

PROPOSED AGENDA

University Senate

Friday, April 3, 2020 at 1:15 p.m.

Registration required.

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

1. Adoption of the agenda
2. Adoption of the minutes of March 6, 2020
3. President's report
4. Executive Committee chair's report:
 - a. Senate functions during the COVID-19 pandemic
 - b. COVID-19:
 - i. An overview of the current public health situation (Professor Wafaa El-Sadr)
 - ii. An overview of the current situation at Columbia (Sen. Suzanne Goldberg)
5. New business:
 - a. Committee and constituency updates:
 - i. The current situation of students (Student Affairs Committee)
 - ii. The current situation of CUIMC Faculty (Sen. Andrew Marks)
 - iii. The current situation of research officers (Sen. Daniel Savin)
 - iv. Updates on support for those concerned directly by the current pandemic:
 - Provision of tutoring and home-schooling support (Sen. Mignon Moore)
 - The work of CUIMC COVID-19 Student Service Corps (Dr. Jonathan Amiel and Sarah Soo-Hoo)

MEETING OF MARCH 6, 2020

President Lee Bollinger, the chair, called the Senate to order shortly after 1:15 pm in 501 Schermerhorn. Seventy-two of 108 senators were present during the meeting.

Minutes and agenda: The minutes of February 7 and the agenda were adopted as proposed.

Report of the President. The president said the Coronavirus was at the top of most people's minds, and appropriately so. There were people in the room with more expertise than he had, who would be prepared to answer senators' questions about the disease. He said a large group of experts from around the University, particularly the Medical Center, had been meeting as a committee more than once a day, thinking about what the University should do and making recommendations. The president said he and Provost Ira Katznelson were making decisions based on the committee's recommendations, and the provost was communicating those to the Columbia community. The president said that if there were ever a time to rely upon expertise and good judgment, this was it. He expressed complete confidence in this process, as well as gratitude for the work of the committee.

He said the process required a complicated process of hearing a wide range of views and then refining them at length. He affirmed that he trusted his committee, that others should trust it as well, and that the University as a whole should be grateful to them.

The president also made the point that at the current stage of development of the virus the University should avoid very close proximity among large groups of people. That's the reason for the recent request to cancel non-essential events. The University would let academic events proceed, deciding not to eliminate all close contact at this point. The president had just been on a call of Ivy League presidents, who were discussing what they should do about the league basketball tournament, and about athletic events in general. Stanford would be proceeding with basketball, but limiting the number of seats occupied to one-third of stadium capacity for appropriate social distancing. Some people were limiting crowds to 100 people, others to 150.

The president invited discussion, adding that he didn't want to devote the entire meeting to this subject.

Sen. Jonathan Criswell (Stu., GS) noted that the provost had canceled funding for international travel, and that CUIMC had gone a step further and canceled funding for domestic travel as well. Would the Morningside and Manhattanville campuses follow suit?

Provost Katznelson said the task force had already met twice that day, and was mulling issues like these continuously. He said it would be irresponsible for him to predict the University's situation in a week or two. The difference between CUIMC and the rest of the University is that

the Medical Center needs all hands on deck now. The provost said this was the factually correct and ethically responsible decision.

Executive Committee chair Jeanine D'Armiento (Ten., P&S) said that in the case of the uptown faculty, it was not a matter simply of preventing the virus, but also of caring for patients. She did not think students would be included in those cancellations.

President Bollinger proceeded to offer the following updates:

1. The University has been in discussions with unions representing graduate students, as well as post-doctoral and junior professional research officers, for many months. Though it is always dangerous to make predictions, he was hopeful that a good resolution was within reach.
2. Columbia was working hard on charting its course on sustainability and climate change. The president had announced a commitment to carbon-neutrality. The University was thinking now about possible requests for divestment. It had divested from coal some time ago. It was now progressing toward a decision to establish an actual school on climate—the first of its kind probably in the world, certainly in the United States. This project would require a lot of coordination with deans about how the new school would fit with existing programs. There were already hundreds of faculty working on climate, many of them at Lamont-Doherty. But a school could enable the University to do a lot more. The focus of a school could be an enormous benefit, and Columbia could also train the people who will be needed in coming decades to address the growing challenges of climate change.
3. A related but independent idea is that of a fourth purpose of the University. The idea is to take responsibility as an institution for putting the knowledge that has accumulated in the academic world at the service of humankind. This is an important University commitment, like the commitment to preserve and transmit knowledge. The Medical Center already has a model like this—basic research, linked to clinical practice. Similarly, technology transfer involves the application of academic research to commercial purposes for the benefit of the world. A similar process can occur individually, or in institutes—that is, faculty try to use their knowledge to have an impact on the world. The question is, can Columbia pursue this enterprise in a more deliberate, organized way that would better serve the University's mission? Provost Katznelson was now leading a task force to pursue this idea, which hoped to report by the end of the semester.

The president said the idea of the fourth purpose of the University also raises fundamental questions about criteria for promotion and tenure. If a faculty member creates an important new statute or law, should that count in tenure deliberations along with the publication of important new ideas?

Columbia World Projects was compiling a list of projects, based on academic work now being done in the University that might be pursued with outside partners within the next five years or so. Prof. Nicholas Lemann of Journalism and Avril Haines were leading this initiative, with the active involvement of Provost Katznelson. Of the 16-18 projects now under active consideration, four or five are now ready to go.

4. A large committee, chaired by the president, was actively searching for a successor to EVP for Health Sciences Lee Goldman, who would be stepping down at the end of the year. The president hoped to be able to announce results in a few weeks.

5. The Capital Campaign was on track to reach its goal of raising \$5 billion in five years. After a little more than four years, the campaign has brought in \$4 billion.

Statement on Anti-Semitism. The president said he wanted to make a statement that he had not discussed in advance with many people, but that he felt was important to make now, about the difficult matter of a rising anti-Semitism on the Columbia campus. He said any bigotry towards groups is intolerable, especially, for all the obvious reasons, within a university, and the University should be quick to condemn its presence in any form. He said that in his life he had tried to do that, whether it was racism, sexism, homophobia, anti-Arab, anti-Muslim, anti-Asian or any other kinds of bigotry. But over the past year he had become increasingly concerned about anti-Semitism in particular.

The president said undergraduate students would be voting soon on a proposal calling on the University to divest from companies doing business with Israel that profit from the treatment of Palestinians in the West Bank and Gaza. He said this is unquestionably a highly contentious issue, not only concerning Israel and the Palestinians, but also in the use of divestment to protest Israel's policies. The president said he did not support divestment, for two reasons. One was the longstanding understanding that Columbia should not change its investment policies on the basis of a political position without a broad consensus within the institution that it is morally compelled to do so. The president said such a consensus, which he considered a necessary though not sufficient condition for divestment, did not exist for this proposal.

The president also disagreed with the divestment proposal on the merits, saying it applied a standard that is not applied to other countries and in other contexts around the world. He considered the proposal unwise and analytically flawed, violating a sense of fairness and proportionality. He recognized that some others whom he respects hold different views. But if he is called upon to take a position, this is the one he has reached over many years of thought.

The president said his present concern was not just with this proposal, but with the broader atmosphere in which these issues were being debated. Feelings were charged. Divestment was part of the larger and controversial movement calling for boycotts, divestment, and sanctions (BDS) against Israel. That movement was itself part of a vast and ever-present debate about Israel, the West Bank, Gaza—the whole Middle East region of the world. Critical issues were unquestionably at stake.

But the president said that what must be avoided at all costs—and what he feared was happening—was a mentality that moves from hard-fought debates about real issues to hostility and even hatred towards groups of people simply on account of their religious, racial, national or ethnic identity. This was happening now with anti-Semitism, the president said, and it must not happen.

The president said no single issue is an island. The appearance of a swastika on the Columbia campus is not just an isolated event. When anti-Semitism is rising in the country and around the world, every instance of it is more alarming than it might otherwise be. He pleaded with everyone on the Columbia campus to be vigilant against legitimate debate turning into anger, then hatred, demonization, and invidious discrimination.

The president said Jewish students were feeling this trend and it was wrong. The president himself and everyone else were feeling it, and knew it was wrong. He noted that these are delicate matters to talk about. Atmosphere can be elusive. Sometimes it is easy to dismiss feelings of insecurity and affront as oversensitivity. Many groups suffer from discrimination. To single out any one is to risk being accused of neglecting the others.

In addition, the president said, there are often, as in this case, excessive claims of hostility that one does not want to legitimate by speaking of lesser but real problems. There are now preposterous claims by outsiders that Columbia is an anti-Semitic university with systemic bigotry. The president said he knew no Jewish student, faculty member, or staff member who believed that. But the absurdity of that claim should not stop anyone from speaking out against real instances of anti-Semitism.

The president saw it as his responsibility to speak up about issues of concern. He was doing so, and urged everyone to work to ensure that debates proceed in good faith, and with a sense of shared humanity and respect.

There was applause. Sen. D'Armiento thanked the president for his comments.

Executive Committee chair's remarks.

Student Affairs Committee initiative on restorative justice. Sen. D'Armiento said SAC was undertaking a study of the relationship among the West Harlem community, black students and the University, and planned to present a report later in the spring. She invited two students to speak briefly on this subject: Sen. Heven Haile (CC) and fellow Columbia College student Colby King. She said that Mr. King was not a senator, and that if there were no objections the Senate would briefly suspend its rules to allow him to speak.

The two students introduced themselves. Mr. King said he was the race and ethnicity representative on the Columbia College Student Council.

Sen. Haile thanked SAC, as well as other student and faculty groups that helped to guide her and Mr. King through the Senate process. She also thanked all the students who showed up for the present meeting.

Sen. Haile and Mr. King then took turns reading from a prepared text and adding comments. Mr. King began by quoting from the Columbia mission statement: "The University recognizes the importance of its location in New York City and seeks to link its research and teaching to the vast resources of a great metropolis, and seeks to attract a diverse and international faculty and student body to support research and teaching on global issues." He added that Columbia's relationship with its immediate neighbors has been contentious.

He said that in line with the University Senate's creation in 1969 to reassert the reality of the University as a community of scholars, and to respond to University-wide campus issues, he and Sen. Haile hoped to start a dialogue in the Senate to address concerns about safety expressed by students and faculty across the University and West Harlem residents. The two students also hoped to highlight a decentralized relationship between Barnard and Columbia, which often complicated everyday interactions between the campuses.

Sen. Haile said that as a student of history, she felt it was fitting to invoke the spirit of the past in a discussion of race and racism at Columbia. She called on the spirit of James Baldwin, a prominent Harlemite, civil rights leader and African-American intellectual. She said Baldwin in his work speaks about the collective myths white Americans tell themselves about this nation, mainly that it has always been a bastion of liberty. Baldwin warned that these myths have impeded the nation's progress because they rely on the creation of a scapegoat on which white Americans project all of their fears and sins. Historically this scapegoat has been, and continues to be, African-Americans. Sen. Haile said Baldwin wrote in the era of Jim Crow, but his sentiments were all too familiar in the year 2020.

Sen. Haile said she and Mr. King aimed to confront the myths that Columbia has told itself about its status as a bastion of racial equity. She said there must be an honest conversation about the function of race and racism in the Columbia community. Students have felt that for far too long Columbia has set up an us-versus-them dichotomy in its relationship to the predominantly black residents of West Harlem. This dichotomy is rooted in the notion that a person's blackness relegates them to the position of an other, to be feared, scapegoated, and hidden away. Once the other is hidden away, people at Columbia no longer have to confront that person's humanity, or most importantly to address their own societal shortcomings. Sen. Haile said it is important to resist this tendency and to confront difficult historical truths. The collective inability to address racial discrimination has manifested itself in a relationship of deep mistrust between Columbia, on one side, and its black students and Harlem neighbors, on the other.

Mr. King said the Senate was established in 1969 partly as a result of protests against Columbia's attempts to build a gym in Morningside Park. In 1968 black students, Harlem residents and campus allies occupied Columbia buildings and stopped the construction of what came to be called "Gym Crow." Mr. King read two passages from the Cox Commission report on the 1968 protests, "Crisis at Columbia": "By the spring of 1968 the opposition both in the Harlem community and among faculty and the student body was highly emotional, widespread and deeply rooted. Contrary to statements by Columbia officials, this was—in the context of 1968—a racial issue;" and, two, "The University cannot prosper spiritually or intellectually as an isolated island surrounded by distrust."

Mr. King said the relationship between Columbia and the surrounding community has been a source of tension ever since. In addition, he said the University's relationship with the New York Police Department, especially to quell protests, has caused deep distrust among black students. Sen. Haile said that in April she and Mr. King hoped to submit a report on how this historical wound has influenced current communal dynamics. She said students were adamant that the term "community" must include residents from West Harlem who have historically been shut out of

these conversations. She invited senators to contact her if they wanted to take part in preparing the report. She said she would love to include the voices of all West Harlem residents.

There was applause.

Update from the Alumni Relations Committee. Alumni Senators Michelle Kaiser and Daniel Billings, the committee co-chairs, invited senators to join them after the April 3 plenary on a guided tour of the School of the Arts facilities at the Lenfest Center in Manhattanville, where an exhibit of work by first-year students would be on display. She said senators would be receiving invitations. Sen. Kaiser thanked Alumni Relations Committee member Hartley Dupont for organizing the event.

The president said he and Sen. D'Armiento wanted to move immediately to Old Business, since 65 senators were now present—enough for the super-majority needed to act on the resolution to modify non-tenure-track appointments.

Old Business

Resolution to Amend the University Statutes to Strengthen and Modify Appointments for Full-Time Non-Tenure-Track Faculty Across Columbia University (Faculty Affairs Committee). FAC co-chair Letty Moss-Salentijn (Ten., CDM) said the history of the present resolution went back to 2016, when the Senate adopted the Resolution to Strengthen the Appointments of Non-Tenure-Track Faculty on the Morningside Campus, which called for significant extensions of notice periods for faculty with long service to the University whose appointments are not renewed. Sen. Moss-Salentijn said it was unfortunately not possible at the time to include NTT faculty from the Medical Center, largely because of its very different budgetary environment. This year, however, the Medical Center approved an extension of non-renewal notice periods—not to the levels approved for Morningside, but to a level that Faculty Affairs decided to accept and to present to the Senate.

FAC co-chair Greg Freyer (NT, Public Health) added that the provisions of the 2016 resolution were never added to the University Statutes. With the Medical Center now on board, the present resolution was proposing precisely that additional step. He said that even on the Morningside campus, only three schools had actually adopted the proposed policy. If the Senate were to approve the measure, the Trustees would still have to act. Sen. Freyer said this would be a well-deserved improvement in the lives of NTT faculty with long service to the University (he himself had more than 30 years). He said these faculty were no less dedicated to the University than their tenured colleagues, and the change proposed in the resolution was really a small acknowledgment of their contribution. He said it was as much a matter of showing respect as of protection of their appointments. He urged senators to support the resolution.

Vote. The president called for a vote. Sixty-five votes in favor were needed for passage of the resolution. By show of hands, the Senate approved the resolution by a vote of 66-0 with no abstentions.

Sen. Freyer said he was moved by the vote. He thanked the Senate.

New business

Resolution to Establish a Program Leading to a Master of Public Affairs in Environmental Science and Policy (Education). Sen. Shelley Saltzman (NT, SPS), chair of the subcommittee that reviewed the program, said it started in 2002 at the Biosphere in Arizona, and then it was moved to the School of International and Public Affairs, functioning as one of a number of tracks or concentrations in the overall MPA program. It has had such robust enrollment since then that New York State regulations require it to have separate status as an MPA degree program. Sen. Saltzman said that though the ESP program was the pioneer in the field, it was also now in competition with programs in other schools, including the Bard Master's in Environmental Policy.

Sen. Saltzman said this SIPA program is clearly needed in the world, and has no rival on campus. The School of Professional Studies has an M.S. in sustainable management, but 80 percent of its students are part time, and 75 percent are in the private sector. The SIPA MPA, by contrast, is a summer-plus-full-year, 54-credit program, with a 95 percent completion rate, and most of the students are just starting out, often in the public sector. Because of its extended history as a track, it has over 800 alumni, who work in organizations ranging from the State Department and the Sierra Club to the American Museum of Natural History. It has more than 50 students per year, and runs consistent budget surpluses. Sen. Saltzman said there had been evident cooperation in reviews of the program: a faculty committee at the Earth Institute approved it, and its science curriculum was developed by Lamont-Doherty.

Sen. Saltzman said Prof. Steven Cohen, who directs both the SIPA and the SPS master's programs, was present to answer questions.

Sen. Eli Noam (Ten., Bus.) asked how the program would relate to the idea of a climate school that the president had mentioned earlier.

The president said one question under consideration in planning for a climate school is. How does Columbia create an academically stronger program, while drawing on what already exists or will exist in the various schools? He said nobody wants to use this idea to detract from what is already going on in the schools—quite the contrary. He personally anticipated a strong philanthropic and endowment base for a new climate school, which could then be used for joint appointments and academic programs with SIPA, Law, SEAS, the Medical School and Lamont-Doherty. The present MPA was an example of exactly what he hoped would happen—that is, strengthening the schools and strengthening the center. He invited Prof. Cohen to comment.

Prof. Cohen said climate is taught in all sections of the program. He said adding some endowment has made more money available for scholarships—a wonderful outcome. He said the program has been very successful. It was always at SIPA. It spent one year at the Biosphere, and when that closed, it proceeded in New York. He added that a number of program alums work at Columbia University, some in senior administrative positions in the Earth Institute and other units.

The president called for a vote. The Senate approved the MPA in Environmental Science and Policy unanimously.

Resolution to Establish a Program Leading to a Master of Public Affairs in Development Practice at SIPA (Education). Candice Kail, a nonsenator member of the review subcommittee, said the program prepares its graduates for careers in domestic and international development in the public, nonprofit, and private sectors. Like the program just approved, it was now a well-established track within SIPA's MPA program. The enrollment target is 100 students per class, and enrollment has ranged from 102 to 121 over the last four years. Students complete 54 credits and a three-month professional placement, with 30.5 credits in the core curriculum, 12 weeks of summer field study, and 23.5 credits in electives. The United Nations was currently the most common employer of graduates. Prof. Glenn Denning, the director of the program, was present to answer questions.

The president called for a vote. The Senate approved the resolution without dissent, but with one abstention.

Resolution to Establish a Program Leading to a Master of Science in Computational Design Practices (GSAPP). Education Committee co-chair Letty said the proposed M.S. was a technical, critical and creative program offering students a chance not only to master an array of computational approaches to architecture but also a pathway to transform these approaches. This program builds on a set of popular established architecture and urban planning courses that involve computational methods, programming, data analysis, visualization and design. 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 M.S. in Urban Planning, its distinguishing characteristic is a unique series of colloquia. Sen. Moss-Salentijn recommended the program for Senate approval.

The president noted that GSAPP faculty members Laura Kurgan, Danielle Smoller and David Benjamin were present to answer any questions. There were none.

The president called for a vote. The Senate unanimously approved the program.

Committee reports.

The State of Student-Parents at Columbia (Student Affairs, Sen. Tanner Zumwalt, Law). Sen. Zumwalt began by asking whether Columbia Law School was living up to the legacy of Justice Ruth Bader Ginsburg, who attended the school as the mother of a young child. Was it depriving access for today's student-parents simply by failing to support them?

Sen. Zumwalt introduced himself to the Senate as a second-year law student and the father of a two-year-old boy with another child on the way. He spoke on behalf of his fellow student-parents.

In the United States, he said, about one in five students at private universities has dependent children. At Columbia, however, that fraction is only two percent. Student-parents are overwhelmingly female, and more than half of that group are single mothers. Student-parents are also disproportionately people of color, and are more likely to live under the poverty line and to work part time than their peers, though their GPAs are higher on average. They provide precisely

the kind of diversity and perspective that Ivy League institutions tend to lack. They are veterans, single moms, first-generation college students.

Columbia does not open its doors to these students. Its aid is ungenerous—a grant of \$2000 for some qualified graduate students, and 60-150 hours of partially subsidized back-up childcare. But many undergraduate and non-doctoral graduate student-parents receive no aid at all. What they have is the Early Learning Center Network, which charges \$25-40K in tuition, and is extremely difficult for many incoming students even to apply to.

Even students who manage to navigate this process usually find themselves on a wait list, Sen. Zumwalt said. He had spoken to many student-parents in recent months, who had all expected the experience to be difficult, but had no idea it would be so isolating and unaffordable. One wished she had gone to SUNY or CUNY or any other institution. Another received the following message from the Columbia Office of Work Life: “Although I wish it were not so, I think coming to Columbia to pursue studies while being a parent of a young child will be very challenging.” Was this the message Columbia should be sending?

Sen. Zumwalt said Columbia offers less support for student-parents than any other peer institution he had researched. He said this apathy about childcare was taking a toll: 38 percent of Arts and Sciences faculty in a recent survey said they were considering leaving Columbia to alleviate the cost of childcare. The effect on student-parents must be more acute.

Sen. Zumwalt said that when he started at Columbia Law School, he was one of only three parents in the Class of 2021, representing less than 1% of the class. All three are white males. Ironically, this is the situation in a school that proclaims the transformative educational value of diversity. In a country where 33% of black students, 29% of indigenous students and 21% of Latinx students have dependent children, this is grounds for skepticism about that commitment.

Without this kind of diversity, what happens to a law school class that takes up family law, reproductive justice, and women’s rights? Who will classmates turn to when they need a peer’s guidance on how to manage pregnancy and parenthood at an early stage of the competitive legal profession? And in a country where women make up less than 25% of Congress, 30% of tenured university faculty, and 7% of Fortune 500 CEOs, it is not acceptable to close off higher education to young mothers.

Relying on the guidance of policy experts and student surveys and the example of peer universities, Sen Zumwalt offered seven recommendations:

1. Hire or repurpose an employee in the Office of Work Life to focus on student-parents.
2. Pursue public funding through available grant programs such as CCAMPIS.
3. Advertise the availability of the dependent care allowance for student-parents. This would make them eligible for lower-cost federal student loans. There is no word of this benefit on Columbia websites.
4. Press the Columbia-affiliated learning centers to make their admissions processes more transparent and accessible.

5. Encourage Columbia's childcare benefits partner, Bright Horizons, to open a childcare center near campus.
6. Fund a University-wide childcare grant program for all student parents modeled on the Cornell program, which provides an average award of \$3,400 per academic year based on financial need.
7. Be bold. Through the years, Columbia has recognized that to attract a diverse body of talented faculty and students, it must accommodate their needs. In the 1980s the late President Sovern and other leaders recognized the need to expand Columbia's stock of subsidized housing; in 2003 Columbia founded the School at Columbia so that it could continue to attract the best faculty; more recently Columbia has committed \$185 million to help diversity the faculty and support minority doctoral students. Sen. Zumwalt said it was now time to recognize the childcare care crisis as an issue of comparable importance and to act accordingly.

Sen. Zumwalt concluded by asking fellow senators to consider the implications of the near-total absence of student-parents from their classrooms. Among those missing students were many brilliant women, including women like Sen. Zumwalt's mother, who had to drop out of college when she gave birth to him and work at minimum-wage jobs. Was this Columbia's attitude toward poor mothers?

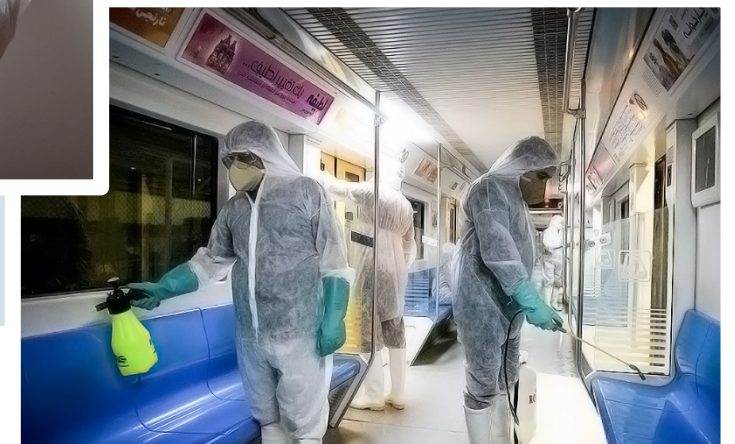
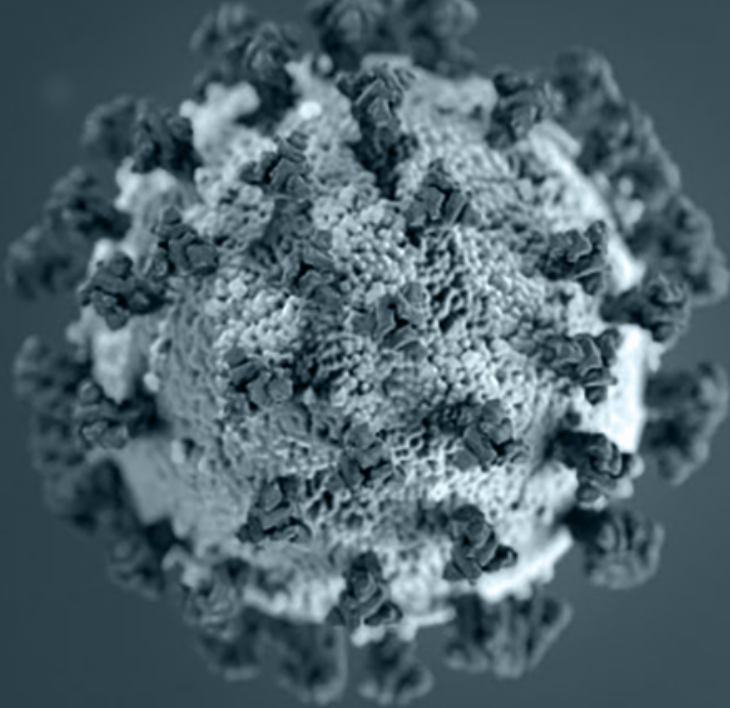
There was applause.

The president said he was open to discussion. He had not previously heard Sen. Zumwalt speak on this subject, and said he would be happy to discuss this issue with him. There was no further discussion.

The president adjourned the meeting shortly before 2:30 pm.

Respectfully submitted,

Tom Mathewson, Senate staff



COVID-19 Update

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

Virtual Student Assembly
Friday, April 3rd, 2020

COVID-19 Global Snapshot

As of April 3rd 2020:

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

By Region

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



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

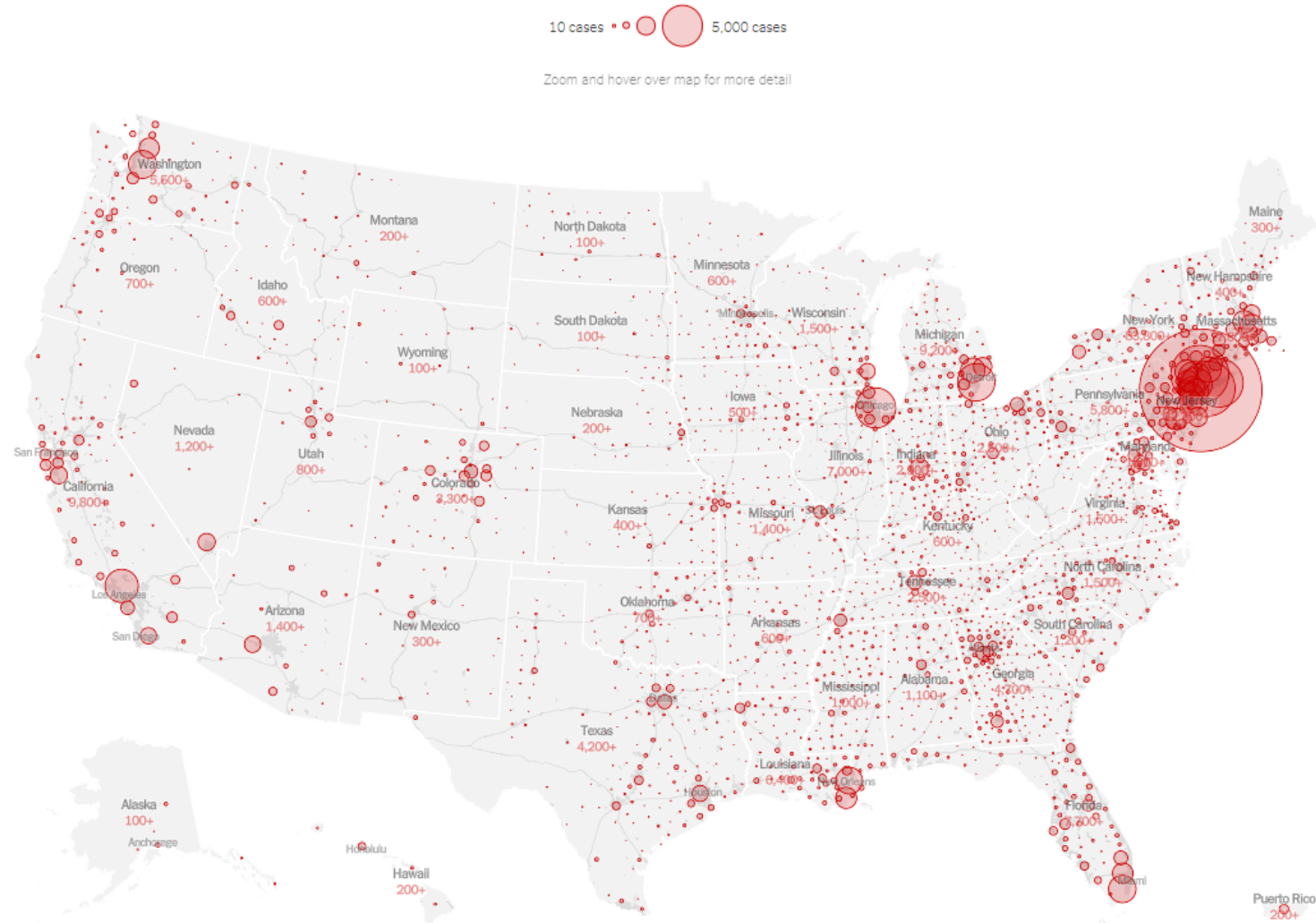
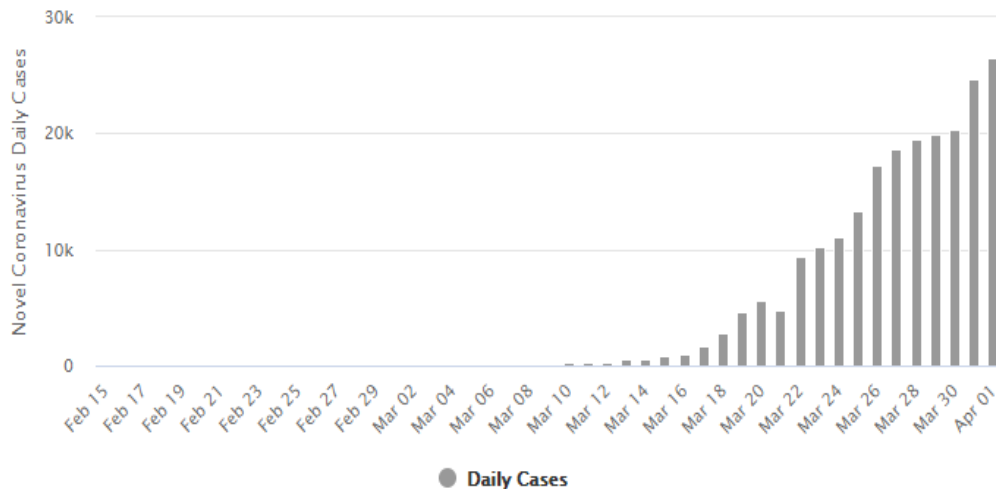
COVID-19 in the U.S.

Current Snapshot:

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

Daily New Cases

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



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

U.S. Trends and Predictions

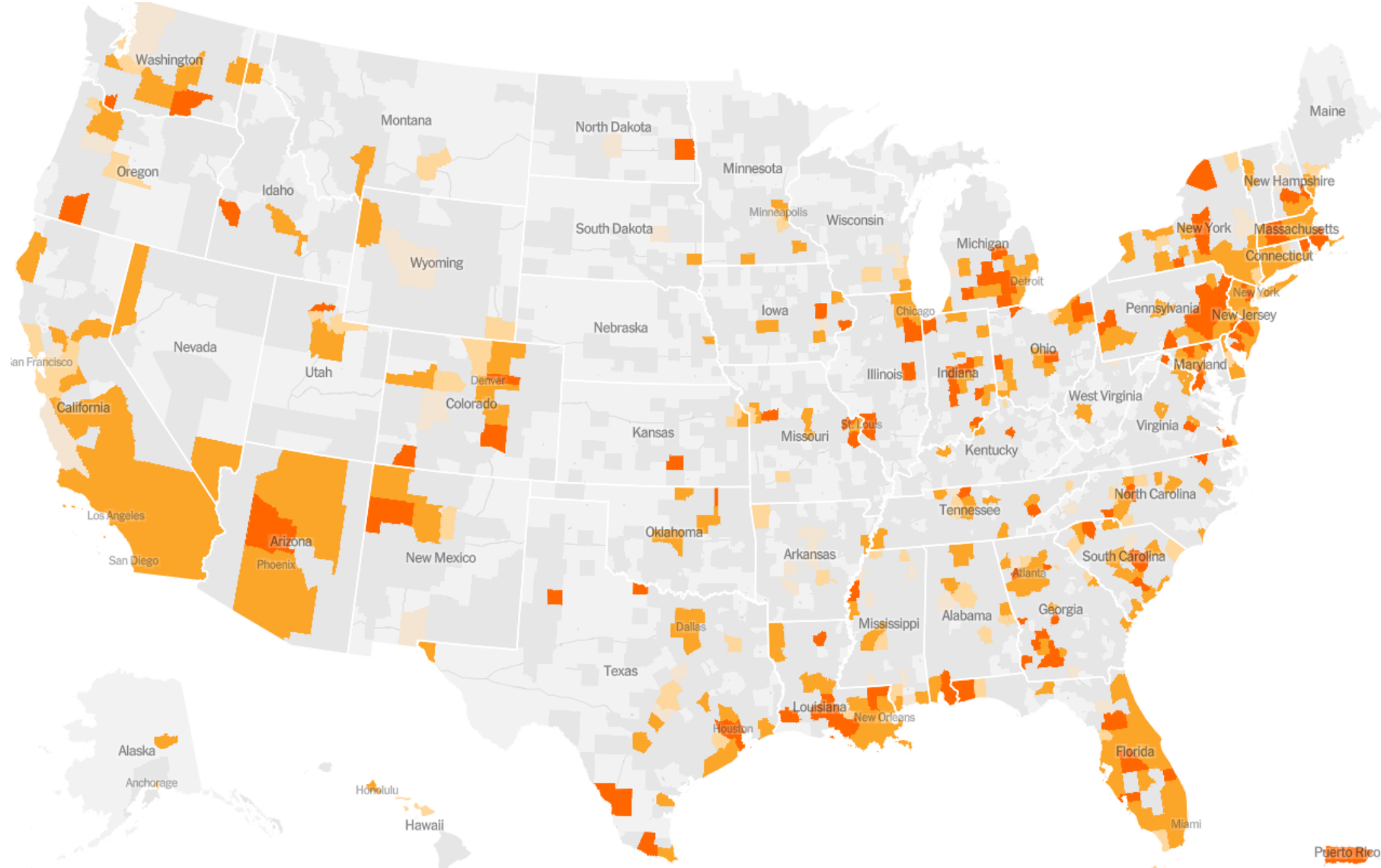
Where cases are rising fastest

Cases currently doubling every ...

3 days 5 days 7 days

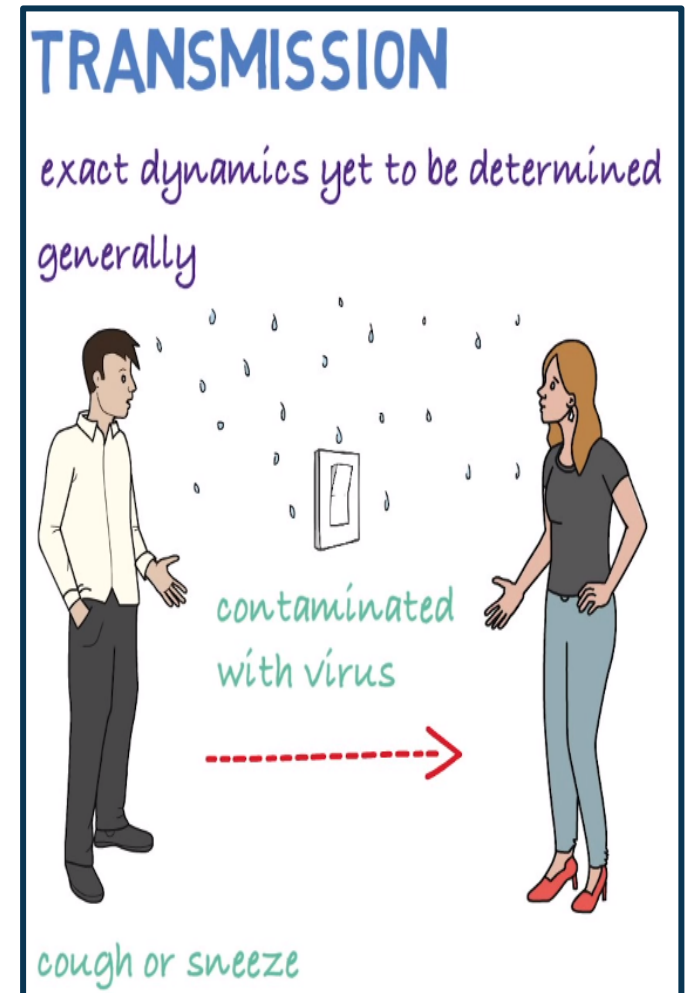
Fewer than 20 cases

No cases reported



How is COVID-19 spread?

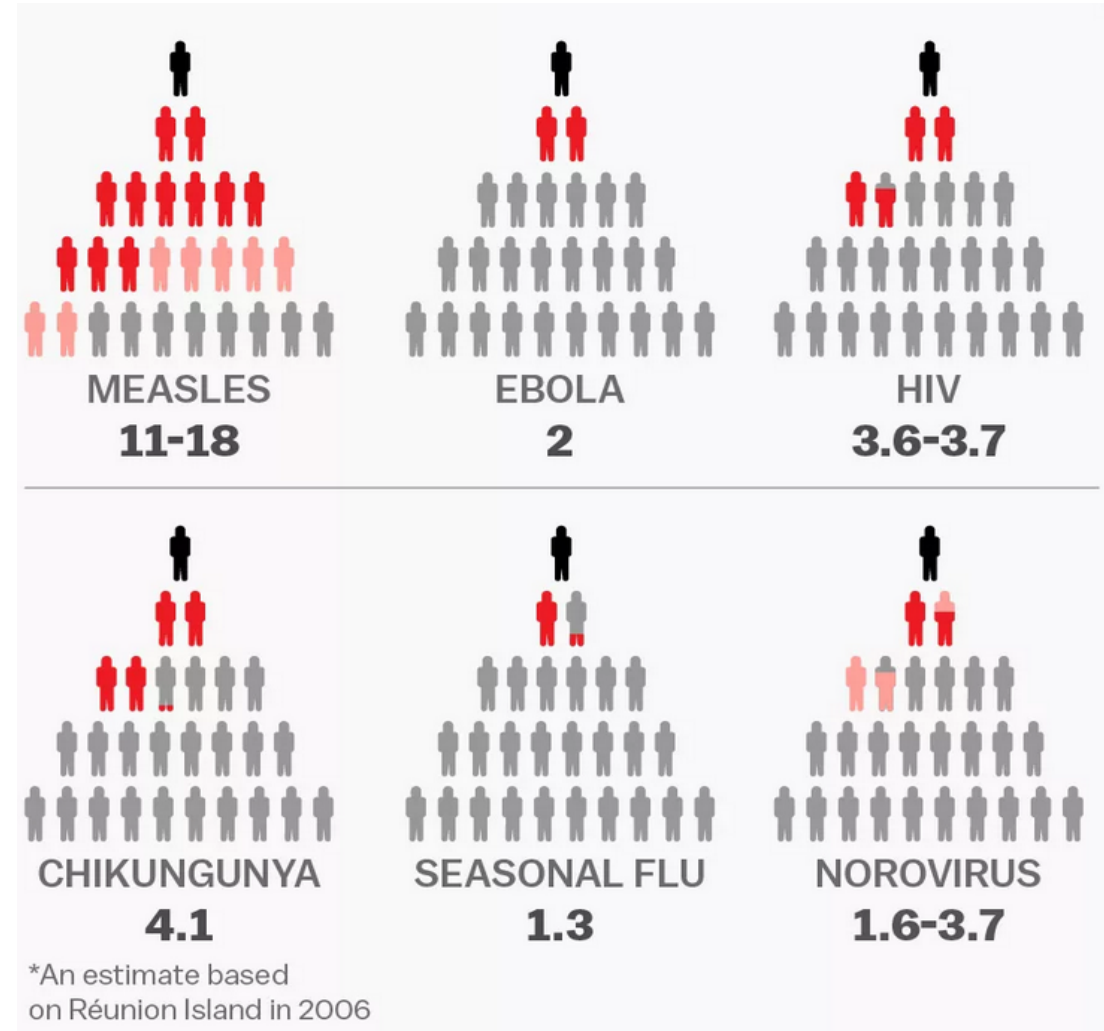
- Person-to-person spread through:
 - **Respiratory droplets**
 - produced during coughing or sneezing
 - Close contact with an infected person (within ~2 meters) for >10 min
 - Likely main way of transmission
 - **Contact**
 - Direct or indirect
 - Touching a surface or object that has virus on it and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



What is the basic reproductive number?

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

- R_0 : average number of infections produced by 1 infected person
- **Estimate for COVID-19 is 1.5-4**
- Varies by location
- Driven by 3 things, 2 of which we have some control over now:
 1. Per-contact transmission probability (handwashing)
 2. Average number of susceptible-infectious contacts (social distancing)
 3. Average duration of infectiousness



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

COVID-19 Testing

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

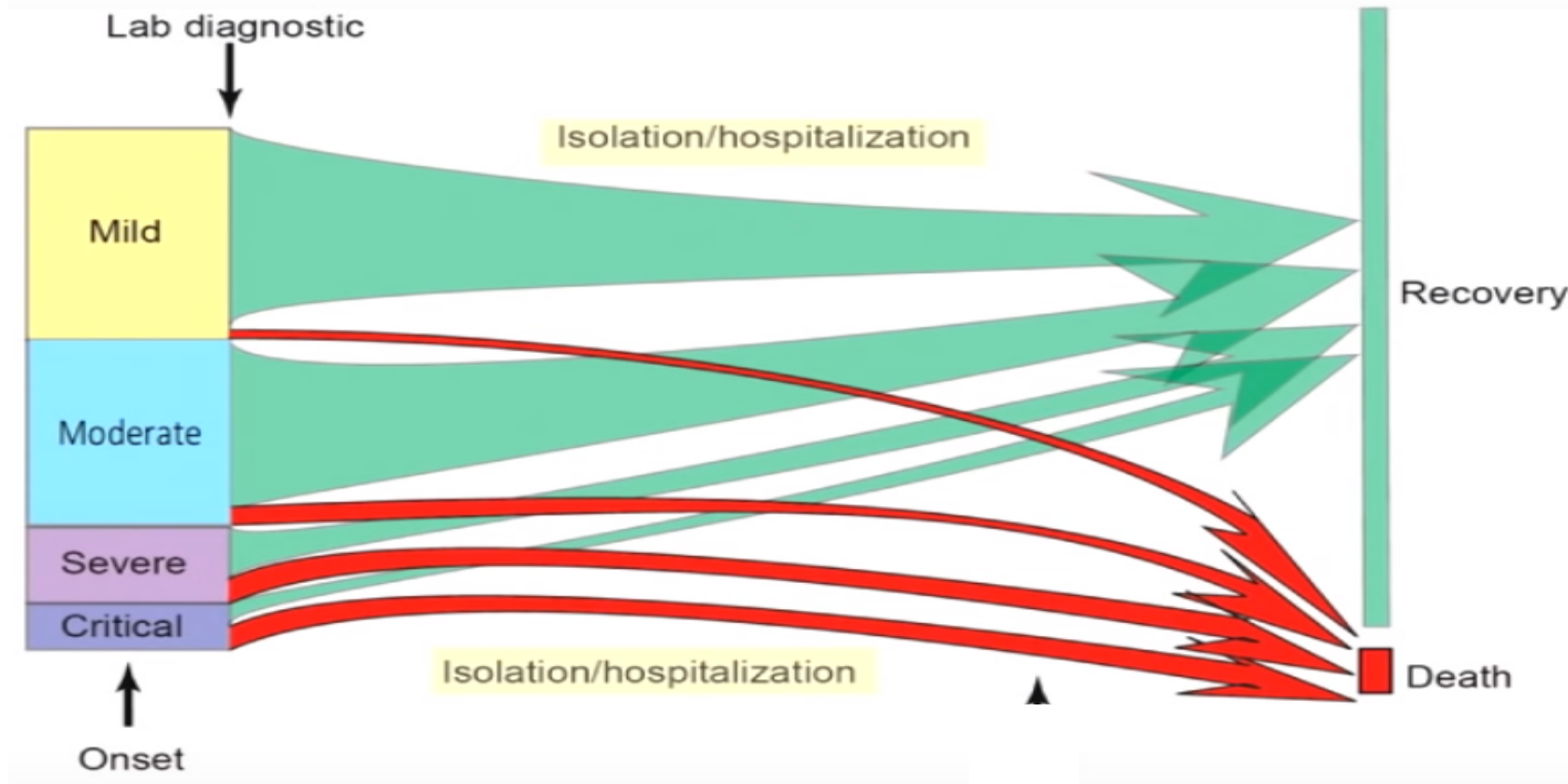


Abbott ID NOW COVID-19 POC Test

Prognosis by Clinical Initial Presentation

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

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



Incubation

Average: 5 days
(2-14)

Mild-moderate disease: 81%

Severe disease: 14%

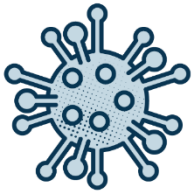
Critical illness: 5%

Recovery time: 5-32 days
after symptom onset

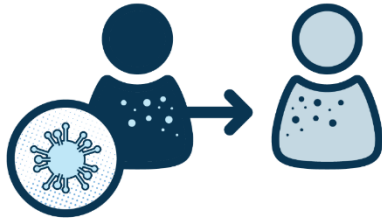
Epidemic Phases and Response Interventions

Epidemic Phases

Introduction or emergence



Localized transmission



Amplification



Reduced transmission



Anticipation

Early detection

Containment

Control and mitigation

Elimination or eradication

Response Interventions

Public Health Approach in the U.S.

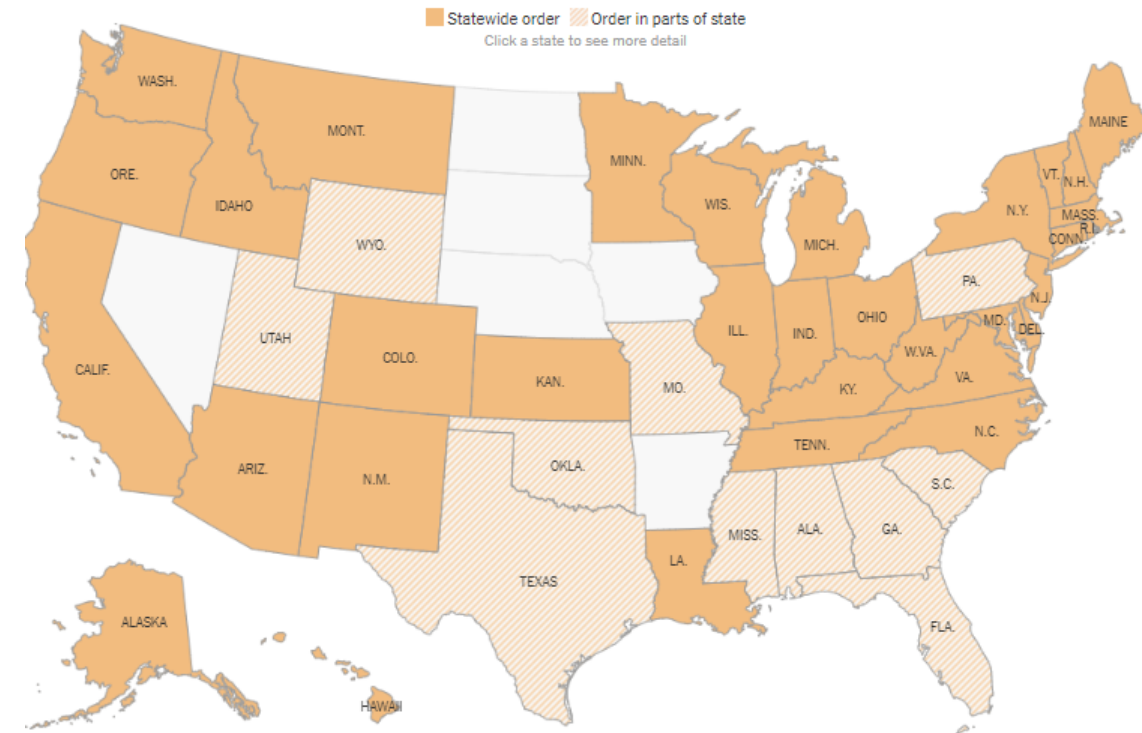
Containment:

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

Mitigation:

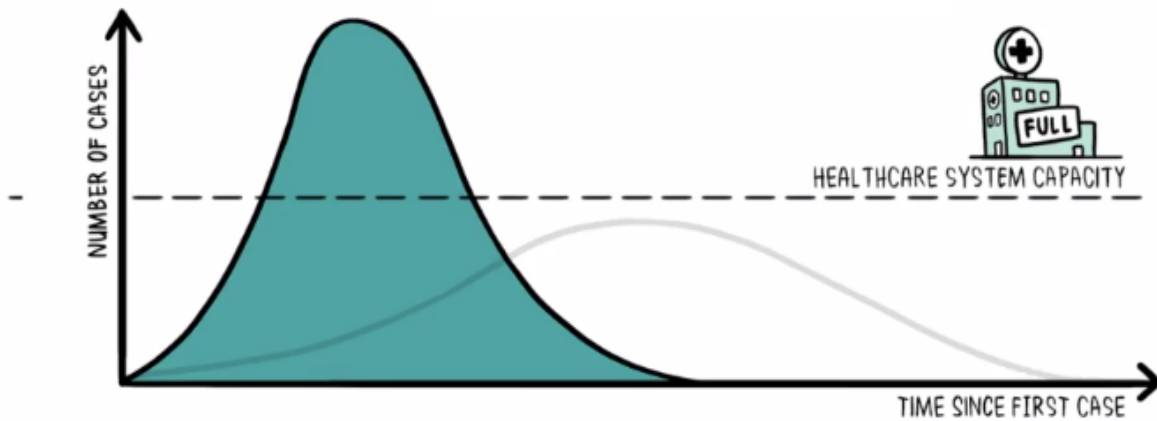
- Precautions:
 - Personal protective equipment (PPE)
 - Personal hygiene (i.e., hand washing, not touching the face, etc.)
- Population management:
 - Mandated social distancing (via school and business closures, banning large gatherings, etc.)
 - Home isolation until outbreak subsides
- Guidance for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

States and Cities Have Told Residents to Stay at Home



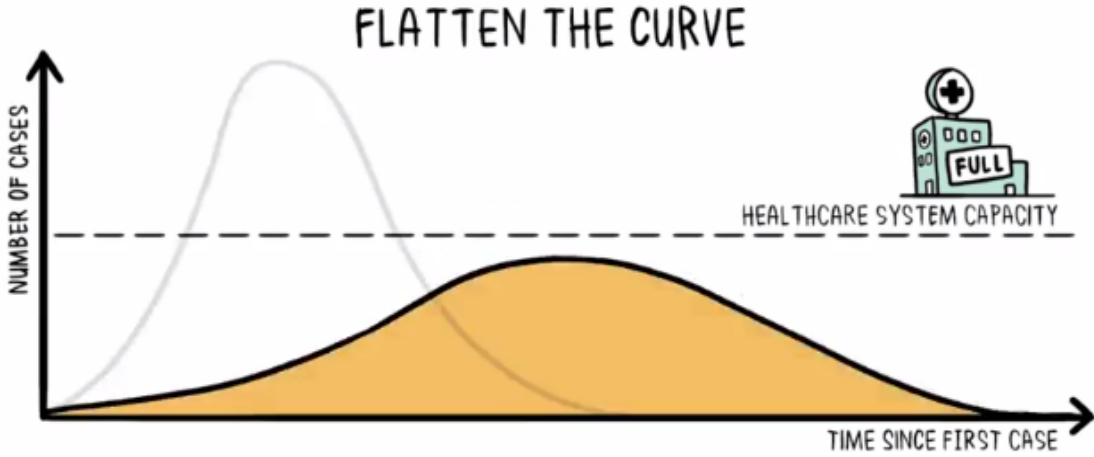
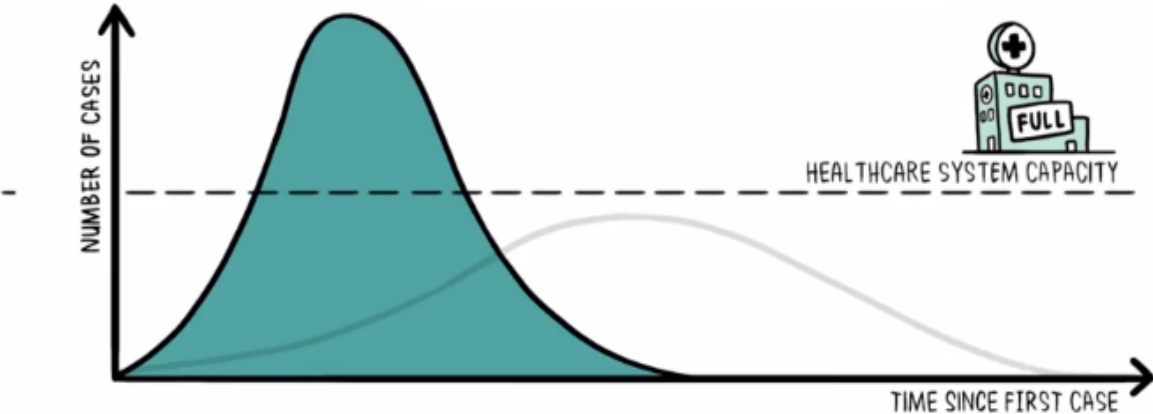
What Does Flattening the Curve Mean?

Number of cases exceeds healthcare system capacity



Flattening the Curve

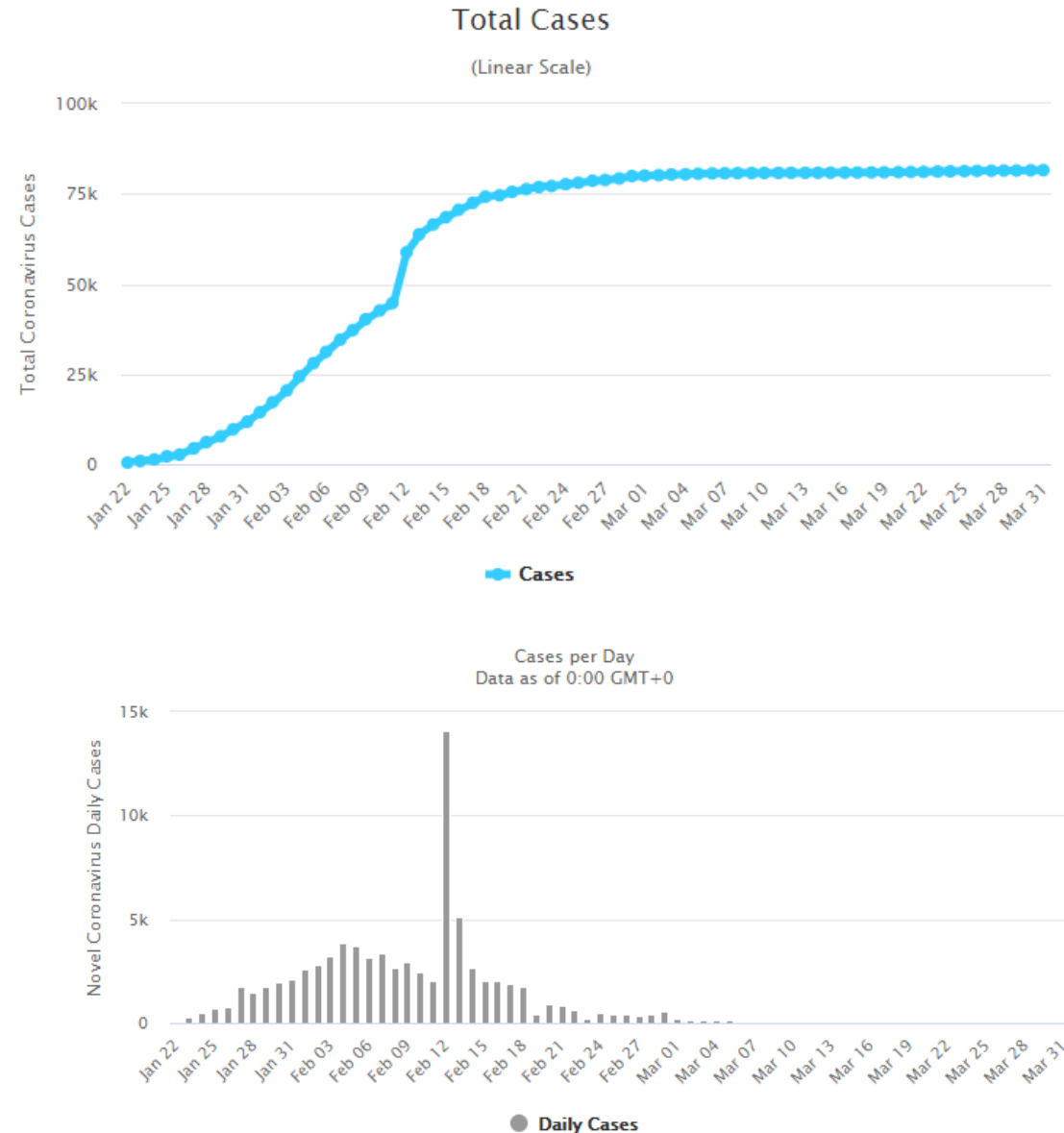
Containment and mitigation measures



COVID-19 in China

Current Situation:

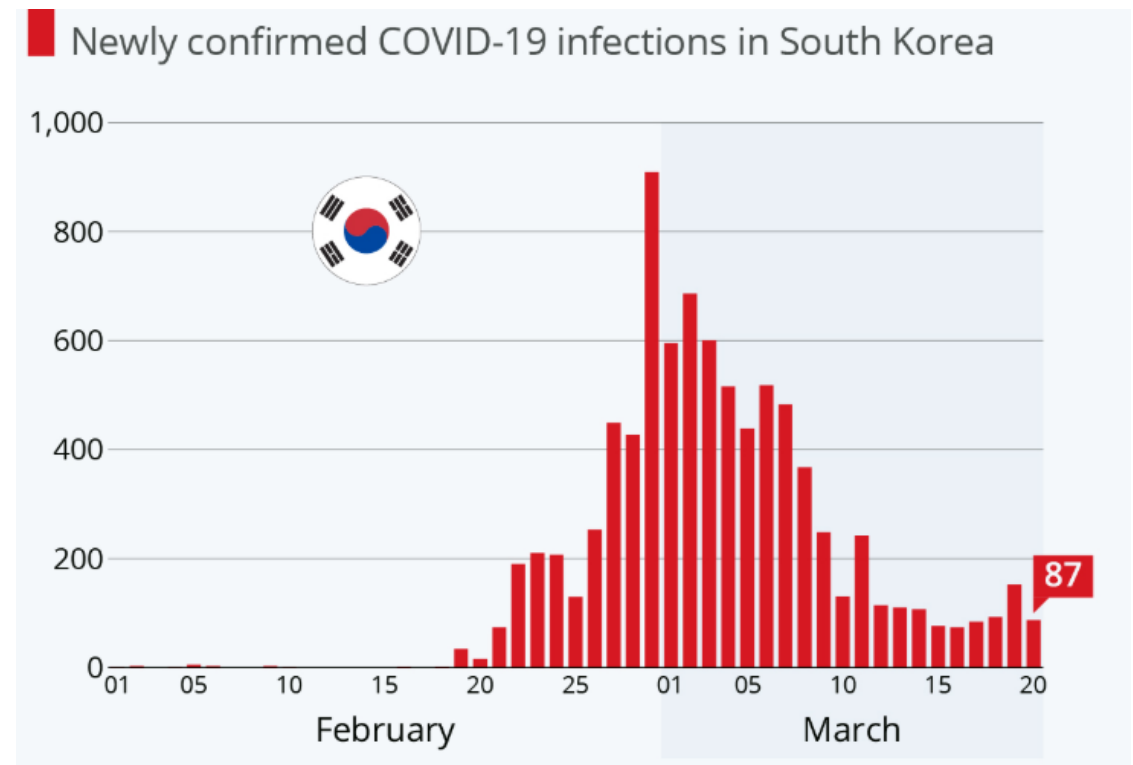
- 83,361 confirmed cases
- 3,361 reported deaths*
- 76,405 recovered
- Cumulative cases have been stabilized at ~80K
- Reported no new local infections as of March 18, 2020
- Recent uptick in cases in Hong Kong due to exported cases via international travel



COVID-19 in South Korea

Current Situation:

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

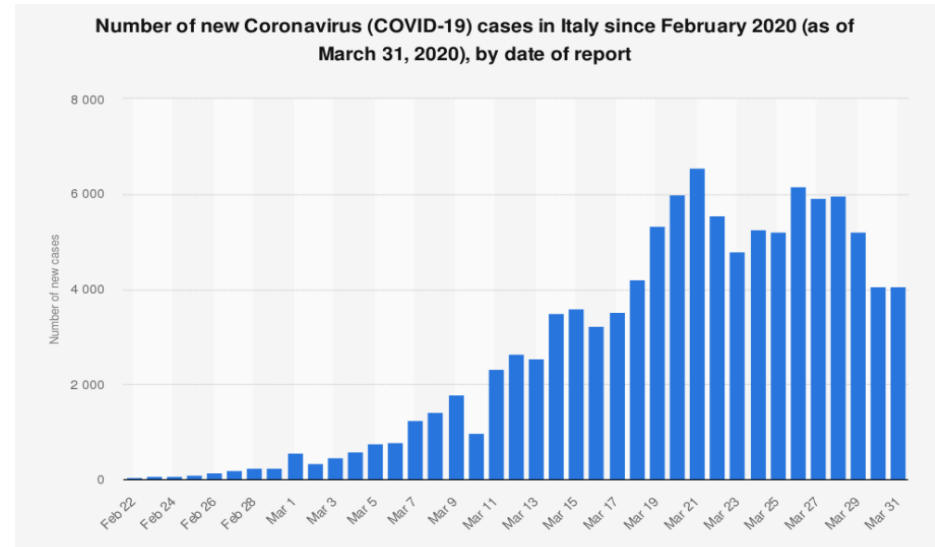


Source: Korea CDC via Statista, New York Times

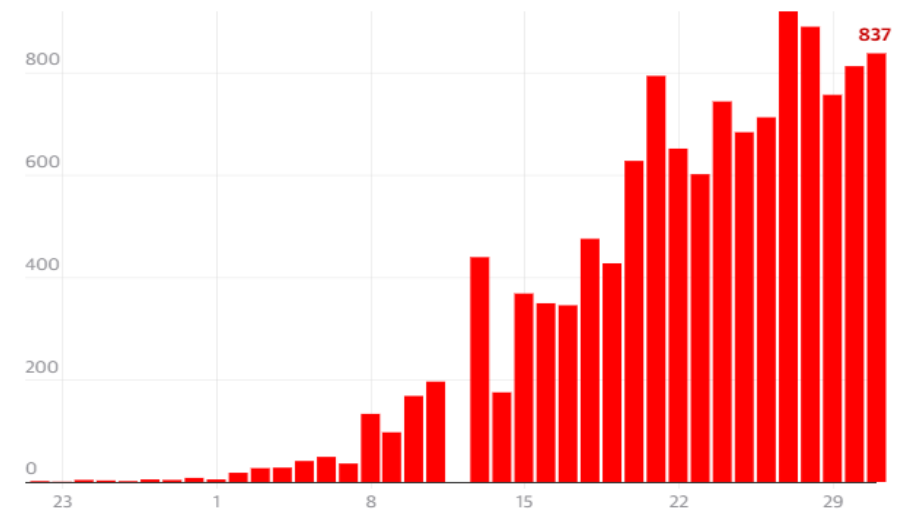
COVID-19 in Italy

Current Situation:

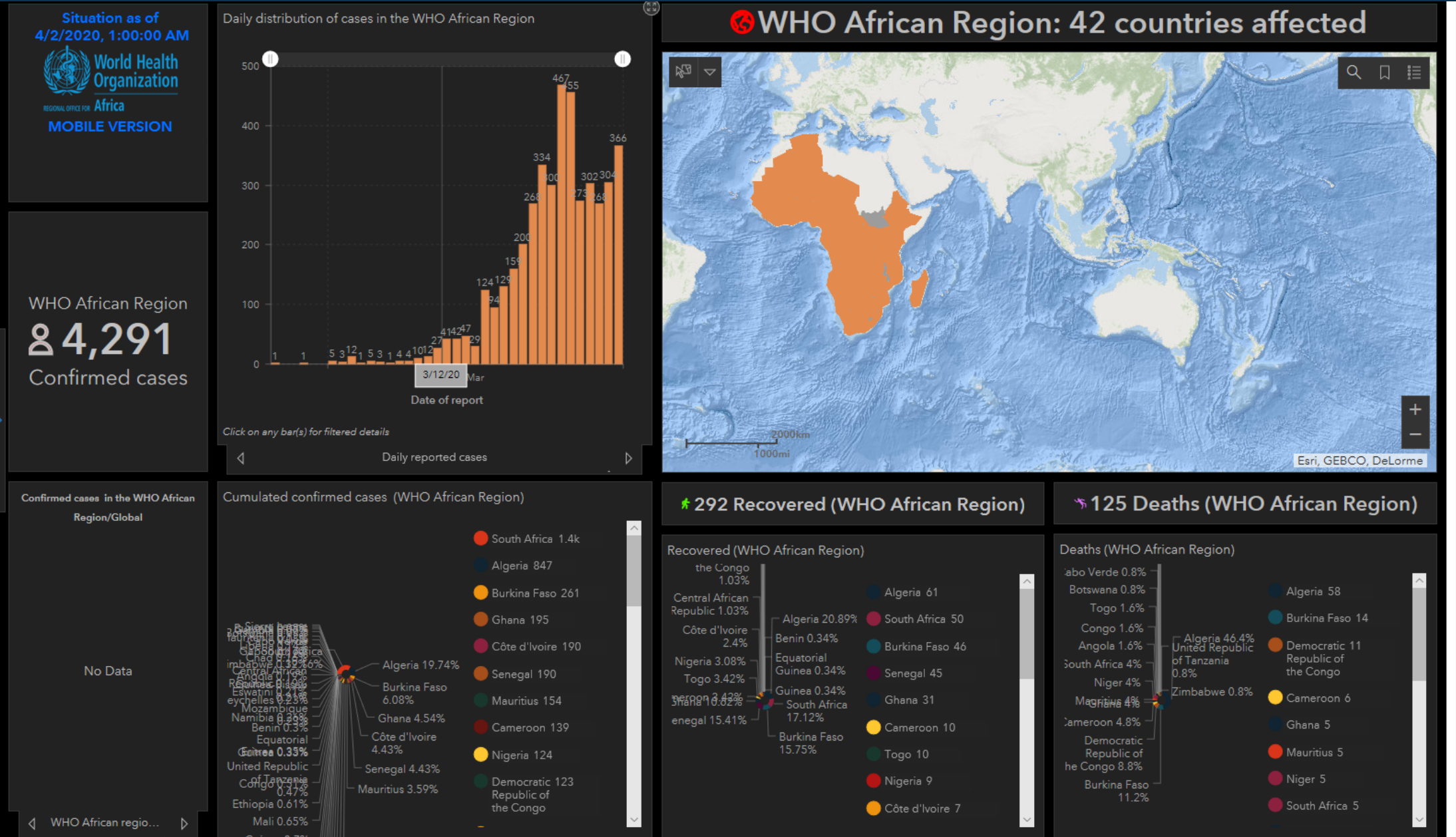
- 110,574 confirmed cases
- 13,551 reported deaths (12% death rate)
- 16,847 recovered
- Number of new cases recently plateaued
- Reported lowest number of weekly deaths (as of April 1, 2020)



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

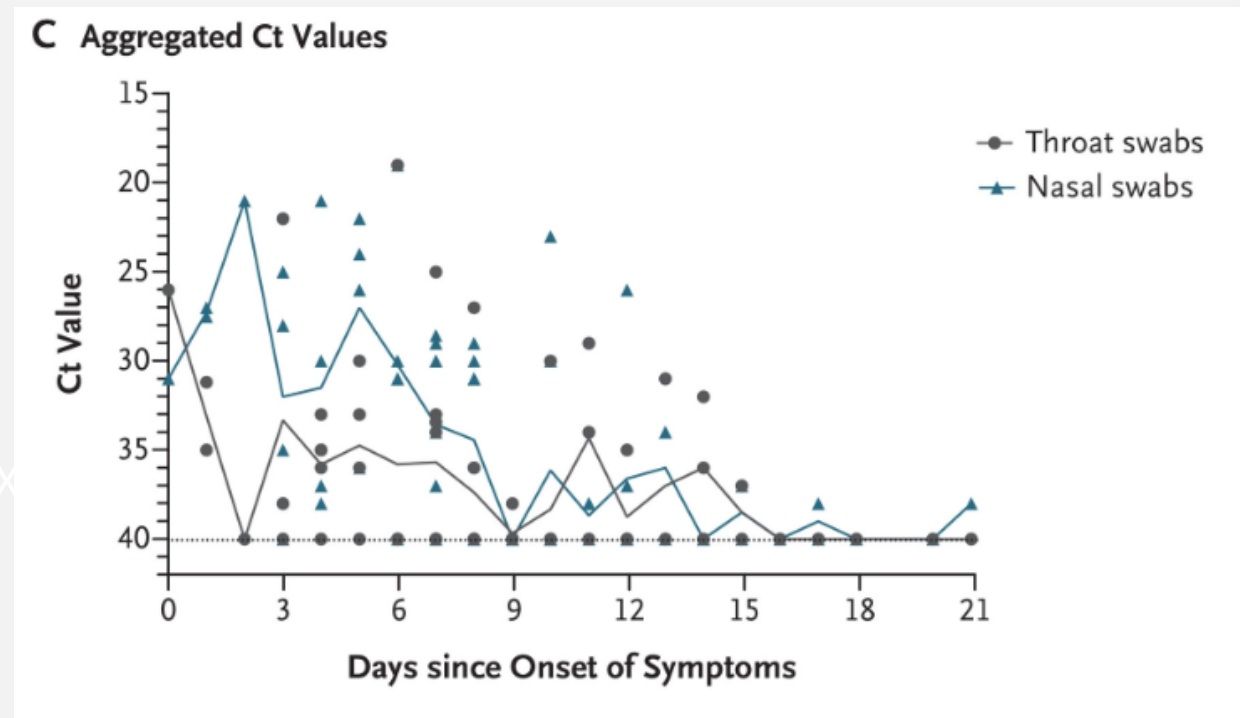


COVID-19 in Africa



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

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



What is the risk of re-infection?

Limited data but re-infection appears unlikely

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

Key Takeaways

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

COVID-19 Resources

Additional Helpful Resources

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

Thank you!

Status of COVID-19 at CUIMC



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

COVID-19 Pandemic Time line

December 29 – WHO warning about new SARS virus in Wuhan

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

NYP Memo:

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

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

Evolving response to a worldwide Pandemic – PPE and testing limitations

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

The New York Times

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

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



By **Michael Schwartz**

Published March 30, 2020 Updated March 31, 2020



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

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

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

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

Two nurses in city hospitals have died.

How South Korea succeeded while USA failed

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

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

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

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

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

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

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

Wuhan, China



华中科技大学附属
协和医院党委宣传部

New York, NY PPE shortage



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

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

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

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

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

Engineers solve face mask problem

 **Columbia Otolaryngology** @ColumbiaOto · Mar 28

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

[Show this thread](#)



Scientists at Columbia University share data on COVID-19 Research

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

A public health emergency requires extraordinary measures

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

What can I do?

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

Dear Andy,

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

To: Andrew R. Marks

BREAKING NEWS

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

Best,

[REDACTED]

Fri 4/3/2020 7:27 AM

Hi there -- thanks for reaching out.

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

May not be of use at the moment.

Take care --

Dear

[REDACTED]

Fri 4/3/2020 7:39 AM

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

Best,

[REDACTED]



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

Dear [REDACTED]

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

Andy

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

Dear Andy,

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

Best,

Basic type description

1200 series Overall with hood, zipper at front opening covered by flap, elasticated cuffs, ankle, hood and waist. Taped seams.
Fabric: Polypropylene, polyethylene, 65 g/m², art. 'SF-65'



Variations description

No variations

Sizes

From S to XXXL

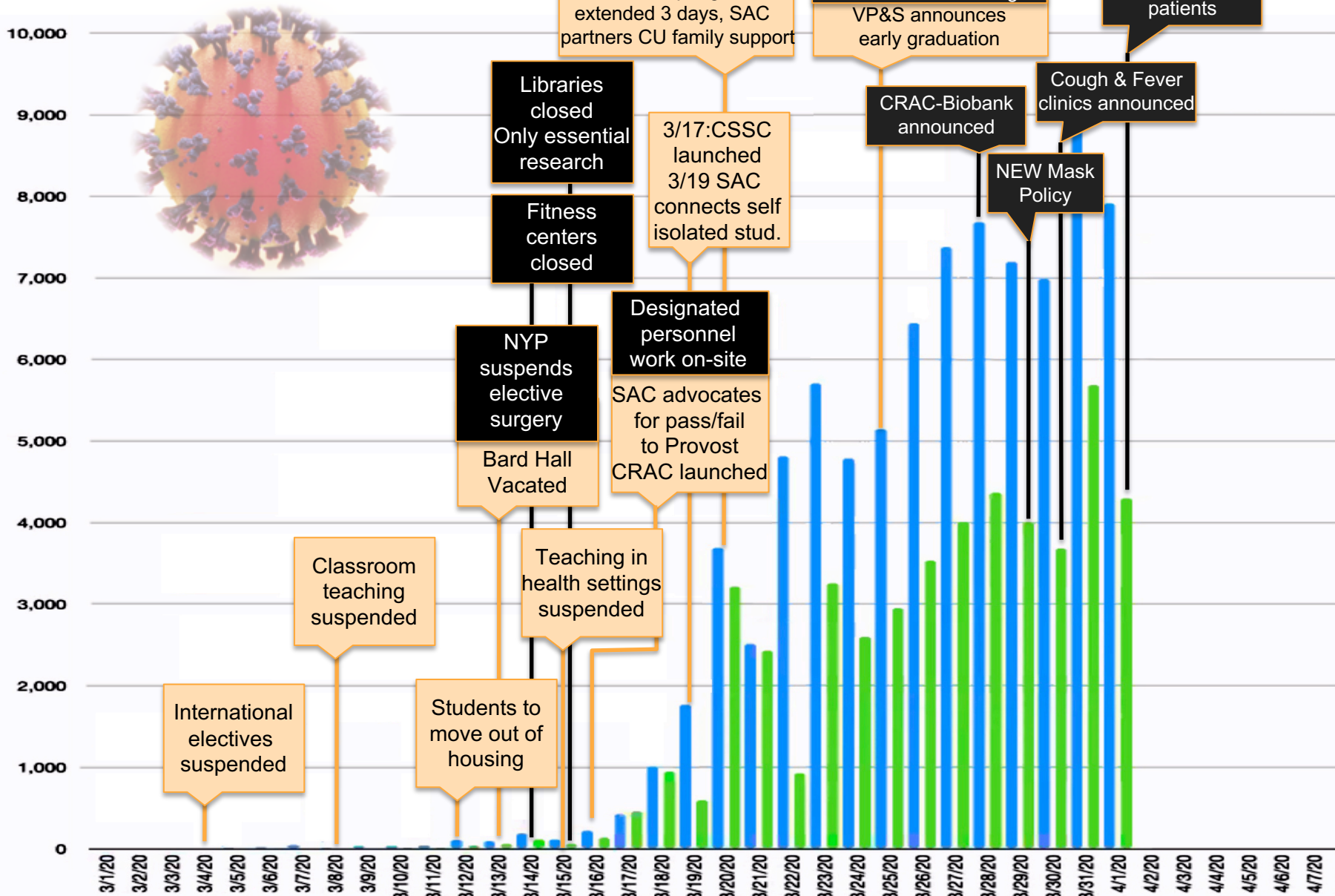
Standards

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

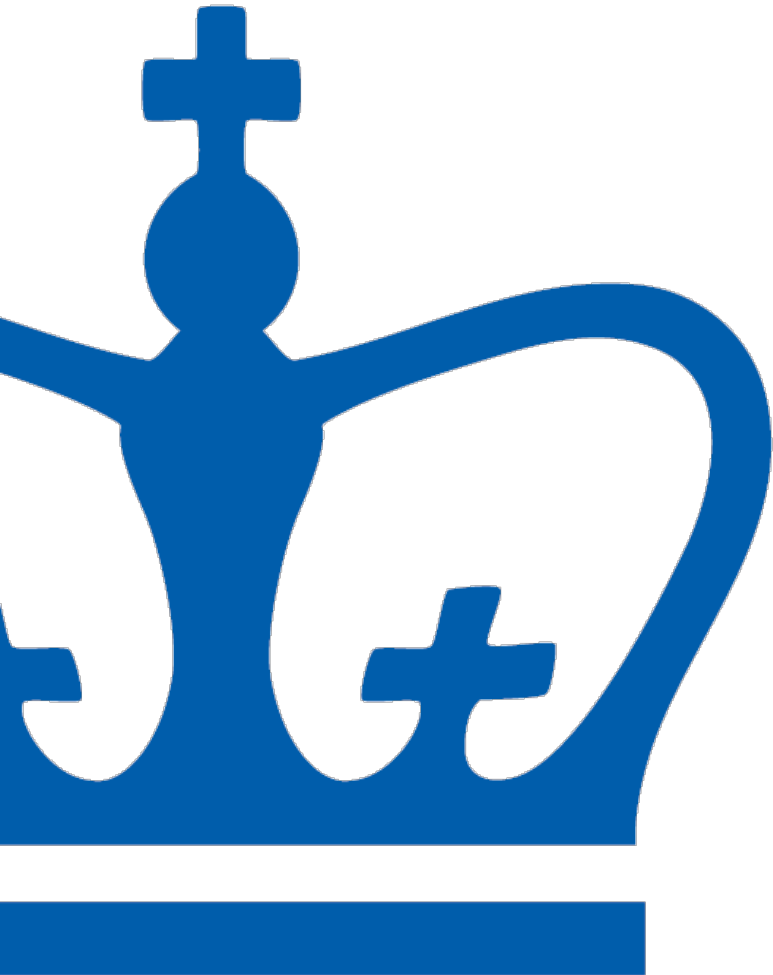
Wuhan PPE

COVID-19 New Confirmed Cases

New York: March/April 2020



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



Daniel Wolf Savin, Chair
Manuela Buonanno, Vice Chair

03 April 2020

Overview

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

Health and Safety - General

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

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

How does CU plan to address these and similar issues?

Health and Safety - CUIMC

There are unique needs for ROs at CUIMC

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

How will the appropriate PPE be provided to ROs?

Timely Reappointments

Failure to reappoint ROs on schedule leads to

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

How will CU ensure that this does not happen?

Grants Requiring Deliverables

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

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

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

Effort Reporting

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

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

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

Salary Support Past Grant Anniversary Date

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

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

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

Delayed Proposal Submissions and Decisions

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

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

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

Extending appointments

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

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

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

Questions

Thank you for your attention.



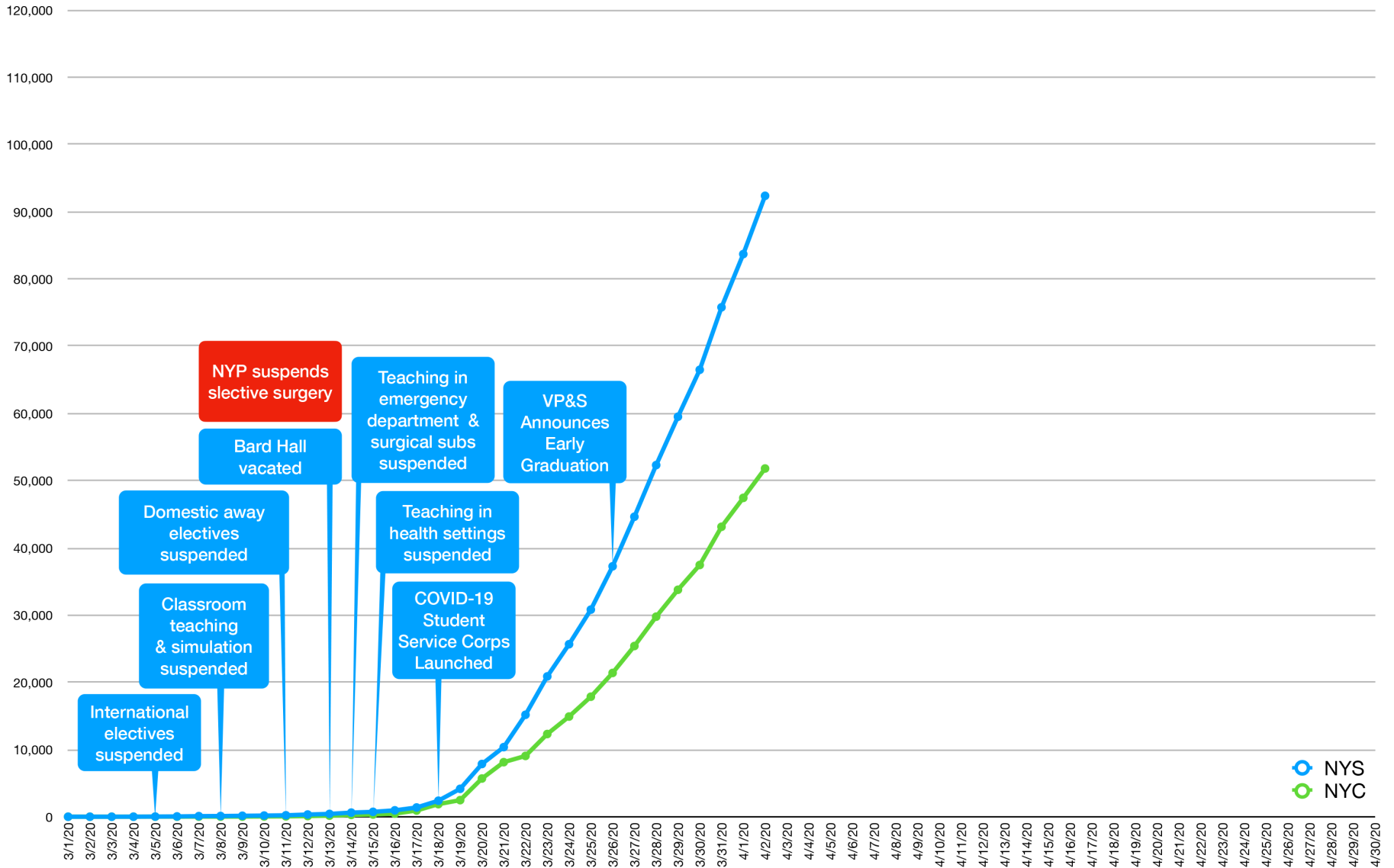
COVID-19 STUDENT SERVICE CORPS

April 3, 2020

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

COVID-19 Confirmed Cases

New York: March/April 2020



COVID-19 Student Service Corps (CSSC)

- **Context**

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

Service Learning in CSSC

Educational experiences that involve:

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

<< Participation in Activity >>

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

COVID-19 STUDENT SERVICE CORPS

NEW CHAPTER TOOLKIT



@CSSCNATIONAL
cssc@cumc.columbia.edu

GET STARTED

CSSC Mission

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

Sample Service Projects

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

Form an Oversight Committee

1

Develop Mission and Partnerships

2

Identify health system needs

Recruit Faculty and Student Volunteers

3

Develop Systems for Feedback

4

Engage in Service-Learning & Reflection

5

HEALTHCARE SYSTEMS & COMMUNITY



OVERSIGHT COMMITTEE



PROJECT LEADERS



COORDINATORS



VOLUNTEERS



GUIDING PRINCIPLES

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

Service-Learning Principles

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

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Service-Learning Model

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cssc@curmc.columbia.edu

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Two Weeks Ago



Students



Projects



School

Eight days of progress...

March 18th



Students



Projects



Schools &
Programs



March 26th

>1,200

Students



Projects



Schools &
Programs



Global
Collaborations

