New York City, but for graduate students . . . the expenses can be particularly difficult. . . . According to the Graduate Student Advisory Council's Quality of Life Survey, which was compiled in the spring of 2009, 91 percent of graduate students with children classified Columbia's support of student-parents as average to poor.¹⁵

B. Current Resources and Benefits for Student-Parents at Columbia University

Average Cost (NYC)	In 2015, the NYC Office of the Public Advocate estimated the average cost of childcare at \$1,354 per month, \$16,250 per year. ¹⁶ Today, the average likely exceeds \$1,891 per month, \$22,698 per year, with higher costs throughout Manhattan and Brooklyn. ¹⁷
On-Campus Childcare	<p><u>Barnard Toddler Center</u> runs a <u>four-hour per week</u> toddler program, with morning and afternoon options. Tuition ranges from \$2,000-\$11,000 per academic year, depending on eligibility for financial aid. In all, the program has capacity for approximately 40 toddlers.¹⁸</p> <p><u>Hollingworth Preschool</u> provides a part-time, on-campus preschool program, 8:30-11:30am for children ages 3-4 (with extension up to 1:15pm) and 8:45am-1:15pm for children ages 4-5 (with extensions up to 3pm). Annual tuition costs \$23,874 for children ages 3-4 and \$25,630 for children ages 4-5. Each group has a capacity of approximately 15-19 children.¹⁹</p> <p><u>Rita Gold Early Childhood Center</u> provides full-time childcare for children ages 2 months to 5 years, Monday-Thursday from 8:45am-5pm and Fridays from 8:45am-3pm. Full-time, full-year tuition costs \$29,394 for Columbia affiliates.²⁰ While Rita Gold does not publicly disclose its capacity, the program is quite small, probably numbering less than 60 children. The program has been described as having “waitlists for the waitlist” due to its low tuition and high quality of care.²¹</p>

¹⁵ Elizabeth Vance, *Graduate Students Struggle to Find Affordable Childcare*, Columbia Daily Spectator: Student Life (Mar. 8, 2010), <https://www.columbiaspectator.com/2010/03/08/graduate-students-struggle-find-affordable-child-care/>.

¹⁶ See Office of the N.Y.C. Pub. Advocate, *Child Care in New York City: Investing in Child Care* (Nov. 2015), <http://www.nyc.gov/html/mancb3/downloads/calendar/2016/Child%20Care%20Report.pdf>; Durkin, *Average Cost of Daycare in NYC Tops \$16G*, N.Y. Daily News (Nov. 9, 2015), <https://www.nydailynews.com/new-york/average-cost-daycare-nyc-tops-16k-article-1.2428709>.

¹⁷ See, e.g., Darla Mercado, *Annual Child-Care Costs Exceed \$20,000 in These States*, CNBC (Aug. 28, 2018), <https://www.cnbc.com/2018/08/28/forget-college-tuition-annual-childcare-costs-exceed-20000-here.html>; Kendra Hurley, *New York's Tale of Two Child Care Cities*, The New School: Ctr. for N.Y.C. Affairs, <http://www.centernyc.org/ny-tale-of-two-child-care-cities>.

¹⁸ <https://toddlers.barnard.edu/>

¹⁹ <https://www.tc.columbia.edu/hollingworth/preschool/>

²⁰ <https://www.tc.columbia.edu/ritagold/>

²¹ Devika Bhushan, *For Graduate Students, Childcare Woes Create Weighty Financial Burden*, Columbia Daily Spectator (Nov. 29, 2005), <https://www.columbiaspectator.com/2005/11/29/graduate-students-childcare-woes-create-weighty-financial-burden/>.

Off-Campus Childcare	<p>In addition to these on-campus centers, Columbia has nine “Affiliated Early Learning Centers,” seven of which offer full-time childcare and five of which accept children under the age of 17 months.²² These programs are all very competitive due to their proximity to the University and quality of care. Full-time tuition ranges from \$2,500 (Red Balloon) – \$4,000 (Montessori) per month, or around \$30,000-\$48,000 per year.</p> <p>Columbia affiliates can receive “optional early notification of their admissions decision” at the affiliated centers, and even financial aid. However, some students reported that they did not request financial aid because they “did not want to reduce their chance of admission.” Application fees range from \$50-\$200, such that applying to all centers would cost approximately \$1,000. Indeed, many students reported spending hundreds of dollars on childcare applications, only to be rejected or waitlisted at most or all centers. In 2011, the last year we have data, only 6% of GSAS students reported using affiliated centers.²³ The few student-parents whose children were admitted with financial aid still report spending upwards of \$20,000-\$30,000 per academic year on childcare, and must also find coverage for evening hours given that many Columbia classes are held after 5pm.</p> <p>The Office of Work/Life also offers a school and childcare search service for Columbia affiliates,²⁴ and works with the Office of Government and Community Affairs to host an Annual Early Education and Child Care Fair each fall. As of February 2020, the Work/Life had recently created an “Expectant and New Parents’ Guide for Students.”²⁵</p>
Financial Resources	<p>Post-docs, doctoral students, and teaching fellows at Columbia University receive 150 hours of subsidized back-up care per fiscal year through Bright Horizons. GSAS Ph.D. and D.M.A. candidates also receive a \$2,000 subsidy per academic year for each child who is under the age of five and has not yet started kindergarten. Columbia Law School students receive 60 hours of subsidized back-up care per academic year through Bright Horizons.</p> <p>Currently, the overwhelming number of student-parents at Columbia—such as General Studies (“GS”) undergraduates and non-Ph.D. graduate students—do not receive any back-up care benefits or subsidies.</p>

²² <https://worklife.columbia.edu/content/child-care-schooling>

²³ Naomi Cohen, *With Few Resources, Child Care a Burden for Many Graduate Student-Parents*, Columbia Daily Spectator: Student Life (Apr. 26, 2012), <https://www.columbiaspectator.com/2012/04/26/few-resources-child-care-burden-many-graduate-student-parents/>.

²⁴ <https://worklife.columbia.edu/content/school-and-child-care-search-service>

²⁵ <https://worklife.columbia.edu/content/expectant-and-new-parents-guide-students>

Karen Hajdu, a mother whose husband is a full-time professor at the School of Journalism, has used the school search program to “navigate the treacherous world of school placement.” She expressed doubts about finding a preschool when her family moved here last June, but she said that the Office of Work/Life, full of people that were “immensely helpful and comforting,” helped her find “a lovely, competitive one in our neighborhood.”²⁶

C. State of Peer Universities²⁷

Whereas most public universities offer some form of state-subsidized, on-campus childcare or grants,²⁸ private universities’ support for student-parents fluctuates from robust to non-existent. Many top universities, such as Yale and Princeton, have comprehensive, on-campus childcare networks, coupled with generous subsidies for student-parents. By contrast, both Columbia and Harvard have childcare networks that are out-of-reach for most students, and provide financial subsidies to only a small minority of student-parents. Still other peers, such as the University of Chicago and University of Pennsylvania, have gone so far as to create fully-staffed, on-campus Family Resource Centers, offering drop-in childcare and family-friendly programming for student-parents.²⁹ In all, several conclusions can be gleaned from the wide array of childcare resources offered by our peers:

- (1) Most offer some form of financial subsidy to graduate and/or Ph.D. students ranging from \$2,000 (Columbia) – \$10,000 (Stanford) per year.³⁰
- (2) Most have multiple on-campus childcare centers, capable of supporting 100-500 children at a cost that generally exceeds the statewide average by around 35%.
- (3) Most have a consolidated website for student-parents that provides an overview of relevant university resources and contacts.
- (4) Around half offer some form of back-up care for Ph.D. students and—less frequently—graduate students, generally administered through Bright Horizons.
- (5) **Most offer more resources and support for student-parents than Columbia, despite having lower statewide childcare costs.**

Yale University

Average Cost (Connecticut)	\$1,292 per month, \$15,501 per year. Currently ranked 5 th out of 50 states and the District of Columbia for the most expensive childcare. ³¹
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²⁶ Shane Ferro, *Office of Work/Life Helps Professors Keep It Together*, Columbia Daily Spectator (Oct. 10, 2007), <https://www.columbiaspectator.com/2007/10/10/office-worklife-helps-professors-keep-it-together/>.

²⁷ We thank our staff member, Kazuel Bailey, for dedicated dozens of hours researching the state of childcare at peer universities and consolidating hundreds of useful links/reports on behalf of the CAI.

²⁸ Elisa Garcia, *College Students with Children Need Campuses with Child Care*, Inst. Women’s Pol’y Res. (May 3, 2011), <https://femchat-iwpr.org/2011/05/03/college-students-with-children-need-campuses-with-child-care/>.

²⁹ See, e.g., <https://grad.uchicago.edu/life-at-uchicago/family-resources/>; <https://familycenter.upenn.edu/>.

³⁰ See, e.g., Stanford Fin. Aid, *2018-2019 Graduate Family Grant Program Guidelines*, <https://financialaid.stanford.edu/pdf/gradfamilygrant1819.pdf>.

³¹ Econ. Pol’y Inst., *The Cost of Child Care in Connecticut* (Jul. 2019), <https://www.epi.org/child-care-costs-in-the-united-states/#/CT>.

On-Campus Childcare	<p>Phyllis Bodel Child Care Center provides full-time, multi-lingual childcare for children ages 6 weeks to 5 years. Tuition ranges from \$1,475-\$1,790 per month for full-time (7:30am-5:30pm) enrollment, however scholarships and financial aid are available. It has capacity for 100 children.³²</p> <p>Bright Horizons at Yale West Campus provides full-time (7am-6pm) and drop-off childcare for children of all ages. Tuition ranges from \$1,521-\$1,916 per month for full-time care. It has capacity for 144 children.³³</p> <p>Yale has additional on- or near-campus childcare partnerships through the YLS Early Learning Center (Yale Law School), The Nest at Alphabet Academy (Yale Divinity School), Edith B. Jackson Child Care Program (Graduate Housing), Calvin Hill Day Care Center, and others. Overall, we estimate that Yale has capacity for approximately 500 children <u>on-campus</u>, all costing under \$2,000 per month for full-time (+) care.³⁴</p>
Off-Campus Childcare	<p>In addition to the on- or near-campus partnerships, Yale maintains a comprehensive directory of 88 childcare centers located within a short drive of New Haven, complete with faculty-child ratios, monthly costs, registration fees, etc.³⁵ Yale also hosts a babysitting service.³⁶</p>
Financial Resources	<p>Yale Graduate School of Arts and Sciences offers Ph.D. student-parents with an annual subsidy of \$4,700 for the first child under the age of 18, and an additional \$1,000 for each additional child under the age of six.³⁷</p>

Harvard University³⁸

Average Cost (Massachusetts)	<p>\$1,743 per month, \$20,913 per year. Currently ranked 2nd out of 50 states and the District of Columbia for the most expensive childcare.³⁹</p>
On-Campus Childcare	<p>Harvard has six on-campus childcare centers at the Cambridge and Allston campuses, operated by Campus Child Care, Inc., an independent, non-profit corporation.⁴⁰ These childcare centers support children ages 2 months to 5 years, and charge anywhere between \$1,950-\$3,150 per month for full-time care, depending on the age of the child.</p>

³² <https://medicine.yale.edu/bodelchildcare/about/?locationId=432>

³³ <https://your.yale.edu/bright-horizons-yale-west-campus>

³⁴ <https://wff.yale.edu/child-care-yale>

³⁵ <https://your.yale.edu/work-yale/benefits/worklife/child-care/child-care-directory>

³⁶ <https://babysitting.yale.edu/>

³⁷ <https://gsas.yale.edu/resources-students/finances-fellowships/funding-phd-students/phd-student-family-support-policy>

³⁸ Second perhaps only to Columbia University, Harvard lags behind the Ivy League, and currently faces calls from student-parents to expand childcare support. See, e.g., Luke A. Williams, *Graduate Student Parents Face Steep Costs, Social Isolation*, The Harvard Crimson (Apr. 5, 2019), <https://www.thecrimson.com/article/2019/4/5/student-parenthood-feature/>.

³⁹ Econ. Pol’y Inst., *The Cost of Child Care in Massachusetts* (Jul. 2019), <https://www.epi.org/child-care-costs-in-the-united-states/#/MA>.

⁴⁰ https://campuschildcareinc.org/about/#what_we_do

Off-Campus Childcare	Harvard can connect student-parents with different childcare registries supported by non-profits and the Massachusetts Department of Education, as well as nanny placement services and a Harvard babysitter directory. ⁴¹
Financial Resources	Harvard Graduate School of Arts and Sciences offers Ph.D. student-parents an annual subsidy of \$6,624. ⁴²

Princeton University

Average Cost (New Jersey)	\$1,082 per month, \$12,988 per year. Currently ranked 15 th out of 50 states and the District of Columbia for the most expensive childcare. ⁴³
On-Campus Childcare	University NOW Day Nursery provides full-time (8am-6pm) childcare for children ages 3 months to 5 years. Tuition ranges from \$1,925-\$2,200 per month depending on the age of the children. Academic year and full-year contracts are available. ⁴⁴ University League Nursery School provides part-time and full-time, academic year childcare for children ages 2-4 years. Tuition costs \$7,180 for 10 months of full-time care for a child over the age of three. ⁴⁵
Off-Campus Childcare	In addition to the on-campus childcare centers, Princeton has partnerships with 10 nearby centers that offer tuition discounts to Princeton affiliates. ⁴⁶
Financial Resources	Princeton offers eligible graduate students with awards up to \$6,000 per child per year with a maximum annual award of \$12,000. The award fluctuates based on household income, such that students earning less than \$80,000 per year will be eligible for the full award. ⁴⁷ Additionally, Princeton provides graduate students with 100 hours of back-up care per academic year through Bright Horizons. ⁴⁸

Cornell University

Average Cost (New York)	\$1,283 per month, \$15,394 per year. Currently ranked 6 th out of 50 states and the District of Columbia for the most expensive childcare. ⁴⁹
On-Campus Childcare	Bright Horizons Cornell University Child Care Center provides full-time (7am-6pm) and part-time childcare for children ages 6 weeks to 5 years. Tuition for the full-time program ranges from \$1,477-\$1,866 per month depending on the age of the children. It has capacity for 170 children. ⁵⁰

⁴¹ <https://hr.harvard.edu/finding-child-care>

⁴² <https://gsas.harvard.edu/student-life/harvard-resources/parental-accommodation-and-financial-support>

⁴³ Econ. Pol’y Inst., *The Cost of Child Care in New Jersey* (Jul. 2019), <https://www.epi.org/child-care-costs-in-the-united-states/#/NJ>.

⁴⁴ <https://unow.princeton.edu/>

⁴⁵ <http://www.ulns.org/>

⁴⁶ <https://hr.princeton.edu/thrive/well-being-resources/child-care-resources>

⁴⁷ <https://gradschool.princeton.edu/costs-funding/sources-funding/loans-and-assistance/gcap>

⁴⁸ <https://gradschool.princeton.edu/life-princeton/support-resources/family-focused-initiatives>

⁴⁹ Econ. Pol’y Inst., *The Cost of Child Care in New York* (Jul. 2019), <https://www.epi.org/child-care-costs-in-the-united-states/#/NY>.

⁵⁰ <https://child-care-preschool.brighthorizons.com/ny/ithaca/cornell>

Off-Campus Childcare	Cornell helps student-parents find childcare by providing access to the Care@Work search program. ⁵¹
Financial Resources	In 2004, Cornell became one of the first universities to offer a childcare grant program for all student-parents, providing maximum awards of \$4,100 per academic year. In 2018, the program provided \$350,000 worth of funding to student-parents across the university. ⁵²

D. Student-Parent Town Hall

As a means of better understanding the childcare crisis, the CAI hosted a student-parent town hall on November 8, 2019, which was attended by several University Senators, the Executive Vice President of University Life, and student-parents from across the University. Attendees expressed considerable frustration with the lack of affordable childcare, resources for student-parents, and child-friendly spaces on campus.

The Office of Work/Life was seen as largely unhelpful and even unwelcoming toward student-parents looking for guidance on how to navigate the complicated childcare landscape. One graduate student, the single mother of a three-year-old, contacted the Office of Work/Life asking for assistance finding 3K programs and was given the following response:

Although your income is very limited due to your status as a student you will not qualify for 3K because you are a student. All other early childhood programs are privately funded and parents pay a tuition of more than \$500 per week. I am not aware of any other opportunity for funding and although I wish it not so, I think coming to Columbia to pursue studies while being a parent of a young child will be very challenging.⁵³

At the time, she had already accepted her offer of admission and turned down other offers at top-ranked universities, and thus felt that she had made a critical mistake. Unfortunately, she was not offered any additional assistance or guidance by the Office of Work/Life.

Another attendee was dismayed by the fact that many of the affiliated childcare centers recommended by the Office of Work/Life require applications and even in-person visits months before most prospective students are even notified of their admission to the University.⁵⁴ Moreover, student-parents also reported that these childcare centers are prohibitively expensive, frequently costing well over \$30,000 per year per child, and suffer from nearly ubiquitous waitlists. Without adequate support from the University, these students—particularly those from other countries—felt that they had no choice but to enroll their children at unaffiliated childcare centers located an hour or more away from the University, or hire a part-time nanny at a cost that exceeded their own cost of tuition.

Even for those student-parents who were able to secure nearby, center-based childcare, they complained that the lack of a back-up care program meant that they frequently had to miss classes when children were sick or when their childcare center closed on a non-university

⁵¹ <http://studentswithfamilies.cornell.edu/students-with-children/childcare-and-school/>

⁵² <http://studentswithfamilies.cornell.edu/students-with-children/student-child-care-grant/>

⁵³ This e-mail excerpt was shared by the recipient to members of the CAI, and we have been generously granted permission to include it in our report to demonstrate the challenges felt by student-parents.

⁵⁴ <https://worklife.columbia.edu/content/early-education-child-care#/text-1359>

holiday. Students with older children also noted that public schools will close—often for entire weeks—when the University still has classes, meaning they must pay hundreds of dollars for babysitters during peak demand for back-up care. Additionally, student-parents stated that they were generally unable to attend the many afterhours networking events and receptions hosted by University programs and departments. Consequently, they felt that they were paying thousands more than non-parents to attend the University through added cost-of-living expenses, and yet were unable to realize the full benefits of their educational programs. Several recalled the various times they had to take their child with them to class or other University events, which oftentimes ended with temper tantrums, distracted classmates, embarrassment, and exasperated professors.

*At the town hall, the Initiative asked attendees whether they would recommend Columbia to other student-parents. **The answer was a resounding no.** Many, such as Jazgul Kochkorova, SIPA '21, said they may not have come to Columbia if they knew how little it would do for them.*

“It makes me question whether I made the right decision . . . to have so much debt and not that much support when it comes to back up care [at Columbia].”⁵⁵

However, the student-parents’ frustration extended beyond the mere lack of childcare resources and went to the very core of University administration. In addition to the general dissatisfaction with the Office of Work/Life as a resource for student-parents, they noted that the cost-of-living calculations for financial aid are grossly out-of-touch with the present realities of parenthood, thereby understating the “needs” of those under consideration for scholarships and grants.

Overall, the town-hall served as an effective outlet for exacerbated student-parents, who expressed appreciation that the University Senate was finally recognizing the challenges and even *existence* of student-parents. The discussions and testimonials drove home the magnitude of the problems facing student-parents, and the near-universal consensus on the top concern of student-parents: childcare affordability.

E. Results from Student Surveys

After consulting with the CAI, SAC leadership had several new questions added to the annual Quality of Life Survey, which are specific to student-parents’ concerns. Based on our research, this will be the first attempt to get feedback from student-parents across the University. Moreover, the survey will allow the University to better estimate the number of students with children across the different schools and programs.⁵⁶

While the CAI awaits the results of the 2020 Quality of Life Survey, we are nevertheless able to draw upon a trove of ad hoc surveys conducted by student associations and councils over the past decade. These surveys, though conducted with varying levels of scope and formality, reveal an overwhelming trend: student-parents are strongly dissatisfied with the level of university support.

⁵⁵ Griffin Jones & Valeria Escobar, *University Senate [Student Affairs Committee] Launches Childcare Affordability Initiative to Support Student-Parents*, Columbia Daily Spectator: Student Life (Nov. 11, 2019), <https://www.columbiaspectator.com/news/2019/11/11/university-senate-launches-childcare-affordability-initiative-to-support-student-parents/>.

⁵⁶ At present, the University does not collect or disclose data on the number of students with children.

Year	Key Findings	Source
2009	91% of graduate students with children classified Columbia’s support of student-parents as average to poor . 58% of respondents gave it the lowest two ratings possible.	Graduate Student Advisory Council’s Quality of Life Survey ⁵⁷
2011	Two-thirds of graduate student parents rated Columbia support poorly . Strikingly, 18% of the over 1,400 respondents had considered having children but decided against it while in school—with the majority citing financial concerns as the main reason for postponing parenthood.	Graduate Student Advisory Council’s Quality of Life Survey ⁵⁸
2014	40% of GS students paying for childcare reported paying over \$2,500 per month for it. Nearly 92% reported that they struggled to afford this cost. 64% of those who reported having children also reported that they missed 3 or more days per semester due to lack of childcare.	Columbia University Family Support Network ⁵⁹
2019	84% of student-parents surveyed at SIPA listed affordable back-up or full-time childcare as their top policy priority for parents at SIPA. Nearly 42% of respondents reported missing a class or exam and 59% reported missing a group meeting due to childcare issues. Nearly 90% of parents reported missing school-sponsored extracurricular activities and networking events.	SIPA Space Gender Audit, Fall 2019 ⁶⁰

F. Selected Testimonials⁶¹

How has the childcare situation affected your experience at Columbia?

“My childcare situation means that I attend virtually no evening events. Even if they’re going to feed me, it’s not worth the price of a babysitter. I was lucky enough to have a classmate’s wife watch [my baby] during weekly TA sessions for a while, but that was after I brought him to one and spent the entire time trying to keep him from unplugging computers. . . . [Last semester,] I actually started looking into transferring to George Washington, and I only stopped because I realized we’d already locked in the next year’s NYC daycare.”

- R.S. / Independent Mother of a 2-Year-Old

⁵⁷ Vance, *supra* note 15.

⁵⁸ Cohen, *supra* note 23.

⁵⁹ Elizabeth Sedran, *Student Group Looks to Expand Child Care Resources for Undergraduates*, Columbia Daily Spectator: Student Life (Mar. 25, 2014), <https://www.columbiaspectator.com/news/2014/03/25/student-group-looks-expand-child-care-resources-undergraduates/>.

⁶⁰ Jazgul Kochkorova et al., SIPA Fall 2019 Space Gender Audit (Dec. 2019) (unpublished results of an audit conducted as part of the Mainstreaming Gender course at SIPA) (on file with the CAI).

⁶¹ The following testimonials were generously offered by student-parents at Columbia University following the CAI Student-Parent Town Hall.

“Unavailability of on-campus childcare and unaffordability of the affiliated child-care centers has put me and my family under a lot of emotional and financial stress. . . . I came with an assumption that such a renowned Ivy League university wouldn’t have problems with basic student needs like childcare. To my disappointment, Columbia is not inclusive of student-parents; neither academically since most of [my] classes and recitations take place after 6pm or on the weekends, nor . . . physically as I struggled to access the campus with a stroller and [trying to find] . . . lactation spaces in many of the schools on campus. Feeling physically and emotionally left out . . . I don’t feel like I belong at this university.”

- J.K. / Independent Mother of a 3-Year-Old

What do you wish Columbia administrators knew about attending Columbia as a parent?

“Mostly, I wish administrators knew we exist. . . . I e-mailed the Registrar before school even started, back when [my baby] only had an 8am-3:30pm daycare spot. I asked to be put in a section that maximized classroom hours during that time period. . . . I got back a ‘we’ll try,’ and was assigned to a section that met outside those hours Monday, Tuesday, Wednesday, and Thursday. His school ended up coming back with an 8am-6pm spot, but I have no idea what I would’ve done had that not happened.”

- R.S.

“As an international student, who has never done childcare applications in the U.S., I found myself frustrated . . . as the orientation week drew closer [and I was] unable to find daycares that were still accepting children and wouldn’t cost me another Columbia-equivalent tuition. Upon reaching out to the work-life office, they simply suggested that ‘coming to Columbia . . . will be very challenging’ instead of helping to alleviate some of the challenges like securing slots for students or advocating for back-up care.”

- J.K.

“I wish I was provided relevant information early on. [A]dmissions . . . should help students with partners and children become aware of the opportunities and deadlines, instead of referring to the University Work Life Office which only helps staff and PhD students. If there was an office that would be specifically helping student-parents in advising about the deadlines, applications to different city-run programs such as 3-K and Pre-K for All, helping especially international students to settle in on campus, advising them on healthcare services and referring them to clinics and pediatricians, and many other services, they would ease the burden of these students and help them make their studies at Columbia productive and worthwhile.”

- J.K.

What do you think about Columbia University's attitudes on parenthood, childcare, and work/life balance?

“Every faculty member has been so understanding when I have to show up with a baby, or when I have to miss class to get him vaccinated. Old ladies in the building think he’s just the greatest thing and give him wide latitude to explore, or they give him cookies. But the institution seems perplexed by him.”

- R.S.

G. Past Advocacy Efforts

A cursory glance through relevant articles published by the Columbia Daily Spectator and University Senate records reveals an unfortunate history of failed advocacy efforts around childcare affordability, dating back decades.

2004-2006: The Former Childcare Initiative⁶²

In the fall of 2004, the Commission on the Status of Women (“CSW”) designated childcare as its top priority for the academic year. It started working with the Office of the Vice Provost for Diversity to gather preliminary data on childcare cost and availability near the Morningside and Medical campuses, as well as comparative data from peer universities. After reviewing the data, the CSW decided to submit a proposal to the Office of the Provost to contract out a formal childcare needs assessment for the University.

Provost Alan Brinkley agreed to the request, and Bright Horizons Families Solution Consulting Practice was subsequently retained to conduct a three-part analysis of the childcare needs and options for Columbia University. Bright Horizons conducted two years’ worth of analysis, and finally released an “options report” for review by the University.⁶³ According to later Spectator reporting, “[t]he company’s results revealed a need for a child care option, among other services, in order to improve recruitment, retention, and productivity at the University.”⁶⁴ Moreover, the Spectator noted that “[m]any of Columbia’s peer institutions offer an on-campus option, and the report recommended following suit.”⁶⁵

“In the summer of 2006, the Vice Provost for Diversity Initiatives, working with Roxie Smith, Vice Provost, formed a small working group to analyze the outcomes of the Bright Horizons study and to recommend to the Provost and the President a series of phased initiatives that could be taken in response to that study.”⁶⁶ In the words of the CSW, the two Vice Provosts had

become quite familiar with the Directors of Columbia’s Affiliated Child Care Centers and had begun, on an ad hoc and informal basis, to untangle the complex maze of subsidies and special arrangements that governed their relationship to the university . . . [and] provided support for them in their requests for specific maintenance projects and modest facility upgrades.⁶⁷

By the end of 2007, the President and Provost accepted several recommendations, including: (1) the expansion of two existing affiliated centers to accommodate infants and toddlers; (2) adding up to four new centers to the affiliated network; (3) sequestering spots at affiliated centers for faculty who are hired after the application windows have closed; and (4) adopting the Bright Horizons *Back-Up Care Advantage Program*® for all non-union faculty and staff, Ph.D.

⁶² The following section draws primarily from Christia Mercer & Carolyn Mutter, *Annual Report from the Co-Chairs of the Commission on the Status of Women, 2006-2007*, http://senate.columbia.edu/archives/reports_archive/06-07/annual_report_women2007.html.

⁶³ Unfortunately, the CAI has been unable to locate the 2006 Options Report produced by Bright Horizons, despite reviewing archived University Senate files, and reaching out directly to Bright Horizons. Thus, we rely on second-hand reporting by the Columbia Daily Spectator and the CSW.

⁶⁴ Cohen, *supra* note 23.

⁶⁵ *Id.*

⁶⁶ Mercer & Mutter, *supra* note 62.

⁶⁷ *Id.*

students, and post-docs. CSW records suggest that other recommendations, such as an on- or near-campus childcare center, were tabled.⁶⁸

Ultimately, the CAI greatly appreciates the work of the 2004-2006 CSW, and the foundation of support that they set for future parents affiliated with Columbia University. However, the record gives us some grounds to question the overall transparency, neutrality, and prudence of the 2004-2006 childcare push.

#1. We question the decision to hire a self-interested party, Bright Horizons, to conduct the childcare needs assessment. If the University ever contracts out another childcare assessment, the CAI would advise contracting with an uninterested party, rather than the self-described “leading provider of high-quality child care, early education and other services designed to help employers and families better address the challenges of work and family life.”⁶⁹ The appearance of conflict is only exacerbated by the fact that the University ended up adopting a Bright Horizons benefit program shortly after the assessment was completed. Moreover, contemporary records suggest that Bright Horizons spent most of the first year repeating the steps taken by the CSW—by all accounts, an able body of accomplished researchers, scientists, and policy experts.

#2. The CAI has several questions concerning the relationship between Columbia University and the “Columbia Affiliated Early Learning Centers.” In 2007, the CSW characterized the affiliated centers as a “complex maze of subsidies and special relationships” that sometimes receives support “for specific maintenance projects and modest facility upgrades.” Based on CSW records, University administrators consulted with the directors of these *independently-run* childcare centers “on an ad hoc and informal basis” before drafting their own childcare recommendations. Subsequently, the University decided not to pursue one of Bright Horizons’ purported recommendations: on- or near-campus, no-frills childcare—an offering that would have competed with the affiliated centers. In the future, these directors should certainly be consulted, but we believe that these contacts should be part of an open notice-and-comment process, rather than “ad hoc and informal” *ex parte* contacts.

#3. While the 2004-2006 efforts yielded only partial relief for faculty with children, they did virtually nothing to address the challenges faced by most student-parents. Undergraduate student-parents were not even consulted by Bright Horizons during the assessment, even though GS students make up one of the largest constituencies of student-parents at the University. Additionally, the *Back-Up Care Advantage Program*® was not extended to any graduate, professional, or undergraduate students; nor were students given access to the arrangement that allowed new faculty members to receive sequestered slots. By 2011, surveys revealed that only 6% of GSAS student-parents were using the Affiliated Early Learning Centers for childcare, demonstrating that they were still well out-of-reach for most student-parents.⁷⁰

Today, these efforts represent the most recent University-wide attempt to systemically address the childcare needs of faculty, staff, and students.

⁶⁸ Report from the Commission on the Status of Women: Some Projects Undertaken by Jean Howard, Vice Provost for Diversity Initiatives (Mar. 30, 2007), http://senate.columbia.edu/archives/reports_archive/06-07/women_diversity_report_3-30-07.html.

⁶⁹ <http://investors.brighthorizons.com/news-releases/news-release-details/company-profile-bright-horizons-family-solutions>

⁷⁰ Cohen, *supra* note 23.

2006-2014: The Crazy Quilt Childcare Strategy

In 2007, the Office of Work/Life was founded as part of an effort led by Vice Provost Jean Howard to attract and retain minority and women faculty.⁷¹ In collaboration with the CSW, Vice Provost Howard hired Carol Hoffman, an administrator from UC Berkeley, as the first Associate Provost and Director of Work/Life. During the same year, the responsibility for University childcare policy was finally shifted from the over-worked Office of Government and Community Affairs to the Office of Work/Life.

It did not take long for the deficiencies of the 2004-2006 childcare efforts to come to light, and the newfound Office of Work/Life struggled to address these challenges. As noted above, the 2009 GSAC Quality of Life Survey revealed overwhelming discontent with the level of University support for student-parents, as well as low usage of the Affiliated Early Learning Centers—the cornerstone of the Columbia’s new childcare strategy.⁷² In 2010, Hoffman reported that the Office of Work/Life was “currently looking into group family care options, among other initiatives, in which a parent or other University affiliate could offer to host day care services in their home.”⁷³ Perhaps due to the fact that most student-parents barely have enough square footage and spare time for their own children, let alone enough to run a makeshift childcare center, Hoffman’s proposal failed to gain traction. It is also likely that the program would have faced challenges with state and city regulatory requirements for in-home childcare centers.⁷⁴

After the release of another damning GSAC survey, the Graduate School of Arts and Sciences (“GSAS”) finally decided to act. In 2011-2012, GSAS followed the lead of our peer universities by extending the amount of time-off doctorate students could take for parenting and offered an annual \$1,000 childcare subsidy for Ph.D. and D.M.A. candidates.⁷⁵

“It’s a significant benefit, but it’s no benefit at all,” said Bob Neer, Core lecturer and father of two, in reference to the \$1,000 subsidy. “I consider it to be a gesture.”⁷⁶

2014-Present: The Childcare Crisis

In early 2014, nearly a full decade after the start of the flawed 2004-2006 childcare push, student-parents made clear that the University needed to put together a coherent childcare strategy, and finally catch up with the rest of the Ivy League. Under the leadership of numerous women, such as Katharine Celentano (GS ’17),⁷⁷ Francine Kershaw (GSAS ’15), and Amber Erwin (GS ’15), students petitioned the undergraduate student councils to adopt a resolution calling for the University to extend the back-up care and subsidy benefit to all student-parents.

⁷¹ Report from the Commission on the Status of Women, *supra* note 68.

⁷² Vance, *supra* note 15.

⁷³ *Id.*

⁷⁴ See, e.g., <https://ocfs.ny.gov/programs/childcare/regulations/>.

⁷⁵ Jenny Davidson & Maya Tolstoy, *Commission on the Status of Women: 2011-2012 Academic Year Final Report to the Senate* (Apr. 25, 2012), http://senate.columbia.edu/archives/reports_archive/11-12/csw_2011_2012_ann_report.pdf.

⁷⁶ Cohen, *supra* note 23.

⁷⁷ For her stellar advocacy work on behalf of student-parents and other populations across Columbia University, Katharine Celentano received the Columbia University Service Award, Silver Crown, and Spirit Award.

The resolution passed all four student councils with unanimous support.⁷⁸ The following semester, the Spectator Editorial Board published a rare staff editorial calling the situation “unacceptable,” and urging University administrators to act.⁷⁹

Given the financial strain on GS students, which leaves many students with hefty debt loads and the stress that accompanies them, the added financial and logistical burden of taking care of young children can be academically crippling. This can range from student-parents missing a high number of classes to choosing not to attend Columbia.

*This is unacceptable. Students with children should be aided, not ignored and left to handle everything on their own.*⁸⁰

Unfortunately, despite all the promise and energy of the 2014 advocacy efforts, the University did not act. Meanwhile, the childcare costs and waitlists near the Morningside, Manhattanville, and Medical campuses continued to skyrocket.⁸¹ In response, the Office of Work/Life increased the number of subsidized back-up care hours to 150 hours per year for faculty, staff, and doctoral students, whereas GSAS doubled the annual childcare subsidy for eligible Ph.D. and D.M.A. candidates from \$1,000 to \$2,000. For hundreds of undergraduate, graduate, and professional student-parents across Columbia, however, the only resource granted was access to the elusive “Affiliated Early Learning Centers” and an Office of Work/Life fixated on faculty concerns.

Indeed, even faculty members earning a paycheck had plenty of cause for concern over the state of childcare. In 2018-2019, the Faculty of Arts and Sciences’ Policy Planning Committee received extremely negative survey results from faculty parents: 40% reported that their salaries were insufficient to meet childcare needs, 23% reported that they went into debt to cover the costs of childcare, and 38% reported that they had considered leaving Columbia to alleviate the strain of childcare.⁸²

“We’re burning through our savings very quickly,” [English Professor Eleanor] Johnson said. “People just cannot afford to have their families at Columbia.”

...

⁷⁸ Amber Erwin, *CUFSN Resolution Provides Equal Academic Opportunity for Students with Children*, Columbia Daily Spectator: Op-Eds (Apr. 24, 2014), <https://www.columbiaspectator.com/opinion/2014/04/24/cufsn-resolution-provides-equal-academic-opportunity-students-children/>.

⁷⁹ Editorial Board, *University Can Do More to Support Student-Parents*, Columbia Daily Spectator: Staff Editorials (Oct. 9, 2014), <https://www.columbiaspectator.com/opinion/2014/10/09/cufsn-requires-more-support-university/>.

⁸⁰ *Id.*

⁸¹ Office of Senator Kirsten Gillibrand, *Child Care Costs Rising \$730 [on Average] Each Year in New York*, <https://www.gillibrand.senate.gov/imo/media/doc/ChildCare.pdf>.

⁸² Noah Percy, *Your Professors Pay More for Childcare Than You Do for Tuition, 4 of Them Explain What This Means for Their Lives, and Your Education*, Columbia Daily Spectator: Administration (Apr. 25, 2019), <https://www.columbiaspectator.com/news/2019/04/25/your-professor-pays-more-for-childcare-than-you-do-for-tuition-4-faculty-explain-what-this-means-for-their-lives-and-your-education/>.

*“We have to ask ourselves if we want a third of us to be so strained that we go into debt, we seek other jobs, we take our research leave as cash, we seek outside offers—that’s not a good environment. Intellectually, it’s not a good environment, let alone politically.”*⁸³

In late 2018, students at Columbia Law School petitioned Dean Gillian Lester for access to the Bright Horizons *Back-Up Care Advantage Program*®, something that was already offered by nearly every other top law school. CLS responded quickly, launching a pilot program the very next semester and then making the benefit official by the fall of 2019.⁸⁴ Under the arrangement with Bright Horizons, law students currently receive 60 hours of subsidized back-up elder/childcare per academic year.⁸⁵ In a spring 2020 group meeting with the Associate Dean of Student Affairs, Petal Modeste, one new father described the back-up care program as the only resource keeping his life together after his wife gave birth to their first child. He humorously asked whether he could petition other students to donate their back-up care hours to help him get through the rest of law school.⁸⁶

H. A Call to Action

For more than a decade, students with children have pleaded with University leaders and administrators to expand childcare resources, and thus make our phenomenal educational programs accessible to student-parents. And yet, the University has consistently failed to deliver a comprehensive, or even remotely adequate solution. Rather, we have expanded an “Affiliated Early Learning Center” network that costs thousands more than most can afford and stops accepting applications months before most students are even admitted; granted back-up care benefits and paltry subsidies to Ph.D. students, while leaving hundreds of other student-parents without any support whatsoever; and perhaps most disturbingly, we have created an environment where student-parents feel physically and emotionally excluded from the University. **The message emanating from Columbia University is clear, and it is undeniable: students with children need not apply.**⁸⁷

⁸³ *Id.*

⁸⁴ <https://finance-admin.law.columbia.edu/content/back-up-care>

⁸⁵ It is important to note that the Bright Horizons Back-Up care is not free, but it is highly subsidized. For example, the average cost of a babysitter costs between \$20-25 per hour, whereas the at-home co-pay for back-up care is only \$7 per hour.

⁸⁶ Here, it is important to look at the numbers behind what this student was requesting. His newborn was not old enough to attend most childcare centers, so he was paying \$7 per hour for the at-home co-pay. If we multiply \$7 x 40 hours per week x 52 weeks per year, we get an annual childcare cost of \$14,560—several thousand dollars more than the national average. See Zillman, *supra* note 6. Indeed, the childcare situation at Columbia has become so dire that most student-parents feel grateful to pay only ~45% more than the average U.S. parent.

⁸⁷ See also *supra* note 52.

In a country where women make up less than 25% of Congress,⁸⁸ 30% of tenured university faculty,⁸⁹ and 7% of Fortune 500 CEOs,⁹⁰ we simply cannot afford to close off higher education pathways for young mothers.⁹¹ In the U.S., the average age of a first-time mother is 26 years old⁹²—the same average age of students at the School of General Studies and many of our graduate programs.⁹³ As a University, we decry the loss of reproductive rights for women across the country, and yet when those same women exercise the right to have children, we all but close the doors to our phenomenal educational programs. When we severely limit the number of women who can access these doors, how do we ever expect them to break down glass ceilings?

And yet, we are no stranger to bold action when it comes to the interests of diversity and accessibility in higher education. We have long recognized that our location—Columbia University in the City of New York—comes with many advantages, but also some responsibilities. In 1988, under the leadership of the late President Michael Sovern, Columbia greatly expanded the number of guaranteed housing spots for undergraduates—particularly Columbia College and Engineering students—thereby “allowing the university to recruit the best students from around the nation.”⁹⁴ In 2003, the University helped open The School at Columbia University, an exceptional K-8 school that administers need-blind admissions for the children of Columbia employees and neighborhood families.⁹⁵ At the time, Columbia leaders noted that they needed The School “to be competitive with other universities and attract the best faculty in the world.”⁹⁶ In October 2017, Columbia committed \$100 million as part of an effort to “support recruitment and career development for professors, doctoral and post-doctoral students who traditionally have been underrepresented in higher education.”⁹⁷

Today, we ask Columbia leaders, trustees, and administrators at all levels to uphold our commitment to diversity, and recall our past boldness in opening the doors of higher education. It is finally time to act on childcare.

⁸⁸ Drew Desilver, *A Record Number of Women Will be Serving in the New Congress*, Pew Research Center: Fact Tank (Dec. 18, 2018), <https://www.pewresearch.org/fact-tank/2018/12/18/record-number-women-in-congress/>.

⁸⁹ Bridget T. Kelly, *Though More Women are on College Campuses, Climbing the Professor Ladder Remains a Challenge*, Brookings: Brown Center Chalkboard (Mar. 29, 2019), <https://www.brookings.edu/blog/brown-center-chalkboard/2019/03/29/though-more-women-are-on-college-campuses-climbing-the-professor-ladder-remains-a-challenge/>.

⁹⁰ Claire Zillman, *The Fortune 500 Has More Female CEOs Than Ever Before*, Fortune (May 16, 2019), <https://fortune.com/2019/05/16/fortune-500-female-ceos/>.

⁹¹ Indeed, by entering these critical fields as the parents of older children, student-parents may actually be less likely to leave the workforce. Moreover, they can offer much-needed advice and guidance to their colleagues who are experiencing the challenges of new parenthood. See Denise Valenti, *Women Most Likely to Leave Labor Force After First Child, Not Later Births*, Princeton University (Oct. 22, 2018), <https://www.princeton.edu/news/2018/10/22/women-most-likely-leave-labor-force-after-first-child-not-later-births>.

⁹² Quoctrung Bui & Claire C. Miller, *The Age That Women Have Babies: How a Gap Divides America*, N.Y. Times: The Upshot (Aug. 4, 2018), <https://www.nytimes.com/interactive/2018/08/04/upshot/up-birth-age-gap.html>.

⁹³ <https://gs.columbia.edu/content/mission>

⁹⁴ Anthony Depalma, *Columbia's Chief is Stepping Down*, N.Y. Times (Jun. 7, 1992), <https://www.nytimes.com/1992/06/07/nyregion/in-troubled-time-columbia-s-chief-is-stepping-down.html>.

⁹⁵ <https://www.theschool.columbia.edu/about/mission>

⁹⁶ Anemona Hartocollis, *School for Children of Faculty Brings Criticism of Columbia*, N.Y. Times (Jun. 28, 2000), <https://www.nytimes.com/2000/06/28/nyregion/school-for-children-of-faculty-brings-criticism-of-columbia.html>.

⁹⁷ Columbia News, *University Commits Another \$100 Million to Faculty Diversity* (Oct. 6, 2017), <https://news.columbia.edu/news/university-commits-another-100-million-faculty-diversity>.

IV. Recommendations⁹⁸

A. Short-Term, Low Investment

#1. Hire or redesignate an employee at the Office of Work/Life to focus on student-parents.

Although the Office of Work/Life serves a much-needed role for faculty and staff at Columbia, the one-size-fits-all approach does not work for student-parents. Rather, student-parents require an advocate-administrator that can serve as a University-wide resource for student-parents. The role should be modeled based on the stellar work of Anne Marie Kromidas and Marion Concilio at the Office of Military & Veterans Affairs, or David Keefe, the Senior Assistant Dean of Veteran Initiatives. However, rather than supporting student-veterans, the role should focus on students with children. In particular, the *Associate Director for Student Family Life* should:

- a. Help administer childcare benefits and programs for student-parents.
- b. Assist new and prospective student-parents with their search for childcare, specifically with a focus on finding low-cost, no-frills programs for students.
- c. Connect student-parents with outside scholarships, resources, and relevant state/federal assistance programs.
- d. Manage a consolidated website and new parent guide for student-parents.
- e. Direct pregnant students to the Title X coordinator.
- f. Audit the Affiliated Early Learning Centers to confirm that they are fairly administering financial aid and accepting student-parents at a rate commensurate with other University affiliates.
- g. Liaise with the Office of University Life to provide family-friendly programming for student-parents and their children.
- h. Liaise with family-focused student groups to provide administrative support for student-led events.
- i. Prepare a monthly newsletter for student-parents, providing information on family-friendly activities near the Columbia University campuses, childcare resources, and other pertinent updates.
- j. Deliver an annual report to the Student Affairs Committee, detailing, *inter alia*, the number of self-identified student-parents, the percentage of student-parents who have children enrolled in the Affiliated Early Learning Centers, and efforts taken by the Offices of Work/Life and University Life to support student-parents.

#2. Seek federal funding through available grant programs, such as CCAMPIS.

In FY2019, CCAMPIS provided \$42.3 million to more than 266 colleges and universities where the total amount of all Federal Pell grant funds awarded to enrolled students equaled or exceeded \$350,000 for FY2018. Under CCAMPIS, these funds can be “used to support or establish campus-based childcare programs primarily serving the needs of low-income students.”⁹⁹ Despite the longstanding childcare woes at Columbia University, our research suggests that Columbia administrators have not taken full advantage of CCAMPIS, even as many other

⁹⁸ While the CAI has contemplated dozens of actions—big and small—that can be taken by the University to better support student-parents, we have decided to present only our top 7 recommendations to address the childcare crisis—the most prominent complaint from student-parents. If these recommendations are taken, we are confident that Columbia University will set the example for our peer universities to follow.

⁹⁹ U.S. Department of Education, <https://www2.ed.gov/programs/campisp/index.html>.

private, nonprofit universities have received thousands of dollars' worth of grants. To the extent Columbia University meets the \$350,000 threshold, the University should aggressively pursue critical federal funding through CCAMPIS—as well as other relevant state, local, and federal programs that can help offset the financial demands on the University and student-parents.

#3. Follow the recommendations of the GAO regarding the need to advertise the availability of the dependent care allowance for student-parents, who may not be aware that they can receive additional federal student loans.

Under Department of Education (“DOE”) policies, student-parents qualify for a dependent care allowance that allows them to receive additional federal student loans. In a 2019 study, however, the non-partisan GAO found that more than two-thirds of college websites did not mention the availability of the dependent care allowance, and recommended that the DOE “encourage schools to publicize potential loan increases to cover childcare.”¹⁰⁰ Based on a survey of relevant Columbia University financial aid websites, we were unable to find any mention of the dependent care allowance.

#4. Work with the Columbia Affiliated Early Learning Centers to make childcare admissions more transparent and accessible.

In 2007, the CSW described the affiliated network as a “complex maze of subsidies and special arrangements.”¹⁰¹ We are troubled by this characterization of the *de facto* cornerstone of Columbia’s childcare strategy, but alas, we do not disagree. In conversations with dozens of student-parents across the University, the Affiliated Early Learning Centers were regularly derided for their excessive costs, lengthy waitlists, and labyrinthian application processes. Specifically, student-parents have highlighted the centers’ expensive application fees, in-person visitation requirements, and application deadlines that make it nearly impossible for incoming students to secure placement. Although we do not know the extent of the “subsidies and special arrangements” owed by the University, we do know that the University endorses these childcare centers with a coveted “Columbia Affiliated” endorsement and provides free advertising through the Office of Work/Life. As such, the CAI recommends the Office of Work/Life:

- a. Audit the Affiliated Early Learning Centers to confirm that they are fairly administering their stated financial aid policies and accepting student-parents at a rate commensurate with other University affiliates. *See associated Recommendation 1(f).*
- b. Publish the financial aid policies and expected tuition costs by income level for each affiliated childcare center, so that student-parents can accurately gauge the cost of tuition before applying.
- c. Negotiate with affiliated childcare centers to waive application fees for student-parents, as well as in-person visitation requirements for incoming students.
- d. Sequester at least two spots at each affiliated center (18x) for incoming student-parents, with priority given to undergraduate and international students. The sequestered spots should be made known through outreach to all admitted students—preferably through the *Associate Director for Student Family Life*.

¹⁰⁰ U.S. Government Accountability Office, *More Information Could Help Student Parents Access Additional Federal Student Aid*, GAO-19-522 (Aug. 20, 2019), <https://www.gao.gov/products/GAO-19-522>.

¹⁰¹ See Mercer & Mutter, *supra* note 62.

#5. Encourage Bright Horizons and other childcare organizations to open near-campus, no-frills childcare centers servicing Morningside Heights.

With over 18,000 full-time employees and 4,000 full-time faculty, Columbia University has significant standing as a Bright Horizons' client and should receive customer service that is proportionate with our purchasing power. Currently, the nearest Bright Horizons childcare center is located at West 96th Street and Columbus Avenue—20 blocks away from the University. Thus, eligible student-parents, faculty, and staff who seek to use center-based childcare through the *Bright Horizons Back-Up Care Advantage Program*[®] must walk 20-30 minutes or more to drop off their children. For a company that has nearly 20 childcare centers in Manhattan and dozens more located throughout the New York City Metropolitan Area, this is unacceptable.

While we acknowledge that a nearby Bright Horizons childcare center will possibly compete with the Affiliated Early Learning Centers, this is exactly the point; Columbia should be doing everything in its power to encourage healthy competition in the local childcare market, not protecting the market share of a high-cost, *independently-run* network.

B. Short-Term, Medium Investment

#6. Fund a University-wide childcare grant program for all student-parents.

Here, the program administered by Cornell University can be a helpful reference. Cornell has 24,027 students and budgeted \$350,000 toward the program for FY2018. In 2017, the program awarded 54 grants totaling \$185,100 for the fall 2017 funding cycle, offsetting the childcare costs for 62 children with an average grant amount of \$3,428 per student-parent.¹⁰² Columbia University, with approximately 40% more students than Cornell, should budget at least \$490,000 for the grant program. The program should generally follow the award levels and eligibility requirements of the Cornell program, with priority given to undergraduate student-parents. Although surely no small sum,¹⁰³ we anticipate that the *Justice Ruth Bader Ginsburg Grant*—or other named fund—will help alleviate the financial burdens of student-parents. Moreover, the grant will further open critical pipelines for those student-parents—predominantly people of color and women—who have been barred from entry due to prohibitive childcare costs. In turn, we believe that the childcare fund will enhance our efforts to “support recruitment and career development for . . . doctoral and post-doctoral students who traditionally have been underrepresented in higher education.”¹⁰⁴

C. Long-Term, High Investment

#7. Establish The Daycare at Columbia University. The Daycare should be generally modelled after The School at Columbia University, and offer at-cost or subsidized childcare for faculty, staff, and students at an on- or near-campus location. The Daycare should make use of the large population of Columbia University student-workers to provide high-quality childcare for Columbians by Columbians. Moreover, The Daycare should offer priority enrollment for

¹⁰² Daniel Aloï, *Student Child Care Grant Funding to Increase \$100,000*, Cornell Chronicle (Feb. 8, 2018), <http://news.cornell.edu/stories/2018/02/student-child-care-grant-funding-increase-100000>.

¹⁰³ As a frame of reference, \$490,000 is roughly equivalent to the cost of 1.6 students completing the three-year J.D. program at Columbia Law School. See <https://www.law.columbia.edu/admissions/graduate-legal-studies/tuition-fees-and-financial-aid>.

¹⁰⁴ Columbia News, *supra* note 97.

undergraduates, followed by other student-parent populations, faculty, and staff. However, The Daycare should also have enough capacity to avoid the “waitlist woes” that plague the Affiliated Early Learning Centers. While we acknowledge that such an endeavor will probably take many years and millions of dollars, we believe that it is critically necessary to maintain our competitiveness as an employer and place of higher learning. It would become yet another example of a bold, though prudent step undertaken by the University to address the unique challenges and opportunities of our New York City location.

V. Addenda

A. 2012-2013 Synthesis Report on Graduate Student Families, Presented by the Family Support Network to the CSW.

2-page document detailing the challenges faced by GSAS student-parents, along with six proposed recommendations.

B. 2016 Graduate Student Childcare Funding: Current Status and Future Needs

1-page document detailing the current costs of affiliated early learning centers, when compared with the graduate stipends and subsidies received by GSAS student-parents.

C. Additional Testimonials from the Columbia University Family Support Network

2-page document providing additional testimonials received through an open submission survey conducted by CUFSN.

Brief: Synthesis Report on Graduate Student Families

The Issue:

- Attrition of female GSAS students is higher compared to male students, and occurs both early and late in the graduate career.¹ Having a child while in school further increases the chances of attrition.
- GSAS commits approximately \$300,000 to each fully funded student. It makes poor economic sense to allow an increase in attrition that could be remedied for far less.²
- Among new student parents, only 35 percent of men and 16 percent of women think that tenure-track faculty careers at research-intensive universities are family friendly.³

Key Findings:

- **7.8%** of GSAS graduate students have children: there are an estimated 200 children of GSAS students in the Columbia community.
- **18%** of GSAS graduate students have considered becoming parents while in school, but decided against it due to challenges of:
 1. Access to health insurance
 2. Adequate, Affordable and Available Housing
 3. Financial Support, Time Commitment and Discrimination
 4. Child Care Options

Recommendations⁴:

1. Special Task force on Student Parent Issues
 - a. Comprised of representatives from SAC, Work/Life & GC
 - b. Conduct further research, investigate university-wide initiatives
2. Financial Support
 - a. Subsidies, loans and flexible spending accounts available to student parents
 - b. Reconsidering the stipend cap for fully funded students*
3. Child Care
 - a. Work to insure affordability and availability of child care for students
4. Awareness
 - a. Orientation on family issues for students*
 - b. Website to centralize information about relevant resources and policies*
 - c. Policy information sessions for faculty and staff on student rights*
5. Housing and Space
 - a. Designate a single building to house student families
 - b. Reserve library carrels for student parents*
6. Administrative Position
 - a. Shared between Work/Life, GSAS, interested Deans
 - b. Management of website, organizing orientations, liaising between parents and administration, ongoing research and development of resources
 - c. Improve relevance of Work/Life resources to the student body

¹ “Advancement of Women Through the Academic Ranks of the Columbia University Graduate School of Arts and Science: Where are the Leaks in the Pipeline?” The Commission on the Status of Women, November 2001.

² “We train and educate young people—an expensive undertaking—with the intention that they will increase the pool of people performing high-quality science. If we do not simultaneously keep those people in the full-time labor pool, we undercut our intentions.” Valian, Virginia. “Beyond Gender Schemas: Improving the Advancement of Women in Academia”. *NWSA Journal* Vol. 16 (1), 2004, p. 214

³ Perceptions often become reality. Nationwide, women in the sciences who are married with children are 35% less likely to enter a tenure track position after receiving a PhD, and 27% less likely to achieve tenure upon entering a tenure-track job, than their male counterparts. See: Mason, M.A. et al. 2011. “Keeping Women in the Science Pipeline”. *The ANNALS of the American Academy of Political and Social Science*, 638(1): 141-162.

⁴ (*) indicate short-term, low investment solutions

Graduate Student Childcare Funding: Current Status and Future Needs

Prepared by Sen. Andrea Crow (GSAS/Humanities) : Situation as of Oct. 7, 2016

Basic Facts:

GSAS Graduate Student Stipends (2016-17):

- Humanities and Social Sciences: \$30,770
- Natural Sciences: \$36,360

Childcare Support:

- \$2,000 / yr. for PhD students
- Limited number of packages for affiliated Columbia centers (brings costs to around \$23,000 on average)

Childcare Costs at Affiliated Columbia Centers:

Center	Age Range	Tuition (full-time)	Average Financial Aid Award (limited availability)
Children's Learning Center	6 months to 5 years	\$31,000 / yr.	\$4,000 / yr.
Columbia Greenhouse Nursery School	2 to 5 years	\$18,500 / yr.	Information not available
Family Annex	17 months to 4.5 years	\$22,930-\$25,618 / yr.	Information not available
Lamont-Doherty Child Development Center	6 weeks to 5 years		Information not available
Medical Center Nursery School	2 to 6 years	\$26,976 / yr.	\$500 to \$6000 / yr.
Red Balloon Day Care Center	2 to 5 years	\$25,200-\$26,400 / yr.	Information not available
Tompkins Hall Nursery and Childcare Center	3 months to 4 years 8 months	Approximately \$30,000 / yr.	Information not available
Twin Parks Montessori School	3 months to 6 years	\$24,620-\$28,860	\$3500 / yr. on average

What is Needed:

1. Fundraising for scholarships to help students pay for child care.
2. More options for infant and early toddler care.

Testimonials from Members of the Columbia University Family Support Network
(“CUFSN”)¹

“When I reflect on my time as a student-parent at Columbia, I consider how radically different my experience would have been had I had access to affordable, local childcare for my toddler. Being able to drop my son off at a childcare center near campus and free myself up for a couple hours of study time would have made a world of difference.

—Will Veitch, General Studies '19, Former CU Family Support Network President

“I feel fortunate to have had the opportunity to study at Columbia, but have struggled continuously with childcare the entire time at Columbia. I have often had to miss class when my children were sick, or bring them to classes (professor willing) when they were out of school. In general, the public school days off do not coordinate with Columbia days off so I've had to take loan money out to pay for rent and the occasional sitter. Because getting recommendations from faculty is important in the graduate school application process, and the employment seeking process, I feel that my situation as a single mother has compromised my credibility in the eyes of my professors and the scientists I work under at my internship. If Columbia had any kind of support system for emergency days off, I feel my situation would be different. I will be graduating with much debt and strenuous employment seeking conditions.”

—Oh Prema, General Studies '20, Single Mother of Twin Eight-Year Olds

“Childcare in the area around Columbia was extremely difficult to secure. Not only was it hard to get a spot (we had a contract cancelled at Chabad of the Upper West Side and ended up at Little Rays of Sunshine on 143rd and Broadway) but, once we did have a spot, the financial burden was enormous. We were spending \$400 cash each week to have our daughter in school, but we did not see another way to make it work. We tried to piecemeal together Columbia and Barnard undergraduates with our schedules, but school vacations, exam seasons, and sickness made this so difficult. There was a subsidy available through Columbia but because my husband was a student at the Jewish Theological Seminary and I was a Visiting Scholar at Columbia, we were not eligible for the subsidy. In the end, when we had a second child this past summer, we moved back to Toronto—in part because we have free full-time childcare here. My husband continues to commute to New York for his last semester of classes.”

—A.L., Ph.D. Candidate

“I have had to miss class or school functions or my spouse has had to miss work when either our regular childcare was closed or the timing would not work out. Furthermore, I have missed numerous events and or had to choose between not going or going alone because childcare wasn't available. This meant that important community building events and organization functions were effectively closed to me and/or me with my spouse because there was no reasonable childcare solution. Example-I sat on a panel, on Veteran's day, when my wife was off and our childcare was closed, and my wife wanted and could not come see me speak because she

¹ These testimonials were collected by CUFSN through an open submission process in early February 2020, and were turned over to the Childcare Affordability Initiative on March 1, 2020 for consideration.

couldn't take our 3 year old and there was no easy option. Even short duration hourly care, where I could have taken my daughter just while I attended class or a meeting, would have greatly reduced strain on the family.”

—M.D, SIPA, ‘20

“My spouse and I moved to New York City when our daughter was 2 months old. My spouse travelled many weekends for work and I was alone with our daughter. As a first time mom without a local network, I felt very isolated. I tried to join a few playgroups but never found them to be a good fit; for example, one playgroup on the Upper East Side was composed of moms that did not work and another in Harlem was all nannies who were carting little ones from program to program. As a PhD student and a mother, I didn't feel like these playgroups matched my lifestyle. Somehow, I came across the CUFSN student-parent playgroup in an email. The group met on Saturday mornings and I attended. I LOVED the group—I loved that everyone was like me, a parent whose days were filled with teaching and research. Other parents—both moms and dads—would bring their kids of all ages, from just born to tweens. People would bring snacks and toys and dogs. They would come and go. We had a blast. We also understood each other's day-to-day struggles—the precarity of graduate stipends, the anxiety of sending out a manuscript, and the uncertainty of the academic job market. When one person got a job, we all celebrated him and his family. I felt so comfortable and understood in that community, and it had a big impact on my capacity, my parenting style, and my mood. Later, when we were ready to put our daughter into full-time childcare, I asked other members of the group about their experiences, which really helped me. I also loved that the group continued on Saturdays, which made it possible to attend even while all of our kids were in school.”

—Anonymous

“Until this past year, I felt like the only one. I didn't know about CUFSN in my first year but this year some SIPA students really stepped up to help integrate the family community at SIPA and with CUFSN. Everything CUFSN I've attended has been great and the direction is extremely positive. Takeaway: There was nothing in my orientation that was designed to bring in family or even significant others, aside perhaps from a mention of the student group. I doubt there is much focus in other schools and it would be great to build the community starting with acknowledging and including that essential aspect of many students' lives.”

—M.D, SIPA, ‘20