University Senate Plenary

October 24, 2025

UNIVERSITY SENATE

University Senate

Proposed: October 24, 2025
Adopted: October 24, 2025

PROPOSED AGENDA

University Senate

Friday, October 24, 2025 at 1:15 p.m., via Zoom

Registration required

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

1. Adoption of the agenda
2. Adoption of the minutes of October 3, 2025
3. President's report and questions
4. Chair's report and questions
5. New business:
   a. Resolutions:
      i. Resolution to Approve the Establishment of the Columbia Institute for Cell Engineering and Therapy (Education)
      ii. Resolution to Approve an Academic Program Leading to the Master of Science in Artificial Intelligence (School of Engineering and Applied Science) (Education)
   b. Committee reports and updates:
      i. Responses to Sec. 1.m. petitions from Professor Mitts and Sen. Bernofsky (Structure and Operations)
      ii. Information and Communications Technology Committee Annual Report 2024-2025
   c. Other reports and updates:
      i. Annual Officers' benefits update 2026
6. Adjourn

University Senate

Proposed: October 24, 2025

Adopted: October 24, 2025

University Senate Plenary

Minutes of the Meeting of October 3, 2025

86 out of 99 Senators were present.

Senator Jeanine D'Armiento (Ten., P&S), Executive Committee Chair, called the University Senate to order at 1:15pm. Sen. D'Armiento welcomed Senators and guests to the first Plenary of the 2025-2026 session. Sen. D'Armiento reminded attendees of the Parliamentary procedures and that recordings are not permitted in Plenary meetings.

Senators adopted the agenda for the Plenary.

Senators then adopted the minutes of the July 18th, 2025 Plenary.

Updates from President Shipman

President Claire Shipman began her remarks by sharing the administration's focus entering the new school year. She stated that there were three main areas that the administration was currently focused on: campus culture and climate, financial health, and strategic support for each dean and school. President Shipman stated that she is attempting to create a tone that still recognizes that there will be bumps and issues at Columbia in the coming months but that there are now systems in place to solve issues and not operate in a state of crisis. She stated that relying upon the faculty and an extraordinary sense of transparency helps. President Shipman stated that this has allowed the administration to focus on deeper challenges and opportunities. She stated that the World Leaders Forum was an example of success on campus. President Shipman mentioned she had many advisors helping her on these issues, specifically Senator Peter Coleman (Ten., TC), who she stated focused on healthy conflict resolution. She stated that she is working alongside Provost Angela Olinto and Executive Vice President for University Life and Senior Vice President for Columbia Health Melanie Bernitz to take a catalogue of what is working well at the

university. President Shipman stated that she wanted to also acknowledge the fear from faculty and students regarding free speech and participation in light of the University's agreement with the federal government and adoption of the IHRA definition of antisemitism. She stated that the Provost's Advisory Committee on Academic Freedom has had its first meeting and that President Shipman believes this will be a benefit to the University, in addition to the University Senate. She stated that there had been productive meetings with specific schools such as the School of Social Work and the School of International and Public Affairs (SIPA) around the IHRA definition with outside council providing input around Title VI violations and other potential issues. President Shipman stated that she was aware that there is a concern about being doxed or targeted on social media and that she hopes that everyone in the University community can try to resolve things internally before bringing things outside of the University. President Shipman stated that, financially, 99 percent of the terminated grants have returned to the University but that the administration is looking at the new grants coming in, including multi-year grants. She stated that Columbia was a little bit down on new grants but that the number was not at a worrisome level, noting that she intended to look at that number for peer institutions for comparison as well. President Shipman stated that she expected to see a change in the funding along ideological lines and that the administration is watching for that. She stated that she has spoken to student leaders to see what it means to have an increased number of undergraduates on campus, stating that the top issue is quality of life for students on campus. President Shipman stated that there had also been a concern about the number of international students able to enroll this academic year but that Columbia had done better than their peers due to the staff at the University working hard to support students. She stated that the administration is now looking at the level of international students applying for the upcoming year, noting that international students right now are probably deciding on whether to gamble on applying to the United States but that the Columbia administration will know more in the coming months. President Shipman stated that the administration was keeping an eye on the compact that was offered to a number of Columbia's peer institutions, noting that the compact letter was not sent to Columbia. She stated that Columbia's resolution with the government likely meant that the compact was not going to be offered to Columbia and that there is not likely to be any changes to Columbia's federal grants. President Shipman stated that she would be spending some coming time in Washington D.C. to discuss the indirect cost issue given that the Office of Management and Budget (OMB) is attempting to set the indirect cost level at 15 percent, which would be very difficult for universities to manage. She stated that Columbia, alongside other universities, are working on getting the federal government to agree to the Fair Model as an alternative. President Shipman

stated that the Deans have been able to focus on some of the bigger plans for the next few years, stating that many of the ideas and visions for the Schools are exciting. She stated that new research in AI and investing in the humanities are recent discussions that have happened.

Senator Greg Freyer (TTOT, SPH) asked if Columbia had officially named the administrator required by the resolution agreement. President Shipman responded that the administrator has been picked but that she needed to check with that individual regarding any public announcement. Sen. Freyer also asked why there was not an increase in the cost-of-living salaries given the returning of funding to the University and the workload that faculty and staff have taken on to help Columbia navigate this period, also noting that he had heard that the health insurance contributions might also increase this year. President Shipman stated that the administration is working on these issues and recognized how difficult it has been for faculty and staff to not have an increase and that there is a group of administrators looking at it now. Sen. D'Armiento commented that the University Senate Budget Committee had formally made a request to address these issues for faculty and staff.

Senator Susan Bernofsky (Ten., ARTS) stated that a student group in her division that used to provide support for students of color, queer students, and international students introduced themselves during orientation as a group for students to come to with general questions and that she was wondering what guidance had been given to student groups from the administration around DEI.. President Shipman responded that her understanding is that, legally, groups should welcome all to their meetings. She stated that other universities are moving away from any such groups or events such as separate graduations and that Columbia has not done so. President Shipman stated that she believes that the path that Columbia is taking is the best way to keep these groups functioning and following the law. She stated that she will work with EVP Bernitz to figure out how to be the most thoughtful on this issue.

Senator Joseph Slaughter (Ten., A&S/HUM) asked about the recent revisions to the University Statutes that have stripped the University Senate Rules of University Conduct Committee of its statutory authority and that those authorities had been transferred to the Provost's Office. Sen. Slaughter stated that, setting aside the question of the wisdom of that choice or the potential issues in due process in the Provost's Office of being the judge, jury, and executioner of the Rules of University Conduct, the Rules of University Conduct and the process by which amending the Rules of University Conduct were laid out

clearly in the University Statutes. He stated that the Board of Trustees unilaterally revised the University Statutes in violation of the amendment process. Sen. Slaughter asked if the Board of Trustees was actually bound by the University Statutes and by what authority or procedure did the Board of Trustees amend the Statutes. President Shipman stated that, through her conversations with Columbia Professor Thomas Merrill, the Board of Trustees has the authority to amend the Rules and Statutes as part of the reserve power of the Board of Trustees. President Shipman said that she did not know whether the Board of Trustees were bound by the University Statutes. She asked if Sen. Slaughter and the Rules Committee had talked with Professor Merrill. Sen. D'Armiento asked President Shipman to clarify if Professor Merrill was the one who had advised the Board of Trustees to amend the Statutes. President Shipman said that this was not the case but that Professor Merrill had a great understanding of the Statutes and that starting with him would be useful.

Senator Melinda Aquino (Admin. Staff, Morningside-Lamont-Manhattanville) reaffirmed Sen. Bernofsky's question and emphasized the importance around central guidance on DEI initiatives and groups after the DOJ's July letter. Sen. Aquino stated that there are many students, staff, and faculty that want practical terms of how these changes will affect people on the day-to-day. She specifically raised the concern for gender non-conforming students with regards to compliance with new federal guidelines, especially when it comes to gender-neutral housing for undergraduates. Sen. Aquino stated that this guidance should also be in light of the fact that many people at the University have felt that the University had previously committed to supporting these initiatives and students for reasons that were important to them. President Shipman thanked Sen. Aquino for the work that she does and that the administration is working to stay committed to all the things it has been doing while trying to follow the law. President Shipman stated that she is hopeful that the University can do both things while acknowledging that there is a need for more central guidance quicker. She stated that she is open to suggestions and that workshops, FAQs, and outside HR help are all being worked on to support this issue.

Senator Daniel Savin (Research Officers) stated that the population of research officers, critical to research at the University, have decreased by about 10 percent over the past six months, noting that the University is losing critical institutional memory. He stated that he hopes that the University can do more than the Research Stabilization Fund to support the research officers. President Shipman responded that balancing all of the research funding issues is tricky and that Sen. Savin's comments are helpful to know.

Senator Keith Gessen (TTOT, JOURN) commented that the University's commitment to free speech and the right to protest would be tested next week and asked where the University was on reopening campus. President Shipman responded that the goal is not to have a permanently closed campus and that, at the end of the summer, the administration looked at a model to have a pilot program to have certain days with an open campus but that, with the increase in ICE activity, the administration decided to wait until the first part of the year was over. She stated that the student Senators were planning on running a survey on student sentiment on open versus closed campus. President Shipman stated that they received feedback about doing more for guest access. She stated that the administration was trying to put together a Public Safety advisory committee that would regularly look at this issue.

Senator Lydia Goehr (Ten., A&S/HUM) raised the question about protected students. She stated that President Shipman had said that students are feeling less stress and that this was a success. Sen. Goehr stated that she had witnessed a lot of stress in the community, especially members of the community that are worried about visa withdrawals and changes to medical insurance. She stated that there was a very noticeable silence from the top administrators at the University and asked if there was any guidance or information that President Shipman could give everyone, given that Columbia is a private university. She asked if the administration could lessen fears by stating that the administration will protect faculty and students from the federal government if they are accused of things they shouldn't be or have their insurance taken away. Sen. Goehr stated that she does not seem to see much privacy at the University anymore and that there is a noticeable public hand guiding the University. President Shipman responded that she agrees with Sen. Goehr that there is still an enormous degree of stress and scrutiny that the University is under, especially international students on visas. President Shipman stated that she had had a conversation with the School of the Arts student who was mistakenly picked up by ICE officers. She stated that the student was in distress and was trying to get help identifying the individuals in masks that had picked them up. President Shipman stated that the reality was that the University would not be able to do anything to help identify who those individuals were and that this was difficult to accept. She stated that there are ways the University can help reassure students and faculty that feel vulnerable. President Shipman stated that she felt it was probably more helpful to provide specific practical support then general statements. She stated that concerns around saying certain things in class or conducting a big interview should be worked through in order to provide concrete support. President Shipman said that she is open

to suggestions and is not trying to embrace silence from the top administration. President Shipman stated that, while she believes and can state that all students have freedom of speech, she cannot guarantee that right for students. She added that there are times when her voice might have the opposite effect and make students feel silenced. President Shipman stated that she is open to suggestions on this issue.

Senator Lori Qingyuan Yue (Ten., BUS) asked about international student visas. She asked what President Shipman's understanding of the overall policies regarding student visas and if she was planning on working with other university presidents to help change the policy at the federal level. President Shipman responded that she has talked to other university presidents and that there was a growing sentiment and understanding that it was a mistake for the federal administration to target international student visas to the degree that they did. She added that international students add a tremendous wealth to the country. President Shipman stated that the thing that they are looking most closely at are the visas for students from China, noting that this is always a source of political tension that universities monitor closely. She added that this is something that they talk about regularly with other universities.

Chair's Report and Questions

Sen. D'Armiento began her remarks by introducing the new and returning members to the University Senate for the 2025-2206 school year. She stated that the University Senate was born out of a pivotal moment in Columbia's history during the protests of 1968 when the community demanded a greater voice in the governance of the University. Sen. D'Armiento stated that the founding proposal for the University Senate stated: "*This proposal attempts to reassert the reality of the university as a community of scholars capable of responding thoughtfully and directly to the challenges that lie ahead. The task we have set ourselves here therefore is the creation of university structures that can meet those challenges in the spirit of scholarly cooperation and with the appropriate contributions from all the groups that comprise the university*." Sen. D'Armiento stated that, over the past two years, the Senate has worked to honor this founding mission . It has listened to the concerns of the community, documented and analyzed events, convened town hall meetings, and legislated on critical issues. She stated that, during the Spring 2025 semester the Senate brought the community together during an intense period of challenges on campus, to provide space for dialogue, and to listen. The Senate aims to continue these discussions as uncertainty continues across the campus and country. Sen. D'Armiento stated that we are far from a "normal" reality. Uncertainty looms—not just here at Columbia, but across the country—and

yet the words of the founding principles of the Senate remain relevant *"while every group within the University has special interests, the common concerns that unite us are far stronger than the particular interests that may at times set us apart."* It is through connection that we confront isolation, fear and anxiety that many are experiencing, with the institution of the University Seante providing a trusted framework for constructive partnership. Finally she stated, Who are we as a University? Beyond rankings, leadership changes, or headlines - we are the people in this room. Together, we are a powerful force, the driving force of this institution. As individuals, it may sometimes feel as though our voices don't matter. But collectively, as the faculty, students, researchers, librarians, administrators, staff and alumni who give life to Columbia, we matter profoundly. And we must be heard.

She expressed thanks to the Senators for their participation, for their commitment, and for the thoughtful contributions and experiences that they bring to this vital work.

Sen. D'Armiento stated that the Senate has heard concerns regarding the federal government's attempt to deport current and former Columbia students. She stated that Judge William G. Young ruled in *AAUP v. Rubio* that affirmed the free speech rights of international students. Sen. D'Armiento read the following statement from the ruling: *"This case – perhaps the most important ever to fall within the jurisdiction of this district court – squarely presents the issue whether non-citizens lawfully present here in [the] United States actually have the same free speech rights as the rest of us. The Court answers this Constitutional question unequivocally 'yes, they do.' 'No law' means 'no law.' The First Amendment does not draw President Trump's invidious distinction, and it is not to be found in our history or jurisprudence."* Sen. D'Armiento stated that the Senate will continue to monitor the situation and help to inform the community as developments occur.

Nominations to Committees

Sen. D'Armiento requested the approval for committee assignments for the 2025-2026 session. She noted that some assignments were still being finalized and that some seats remained open pending the completion of elections, noting that 99 Senators were serving and 12 seats were unfilled.

Sen. Bernofsky asked about the status of the Rules Committee. Sen. D'Armiento asked Sen. Bernofsky to wait on that question until after approval for the rest of the committees.

Senator Oren Pizmony-Levy (Ten., TC) asked what the process was for faculty being assigned committees on the Senate. Sen. D'Armiento responded that the Senate staff solicit committee preferences for each Senator and work with the Chairs of each Senate committee to try to obtain broad representation across each committee while aligning the assignments with technical expertise, with each Senator asked to rank their top three choices of committees. She stated that the Senate staff attempt to give each Senator one of their top preferences while maintaining balance of experience and new members. Sen. D'Armiento stated that, this year, the most requested committees were the Rules Committee, Faculty Affairs, Academic Freedom and Tenure Committee, and the Education Committee. Sen. Pizmony-Levy asked about continuing Senators and their placement within committees. Sen. D'Armiento said that continuing members were given preference but that the Senate Structure and Operations Committee is reviewing the processes by which committee selection is done.

There was a motion to endorse the committee assignments. The motion was passed 62-2-0 (in favor-opposed-abstention).

Senator Ulrich Hengst (Ten., P&S) stated that he had not received a form for committee preference selection. The Senate staff responded that they would send him the form.

Senator Giovanni Oliveros (Research Officers) asked about not obtaining any of his top three choices in committee selection. The Senate staff responded that Sen. Oliveros's preferences were not available with open seats. Sen. D'Armiento clarified that returning Senators get preference on their committee assignments.

Welcome New Senators

Sen. D'Armiento welcomed the new Senators. She introduced Senator Holger Klein (Ten., A&S/HUM) as the Vice Chair of the Senate Executive Committee, a new role this year and previously held by Senator Henning Schulzrinne (Ten., SEAS). Sen. D'Armiento again welcomed the new Senators and stated that over 52 percent of the Senators are new and serving a first term. She stated that the Senate website holds many of the documents and resources for Senators to get started on their work. Sen. D'Armiento reminded the Senators to reach out to the Parliamentarian or Senate staff if they had any questions.

Resolution to Endorse the 2025 Reapportionment Report (Elections Commission)

Sen. D'Armiento introduced the Chair of the Elections Commission Batya Tropper to lead the discussion on the reapportionment process for 2025. Tropper stated that the Senate By-Laws stipulate that every five years, a reapportionment process must be done to represent any population changes at the University. Tropper stated that the three populations that would be reapportioned are the tenured faculty, TTOT faculty, and student seats. Tropper discussed the formulas for determining the current seat breakdowns for each population, before stating that the results according to the formula would be that there are no recommendations for the current allocation of Senate seats.

There was a motion for the resolution to endorse the Elections Commission's recommendation for the 2025 reapportionment. The motion was passed 72-1-0 (in favor-opposed-abstention).

Research Officers Committee Annual Report 2023-2025

Sen. D'Armiento introduced Sen. Savin, Senior Research Scientist in the Columbia Astrophysics Lab, and Nancy Lolacono, Research Scientist in the Department of Environmental Health Sciences, who serve as the Chair and Vice Chair, respectively, of the Research Officers Committee (ROC) to lead the presentation on the 2023-2025 annual report. Sen. Savin introduced the ROC and described the work that the Committee does. He stated that the population of research officers at Columbia University has decreased by about 200 since May 2025. Sen. Savin stated that one of the major accomplishments of the ROC has been to achieve representation on the Senate Executive Committee. He also stated that the Senate is only forum for research officers to meet with senior administration. Sen. Savin outlined the priorities for the ROC for 2025-2026: improved retention and recognition of Research Officers, ensure protection against power-based bullying and harassment, establish research professorships, reduce the annual rate of increase for health care premiums, and streamline principal investigator approval for Associate Research Scientists and Scholars.

Libraries and Digital Resources Committee Annual Report 2024-2025

Sen. D'Armiento introduced Senators Katherine Brooks (Libraries), Collection Analysis Librarian, and Jeffrey Wayno (Libraries), Collection Services Librarian, who serve as the Co-Chairs of the Libraries and Digital Resources Committee, to lead the presentation of the 2024-2025 annual report. Sen. Brooks

introduced the Committee, noting that the Committee was reformed after a two-year hiatus. She stated that one of the focuses of the Committee has been on textbook affordability and availability, including the findings of the Committee looking into the issue of textbook affordability, including online textbooks. Sen. Brooks stated that Committee is planning to work on continuing to encourage faculty to place requires course texts on Course Reserve in the Libraries, improve communication with faculty regarding the HEOA requirements to post required course materials online, and to improve CourseWorks textbook tool. Sen. Wayno further discussed the role of the libraries and the Libraries and Digital Resources Committee, noting the important role that libraries play at Columbia as research and teaching spaces on campus. He stated that anyone interested in the work that the Libraries and Digital Resources Committee should reach out to join.

Sen. Slaughter asked about the Provost's Advisory Committee on the Libraries and the difference between the Provost library committee and the Senate library committee and whether it would be possible to automate the process for faculty course reserves going straight to the libraries. Sen. Brooks responded to the request for an automated process to transfer the course reserve list to the libraries and stated that there is no current way to automate this process. She added that the University is planning on piloting a new software to replace CourseWorks that would potentially make linking the textbook list to the library catalogue more seamless. Sen. Wayno responded that the Provost's Advisory Committee on the Library is primarily a faculty committee that answers to the library administration, primarily to Senator Ann Thorton, Vice Provost and University Librarian. He added that Sens. Thorton, Brooks, and himself had met to discuss how these two committees could work together. Sen. Wayno stated that the Senate committee is the only one that is representative of other consistencies besides the faculty and that the Senate committee has independent authority and issues to focus on.

Sen. Aquino thanked the library staff for working on textbook affordability and access, highlighting the importance of the Columbia FLI Partnership Library for the first-generation and/or low-income students. Sen. Aquino asked if the Library and Digital Resources Committee would be working on loaner laptop availability and courses that require specific software, especially for low-income students. Sen. Brooks responded that the committee has not discuss the laptop loaner program but that the libraries are working on that issue in general after launching a pilot program. She stated that the librarians are concerned about the software availability issue but that the software vendors do not allow institutional licenses in many

cases. Sen. Brooks stated that it might be possible for other avenues to support students facing this issue, possibly through financial aid, but that the offices responsible for financial aid indicated that this would not necessarily be possible. She added that Barnard has a financial resource in this method that might be worth looking at. Sen. Wayno responded that one of the effects of the last few years is that textbooks and software are now made available through digital formats and that companies are taking advantage of this to make it difficult to license. He added that some texts in required courses for undergraduates are not available in digital form and that the libraries have to be able to respond to multiple different types of student needs.

Sen. Hengst asked about the University's decision last year to cancel the institutional subscription to EndNote for students and faculty and whether the Library and Digital Resources Committee was planning on addressing this. Sen. Brooks responded that the Senate committee was not a part of the decision to cancel the institutional subscription to EndNote but that the libraries supported students and staff using Zotero, which is open-source and free. She added that, since the libraries felt confident about using Zotero, the Senate committee did not further pursue the issue of institutional subscription to EndNote but added that anybody concerned on this issue should reach out to Sen. Thorton or the other Columbia University Libraries leadership.

Summary of Changes to the Rules of University Conduct (Student Affairs Committee)

Sen. D'Armiento introduced Senator Helen Han Wei Luo (Stu., GSAS/HUM), Vice Chair of the Student Affairs Committee, to lead the discussion on the summary of changes to the Rules of University Conduct. Sen. Luo read the statement passed by the Student Affairs Committee. Sen. Luo stated that the Student Affairs Committee finds the changes made to the Rules of University Conduct and the process by which the Board of Trustees made the changes to be troubling and that she encouraged the Columbia community to familiarize themselves with the changes. Sen. Luo then read the summary of changes to protest and demonstration policies, disciplinary procedures, and sanctions as described in the Student Affairs Statement and noted that the Senate had no input or notification of these changes. She also reviewed how the Guidelines to the Rules of University Conduct prepared by the Senate Rules of University Conduct Committee are no longer considered in effect and stated which elements were removed or left out in the University Statutes after the changes made by the Board of Trustees. Sen. Luo stated that, after the Student Affairs Committee prepared the statement including in the Plenary documents, the Board of Trustees made

an additional change to the University Statutes limiting the activity of the graduate student union in relation to protests, noting that the Student Affairs Committee has interpreted this change in light of the University's filing of an unfair labor practice against the SWC-UAW as another aggressive move against the graduate student union.

Sen. Slaughter thanked the Student Affairs Committee for the work of scrutinizing the University Statutes for the changes made and stated that he was frustrated that the Student Affairs Committee was responsible for presenting these changes, rather than the Provost's Office now responsible for the Rules of University Conduct, the President's Office, or the Board of Trustees. He stated that those entities should have published and documented what changes have been made and what the implications of those changes have been, noting that he believed this was a dereliction of duty from the senior Columbia administrators.

Senator Michael Thaddeus (Ten., A&S/NS) stated that he felt that it was disturbing that many of the changes are taking the disciplinary procedures in a more draconian and punitive measure, especially given that many of these changes were the decision of the University leadership and not a requirement by the federal government. He also stated that President Shipman had stated earlier in the Senate Plenary that extraordinary transparency was needed but that the way to enact this transparency would be for the University leadership to notify the community about these changes to the Rules of University Conduct. President Shipman responded that she felt that the Provost's Office was providing updates to the community but that it seemed from Sen. Luo's presentation that this was not the case. Sen. Luo responded that the work to review the Rules of University Conduct for changes was an enormous undertaking that that University leadership should have provided these updates itself and that recent emails did not highlight the specific changes. Sen. D'Armiento stated that the Senate made a formal request that the senior administration make a presentation on the changes to the Rules of University Conduct and thanked the Student Affairs Committee for taking the steps to inform the student community of these changes.

Senator Julie Crawford (Ten., A&S/HUM) noted that she was concerned about the process of how these changes were made and when they were made. She stated that it is important that the University leadership not make changes like this at a time when these changes seem to be made in bad faith under the cover of July and August. Sen. Crawford stated that she was less concerned about the communication of these issues than the process of how this was done and the implications for the Unviersty Senate. She

emphasized that this was a major change done without consultation or approval of one of the central committees of the Senate. Sen. D'Armiento stated that the Rules Committee has continually asked for a conversation with the administration around the role of the Rules Committee moving forward.

Sen. Bernofsky stated that the Rules Committee has been trying since May or June 2025 to get an appointment with administration about the Rules Committee, changes to the Rules of University Conduct, and the role of the Senate in these issues moving forward and that the Rules Committee still would like that meeting.

Senator Henry Ginsberg (Ten., P&S) stated that his understanding of the way these changes were made indicated that, over the past 18 months of chaos and demonstrations, the Senate did not handle the situation and that the administration and Board of Trustees felt the need to take away the authority of the Senate to be in charge of changes to the Rules of University Conduct. He stated that he was unsure if anyone from the administration had ever told the Senate that this was the reason to take over the Rules of University Conduct and make the Rules of University Conduct more aggressive. Sen. D'Armiento stated that the Rules Committee had actually been working on changes to the University Statutes and were going to put forth proposals for changes but that there was a separate decision to override that by the senior administration. She added that there were concerning elements to the new changes made to the Rules of University Conduct that might warrant further discussion but that the Rules Committee had been going through the arduous process of amending the Rules of University Conduct, which required town halls and soliciting feedback from the community. Sen. D'Armiento stated that, over the summer, there was a decision to override this timeline. Sen. Bernofsky responded that anyone curious about the efforts made by the Rules of University Conduct should refer to the Senate Plenary materials to see the presentation of the timeline of disciplinary proceedings over the past two years, which were the result of the University administration not following the process for disciplinary hearings. She added that to characterize these changes as something that was a result of Senate failings was inaccurate, to which Sen. Ginsberg agreed. Sen. D'Armiento stated that she felt that there was a desire to changes to the Rules of University Conduct but that the Senate was not responsible for the delays in the disciplinary process. She added that she felt that the Senate would likely want to discuss further some of the new changes moving forward and hoped that the Rules Committee could have a meeting with the Provost's Office to discuss these issues. President Shipman responded that she had stated in a previous Plenary that there had been an issue with the liability

of the institution that required that the Board of Trustee immediately act. She stated that the Rules Administrator has been meticulously focused on notifying students of changes but that she understands that this can be improved upon. President Shipman said that she disagreed that the changes to the Rules of University Conduct were done in a way to make the penalties more draconian and aggressive and highlighted the difficulties of running a large institution where multiple groups can protest and have freedom of expression. Sen. D'Armiento responded that she hopes for the Rules Committee to be able to meet with the Provost's Office to discuss further.

Wellhub Presentation (Student Affairs Committee)

Sen. D'Armiento introduced Senator Matthew Beck (Stu. (Graduate), SEAS), the Co-Chair of the Student Affairs Committee, to lead the presentation on the Student Affairs Committee goals and off-campus gym access. Sen. Beck went over the priorities for the Student Affairs Committee this year, including accessibility and affordability, physical and mental wellbeing, finding common ground among student voices and leaders, and transparency and fairness from members of the University governance. He clarified that Wellhub was one possible company to work with for off-campus gym-share options but that the presentation was more general regarding the issue and that no contract had been signed. Sen. Beck gave an overview of the history of the Dodge Fitness Center and how the resources are strained under the increased student body size, resulting in many complaints from students regarding lack of space and poor levels of cleanliness. He added that the proposal for a new gym on campus had been discussed but that space and funding were an issue and that the current proposal for a partial Columbia subsidy to afford off-campus gyms was a temporary solution. Sen. Beck reviewed how a subscription-based model for gym-sharing works, noting that the cost would be shared between the University and the individual. He reviewed the different proposed tiered options and added that contract negotiations are underway with the hope to roll out the program in the Spring 2026 semester.

President Shipman thanked the students for this work and stated that she supported it.

Sen. D'Armiento adjourned the meeting.

Respectfully submitted,
Senate staff

University Senate

Proposed: October 24, 2025

Adopted: October 24, 2025

75-0-0: In favor-opposed-abstained

RESOLUTION TO APPROVE THE ESTABLISHMENT OF THE COLUMBIA INSTITUTE FOR CELL ENGINEERING AND THERAPY (CICET)

WHEREAS the Vagelos College of Physicians and Surgeons (VP&S) proposes the establishment of a new institute dedicated to advancing research in cell and gene therapies, a field that has witnessed revolutionary development over the past decade and has the potential to treat or cure diseases including cancer, autoimmunity, and neurological conditions; and

WHEREAS the Institute will develop a comprehensive academic ecosystem including doctoral training, a master's degree program, professional certificate programs, and a fellowship program for medical doctors, to recruit and train the next generation of leaders in the field; and

WHEREAS the Institute brings together its educational ecosystem and scientific innovation with clinical and business partners to support a translational pathway from discovery research to clinical development of cell and gene therapies , taking advantage of Columbia's new state-of-the-art cGMP production facility dedicated to cell and gene manufacturing and promoting equitable and inclusive access to therapies for patients; and

WHEREAS the Institute will utilize its resources to recruit additional laboratory based faculty and serve as a forum and collaborative hub aligning Columbia's public mission to advance and implement cell and gene therapies, eventually partnering with industry for their commercialization ; and

WHEREAS in accordance with the University Statutes, the President has authorized the establishment of an Institute for these purposes, to be based in the Vagelos College of Physicians and Surgeons; and

WHEREAS in accordance with the Statutes, the University Senate is also required to approve the establishment of new Institutes, and the Senate Education Committee now recommends this action;

THEREFORE BE IT RESOLVED that the University Senate approve the establishment of the Columbia Institute for Cell Engineering and Therapy (CICET); and

BE IT FURTHER RESOLVED that the University Senate forward this resolution to the University Trustees for appropriate action.

Proponent: Education Committee

Proposal: Establishment of the Columbia Institute for Cell Engineering and Therapy

Columbia University stands at a pivotal moment in the evolution of cell-based therapeutics, with the past decade witnessing a revolution in the development of "living drugs" to treat and potentially cure a variety of pathologies, including cancer, autoimmunity, and neurological disorders. These transformative advances require integration of fundamental biology, computational science, engineering, and clinical medicine – all areas of excellence at Columbia University. The approval of the **Columbia Institute for Cell Engineering and Therapy (CICET)** by Columbia University's Board of Trustees will position Columbia to lead the way in cell and gene therapy. CICET is a University-wide academic initiative that draws upon Columbia's collective excellence across Columbia University Irving Medical Center, Morningside, and Manhattanville campuses, while also leveraging Columbia's longstanding clinical partnership with New York-Presbyterian Hospital (NYP). At its helm is **Michel Sadelain, MD, PhD**—an internationally renowned leader in chimeric antigen receptor (CAR) T-cell therapy and founder of the Center for Cell Engineering at Memorial Sloan Kettering Cancer Center—who has been appointed CICET's inaugural Director.

With this proposal, **we seek the formal designation of CICET as an Institute**—an essential step in transforming this academic initiative into a strategic pillar of the University. CICET's Institute status will anchor CICET in Columbia's long-term vision for cross-disciplinary excellence, translational leadership, and institutional stewardship, and will accelerate the University's emergence as a global leader in the expanding field of cell engineering and cell therapy.

Columbia Institute for Cell Engineering and Therapy Mission

The overarching goal of CICET is to **advance the potential of human cell engineering to yield curative therapies**. As a cross-disciplinary hub for scientific discovery, translational research, and clinical application, CICET is uniquely positioned to lead the next generation of cell-based treatment innovations.

CICET's mission is organized around three core pillars:

1. **To promote and strengthen the research continuum** between the biological, translational, manufacturing, and clinical dimensions of cell engineering and therapy;
2. **To establish comprehensive academic programs** that formally train the next generation of leaders in cell engineering and advanced cell therapy manufacturing; and,
3. **To advocate for equitable and inclusive access** to emerging cell and gene therapies for Columbia's local patient population, ensuring broad societal benefits.

Under Dr. Sadelain's leadership, CICET is developing cell therapy production infrastructure that adheres to current Good Manufacturing Practices (cGMP), recruiting a new cadre of scientists in cell engineering and therapy, and fostering interdisciplinary collaborations across Columbia's centers of excellence in bioengineering, genome engineering, immunology, stem cell biology, systems biology, and regenerative medicine.

Harnessing these collective efforts, CICET will develop novel therapeutic platforms—from engineered immune cells and regenerative approaches to synthetic biology solutions—and translate them through in-house cell production and early-phase clinical testing. These efforts will advance a wide range of therapeutic areas, including cancer, autoimmunity, inherited genetic disorders, neurological disorders, infectious diseases, transplantation, and tissue regeneration.

In parallel, CICET is building a comprehensive educational ecosystem designed to equip scientists, clinicians, and technical experts with the leadership skills necessary for cell and gene therapy and the broader transformative therapeutic landscape. Its programs will be designed to train the future workforce and to foster a culture of ethical responsibility and inclusivity in the development and delivery of advanced cell therapeutics.

By combining scientific innovation and education with business and regulatory innovation, CICET aims to establish Columbia University as a global leader in the development, delivery, and democratization of transformative cell-based treatments. This ecosystem will be the first of its kind in New York City, supporting therapeutic applications that go beyond cancer, buoyed by our research excellence across Columbia's campuses.

Columbia Institute for Cell Engineering and Therapy Scope

In its broadest definition, cell therapy encompasses the full spectrum of cell and gene therapies. Therapeutic cells may be genetically engineered to correct disease-causing defects or to program new functions. CICET focuses on both the study and development of extra-corporeal cell production and *in vivo* gene therapy, based on either nucleic acid delivery (oligonucleotides, mRNA, or DNA) or genome editing.

A core tenet of CICET's translational mission is the development of cGMP manufacturing capabilities on campus to support and enhance investigator-initiated research and enable early-phase clinical trials. With support from the Provost's office and investment from the medical school, Columbia has recently completed construction on a new state-of-the-art cGMP production facility dedicated to cell and gene therapies. This facility will enable the rapid, flexible, and cost-effective development of novel therapies. CICET's cGMP facility will function as a centralized hub for all cell therapy programs with clinical potential, enabling Columbia to lead in both innovation and implementation.

In addition to enabling core research and development, CICET's infrastructure is strategically designed **to support the full translational pathway from discovery to first-in-human trials** that will be a beacon for translational research at Columbia. The Institute will provide robust program management to support the integration of resources for vector design and production, cell processing, quality control, and regulatory documentation, enabling Columbia investigators to effectively navigate the complexities of Investigational New Drug (IND) applications for novel cell and gene therapies to the FDA. By embedding process development, technology transfer, and regulatory guidance within an academic setting, CICET will empower Columbia faculty to launch investigator-initiated trials and accelerate novel therapies toward clinical impact. This capacity not only enhances Columbia's competitiveness in translational research but also reinforces its role as a self-sustaining engine of innovation, de-risking early-stage technologies and preparing them for academic-industry partnerships or commercialization.

Education and workforce development are another core tenet of CICET. As an Institute, CICET aims to train the next generation of scientists, bioengineers, clinicians, and professionals in manufacturing and regulatory fields with specialized expertise in cell and gene therapy. The proposed **Columbia Institute for Cell Engineering and Therapy** is uniquely positioned to lead this effort at Columbia University.

CICET will develop and deliver a **comprehensive, multi-level academic training ecosystem**, including:

- **Doctoral training** that integrates cell therapy-focused research into the newly proposed Biomedical Life Sciences Program tracks of the Vagelos Institute, including Disease and Therapeutics, Cancer Biology, and Cell and Molecular Biology, and in Columbia's biomedical-engineering program
- A dedicated **master's degree program** in Cell Engineering and Therapeutic Technologies, designed to prepare graduates for both academic and industry careers
- **Professional certificate programs** in areas such as GMP manufacturing, regulatory science, and vector development—serving the growing demand for technical and/or specialized training in translational research, biotechnology, and clinical and regulatory affairs. These programs may be offered in collaboration with the Columbia University School of Professional Studies (SPS).

To address clinical workforce development, CICET will also establish a **fellowship program for medical doctors** in translational cellular therapeutics. These fellowships will provide advanced training in trial design, regulatory science, immune monitoring, and patient-centered delivery of cell therapies.

CICET will amplify Columbia's educational efforts through a robust series of **seminars, symposia, and short courses**, offered in collaboration with Columbia's professional schools and research centers (e.g., health policy experts at the Mailman School of Public Health and in Columbia's Business School supporting dialog around insurance uptake and reimbursement for cell and gene therapies). These events will serve to disseminate the latest advances in cell engineering, foster interdisciplinary collaboration, and position Columbia as a convening center for thought leadership in the field.

In alignment with its mission, CICET's educational programming will emphasize **equitable access** and foster outreach initiatives to local and global partners to disseminate knowledge and foster an inclusive workforce in cell and gene therapy.

Columbia Institute for Cell Engineering and Therapy Leadership

Dr. Michel Sadelain, the inaugural Director of CICET, will report to the Executive Vice President for Health and Biomedical Sciences regarding administrative and financial matters. Additionally, he will serve as an advisor to the university and Columbia University Irving Medical Center (CUIMC) leadership on the strategic vision for cell and gene therapies.

Future directors of CICET will be selected through a national search conducted by a search committee, following existing Columbia University and VP&S policies. The Executive Vice President for Health and Biomedical Sciences/Dean of VP&S will establish this search committee and appoint its chair. If the CICET Director takes a sabbatical or leave of absence, the Executive Vice President for Health and Biomedical Sciences/ Dean of VP&S will appoint an interim Director.

CICET will be overseen by two governance committees: the University-Wide Committee and the Executive Steering Committee (**Table 1**).

Table 1. Columbia University Governance Committees

Committee	Main Functions	Membership Composition
University-Wide Committee	• Institutional communication guidance • Strategic guidance	• Established and led by the EVP • Members are listed in **Appendix 1**.
Executive Steering Committee	• Develop the overall strategy and the short- and long-term goals to achieve CICET's mission • Oversee CICET's overall development and growth opportunities • Establish CICET's internal governance committees	• Chaired by the CICET Director • Members are listed in **Appendix 2.**

The planned CICET's internal governance committees, of which the CICET Director will be either the co-chair or chair, are listed in **Table 2**.

Table 2. CICET Internal Governance Committees

Committee	Main Functions	Membership Composition
General Steering Committee	• Propose strategies and initiatives for CICET's development and growth to the CICET Director and the Executive Steering Committee. • Promotes CICET's initiatives to concerned departments and centers	• Department Chairs • CU School leaders • CTV
Cell Therapy Translational Council	• Review and oversee basic and translational programs that fuel the Discovery Engine • Review, endorse, and oversee pipeline programs	• Research Domain Experts • Select Members of the Clinical Trials Office, CTV
Clinical Innovation Advisory Council	• Review, endorse, and oversee clinical trial design and implementation • Review and approve clinical protocol proposals (intrinsic qualities and competitive landscape)	• Clinical Trials Office • Clinical Research Experts and Domain Leads

Host of the Columbia Institute for Cell Engineering and Therapy

The Vagelos College of Physicians and Surgeons (VP&S) will host CICET. While CICET will be administratively based at VP&S, in addition to the clinical and scientific research expertise in the basic and clinical departments at the medical school, Columbia's current faculty in A&S, SEAS, MPSH, and CBS have considerable academic and research strengths to contribute to the Institute's overarching mission.

Columbia Institute for Cell Engineering and Therapy's Structure and Membership

CICET will be established on **three integrated pillars** that work together to drive its mission: (1) a **distinguished body of faculty** that serve the three arms of the VP&S mission – research, teaching, and clinical care; (2) dedicated research laboratories that serve as the **Discovery Engine**; and (3) the **Cell Therapy Development Engine**, which

includes cell and vector manufacturing, clinical operations and regulatory affairs. Collectively, these interconnected entities will establish a seamless continuum between discovery, development, and clinical translation— advancing CICET's goal of bringing curative cell-based therapies from bench to bedside.

The CICET Faculty will pursue high-impact, interdisciplinary research across a range of domains—including cell-based immunotherapies, stem cell biology, regenerative medicine, transplantation, neuroscience, genetic engineering, bioengineering, cell manufacturing, synthetic biology, systems biology, artificial intelligence, policy research, and product commercialization and pricing. Their collective work will contribute to CICET's overarching goal: to develop curative therapies and make cell and gene therapies more accessible.

To achieve its academic and scientific vision, CICET will recruit and support a **CICET Faculty** composed of researchers involved in foundational research in cellular engineering who will play a key role in the Institute's academic programming and research activities. Since his arrival, Dr. Sadelain has recruited two laboratory-based CICET Faculty members and has the resources to hire a total of eight in the coming years. CICET will provide administrative and program management support, as well as laboratory space, for these Faculty. These Faculty members may have appointments in any one of several departments, but will be administratively 100% within the Institute. Additionally, in partnership with departments across the university, CICET may contribute to the recruitment of faculty with research aligned with cell engineering and gene therapy research. Departmental affiliation and laboratory location will be decided as programmatically appropriate. Importantly, these Faculty members, regardless of their location or department affiliation, will have access to CICET core resources, pilot funding opportunities, and participate in their academic activities.

As part of advocating and advancing CICET's mission, the Faculty is expected to:

- Contribute to grant applications focused on cell engineering and gene therapy
- Speak at and attend the CICET seminar series
- Participate in reviewing CICET pilot award applications and contribute to CICET's educational programming
- For collaborative projects that benefit from CICET infrastructure, the Faculty is expected to allocate a portion of indirect costs to help sustain the Institute's core facilities and administrative functions
- In their capacity as domain leaders, the Faculty will be responsible for representing CICET in related institutional initiatives and providing updated reports
- CICET Faculty may also be requested to assume leadership roles within CICET's infrastructure and governance framework

Columbia University faculty may be invited to join CICET or may request consideration by contacting the Director of the Institute. Faculty seeking membership will be required to submit a statement outlining their current or proposed research aligned with cell and gene engineering and cell therapy. Applications will be reviewed based on relevance to CICET's mission and the potential for meaningful contribution to the Institute's interdisciplinary activities. Approximately 60 Columbia faculty members are currently identified as prospective CICET Faculty members (**Appendix 3**), who are anticipated to be formally recognized upon the Institute's official designation. Membership is expected to grow in the coming year as CICET expands its research, educational, and translational activities and gains broader visibility across the Manhattanville, Morningside Heights, and CUIMC campuses.

Columbia Institute for Cell Engineering and Therapy Space

CICET will be headquartered in the **Vagelos Innovation Laboratories Building**, which will accommodate the Institute's cGMP administrative offices (1,200 square feet) and eight (8) research laboratories, promoting interdisciplinary collaboration in a purpose-built space for advanced biomedical research. The **CICET cGMP Facility**, located on the first floor of the Russ Berrie Medical Science Pavilion, is on track to become operational by the fall of 2025 and will serve as a central hub for clinical-grade manufacturing.

Columbia Institute for Cell Engineering and Therapy Key Functions

CICET is designed to serve as a comprehensive hub for translational research and education in cell and gene therapy. As an Institute, CICET will integrate discovery science, clinical translation, manufacturing infrastructure, and educational programming under one unified mission. Its goals are structured to support long-term impact across research, education, patient care, and equitable access.

CICET will promote collaborative programs that span basic science, translational development, cGMP manufacturing, and clinical implementation. Key priorities include:

- Recruit interdisciplinary faculty to support biological, engineering, and clinical goals
- Develop and manage pipeline programs with technical and logistical support for IND-enabling studies, including Chemistry, Manufacturing, and Controls (CMC) and Pharmacology and Toxicology workstreams
- Operate a dedicated GMP facility for Phase 1/2 clinical manufacturing, with plans to expand toward Phase 3 and commercial readiness
- Enable translational studies to generate product insights and inform clinical development
- Support investigator-initiated and industry-sponsored clinical trials, in collaboration with CUIMC and NYP
- Provide sponsored research agreement, licensing, and commercialization support in partnership with Columbia Technology Ventures (CTV), Clinical Trials Office (CTO), and Sponsored Programs Administration (SPA)
- Develop a robust educational programming to cultivate the next generation of leaders in cell and gene therapy that spans students to postdoctoral trainees and early career researchers

To foster innovation and early-stage development, CICET will launch a **pilot grant program** that provides:

- Funding for preclinical and IND-enabling research
- Seed funding for first-in-human Phase 1 trials led by Columbia investigators
- Early de-risking of novel therapeutic concepts across the cell and gene therapy pipeline

Through a dedicated **Thinktank**, the Institute will:

- Convene academic stakeholders (experts in biology, medicine, bioengineering, business, regulatory affairs, and public health) to develop a strategy for long-term sustainability in cell therapy development
- Work with Columbia scholars in health policy, law, and business development to develop new models to ensure equitable access to novel therapies across patient populations
- Align commercialization, manufacturing, and access strategies with Columbia's public mission

Together, these overall functions of CICET will bridge the gap between basic science and clinical care and consolidate Columbia's sustainable leadership in the field of cell and gene therapy.

Columbia Institute for Cell Engineering and Therapy Budget

CICET has start-up funding from philanthropic sources, most significantly the Vagelos Cell Engineering and Therapy Fund. Cell and gene engineering and therapies are a priority of the VP&S research and clinical mission. CICET has additional startup funding from the VP&S departmental sources and our hospital partner, NewYork-Presbyterian. With capital and operational philanthropic commitments from Dr. Roy P. Vagelos and Diana Vagelos, CICET will play a vital role in the ongoing scientific plans for the Vagelos Institute for Basic Biomedical Sciences and in future initiatives aimed at strengthening our clinical and translational research. CICET and the Chan-Zuckerberg NY BioHub are also forging a partnership on T cell engineering that will support future scientific recruitments. Ongoing operational funds will be from a mix of extramural grants, company-sponsored research agreements, clinical trial agreements, licensing agreements, foundations, and ongoing philanthropic investments. (see attached financial report).

Letter of Support from Executive Vice-President of Columbia University Irving Medical Center

Submitted separately

Appendix 1: University-Wide Committee

Chair: Executive Vice President, Health and Biomedical Sciences
***ex officio*:** TBN
Core Members:

1. Director, CICET
2. Dean of Science, School of Arts and Sciences
3. Dean of the Fu Foundation School of Engineering and Applied Science
4. Dean, Columbia School of Business

Appendix 2: Proposed Executive Steering Committee

Chair: Director, CICET
***ex officio*:** Associate Director, Strategy & Programs, CICET
Core Members:

1. TBN VP Strategic Development
2. Chair of Pediatrics or delegate
3. Chair of Medicine or delegate
4. Herbert Irving Cancer Center Director or delegate
5. Group SVP, Chief Information and Transformation Officer, NYP
6. TBN, School of Arts and Sciences
7. TBN, School of Engineering and Applied Sciences

Appendix 3: CICET Faculty

Faculty	Title	Department
Sascha Haubner, MD	Assistant Professor of Medicine	Department of Medical Hematology & Oncology
Max Mamonkin, PhD	Associate Professor of Pediatric Immunology	Departments of Pediatrics
Erbil Abaci, PhD	Assistant Professor at the Department of Dermatology and the Department of Biomedical Engineering	Department of Dermatology
Treena Arinzeh, PhD	Professor of Biomedical Engineering	Department of Biomedical Engineering
Anca Askanase, MD	Professor of Medicine	Department of Medicine, Rheumatology
Elham Azizi, PhD	Herbert & Florence Irving Assistant Professor of Cancer Data Research, Irving Institute for Cancer Dynamics, Assistant Professor of Biomedical Engineering, Affiliated Faculty of Computer Science, Affiliated Member of Data Science Institute	Department of Biomedical Engineering
Monica Bhatia, MD	Michael Weiner, M.D.Professor of Pediatrics	Department of Pediatrics BMT
Amar Bhide, DBA, MBA	Professor of Health Policy and Management	Department of Health Policy and Management
Dusan Bogunovic, PhD	Professor of Pediatric Immunology (in Pediatrics)	Department of Pediatrics
Andrea Califano, PhD	Clyde '56 and Helen Wu Professor of Chemical Biology; Professor of Biomedical Informatics and Biochemistry and Molecular Biophysics; Professor of Medicine in the Institute for Cancer Genetics; Chair, Department of Systems Biology	Chan Zuckerberg Biohub Network
Ke Cheng, PhD	Alan L. Kaganov Professor of Biomedical Engineering	Department of Biomedical Engineering
Alberto Ciccia, PhD	Associate Professor of Genetics and Development	Department of Genetics and Development
Virginia Cornish, PhD	Helena Rubinstein Professor of Chemistry (in Systems Biology)	Department of Chemistry
Tal Danino, PhD	Associate Professor of Biomedical Engineering	Department of Biomedical Engineering

Faculty	Title	Department
Dietrich Egli, PhD	Associate Professor of Developmental Cell Biology (in Pediatrics and Obstetrics and Gynecology)	Department of Pediatrics, Molecular Genetics
Ali Gharavi. MD	Harold Ames Hatch (II) Professor of Medicine; Chair of the Department of Medicine	Department of Medicine, Nephrology
Sankar Ghosh, PhD	Silverstein and Hutt Family Professor of Microbiology; Chair, Department of Microbiology and Immunology	Department of Microbiology & Immunology
Eldad Hod, MD	Professor of Pathology and Cell Biology	Department of Pathology & Cell Biology
Chin Hur, MD	Herbert and Florence Irving Professor of Medicine to Honor Dr. Jeffrey Alan Stein and Professor of Epidemiology	Department of Medical Digestive & Liver Disease
Clark Hung, PhD	Professor of Biomedical Engineering and Orthopedic Sciences (in Orthopedic Surgery)	Department of Biomedical Engineering
Benjamin Izar, MD, PhD	Associate Professor of Medicine and Systems Biology	Department of Medical Hematology & Oncology
Philip De Jager, MD, PhD	Weil-Granat Professor of Neurology	Department of Neurology
Lance C. Kam, PhD, MS	Professor of Biomedical Engineering and Medical Sciences (in Medicine)	Department of Biomedical Engineering
Stavroula Kousteni, PhD	Professor of Physiology and Cellular Biophysics	Herbert Irving Comprehensive Cancer Center
Andy Lassman, MD	John Harris Professor of Neurology at the Columbia University Medical Center; Associate Dean of Clinical Trials at VP&S	Department of Neurology
Suzanne Lentzsch, MD, PhD	Professor of Medicine	Department of Medical Hematology & Oncology

Faculty	Title	Department
Kam W. Leong, PhD	Samuel Y. Sheng Professor of Biomedical Engineering (in Systems Biology)	Department of Biomedical Engineering
Costis Maglaras, PhD	Dean of Columbia Business School David and Lyn Silfen Professor of Business	Columbia Business School
Markus Mapara, MD	Professor of Medicine	Department of Medical Hematology & Oncology
José McFaline-Figueroa, PhD	Assistant Professor of Biomedical Engineering	Department of Biomedical Engineering
Joshua Milner, MD	Professor of Pediatrics	Department of Pediatrics, Allergy
Adam Mor, MD, PhD	Herbert and Florence Irving Associate Professor of Rheumatology (in Medicine) to Honor Dr. Ralph Blume	Department of Medicine, Rheumatology
Pawel Muranski, MD	Assistant Professor of Medicine	Department of Medical Hematology & Oncology
Emmanuelle Passegué, PhD	Alumni Professor of Genetics and Development (in Rehabilitation and Regenerative Medicine); Director, Columbia Stem Cell Initiative	Department of Genetics & Development
Aimee Payne. MD, PhD	Herbert and Florence Irving Professor of Dermatology, Department Chair of Dermatology	Department of Dermatology
Barbara Pro, MD	Professor of Medicine	Department of Medical Hematology & Oncology
Muredach Reilly, MD	Florence and Herbert Irving Endowed Professor of Medicine; Director, Irving Institute for Clinical and Translational Research; Associate Dean for Clinical and Translational Research	Department of Medicine Cardiology
Ran Reshef, MD, MSc	Professor of Medicine	Departments of Medical Hematology & Oncology
Claire Riley, MD	Karen L.K. Miller Associate Professor of Neurology	Department of Neurology
Anil Rustgi.MD	Herbert and Florence Irving Professor of Medicine; Herbert and Florence Irving Director, Herbert Irving Comprehensive Cancer Center; Associate Dean of	Department of Medical Digestive & Liver Disease

Faculty	Title	Department
	Oncology; Special Advisor, Cancer Programs and Strategies	
Prakash Satwani, MD	James A. Wolff Professor of Pediatrics	Department of Pediatrics BMT
Liora Schultz, MD	Pediatric Oncologist	Department of Pediatrics BMT
Michael Shen, PhD	Arthur J. Antenucci Professor of Medical Sciences (in Medicine), Genetics and Development, and Urological Sciences (in Urology)	Department of Medical Hematology & Oncology
Neil Shneider, MD, PhD	Claire Tow Associate Professor of Neurology	Department of Neurology
Sam Sia, PhD	Vice Provost for the Fourth Purpose and Strategic Impact; Professor of Biomedical Engineering	Department of Biomedical Engineering
Lewis Silverman, MD	Professor of Pediatrics at the Columbia University Medical Center	Department of Pediatrics Oncology
Peter Sims, PhD	Associate Professor of Systems Biology and Biochemistry and Molecular Biophysics	Department of Systems Biology
Hans-Willem Snoeck, MD, PhD	Byron M Thomashow Professor of Medicine	Department of Medicine, Pulmonary
Mark Stein, MD	Associate Professor of Medical Oncology	Dept of Medical Hematology & Oncology
Sam Sternberg, PhD	Associate Professor of Biochemistry and Molecular Biophysics	Department of Biochemistry and Molecular Biophysics
Brent Stockwell, PhD	William R Kenan Professor of Biological Sciences; Professor of Chemistry and Pathology and Cell Biology; Chair of the Department of Biological Sciences	Department of Biology
Megan Sykes, MD	Michael J. Friedlander, Professor of Medicine and Professor of Microbiology and Immunology, and Surgical Sciences	Department of Medical Hematology & Oncology
Stephen Tsang, MD, PhD	Laszlo Z. Bito Professor of Ophthalmology and Professor of Pathology and Cell Biology	Department of Ophthalmology

Faculty	Title	Department
Sjoukje van der Stegen, PhD	Immune Cell Engineering Platform Leader	Chan Zuckerberg Biohub Network
Aaron Viny, MD	Assistant Professor of Medicine	Department of Medical Hematology & Oncology
Gordana Vunjak-Novakovic, PhD, MS	University Professor and Mikati Foundation Professor of Biomedical Engineering	Department of Biomedical Engineering
Timothy Wang, MD	Dorothy L. and Daniel H. Silberberg Professor of Medicine	Department of Medical Digestive & Liver Disease
Harris Wang, PhD	Associate Professor of Systems Biology, of Pathology and Cell Biology and of Biomedical Engineering	Department of Systems Biology
Sarah Wesley, MD, MPH	Assistant Professor of Neurology	Department of Neurology

University Senate

Proposed: October 24, 2025

Adopted: October 24, 2025

65-0-9: In favor-Opposed-Abstained

RESOLUTION TO APPROVE AN ACADEMIC PROGRAM LEADING TO THE MASTER OF SCIENCE IN ARTIFICIAL INTELLIGENCE

(School of Engineering and Applied Science)

WHEREAS the rapid advancement of AI has created unprecedented demands both in industry for talented graduates with AI foundational skills and from students who have registered their interest through over-enrollment in courses in artificial intelligence; and

WHEREAS this program would leverage Columbia's excellence across schools to offer interdisciplinary concentrations and breadth across application domains; and

WHEREAS the Fu Foundation School of Engineering and Applied Science has proposed this program to combine core classes in the Engineering School with concentrations from across the University; and

WHEREAS the program would require 48 weeks of full-time study and the completion of 30 credits, with an identical program offered fully online; and

WHEREAS the program would expect to enroll 150 students per year when it reaches steady state, and it expects to require no new hiring of full-time faculty members and no creation of courses beyond those already offered; and

WHEREAS the University Senate Education Committee has favorably reviewed the program;

THEREFORE BE IT RESOLVED that the University Senate approve the establishment of the Master of Science in Artificial Intelligence, and

BE IT FURTHER RESOLVED that the University Senate Education Committee will review the program five years after its launch.

Proponent: Education Committee

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

Proposal for New Degree, New Degree from Existing Track, New Certificate, or New Certification of Professional Achievement (CPA) Program

Please insert the requested information in the table below:

Degree:	Master of Science
Program Name:	Artificial Intelligence
If this program is currently a track in an existing program but has evolved as a stand-alone program, please indicate the program it's based on:	
Sponsoring School(s):	The Fu Foundation School of Engineering and Applied Science
Proposed Start Date:	Fall 2026 semester
Name and Email Address of the Primary Contact Person for this Proposal:	Vishal Misra (vishal.misra@columbia.edu) Professor of Computer Science Vice Dean of Artificial Intelligence of Columbia Engineering Garud Iyengar (gi10@columbia.edu) Professor of Industrial Engineering and Operations Research Avanessians Director of the Data Science Institute
Date of Proposal Submission:	September 17, 2025

Description of Proposed Program

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

1) Purpose

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

With the prevalence of artificial intelligence (AI) across society and its rapid advancement, there are unprecedented demands for talented graduates trained with solid AI foundational skills as well as novel applications in specific domains. The academic discipline of AI is anchored in Computer Science and Engineering. Top scholarly publications of AI are typically published in the venues of machine learning, natural language processing (NLP), computer vision (CV), robotics, and AI systems, fields that are centered within Computer Science and Engineering.

Many peer institutions have launched new MS programs in AI, with curricula offered by Engineering Schools and/or Computer Science departments (see review section). In order to leverage Columbia's strength in the foundations of AI and expertise in a broad range of disciplines, we propose a new Master of Science in Artificial Intelligence (MSAI) program that combines core AI courses in Computer Science and Engineering with a comprehensive array of concentrations to provide students with specialized domain-specific training. These specialized concentrations are designed to leverage our unique excellence in related fields in Engineering, such as robotics, operations/finance, biomedical engineering, infrastructure/hardware, and in various academic disciplines across the university, such as policy, health and medicine, business, social science, climate, and arts/media.

The curriculum of the concentrations will be jointly planned by faculty at Columbia Engineering and partner schools from across the University. Students completing the program will be awarded an MS in Artificial Intelligence degree, and they will receive an annotation of the specific concentration (e.g., policy, robotics, etc) on their transcript/diploma.

The proposed MSAI would stand apart from existing programs by providing a unified, rigorous AI curriculum anchored in Computer Science and Engineering, *plus* formalized pathways to apply AI in various fields, including the option of a two semester capstone project with didactic and research components (see details in the curriculum section). As in other capstone programs, strong engagement from industry partners is expected to ensure that projects address real-world challenges.

The proposed MSAI fills a gap between pure technical degrees (CS, Data Science) and domain programs (health/medicine, policy, business) – creating a comprehensive AI education hub at the University. Columbia's extensive AI research presence (70+ full-time faculty members, 10+ large research centers) in SEAS working on AI across departments and collaborations with other schools means the resources are in place to support this interdisciplinary degree.

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?

Within Columbia University, no current program offers the exact scope of the proposed MS in Artificial Intelligence, though several existing degrees cover a number of the disciplines. Columbia's MSAI would stand apart from existing programs by providing a unified, rigorous AI

curriculum anchored in Computer Science and Engineering, *plus* formalized pathways to apply AI in various fields. It fills a gap between pure technical degrees (CS, Data Science, Stats) and domain programs (health and medicine, policy, business) – creating a comprehensive AI education hub at the University. Columbia's extensive AI research presence (70+ full-time faculty members) in SEAS working on AI across departments and collaborations with other schools means the resources are in place to support this interdisciplinary degree.

MS in Computer Science in SEAS

The MS in Computer Science (MSCS) program in SEAS is a 30-point program offering tracks like Machine Learning, Computer Vision, Natural Language Processing, etc. Students in those tracks take AI-related courses (e.g., COMS W4771 Machine Learning, vision/NLP electives).

Difference: The MSCS is confined to Computer Science coursework, without the formal interdisciplinary structure. A CS student can specialize in AI, but they won't have a built-in option to concentrate in cross-department or cross-school domains like operations/finance, robotics/embodied AI, policy, or health as part of their degree. Additionally, AI ethics/security and cross-disciplinary electives are not part of the standard MSCS curriculum. The proposed MS-AI would be a distinct degree "anchored in Computer Science" but integrating courses from other departments and schools, which is not the case for the existing MSCS.

AI Certificate in SEAS

SEAS currently has an online certificate program in AI, including 6 online courses and 1 in-person immersion over 18 months. They are taught by SEAS faculty in Computer Science, Electrical Engineering, and Mechanical Engineering.

- Intro to AI and Business for AI
- Algorithms and Machine Learning
- Neural Networks and Deep Learning
- Natural Language Processing and Speech
- Computer Vision and Robotics
- Data Privacy, Security, and Policy

MS in Data Science (SEAS/GSAS)

The Master of Science in Data Science (MSDS) program provides a foundation in machine learning, statistics, optimization, algorithms, and data visualization, plus a capstone. The MSDS curriculum has a unique combination of courses from CS, IEOR, and Statistics. The degree, admissions, and student service components are managed by SEAS. Both MSAI and MSDS are interdisciplinary, where the MSDS draws faculty from Computer Science, Statistics, and Industrial Engineering and Operations Research, and includes an ethics component in its capstone.

Differences: *Focus:* Data Science centers on data analysis, statistical modeling, optimization, and "big data" techniques, preparing students to glean insights from data (with courses in stats, data management, etc.). The MSAI program, built on recent machine learning techniques centered around deep learning and large language models, is broader in *AI algorithms and decision-making*, including areas like robotics, perception, and AI-driven agent systems (including both software and hardware) that go beyond data analysis. *Curriculum structure:* The MSAI requires core AI courses (AI, ML with deep learning, NLP, vision/robotics, ethics/privacy/security) and then *domain-focused* courses in a concentration, which is a different structure than Data Science's more generalized core + electives. We expect MSAI and MSDS

both to thrive concurrently, addressing the needs of industries requiring strong data analytics skills (MSDS) vs. AI foundation training with domain-specific applications (MSAI). Several peer institutions, as reviewed below, offer both MSAI and MSDS.

MA in Statistics – Advanced Machine Learning Track (Department of Statistics)

The MA in Statistics with an Advanced Machine Learning track, offered by Columbia's Department of Statistics, provides rigorous training in modern statistical theory and applied machine learning. The curriculum emphasizes the mathematical and inferential foundations of learning algorithms - covering probability theory, linear models, statistical and causal inference, and high-dimensional data analysis - while introducing core applied ML techniques such as supervised and unsupervised learning, deep learning, and Bayesian modeling. Students take courses such as STAT GR5206 Statistical Computing and Introduction to Data Science, STAT GR5241 Machine Learning for Data Science, and STAT GR5262 Statistical Machine Learning, along with electives in optimization, probabilistic modeling, and data visualization.

Difference: The MA in Statistics (Advanced Machine Learning track) focuses on the theoretical and data-driven aspects of statistical learning, preparing students to design and analyze models with statistical rigor. It is rooted in Statistics, emphasizing model interpretability and inference rather than large-scale AI systems, generative AI, language models, robotics, or perception. By contrast, the proposed MS in Artificial Intelligence is anchored in Computer Science and Engineering, encompassing advanced deep learning, Natural Language Processing, computer vision, embodied AI, multimodal reasoning, and AI security/fairness/ethics, along with formalized interdisciplinary concentrations across policy, health, robotics, and infrastructure. The two programs are complementary in scope - one emphasizing statistical learning foundations and the other emphasizing AI core foundation as well as robotics, AI systems and applications. We are also in active discussions with the Department of Statistics to offer a formal Statistical Foundations of AI concentration within the MS in AI program, allowing students to explore in-depth training of rigorous statistical modeling along with core foundation and advanced techniques of AI.

Other SEAS MS Programs

Several MS programs in SEAS have artificial intelligence as part of their curriculum, including:

MS in Electrical Engineering and MS in Computer Engineering
The Electrical Engineering Department offers courses in neural networks, signal processing, and "Mathematics of Deep Learning" as part of its elective offerings for the MS in Electrical Engineering and MS in Computer Engineering programs. The two MS degrees are broader (communications, hardware, etc.), and students specialize in a subset of Electrical Engineering; they do not provide a unified AI-focused curriculum.

MS in Business Analytics and MS in Financial Engineering
The Industrial Engineering and Operations Research Department (IEOR) offers an MS in Business Analytics (in collaboration with Columbia Business School) and an MS in Financial Engineering. These include machine learning and optimization courses (e.g., IEOR E4525 Machine Learning for OR/FE) that overlap with AI techniques. However, the goal is to apply analytics in business/finance contexts,

whereas MSAI would offer a wider range of application domains (not just finance or business) and a deeper core in AI fundamentals beyond predictive analytics.

MS in Mechanical Engineering

The Mechanical Engineering Department offers an MS in Mechanical Engineering with a concentration in Robotics and Control. It does not offer a standalone master's in Robotics or AI, but it has several faculty leading robotics research and courses like Robotics Studio or Advanced Robotic Manipulation (which could be used to form a strong AI concentration). The proposed MSAI would formally incorporate such courses under a Robotics and Perception concentration, attracting those who want an AI-focused engineering degree.

MS in Biomedical Engineering

The Biomedical Engineering Department offers graduate electives in biomedical data science and AI (e.g., deep learning for biomedical imaging, machine learning for genomics). The proposed MSAI would formally incorporate such courses under a Biomedical AI concentration, allowing students to focus purely on AI techniques applied to biomedicine, filling a niche for those who want to be AI specialists in biomedical systems and applications.

2) Need

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

Many leading universities have launched specialized AI master's degrees or related tracks, reflecting the growing demand for AI expertise from industry. These MSAI programs are offered by schools of Engineering and/or Computer Science with a strong focus on the technical foundation of AI. Columbia's proposed MSAI shares some features with these programs but also has distinct differences. Yet, Columbia's proposed program is timely and competitive: many peers are formalizing AI education, but Columbia's plan to fuse a core AI foundation with interdisciplinary concentrations across departments and schools (Engineering and beyond) is unique. It combines the depth of a technical AI curriculum with breadth across broad application domains, whereas other programs often emphasize either technical depth or a particular applied context.

Some notable examples of existing MSAI programs are:

University	**School offering the Degree**	**Degree Name**
University of Pennsylvania	School of Engineering and Applied Science	Master of Science in Engineering in Artificial Intelligence (MSE-AI)
Carnegie Mellon University	School of Computer Science	Master of Science in Artificial Intelligence and Innovation (MSAII)
Carnegie Mellon University	College of Engineering	Master of Science in Artificial Intelligence Engineering (MSAIE)
Northwestern University	McCormick School of	Master of Science in Artificial

	Engineering	Intelligence (MSAI)
University of Texas at Austin	Department of Computer Science	Master of Science in Artificial Intelligence (MSAI)
Johns Hopkins University	Whiting School of Engineering	Master of Science in Artificial Intelligence (MSAI)
Northeastern University	College of Engineering and College of Computer Science	Master of Science in Artificial Intelligence (MSAI)

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

It is very clear to us that the global demand for this program is extraordinarily high. Columbia University does not have a program currently, but we observe an over-enrollment and very high demand for courses in and related to artificial intelligence. Since the courses for this degree have been offered and are currently being offered, we have tracked demand for some time. The demand for these courses in AI is very high and growing. Examples of such courses include:

COMS W4701 Artificial Intelligence
COMS W4705 Natural Language Processing
COMS W4771 Machine Learning
IEOR E4525 Machine Learning for Operations Research and Financial Engineering
ELEN 4720 Machine Learning for Signals, Information, and Data
COMS 4721 Machine Learning for Data Science

In addition, we offer an Artificial Intelligence and Machine Learning concentration as part of our MS program in the dual degree program with Columbia Business School (MBAxMS). This concentration is the most popular in the cohort, with over 75% of the class electing this option.

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

We are observing an explosive demand for talent skilled in artificial intelligence, and a persistent shortage of such talent. According to the Saras AI Institute, the global AI market is projected to reach $407B by 2027. LinkedIn, Indeed, and Burning Glass/Lightcast all rank AI/ML engineer, applied scientist, and data scientist (AI focus) among the top 5 fastest-growing job categories nationwide. The World Economic Forum (2023) projected that 97 million new AI-related roles will be created worldwide by 2030, underscoring both US demand and the global pull for talent trained in premier hubs like Columbia University.

Columbia is uniquely positioned in New York City, home to finance, healthcare, media, law, and policy organizations that are early and heavy adopters of AI. Columbia's program directly prepares graduates for these NYC-based industry clusters, making the location itself a strategic advantage. We are seeing the following industries drive AI hiring in the New York City area:

Finance and FinTech: JPMorgan, Goldman Sachs, Two Sigma, and countless startups hiring for algorithmic trading, fraud detection, and risk analytics.

Healthcare and Biomedicine: Mount Sinai, NYP, and biotech firms deploying AI for imaging, genomics, and personalized medicine.

Media and Creative Industries: Warner Bros. Discovery, NBC, and the New York Times is experimenting with generative AI in storytelling and content.

Public Policy and Law: United Nations, New York City government, and law firms grappling with AI regulation and governance.

Employers are seeking technical skills with blended competencies, including technical depth, domain fluency, ethics/security and governance, and applied project experience. The proposed Columbia MSAI program is created to deliver what the industry needs and ensure that graduates will fill the urgent domestic and NYC talent gap and also become leaders at the intersection of AI and society, equipped for both today's jobs and tomorrow's emerging roles.

Technical depth: Employers seek mastery in machine learning, deep learning, natural language processing, computer vision, cloud computing infrastructure, and robotics. This is obtained through the rigorous artificial intelligence core courses in Computer Science and Engineering.

Domain fluency: Employers seek candidates with the ability to apply AI in verticals (finance, health, policy, media). Our defined concentrations allow students to specialize in a domain, such as finance and operations, AI infrastructure, robotics, health, business, policy, climate, which are aligned with New York-centric industries.

Ethics, security, and governance: Employers seek candidates who understand bias, fairness, security, and regulatory compliance. Our defined curriculum includes coursework and hands-on experience in ethics, security, and governance.

Applied project experience: Employers seek candidates with deployable skills in the market. Our proposed curriculum includes a two-semester capstone experience with interdisciplinary mentorship to build real-world, practical problem-solving experience. The capstone experience includes both a formal didactic component and an independent research component. As in other capstone programs, strong engagement from industry partners is expected to ensure that projects address real-world challenges.

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

Some notable examples of existing MSAI programs in the region are:

University	School offering the Degree	Degree Name
University of Pennsylvania	School of Engineering and Applied Science	Master of Science in Engineering in Artificial

		Intelligence (MSE-AI)
Carnegie Mellon University	School of Computer Science	Master of Science in Artificial Intelligence and Innovation (MSAII)
Carnegie Mellon University	College of Engineering	Master of Science in Artificial Intelligence Engineering (MSAIE)
Johns Hopkins University	Whiting School of Engineering	Master of Science in Artificial Intelligence (MSAI)
Northwestern University	McCormick School of Engineering	Master's of Artificial Intelligence
Northeastern University	College of Engineering and College of Computer Science	Master of Science in Artificial Intelligence (MSAI)
University of Texas at Austin	Department of Computer Science	Master of Science in Artificial Intelligence (MSAI)

3) Curriculum

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

The Master of Science in Artificial Intelligence (MSAI) program at Columbia University is designed to attract highly motivated graduate students who wish to broaden their knowledge and skills in AI and related technologies. The program will educate students in both the fundamentals and the advanced, cutting-edge developments in artificial intelligence, including machine learning, deep learning, natural language processing, computer vision, AI infrastructure, and robotics. The MSAI program combines core AI courses in Computer Science and Engineering and a comprehensive array of concentrations with specialized training. These specialized concentrations are designed to leverage our unique excellence in related fields in Engineering, such as robotics, operations/finance, biomedical engineering, infrastructure, hardware, UI/UX, or in various academic disciplines across Columbia University, such as policy, business, health, social science, climate, or arts/media. This program will immerse students in the diverse and dynamic research and learning culture of a leading educational institution and connect them with broad industry partners, including the opportunity for a two-semester, applied project capstone experience.

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 credits required for graduation (e.g., 124 or 128), as well as the minimum number of credits within the major or concentration. Also note that the minimum number of credits is 30 for Master's programs, 20-24 for Certificate programs, and 12 for Certification of Professional Achievement (CPA) programs.

Degree Structure: 30 Credits Total, consists of:

1. Complete the Core AI Foundation (4 courses, 12 points)
2. Select 1 concentration (4 courses, 12 credits)
3. Complete electives and/or capstone (2 courses, 6 credits), where the electives are selected from a list of curated courses. Students who select the 6-credit 2-semester capstone project will be supervised by a faculty mentor. The goal of the capstone project is to integrate foundational skills learned in core courses and specialized courses in a concentration to solve complex problems.
4. Students interested in AI innovation and entrepreneurship are encouraged to take courses related to entrepreneurship from the elective pool.

The capstone project consists of two integrated components: a formal didactic component and an independent research component. The didactic component, led by an Engineering faculty member with support from teaching assistants, spans two semesters and provides structured instruction in project management, team formation, and conflict resolution. Students also learn how to identify meaningful problems, review and assess existing solutions, develop and test new ideas, and quantitatively evaluate outcomes. In the second semester, the emphasis shifts to iterative improvement and rigorous evaluation of their proposed solutions.

The independent research component is conducted in close collaboration with one or more faculty advisors and builds directly on the principles introduced in the didactic portion. As in other capstone programs, strong engagement from industry partners is expected to ensure that projects address real-world challenges. Students in cross-school concentrations will work with both an Engineering faculty mentor and a faculty member from the partner school. Faculty across these collaborations stand to benefit from the research contributions generated through the capstone experience.

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

REQUIRED COURSES **Minimum number of required credits = 12 credits (4 courses)**	**School**	**Course Number (indicate if course is NEW)**	**Course Title & Instructor**	**Indicate whether the course is fully, partially, or not at all online**	**# of Credits**
COMS W4701	SEAS	Existing	Artificial Intelligence (Ansaf Salleb-Aouissi)	In-person	3
COMS W4771 or IEOR E4525 or ELEN 4720 or COMS 4721	SEAS	Existing	Machine Learning (Daniel Hsu) Or Machine Learning for OR & FE (Christian Kroer) Or Machine Learning For Signals, Information and Data (Dave Vallancourt) Or Machine Learning for Data Science (John Paisley)	In-person	3
COMS W4705 or COMS W4731 or COMS W4732	SEAS	Existing	Natural Language Processing (Daniel Bauer, John Hewitt) Computer Vision I or II (Carl Vondrick)	In-person	3
COMS W4710	SEAS	Existing	Ethical and Responsible Artificial Intelligence (Ansaf Salleb-Aouissi)	In-person	3

SELECTIVE COURSES **Minimum number of selective credits = 12 credits (4 courses)**	**School**	**Course Number (indicate if course is NEW)**	**Course Title & Instructor**	**Indicate whether the course is fully, partially, or not at all online**	**# of Credits**
AI Foundation Concentration:					
AI Foundation Concentration: **Choose 4 courses:** **minimum 2 graduate-level AI-related courses from computer science and AI from the approved elective pool, and 2 elective AI-related non-CS courses in Engineering from the approved elective pool.** **Please refer to the elective list after the Concentration section.**					
Engineering Concentrations (choose 4 courses in each concentration):					
Robotics & Perception Concentration **Choose 4 courses**					
COMS W4731	SEAS	Existing	Computer Vision I (Austin David Reiter)	In-person	3
COMS W4732	SEAS	Existing	Computer Vision II (Austin David Reiter)	In-person	3
COMS W4733	SEAS	Existing	Computational Aspect of Robotics (Yunzhu Li)	In-person	3
MECE E4602	SEAS	Existing	Intro to Robotics (Sunil Agrawal)	In-person	3
MECE 4611	SEAS	Existing	Robotics Studio (Hod Lipson)	In-person	3
MECE E6615	SEAS	Existing	Advanced Robotic Manipulation (Matei Ciocarlie)	In-person	3
MECE E6616	SEAS	Existing	Robot Learning (Matei Ciocarlie)	In-person	3
ELEN E6908	SEAS	Existing	Embedded AI (Xiaofan Jiang)	In-person	3
EECS E4764	SEAS	Existing	Artificial Intelligence of Things (Xiaofan Jiang)	In-person	3
EEME E6911	SEAS	Existing	Probabilistic Robotics (Ilija Hadzic)	In-person	3
AI in Finance & Operations Concentration **Choose 4 courses**					
IEOR E4742	SEAS	Existing	Deep Learning for OR & FE (Ali Hirsa)	In-person	3
IEOR E4418	SEAS	Existing	Transportation Analytics & Logistics (Adam Elmachtoub)	In-person	3
IEOR E4530	SEAS	Existing	AI & Games & Markets (Christian Kroer)	In-person	3
ORCS E4200	SEAS	Existing	Data-Driven Decision Modeling (Lily Xu)	In-person	3
IEOR E4650	SEAS	Existing	Business Analytics (Adam Elmachtoub))	In-person	3
IEOR E4737	SEAS	Existing	AI Applications in Finance (Ali Hirsa)	In-person	3
IEOR E4703	SEAS	Existing	Monte Carlo Simulation Methods (Ali Hirsa)	In-person	3
AI & Biomedical Concentration **Choose 4 courses**					
BMEN E4420	SEAS	Existing	Biomedical Signal Modeling (Paul Sajda)	In-person	3

BMEN E4460	SEAS	Existing	Deep Learning in Biomedical Imaging (Jia Guo)	In-person	3
BMEN E4470	SEAS	Existing	Deep Learning for Biomedical Signal and Sequence Analysis (Paul Sajda)	In-person	3
BMCS E4480	SEAS	Existing	Statistical Machine Learning for Genomics (Elham Azizi)	In-person	3
BMCS E4575	SEAS	Existing	High-Dimensional Statistics for Biomedical Data (Elham Azizi)	In-person	3
ECBM E4060	SEAS	Existing	Intro-Genomic Info Sci & Tech (Wei-Yi Cheng)	In-person	3
AI Infrastructure Concentration **Choose 4 courses**					
COMS E6424	SEAS	Existing	Hardware Security (Simha Sethumadhavan)	In-person	3
CSEE W4121	SEAS	Existing	Computer Systems for Data Science (Asaf Cidon)	In-person	3
CSEE W4868	SEAS	Existing	System-On-Chip Platforms (Luca Carloni)	In-person	3
EECS E4750	SEAS	Existing	Heterogeneous Computing for Signal and Data Processing (Zoran Kostic)	In-person	3
EECS E4764	SEAS	Existing	Artificial Intelligence of Things (Xiaofan Jiang)	In-person	3
ELEN E6772	SEAS	Existing	Machine Learning for Computer and Communication Networks (Anwar Ibrahim Walid)	In-person	3
ELEN E6908	SEAS	Existing	Embedded AI (Xiaofan Jiang)	In-person	3
EECS E6981	SEAS	Existing	Operating, Distributed, and Runtime System Optimization through AI/ML Techniques (Asaf Cidon)	In-person	3
EECS E6692	SEAS	Existing	Topics in Data-Driven Anal & Comp (Topic: Deep Learning On The Edge)	In-person	3
EECS E6894	SEAS	Existing	Topics in Information Processing (Topic: Data Center Processing)	In-person	3
AI & UI/UX Concentration **Choose 4 courses**					
COMS W4170	SEAS	Existing	User Interface Design (Steve Feiner)	In-person	3
COMS W4172	SEAS	Existing	3D User Interfaces & Augmented Reality (Steve Feiner)	In-person	3
COMS W4901	SEAS	Existing	AI and Storytelling (Lydia Chilton)	In-person	3
COMS W4995	SEAS	Existing	Topics In Computer Science (Topic: Data-Driven Design for Social Innovation) (Nakul Verma)	In-person	3
COMS W4995	SEAS	Existing	Topics In Computer Science (Topic: Introduction to Data Visualization) (Christian Swinehart)	In-person	3
COMS E6173	SEAS	Existing	Virtual Reality and Augmented Reality	In-person	3

			(Steve Feiner)		
COMS E6178	SEAS	Existing	Human–Computer Interaction (Brian Smith)	In-person	3
COMS E6998	SEAS	Existing	Topics In Computer Science (Topic: Design for Generative AI (Lydia Chilton)	In-person	3
COMS E6998	SEAS	Existing	Topics In Computer Science (Topic: Systems for Human–Data Interaction (Eugene Wu)	In-person	3
ENGI E4502	SEAS	Existing	Design of UI/UX for Connected Systems (Hugh Thomas)	In-person	3
IEME E4200	SEAS	Existing	Human-Centered Design and Innovation (Harry West)	In-person	3
Cross-School Concentrations (choose 12 points in each concentration):					
AI & Policy & Governance Concentration (SIPA) **Choose 12 points from the list below**					
TPIN IA7015	SIPA	Existing	Viral Videos, Generative AI, and Geopolitics of a Changing World (Erica Berenstein)	In-person	3
TPIN IA7006	SIPA	Existing	Digital Content Provenance: Path to Transparency and Authenticity in the Generative AI World	In-person	1.5
SIPA IA6152	SIPA	Existing	Democracy and Democratic Erosion in the AI Era (Tamar Mitts)	In-person	1.5
TPIN IA7012	SIPA	Existing	AI: A survey for Policy Makers	In-person	3
USRP IA7112	SIPA	Existing	Ethics, AI, and Urban Governance	In-person	1.5
CEEN IA7330	SIPA	Existing	Artificial Intelligence and Climate Change	In-person	1.5
DSPC IA7175	SIPA	Existing	Artificial Intelligence Institutions	In-person	3
ISDI IA7102	SIPA	Existing	Artificial Intelligence and Conflict Prevention	In-person	3
SIPA IA6670	SIPA	Existing	Artificial Intelligence in Public Policy	In-person	1.5
AI & Health & Medicine Concentration (VP&S/DBMI)					
Take the following three mandatory classes:					
BINF G4001	VP&S	Existing	Intro Comp Biomed & Health (Gamze Gursoy)	In-person	3
BINF G4011	VP&S	Existing	Acculturation to Med & Clin Info	In-person	3
BINF GU4008 003	VP&S	Existing	Special Topics in Biomedical Informatics (Topic: Advanced Machine Learning for Health and Medicine) (Shalmali Joshi)	In-person	3
Choose one course from:					
BINF G4003	VP&S	Existing	Methods III: Symbolic AI for Health Care	In-person	3

			(Chunhua Weng)		
BINF G4008 001	VP&S	Existing	Special Topics in Biomedical Informatics (Topic: Intelligent Decision Support History, Paradigms, Applications) (Noemie Elhadad)	In-person	3
BINF G4008 002	VP&S	Existing	Special Topics in Biomedical Informatics (Topic: Interrogating Ethics and Justice in Digital Health) (Noemie Elhadad)	In-person	3
BINF G4019	VP&S	Existing	Computational Epidemiology (Amelia Jean Averitt)	In-person	3
BINF G5001	VP&S	Existing	Data Science for Mobile Health	In-person	3
AI & Public Health Concentration (MSPH) **Choose 4 courses, 12 points:**					
BIST P8105	MSPH	Existing	Data Science I (Arthur Goldsmith)	In-person	3
BIST P8106	MSPH	Existing	Data Science II (Yifei Sun)	In-person	3
BIST P8124	MSPH	Existing	Graphical Models for Complex Health Data (Daniel Malinsky)	In-person	3
BIST P8160	MSPH	Existing	Topics in Advanced Statistical Computing (Ying Wei)	In-person	3
BIST P8122	MSPH	Existing	Statistical Methods for Causal Inference (Linda Valeri)	In-person	3
BIST P8119	MSPH	Existing	Advanced Statistical and Computational Methods in Genetics and Genomics (Annie Li)	In-person	3
EHSC P6351	MSPH	Existing	Introduction to Network Science (Sen Pei)	In-person	3
EHSC P8334	MSPH	Existing	Computational Toxicology (Brandon Pierson)	In-person	3
EPID P8451	MSPH	Existing	Intro to Machine Learning for Epidemiology and Public Health (Jeanette Stingone)	In-person	3
EPID P8477	MSPH	Existing	Epidemiologic Modelling for Infectious Disease (Wan Yang)	In-person	3
AI & Arts, Creativity and Media Concentration (Arts) **Choose 4 courses, 12 points:**					
COMS W4901	SEAS	Existing	AI and Storytelling (Stephen Edwards)	In-person	3
FILM AF8305	ARTS	Existing	Digital Storytelling I: History and Theory of Interactivity (Char Simpson)	In-person	3
FILM AF8310	ARTS	Existing	Digital Storytelling II: Art, Craft, and Business of Storytelling (Lance Weiler)	In-person	3
FILM AF8315	ARTS	Existing	Digital Storytelling III: Immersive Production (Lance Weiler)	In-person	3
FILM AF8316	ARTS	Existing	World-building and Unbuilding (Char Simpson)	In-person	3
THEA AT6190	ARTS	Existing	Creative Coding (Josh Corn)	In-person	3

FILM AF6810	ARTS	Existing	Coding for Media Studies (Robert King and Behrang Garakani)	In-person	3
FILM GU4951	ARTS	Existing	New Media Art (Robert King and Lance Weiler)	In-person	3
VIAR AV5603	ARTS	Existing	AI and Photography (Naeem Mohaiemen)	In-person	3
FILM GU4045	ARTS	Existing	Augmenting Creativity with AI (Matthieu Lorrain)	In-person	3
ARTS AR6040	ARTS	Existing	Transformative Storytelling (co-taught with Narrative Medicine)	In-person	3
Statistical Foundations in AI (A&S)					
Choose 4 courses, 12 points: [1] Students enrolled in this concentration may take STAT GR5241 (Statistical Machine Learning) in lieu of the Machine Learning courses listed in the Core Foundation courses. Students doing so will take three required courses from this concentration (instead of four) and one more AI elective course from SEAS from the elective pool. Additionally, students may take any MA in Statistics courses with prior approval from the Statistics Department (to ensure preparation and seat availability).					
STAT GR5701	A&S	Existing	Probability and Statistics for Data Science (Dobrin Marchev)	In-person	3
STAT GR5702	A&S	Existing	Exploratory Data Analysis and Visualization (Joyce Robbins)	In-person	3
STAT GR5703	A&S	Existing	Statistical Inference and Modeling (Hammou El Barmi)	In-person	3
STAT GR5241[1]	A&S	Existing	Statistical Machine Learning (Genevera Allen)	In-person	3
STAT GR5242	A&S	Existing	Advanced Machine Learning (Kamiar Rahnama Rad)	In-person	3
STAT GR5244	A&S	Existing	Unsupervised Learning (Genevera Allen)	In-person	3
STAT GR6701	A&S	Existing	Probabilistic Models and Machine Learning (David Blei)	In-person	3
STAT GR5294	A&S	Existing	Topics in Machine Learning & Artificial Intelligence	In-person	3
ELECTIVE COURSES **Minimum number of elective credits = 6 credits (2 courses)**	**School**	**Course Number (indicate if course is NEW)**	**Course Title & Instructor**	**Indicate whether the course is fully, partially, or not at all online**	**# of Credits**
COMS W4731	SEAS	Existing	Computer Vision I (Austin David Reiter)	In-person	3
COMS W4732	SEAS	Existing	Computer Vision II (Austin David Reiter)	In-person	3
COMS W4995	SEAS	Existing	Topics In Computer Science (Topic: Adv Tpcs Comp Security)	In-person	3
COMS W6975	SEAS	New	Advanced Natural Language Processing (Daniel Bauer)	In-person	3
COMS W4706	SEAS	Existing	Spoken Language Processing	In-person	3

COMS W6706	SEAS	Existing	Advanced Spoken Language Processing	In-person	3
COMS W4775	SEAS	Existing	Casual Inference (Elias Bareinboim)	In-person	3
COMS W4776	SEAS	Existing	Neural Networks and Deep Learning (Richard Zemel)	In-person	3
COMS W4901	SEAS	Existing	AI and Storytelling (Stephen Edwards)	In-person	3
COMS W6998	SEAS	Existing	Topics In Computer Science (Topic: Machine Learning & Climate) (Julia Hirschberg)	In-person	3
COMS W4995	SEAS	Existing	Topics In Computer Science (Topic: Data-Driven Design for Social Innovation) (Peter Belhumeur)	In-person	3
COMS W6998	SEAS	Existing	Topics In Computer Science (Topic: Reinforcement Learning LLMs) (Bjarne Stroustrup)	In-person	3
COMS W6113	SEAS	Existing	Agentic Systems Made Real (Junfeng Yang)	In-person	3
CBMF W4761	SEAS	Existing	Computational Genomics (Itsik Pe'er)	In-person	3
BMCS E4480	SEAS	Existing	Statistical Machine Learning for Genomics (Elham Azizi)	In-person	3
BMEN E4460	SEAS	Existing	Deep Learning in Biomedical Imaging (Jia Guo)	In-person	3
BMEN E4470	SEAS	Existing	Deep Learning for Biomedical Signal Processing (Paul Sajda)	In-person	3
EAEE E4000	SEAS	Existing	Machine Learning for Environmental Engineering and Science (Pierre Gentine)	In-person	3
ECBM E4040	SEAS	Existing	Neural Networks & Deep Learning (Zoran Kostic)	In-person	3
CSEE W4121	SEAS	Existing	Computer Systems for Data Science (Asaf Cidon)	In-person	3
ELEN E4620	SEAS	Existing	Numerical Methods for Data Analysis (James Anderson)	In-person	3
ELEN E4730	SEAS	Existing	Quantum Optimization and Machine Learning (Xiaodong Wang)	In-person	3
EECS E4750	SEAS	Existing	Heterogeneous Computing for Signal and Data Processing (Zoran Kostic)	In-person	3
ELEN E4830	SEAS	Existing	Digital Image Processing (Christine Hendon)	In-person	3
EECS E4764	SEAS	Existing	Artificial Intelligence of Things (Xiaofan Jiang)	In-person	3
MEEC E6600	SEAS	Existing	Mathematics of Machine Learning, Signals, and Control	In-person	3
EECS E6991	SEAS	Existing	Advanced Deep Learning	In-person	3
EECS E6992	SEAS	Existing	Deep Learning on Edge	In-person	3
EECS E6694	SEAS	Existing	GenAI and Modern Deep Learning (Micah Goldblum)	In-person	3

EECS E6699	SEAS	Existing	Mathematics of Deep Learning (Predrag Jelenkovic)	In-person	3
EECS E6720	SEAS	Existing	Bayesian Models in ML (John Paisley)	In-person	3
ELEN E6772	SEAS	Existing	Machine Learning for Computer and Communications Networks	In-person	3
ELEN E6820	SEAS	Existing	Speech & Audio Processing & Recognition (Nima Mesgarani)	In-person	3
EECS E6870	SEAS	Existing	Speech Recognition (Bhuvana Ramabhadran)	In-person	3
ELEN E6876	SEAS	Existing	Sparse and Low-Dimensional Models for High-Dimensional Data (John Wright)	In-person	3
ELEN E6885	SEAS	Existing	Topics in Signal Processing (Topic: Reinforcement Learning) (Chong Li)	In-person	3
EECS E6892	SEAS	Existing	Topics in Information Processing (Topic: Reinforcement Learning in Information Systems) (Javad Ghaderi)	In-person	3
EECS E6893	SEAS	Existing	Topics in Information Processing (Topic: Big Data Analytics) (Ching-yung Lin)	In-person	3
EECS E6894	SEAS	Existing	Topics in Information Processing (Topic: Hardware/Software Co-Design for Data Center Processing) (Tanvir Khan)	In-person	3
EECS E6895	SEAS	Existing	Topics in Information Processing (Topic: Advanced Big Data and Artificial Intelligence) (Ethan Katz-Bassett)	In-person	3
ELEN E6908	SEAS	Existing	Embedded AI (Xiaofan Jiang)	In-person	3
EECS E6981	SEAS	Existing	Topics in Information Processing (Topic: Operating, Distributed, and Runtime System Optimization through AI/ML Techniques)	In-person	3
MECE E4602	SEAS	Existing	Intro to Robotics (Sunil Agrawal)	In-person	3
MECE 4611	SEAS	Existing	Robotics Studio (Hod Lipson)	In-person	3
MECE E6615	SEAS	Existing	Advanced Robotic Manipulation (Matei Ciocarlie)	In-person	3
ORCS E4529	SEAS	Existing	Reinforcement Learning (Shipra Agrawal)	In-person	3
ORCS E4200	SEAS	Existing	Data-Driven Decision Modeling (Lily Xu)	In-person	3
IEOR E4742	SEAS	Existing	Deep Learning for OR & FE (Ali Hirsa)	In-person	3
IEOR E4540	SEAS	Existing	Data Mining (Krzysztof Choromanski)	In-person	3
IEOR E4530	SEAS	Existing	AI & Games & Markets (Christian Kroer)	In-person	3
IEOR E4650	SEAS	Existing	Business Analytics (Adam Elmachtoub)	In-person	3
IEOR E4737	SEAS	Existing	AI Applications in Finance (Ali Hirsa)	In-person	3
IEOR E4703	SEAS	Existing	Monte Carlo Simulation Methods (Ali Hirsa)	In-person	3

IEOR E6529	SEAS	Existing	Advanced Reinforcement Learning (Kaizheng Wang)	In-person	3
IEOR E6617	SEAS	Existing	Machine Learning and High-Dimensional Data (Krzysztof Choromanski)	In-person	3
IEOR E8100	SEAS	Existing	Advanced Topics In IEOR (Topic: Agentic AI and Data Economy)	In-person	3
IEOR E8100	SEAS	Existing	Advanced Topics In IEOR (Topic: Diffusion Models AI & RL)	In-person	3
IEOR E8100	SEAS	Existing	Advanced Topics In IEOR (Topic: GenAI: Model Alignment)	In-person	3
CHEN E4020	SEAS	Existing	Protection of Industrial Intellectual Property	In-Person	3
COMS W4460	SEAS	Existing	Principle Innovation Entrepreneurship	In-person	3
IEOR E4998	SEAS	Existing	Managing Technological Innovation and Entrepreneurship	In-person	3
IEOR E4550	SEAS	Existing	Entrepreneurial Business Creation	In-person	3
Electives List:					
TPIN IA7015	SIPA	Existing	Viral Videos, Generative AI, and Geopolitics of a Changing World	In-person	3
TPIN IA7006	SIPA	Existing	Digital Content Provenance: Path to Transparency and Authenticity in the Generative AI World (half course)	In-person	1.5
SIPA IA6152	SIPA	Existing	Democracy and Democratic Erosion in the AI Era (half course)	In-person	1.5
TPIN IA7012	SIPA	Existing	AI: A survey for Policy Makers	In-person	3
USRP IA7112	SIPA	Existing	Ethics, AI, and Urban Governance (half course)	In-person	1.5
CEEN IA7330	SIPA	Existing	AI and Climate Change (half course)	In-person	1.5
DSPC IA7175	SIPA	Existing	Artificial Intelligence Institutions	In-person	3
ISDI IA7102	SIPA	Existing	Artificial Intelligence and Conflict Prevention	In-person	3
SIPA IA6670	SIPA	Existing	Artificial Intelligence in Public Policy (half course)	In-person	1.5
BINF G4001	VP&S	Existing	Introduction to Computing Biomedicine and Health	In-person	3
BINF G4011	VP&S	Existing	Acculturation to Medicine and Clinical Informatics	In-person	3
BINF GU4008 003	VP&S	Existing	Advanced Machine Learning for Health and Medicine	In-person	3
BINF G4003	VP&S	Existing	Symbolic AI for Health Care	In-person	3
BINF G4008 001	VP&S	Existing	Intelligent Decision Support: History, Paradigms, Applications	In-person	3

BINF G4008 002	VP&S	Existing	Interrogating Ethics and Justice in Digital Health	In-person	3
BINF G4019	VP&S	Existing	Computational Epidemiology	In-person	3
BINF G5001	VP&S	Existing	Data Science for Mobile Health	In-person	3
BINF G4013	VP&S	Existing	Biological Sequence Analysis	In-person	3
BINF G4018	VP&S	Existing	Microbiome Data Analysis	In-person	3
BIST P8105	MSPH	Existing	Data Science I (Arthur Goldsmith)	In-person	3
BIST P8106	MSPH	Existing	Data Science II (Yifei Sun)	In-person	3
BIST P8124	MSPH	Existing	Graphical Models for Complex Health Data (Daniel Malinsky)	In-person	3
BIST P8160	MSPH	Existing	Topics in Advanced Statistical Computing (Ying Wei)	In-person	3
BIST P8122	MSPH	Existing	Statistical Methods for Causal Inference (Linda Valeri)	In-person	3
BIST P8119	MSPH	Existing	Advanced Statistical and Computational Methods in Genetics and Genomics (Annie Li)	In-person	3
EHSC P6351	MSPH	Existing	Introduction to Network Science (Sen Pei)	In-person	3
EHSC P8334	MSPH	Existing	Computational Toxicology (Brandon Pierson)	In-person	3
EPID P8451	MSPH	Existing	Intro to Machine Learning for Epidemiology and Public Health (Jeanette Stingone)	In-person	3
EPID P8477	MSPH	Existing	Epidemiologic Modelling for Infectious Disease (Wan Yang)	In-person	3
FILM AF8305	ARTS	Existing	Digital Storytelling I: History and Theory of Interactivity (Char Simpson)	In-person	3
FILM AF8310	ARTS	Existing	Digital Storytelling II: Art, Craft, and Business of Storytelling (Lance Weiler)	In-person	3
FILM AF8315	ARTS	Existing	Digital Storytelling III: Immersive Production (Lance Weiler)	In-person	3
FILM AF8316	ARTS	Existing	World-building and Unbuilding (Char Simpson)	In-person	3
THEA AT6190	ARTS	Existing	Creative Coding (Josh Corn)	In-person	3
FILM AF6810	ARTS	Existing	Coding for Media Studies (Robert King and Behrang Garakani)	In-person	3
FILM GU4951	ARTS	Existing	New Media Art (Robert King and Lance Weiler)	In-person	3
VIAR AV5603	ARTS	Existing	AI and Photography (Naeem Mohaiemen)	In-person	3
FILM GU4045	ARTS	Existing	Augmenting Creativity with AI (Matthieu Lorrain)	In-person	3
ARTS AR6040	ARTS	Existing	Transformative Storytelling (co-taught with Narrative Medicine)	In-person	3
STAT GR5701	A&S	Existing	Probability and Statistics for Data Science (Dobrin Marchev)	In-person	3

STAT GR5702	A&S	Existing	Exploratory Data Analysis and Visualization (Joyce Robbins)	In-person	3
STAT GR5703	A&S	Existing	Statistical Inference and Modeling (Hammou El Barmi)	In-person	3
STAT GR5241	A&S	Existing	Statistical Machine Learning (Genevera Allen)	In-person	3
STAT GR5242	A&S	Existing	Advanced Machine Learning (Kamiar Rahnama Rad)	In-person	3
STAT GR5244	A&S	Existing	Unsupervised Learning (Genevera Allen)	In-person	3
STAT GR6701	A&S	Existing	Probabilistic Models and Machine Learning (David Blei)	In-person	3
STAT GR5294	A&S	Existing	Topics in Machine Learning & Artificial Intelligence	In-person	3

Special Note: Columbia Engineering offers courses called “Topics in…” or “Advanced Topics in…” or “Special topics in…” to denote new emerging courses in the relevant concentration. The course will obtain a permanent number in subsequent offerings; however, the curriculum content remains the same. Some examples of such courses include:

COMS E6998 Topics in Computer Science: Design for Generative AI
EECS E6981 Topics in Information Processing: Operating, Distributed, and Runtime System Optimization through AI/ML Techniques
ELEN E6885 Topics in Signal Processing: Reinforcement Learning

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

The following example shows the schedule for a student enrolled in the Operations/Finances concentration.

Semester 1 (Fall 2026)			
Course Number & Title	**Credits**	**New?**	**Prerequisites**
COMS W4701 Artificial Intelligence (required, 1 of 4)	3	Existing	Python
COMS W4721 Machine Learning for Data Science (required, 2 of 4)	3	Existing	Python
COMS W4710 Ethical and Responsible Artificial Intelligence (required, 3 of 4)	3	Existing	
IEOR E4530 AI, Games and Markets (elective for concentration, 1 of 4)	3	Existing	
TOTAL CREDITS FOR SEMESTER:	**12**		

Semester 2 (Spring 2027)			
Course Number & Title	**Credits**	**New?**	**Prerequisites**
COMS W4705 Natural Language Processing (required, 4 of 4)	3	Existing	Linear Algebra, Python, Probability, Differential Calculus
IEOR E4703 Monte Carlo Simulation (elective for concentration, 2 of 4)	3	Existing	Stochastic Models
IEOR E4200 Data-Driven Decision Modeling (elective for concentration, 3 of 4)	3	Existing	Optimization Models
IEOR E4737 AI Applications in Finance (elective for concentration, 4 of 4)	3	Existing	Machine Learning
TOTAL CREDITS FOR SEMESTER:	**12**		

Semester 3 (Fall 2027)			
Course Number & Title	**Credits**	**New?**	**Prerequisites**
IEOR E4650 Business Analytics (elective, 1 of 2)	3	Existing	Python
ORCS E4529 Reinforcement Learning (elective, 2 of 2)	3	Existing	Machine Learning
TOTAL CREDITS FOR SEMESTER:	**6**		

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

We expect the program to follow the regular Fall and Spring semesters (i.e., approximately 16 weeks per semester, 32 weeks per year).

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

A typical full-time student will take 3 semesters to complete the program (approximately 48 weeks). Exceptional students interested in taking part in research, potentially applying to a doctoral program, will have the option to extend their program for the fourth semester by participating in the Advanced Master's Research Specialization. Students are nominated by faculty members to participate.

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

No, students can complete the MSAI degree with courses only from Columbia Engineering. However, we have created concentrations in medicine, public policy, public health, arts, statistics, and the respective units (SIPA, Physicians and Surgeons, the Mailman School of Public Health, School of Arts, Statistics) agreed to offer their courses to the MSAI program. Similar arrangements will be made with other partner schools participating in additional concentrations.

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

All in the program exist and have been approved by the Committee on Instruction of Columbia Engineering.

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

Course credits earned in the proposed program cannot be counted toward another degree or certificate.

J) Please provide a proposed CIP code for the program. A full list of CIP codes can be found here. Please choose the CIP code that most closely aligns with the program. For CIP codes that are defined as STEM, the University requires 75% or more of a program curriculum to be STEM-related, particularly as regards to required courses that all students need to take.

11.0102 Artificial Intelligence and Robotics

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

We are not expecting any such needs for this program. We already have an existing technology infrastructure to support this program and the courses.

5) Faculty

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

The program will be co-directed by two SEAS faculty members – one of whom is a full member of the Computer Science Department, and the other a full member from another SEAS Department.

Vishal Misra
Professor of Computer Science
Vice Dean of Artificial Intelligence of Columbia Engineering

Garud Iyengar
Professor of Industrial Engineering and Operations Research
The Avanessians Director of the Data Science Institute

The MSAI program will have an Academic Review Board, responsible for planning and regular review of the curriculum and approval of elective courses, in consultation with the Co-Directors, SEAS Dean, and Deans of other schools involved in approved concentrations in this program.

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

We do not anticipate hiring new full-time faculty members. In fact, we have been planning and anticipating launching this program, and with this in mind, we have successfully hired many faculty members who have recently started to support this program. The number of Columbia Engineering full-time faculty has grown from 210 to 275+ in the past 10 years. There is ample capacity to offer more programs and teach more sections of courses. Having said that, Columbia Engineering expects, over time, to hire successful practitioners as adjunct faculty to teach additional elective courses.

6) Students

A) Describe the requirements for admission to the program.

All incoming students must possess proficiency in programming (especially Python), data structures/algorithms, linear algebra, and calculus/probability. The admissions criteria will include these prerequisites, with the exception of requiring bridge training for other students. Students without a Computer Science (CS) undergrad can be admitted, conditional on demonstrating this foundational knowledge. For instance, an applicant with a psychology degree but who completed a data science minor and has strong math/programming skills could be a good candidate. To support those from different backgrounds, we will offer bridge modules or prerequisite courses. We will support a student without a Computer Science, Electrical Engineering, or Computer Engineering degree to take an accelerated introduction to computer systems or programming (via Columbia's CS Bridge program for non-majors, or an online preparatory course) before starting the core AI courses. Such courses will not count towards the 30 credits, but would ensure all students begin the program with the necessary footing.

The MSAI's target population is broadly "STEM graduates with an interest in AI." Those with a CS, computer engineering, or software background will likely form the majority (as they can hit the ground running), but the program will also accommodate engineers from other disciplines, science/math

majors, and professionals who may need a bit of ramp-up. By maintaining prerequisite standards and offering bridge support, we can handle students with diverse backgrounds without diluting the rigor of the core curriculum. This approach aligns with the interdisciplinary spirit of the program – e.g., someone with a healthcare background and basic programming skills can learn AI to become a specialist in AI for healthcare, whereas someone with a CS background can deepen in the foundation area or a domain like finance/operations or robotics they haven't worked in before. The mix of backgrounds will enrich class discussions and team projects, as different students bring different domain knowledge into AI applications.

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

We anticipate a healthy enrollment and demand for the MSAI program, scaling up in a build-out phase to a steady-state cohort of 150 students per year. The current planning suggests aiming for roughly 150 students per annual intake at steady state, spanning over the technical foundation program and various specialized concentrations. We project the following:

Year	Semester	Projected Students
Year 1	Fall 2026	40-60 students
Year 2	Fall 2027	60-80 students
Year 3	Fall 2028	100-120 students
Year 4	Fall 2029	150 students, steady state

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

This is not a dual degree program.

D) Describe the types of jobs or careers for which the program will qualify its students.

Columbia Engineering graduates have had success in gaining employment all over the world. The students in the program will have the same professional development and career placement support as exists in the school. Columbia's program directly prepares graduates for these NYC-based industry clusters, making the location itself a strategic advantage. We anticipate demands for AI talent, our graduates, in the following areas:

Finance and FinTech: JPMorgan, Goldman Sachs, Two Sigma, and countless startups hiring for algorithmic trading, fraud detection, and risk analytics.

Healthcare and Biomedicine: Mount Sinai, NYP, and biotech firms deploying AI for imaging, genomics, and personalized medicine.

Media and Creative Industries: Warner Bros. Discovery, NBC, and the New York Times is integrating generative AI in storytelling and content.

Public Policy and Law: United Nations, New York City government, and law firms grappling with AI regulation and governance.

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

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

We expect the on-campus and online offerings of the MSAI program to be identical. Our distance learning unit, Columbia Video Network, has had extensive experience and success in offering the same on-campus degree programs online.

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

We expect to offer one fully on-campus MSAI program and an identical program online. We are not offering a hybrid option at this moment.

C) Please describe:

a. The online platform you will be using to teach this program.

Canvas Learning Management System (this platform is used University-wide, both for on-campus and online courses), Zoom conferencing platform for synchronous meetings, and Panopto video platform for recorded lectures.

b. Student support resources that will be available to the online students;

Online students receive the same support resources as on-campus students. Columbia Video Network has a dedicated student success team that works closely with students to provide support and resources and connect students with the resources available at the University.

c. How you will authenticate the identity of the online students in the program.

All systems are protected behind CAS, Duo two-factor authentication, and government photo ID for verification.

8) Evaluation

A) Describe how the quality of the program will be evaluated, including the frequency of the reviews and who will conduct them. Describe how student input will be obtained as part of the evaluation of the program.

The program will be evaluated by the MSAI Academic Review Board, responsible for planning and regular review of the curriculum and approval of elective courses, in consultation with the Co-Directors, SEAS Dean, and Deans of other schools involved in approved concentrations in this program.

The following metrics will be included in the evaluation:

1. Undergraduate institutions (domestically and internationally), majors, GPAs of applicants, and test scores
2. Prior professional experience of applicants
3. Number of applications and growth, selectivity, yield, and summer melt. Win/loss ratios of applicants against top programs in the U.S.
4. Course evaluations (each course), student surveys (at least one per semester), program surveys (once a year), student town halls (once a month)
5. Financial aid and merit scholarships
6. Placement data at graduation and 3 months after graduation
7. Employer survey (once a year)
8. Alumni engagement and surveys (once a year).
9. Alumni giving

B) Include a learning outcomes and assessment plan for the proposed program, using the template below.

Program Learning Objectives (PLOs) for Students	Assessment of Learning Outcomes
Please list overall programmatic goals below.	Please indicate primary measures of student learning, which may include direct measures (e.g., coursework) and indirect measures (e.g., alumni outcomes).
PLO #1: Master the Artificial Intelligence core foundation	Coursework and grades in COMS W4701 Artificial Intelligence COMS W4705 Natural Language Processing Choose one: COMS W4771 Machine Learning IEOR E4525 Machine Learning for Operations Research and Financial Engineering ELEN 4720 Machine Learning for Signals, Information, and Data COMS 4721 Machine Learning for Data Science
PLO #2: Master one of the concentrations, including: -Robotics and Perception	Coursework and grades in the courses of each concentration.

-AI in Finance and Operations -AI in Biomedical -AI Infrastructure -AI and UI/UX -AI in Policy/Governance -AI in Health and Medicine	
PLO #3: Able to integrate foundational skills learned in core and specialized courses in a concentration to solve complex problems.	Coursework, outcomes, and engagement in the capstone experience.
PLO #4: Student placement	Internships and positions are offered in AI-related companies and fields. Offers received to relevant doctoral programs.

9) External Review for NEW Master's and Doctoral Programs.

Please provide the names of experts in the field of the program at institutions outside of New York State. Proposed reviewers should be specialists in the area of the program but should not have had an association with Columbia that would compromise the independence of their evaluations. NYSED considers that a conflict of interest exists if a proposed reviewer:

- **has had an appointment at the University or is related to someone who has;**
- **was previously consulted about the development of the proposed program; or**
- **has a professional relationship with someone at the University, such as collaborating on externally funded research and publications.**

For new master's programs, the University must supply one external review; for doctoral programs, two external reviews are required. For this reason, please identify 3 potential reviewers for master's proposals and 5 potential reviewers for doctoral proposals.

For each potential reviewer, include institutional affiliation, contact information, and a link to the individual's website, which lists his/her educational credentials (including where his/her degrees were received) and employment history. If full information on degrees and employment cannot be viewed from the website, NYSED may require that we supply them with the individual's CV.

Please note that this requirement does not apply to new DUAL or JOINT degree programs, or to new BACHELOR's programs; we do not need to submit external reviews for these programs.

Rama Chellappa
Bloomberg Distinguished Professor and Interim Director of the Data Science and AI Institute
Johns Hopkins University
https://engineering.jhu.edu/faculty/rama-chellappa/

Alexandros G. Dimakis
Professor, Electrical Engineering and Computer Science Department
Co-Founder BespokeLabs.ai
Co-Director of the National AI Institute for Foundations of Machine Learning
University of California, Berkeley
https://people.eecs.berkeley.edu/~alexdimakis/

Eric Horvitz
Chief Scientific Officer
Microsoft
https://erichorvitz.com/

Fei Fei Li
Sequoia Capital Professor, Denning Co-Director Standard Institute for Human-Centered AI, Senior Fellow at HAI and Professor
Stanford University
https://profiles.stanford.edu/fei-fei-li

Shrikanth (Shri) Narayanan
Vice President for Presidential Initiatives and University Professor
University of Southern California
https://viterbi.usc.edu/directory/faculty/Narayanan/Shrikanth

Sethuraman Panchanathan
Professor and Founding Chair in Computing and Informatics
Arizona State University
(former Director of the National Science Foundation)
https://search.asu.edu/profile/88253

Vishal Talwar
Chief Digital & Information Officer of FedEx
President of FedEx Dataworks
https://www.fedex.com/en-us/about/leadership/vishal-talwar.html

Our projected enrollments are as follows:

Year	**Semester**	**Projected Students**
Year 1	Fall 2026	40-60 students
Year 2	Fall 2027	60-80 students
Year 3	Fall 2028	100-120 students
Year 4	Fall 2029	150 students

COLUMBIA | ENGINEERING
The Fu Foundation School of Engineering and Applied Science

October 8, 2025

To: Columbia University Senate

From: Shih-Fu Chang, Dean of Columbia Engineering
Vishal Misra, Vice Dean of Computing and Artificial Intelligence

Subject: Support of Columbia Engineering's MS in Artificial Intelligence Degree

We are pleased and excited to offer our strong support for the proposed Master of Science in Artificial Intelligence led by Columbia Engineering at Columbia University. This innovative program represents an important and timely advancement in our academic offerings, designed to prepare the next generation of leaders in an era defined by data-driven decision-making, intelligent systems, and automation. This degree also marks a truly interdisciplinary offering between multiple schools on campus, including specialized concentrations developed in collaboration with the School of the Arts, the School of International and Public Affairs, the Mailman School of Public Health, and the Vagelos College of Physicians and Surgeons. We are excited about this cross-disciplinary structure, which can serve as an example for broad priority areas across campus.

Artificial intelligence is rapidly transforming every sector of society —from engineering design to smart infrastructure, finance, healthcare, media, arts, and many other fields. The proposed program integrates foundational principles with advanced AI methodologies, ensuring that graduates are not only proficient in computational tools but also capable of applying them to solve complex, real-world problems.

The curriculum has been thoughtfully developed through collaboration among faculty across multiple departments in engineering, across schools and disciplines, and informed by industry partners. It emphasizes rigorous technical foundation, experiential learning, responsible and ethical innovation, and interdisciplinary collaboration—hallmarks of our university's educational philosophy. We are also very proud of a course developed and taught by our faculty member, Ansaf Saleb-Aouissi, on responsible and ethical AI that has taken a thoughtful approach to the issues of ethics, fairness, privacy, security, and inclusion in AI.

This program aligns closely with the university's strategic priorities in innovation, research, and societal impact. It strengthens our position as a leader in AI, a fundamental discipline in engineering and computer science, with broad cross-school collaborations. It also responds directly to the growing demand for professionals who can bridge the gap between various disciplines and emerging AI technologies.

We are thrilled to propose the MS in Artificial Intelligence program and commend our faculty for their vision and dedication in developing this forward-looking initiative. The program will enrich our academic community and contribute meaningfully to the advancement of the university's mission in the emerging AI era.

Warm Regards,

Shih-Fu Chang
Dean of Columbia Engineering

Vishal Misra
Vice Dean of Computing and Artificial Intelligence

Office of the Dean
500 West 120th Street 510 Mudd Mail Code 4714 New York, NY 10027
212 854-2993 Fax 212 864-0104

Columbia University
IN THE CITY OF NEW YORK

DATA SCIENCE INSTITUTE

Date: October 8, 2025

To: Columbia University Senate

From: Garud Iyengar
Avanessians Director of the Data Science Institute

Subject: Support of Columbia Engineering's MS in Artificial Intelligence Degree

I am writing to share my excitement and commitment to the proposed Master of Science in Artificial Intelligence program proposed by Columbia Engineering. As the Director of the Data Science Institute, with expertise in applying data-driven methods to broad scientific challenges, I believe this program is both timely and essential.

The advancement of artificial intelligence, built on the fundamental breakthroughs in computer science and engineering, represents one of the most transformative frontiers in modern innovation. The ability to integrate deep learning, large language models, embodied AI, and intelligent agents into complex systems is rapidly becoming a critical skill set across all industries and disciplines, from advanced manufacturing, robotics, and energy systems to medicine and health, policy and governance, and the creative arts.

The proposed program's combination of rigorous foundations of state-of-the-art AI and its emphasis on responsible and ethical AI, and interdisciplinary collaboration will prepare graduates to not only deploy AI tools effectively but also to lead in designing responsible, data-driven solutions to complex societal problems. I am particularly excited that the MS in AI is designed with concentrations in many different disciplines that are spread across multiple schools at Columbia.

This new graduate program will fill an important gap in higher education by producing professionals who can bridge the divide between disciplinary training in the foundations of AI and domain expertise that is critically important for its successful application. This integration is precisely what industry and research organizations need to advance AI innovation and integration.

The cross-disciplinary structure of this proposed program is fully aligned with the mission of the Data Science Institute in serving the campus-wide community. With this, I am privileged to serve as an inaugural co-director and am committed to working with the faculty across schools to achieve the maximal impact on this very important university priority.

Sincerely,

Garud Iyengar
Avanessians Director of the Data Science Institute
Professor of Industrial Engineering and Operations Research

550 West 120th Street 1401 Northwest Corner Building Mail Code 4720 New York, NY 10027
(212) 854-5660 datascience.columbia.edu

Katrina Armstrong, MD

Dean of the Faculties of Health Sciences and the Vagelos College of Physicians and Surgeons
Executive Vice President for Health and Biomedical Sciences
Harold and Margaret Hatch Professor of the University

COLUMBIA

Date: October 8, 2025

To: Columbia University Senate

Subject: Support of Columbia Engineering's MS in Artificial Intelligence Program

I am writing to express my enthusiastic support for the proposed Master of Science in Artificial Intelligence program, and particularly for the concentration in Health and Medicine. This innovative program stands to revolutionize healthcare delivery by harnessing the power of AI to address critical challenges and improve patient outcomes.

AI's ability to mine electronic health records (EHRs) and identify meaningful patterns in unstructured data is transformative. Although not possible today, it has the potential to uncover complex correlations that might be overlooked, enabling clinicians to make informed decisions quickly and accurately. To realize that potential, we need future leaders trained in both the fundamentals of AI and its application in the field of health and medicine.

AI's role in sensing, aggregating, and harnessing data across various sources and scales (from molecules to tissues to systems) will provide unprecedented opportunities for diagnosis, therapeutics, and prevention of diseases and medical disorders. Intelligent healthcare decision support systems powered by AI will assist medical professionals by offering evidence-based recommendations, ultimately enhancing decision-making processes and patient care. This program will equip students with the skills to develop personalized medicine approaches, tailoring treatments based on individual genetic profiles and health data for more effective interventions.

We have enthusiastically worked with SEAS to develop a concentration in health and medicine leveraging our complementary strength in the Department of Biomedical Informatics and related areas. With this partnership under the MSAI program, Columbia will be poised to lead the way in training a new generation of experts capable of integrating AI into medicine and health. This program promises to cultivate pioneers who will drive innovation and elevate healthcare to new heights. I wholeheartedly support this visionary initiative and am excited about the profound impact it will have on future healthcare advancements and medical education.

All my best,

Katrina Armstrong, MD

Vagelos College of Physicians and Surgeons
Columbia University Irving Medical Center

630 West 168th Street, New York, NY 10032

Kathleen J Sikkema, PhD

COLUMBIA

Interim Dean
Barbara and Bruce P. Dohrenwend Professor of Sociomedical Sciences
Director, Global and Population Mental Health
Columbia University Mailman School of Public Health

Date: October 8, 2025

To: Columbia University Senate

From: Kathleen Sikkema, Interim Dean of the Mailman School of Public Health

Subject: Support of Columbia Engineering's MS in Artificial Intelligence Program

I am writing to express my strong support for the proposed Master of Science degree in Artificial Intelligence, with multiple interdisciplinary concentrations, including one in Public Health. The intersection of AI and public health is a frontier that holds immense promise for transforming healthcare and promoting well-being on a global scale.

In the realm of data science, AI offers unprecedented opportunities for analyzing vast datasets to uncover patterns that can inform public health decisions and policy. Its applications in genetics allow for personalized medicine approaches, advancing our understanding of genetic predispositions and potential interventions. Network science, enhanced by AI, can improve our comprehension of how diseases spread, helping devise robust strategies to curb outbreaks. AI's role in toxicology can lead to better assessment methods for environmental risks, ensuring safer communities by identifying hazardous substances with higher precision. Moreover, in epidemiology, AI's predictive capabilities can revolutionize disease surveillance, enhancing our ability to anticipate and respond to health threats. Similarly, in managing infectious diseases, AI technologies can optimize vaccine distribution and track disease progression, ultimately saving lives.

Columbia Engineering's proposed degree provides not only an education in the fundamentals of AI, including machine learning, deep learning, and natural language processing, with a critical formal exploration of responsible and ethical AI, but the concentrations allow students to pursue their passions in a wide range of fields. The Mailman School of Public Health is enthusiastically collaborating with Columbia Engineering to provide a concentration in Public Health populated by our robust offering of courses that leverage AI for the public good.

This novel program is an essential step towards preparing leaders who can harness AI's potential to advance public health. I am excited about the transformative impact this initiative will have on both academia and real-world health outcomes.

Sincerely yours,

Kathleen Sikkema

Columbia University Mailman School of Public Health

722 West 168th Street, Suite 1408, New York, NY 10032 Telephone: 212-305-9300

COLUMBIA UNIVERSITY SCHOOL OF THE ARTS

OFFICE OF THE DEAN

October 8, 2025

To the Columbia University Senate,

I am writing to convey my support for Columbia Engineering's proposal for its new MS in Artificial Intelligence (AI) program. This new MS program is very timely, given the ubiquity of AI in our society and its potential to transform our world in untold ways. A rigorous program in the fundamentals of AI, including a detailed exploration of ethical and responsible AI, will be a much-needed addition to the University's portfolio. The design of the curriculum is built on the strength of the AI foundation within Computer Science and Engineering. I am particularly enthusiastic about the program's cross-school opportunities for students. As such, the School of the Arts is excited to collaborate with Columbia Engineering in offering a concentration within the MS in AI, entitled "Arts, Creativity, and Media."

The School of the Arts has a number of courses that apply AI tools to creative pursuits, and we recognize the enormous significance of AI in all arts disciplines. Our courses will providie a meaningful specialization to complement the core foundation in Engineering. The curriculum for this specialization has been developed in consultation with Columbia Engineering and leverages existing collaborations, including courses jointly taught by faculty from arts and computer science, e.g. AI and Storytelling.

The degree will provide students with the knowledge and skills necessary for building their careers in creative disciplines while drawing on a deep technical foundation in AI provided by the core foundation. As technology advances, this concentration will help to educate future leaders in the creative arts. It does not prevent the School of the Arts from developing other courses of study in AI in the future.

On behalf of Columbia's School of the Arts, I support the MS in AI degree led by SEAS and look forward to watching our students push creative boundaries in the coming years.

Sincerely,

Sarah Cole

Dean of the School of the Arts

Parr Professor of English and Comparative Literature

305 DODGE HALL, MC 1803 | 2960 BROADWAY | NEW YORK, NY 10027

212.854.2875 | ARTS.COLUMBIA.EDU

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK
SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS

Date: October 9, 2025

To: Columbia University Senate

From: Keren Yarhi-Milo, Dean of the School of International and Public Affairs

Subject: Support of Columbia Engineering's MS in Artificial Intelligence

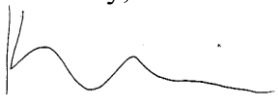
I write to express my enthusiastic support for the new MS in Artificial Intelligence (AI) proposed by Columbia Engineering. This innovative new program is an essential addition to the academic landscape and addresses a critical need in our rapidly evolving world. AI is transforming industries, economies, and society at an unprecedented pace. As we stand on the brink of an AI-driven future, the integration of AI technology with thoughtful policy and governance is crucial to ensuring ethical and responsible advancements. This program is especially timely in that it combines a rigorous technical foundation in AI with the promise to equip students with the skills to navigate the complex intersection of technology and societal impact, preparing them to become leaders in shaping responsible AI implementation.

Moreover, this concentration reflects a forward-thinking approach by recognizing the importance of governance frameworks and policy development in the AI realm. By educating future policymakers, technologists, and ethicists together, this program will foster interdisciplinary collaboration that is vital for addressing global challenges. The structure of the curriculum, particularly for the concentration in Policy and Governance, leverages the expertise of both schools to educate the next generation of global leaders. It is a model example of cross-school collaboration that provides a unique education that is possible only at Columbia University.

I anticipate that this degree will be very appealing to SEAS students who want an introduction to the policy frameworks for understanding the opportunities and challenges of AI, and how we can build AI focused on the social good. SIPA has a robust Technology Policy concentration which we expect to grow in the coming years as students become so much more alert to the dangers of ungoverned technology development. These students are likely to benefit from an introduction to the AI technology and see this new degree as opening more possibilities for collaboration between SIPA and SEAS.

I am very excited about the potential impact of this program. It is a bold step forward, fostering a new generation of experts who will drive AI innovation while safeguarding fundamental human values. Please count on my full support as this valuable program comes to fruition.

Sincerely,



Keren Yarhi-Milo
Dean, School of International and Public Affairs
Adlai E. Stevenson Professor of International Relations

OFFICE OF THE DEAN

Mail Code 3328 420 West 118th Street New York, NY 10027 212 854-4604 Fax 212 864-4847

Structure and Operations Committee

Responses to petitions from Professor Joshua Mitts and Professor Susan Bernofsky

September 29, 2025

1. Allegations in the appendix of the Mitts petition. We reported to the plenary on November 22, 2024.
2. Term limits. We have heard many ideas for many different offices in the Senate. In fall 2025 we will be addressing the question of term limits for Senators and committee chairs. We will follow up with town halls and other means of gathering ideas and opinions.
3. Committee membership. We studied committee membership in spring 2025 and adopted the attached recommendation.
4. Whistleblower policy. We studied whistleblower policies at other universities. These policies reside in various parts of the administration of those universities, not in legislative bodies like the University Senate. We believe that this placement is appropriate, since the policies require some full-time staff to administer. Columbia already has a whistleblower policy that can be found at the following two websites:
   - https://research.columbia.edu/report-compliance-concern
   - https://tccolumbia.navexone.com/content/dotNet/documents/?app=pt&source=unspecified&docid=88&public=true

   The existing university policy, however, is not explicit or coherent. We would be happy to share what we have learned with the administration.
5. Code of conduct, conflict of interest. A draft conflict of interest policy based loosely in Robert's Rules of Order (12th edition), sections 45:4 and 45:5 is below.

Conflict of interest. *No Senator shall vote in any plenary meeting or committee meeting on any question in which they have or any member of their immediate family has a personal or pecuniary interest not common to other members of the Senate or other members of their constituency. No non-senator committee member shall vote in any committee meeting on any question in which they have or any member of their immediate family has a personal or pecuniary interest not common to other members of the University community. However, this rule does not prohibit a senator or committee*

member from voting for themselves or for an immediate family member for an office or position for which two or more members of the Senate or the committee are generally eligible. "Immediate family" means spouse, parent, step-parent, legal guardian, child, stepchild, sibling, or step-sibling.

6. Teaching load reductions. The bylaw section that the Mitts petition quotes is an exhortation, hoping that Senate service will be recognized by teaching reductions. The Senate has no power to grant teaching reductions or any other form of relief. There are cases where deans or department heads have recognized Senate service with teaching load or (more commonly) service load reductions, but those occurred at the discretion of the dean or department head.
7. Transparency and confidentiality. We are not prepared to revisit the Senate rules on these matters until we see how the Provost's recently issued policy on doxing is working out, and how the First Amendment rights, particularly those of non-citizens, are being enforced.
8. The Bernofsky petition takes the position that the University Senate should not be compared to the board of a profit-making corporation or of a non-profit corporation. We agree. With 111 members, the Senate is far larger than almost all corporate boards. Unlike corporate boards, we do not have direct control over expenditure, we do not approve budgets, and we do not hire or remove officers, directly or indirectly. Unlike most non-profit boards, the Senate has constituents who elect most of its members. Unlike the boards of profit-seeking corporations, we are not charged with profit maximization and we do not share in the corporation's profits. As an elected legislative body, the Senate resembles city councils and state legislatures—state legislatures especially because they contain many members. City councils, however, generally have more direct administrative powers like approving contracts and appointments of top officials than the University Senate does, and both have police powers and taxation powers that no part of the University has. Labor unions, especially at the national or international level, are often governed by large numbers of elected delegates, and do not directly control the work conditions of their members. They usually are financed by members' dues, however. In some ways, the Senate is something between a state legislature and national labor union—less powerful than a state legislature, but more powerful in everyday life than a national labor union.

[To sign this petition, click here]

A PETITION FOR SENATE ACTION

TO THE UNIVERSITY SENATE

PURSUANT TO SECTION 1(M) OF THE SENATE BYLAWS

"ON THE GOVERNANCE OF THE CHAIR OF THE EXECUTIVE COMMITTEE"

Dear Senators:
We submit this petition for Senate action pursuant to Section 1(m) of the University Senate bylaws, which permit 150 members of the University community to place a matter on the agenda of an appropriate committee of the Senate.

As set forth in the Statutes of Columbia University, the University Senate is a policymaking body meant to represent the views of the University community. The events of the past year have shown how important it is for the Senate to be a thoughtful and trustworthy partner with the University administration and all members of the University community in fulfilling this policymaking role. For the Senate to effectively achieve its mission, it is essential that the Senate be governed in a manner consistent with the basic common interests of the University.
A commitment to best practices and good governance is essential to maintain the legitimacy and trust of the University community in the Senate as an institution. **We write out of concern that the term of the current Chair of the Executive Committee may be extended to eight (8) years under the current interpretation of the Senate bylaws, in contravention of good governance practices.** Term limits are a fundamental tenet of good governance to allow new leadership and fresh perspectives to be brought to an organization.

Good governance also ensures that Senate leadership, including the Chair of the Executive Committee, act in an impartial manner towards all Senators. Unfortunately, allegations have been made that the current Chair has at times not done so (see Appendix). These allegations undermine the community's trust in the Senate and impair the Senate's legitimacy. The appearance of a lack of objectivity hampers the ability of the Senate to perform its statutory function and weakens the Senate's standing vis-a-vis the University administration and community writ large. Ultimately, poor governance can lead to a failure to comply with anti-discrimination law and other legal obligations, putting the university at risk of litigation and a loss of federal funding and creating a chaotic environment where faculty, students, and other affiliates are unable to study, teach and research.

The Powers of the Chair of the Executive Committee
The Chair of the Executive Committee of the University Senate is endowed with significant powers**.** For example, the Chair of the Executive Committee presides over Senate meetings as Speaker *pro tempore* in the absence or at the request of the University President; exercises Senate-delegated powers during recesses or emergencies to ensure operational continuity; determines how confidential deliberations are conducted; approves speaking privileges for non-Senators during Senate meetings;

manages committee member absences and initiating replacement procedures if vacancies arise; works with the University's central administration as a liaison between the Senate and administration; participates in the selection process for key university officials; and consults with the Rules of University Conduct Committee on policy revisions and conduct enforcement.

Governance Reforms to the Chair of the Executive Committee

Despite holding these extensive powers, the office of the Chair of the Executive Committee deviates from standard principles of best practices and good governance.[1] We list each of these below and call on you to reform the Senate bylaws to bring the office of the Chair of the Executive Committee into compliance with these standard best practices. Ensuring that the Chair of the Executive Committee comports with principles of good governance will enhance the legitimacy of Senate action and rebuild trust in the Senate as an institution.

Term Limits

Under Senate bylaws, the Chair can serve up to three consecutive terms, with a fourth term allowed under specific circumstances (Section 4.k.i). Because each term is two years, the Chair of the Executive Committee may serve up to **eight years** under the existing bylaws.[2]

It is considered a standard "best practice" in good governance to employ strict term limits so as to prevent entrenchment and to encourage fresh leadership.[3] Specifically, a recent study found that nearly half of nonprofit boards limit members to two terms, and nearly 60% cap the length of the board chair to three terms.[4] Board members typically serve six years. It would thus be an extraordinary deviation from standard best practices of good governance for the Chair to serve four terms (eight years).

We submit that a revision to the term limits bylaw is urgently needed in light of reports that the current Chair may intend to run for a fourth term.

Representation and Committee Allocation

The bylaws provide that **committee membership**, including Executive Committee membership, includes representatives from different stakeholder groups, e.g., tenured faculty, non-tenured faculty, students, and administrators, with the goal of ensuring broad representation from the University community. However, the nomination of committee members is controlled by the Executive Committee, with nominees confirmed by the full Senate. There is **no explicit mechanism for oversight** of whether representation across committees is equitable or reflective of the broader University community.

There is reason to doubt that equitable representation is being achieved in practice. For example, the Committee on the Rules of University Conduct has six (6) faculty members. Of these, two are appointed in the arts and humanities (33%), two are law professors and two are medical professors (33%). According to the 2024 faculty directory, the arts and humanities collectively represent 492 out of 4,739 faculty, or just over 10%; **the arts and humanities faculty are thus over-represented on the Rules Committee**.[5] There are no faculty from the natural sciences, social sciences, professional studies, architecture, planning & preservation, business, climate, engineering, international and public affairs, journalism, or social work.

Additional Proposals for Governance Reform

Whistleblower Policies and Accountability. The Senate bylaws do not make any provision for the Chair or Executive Committee to adopt a whistleblower or similar policy for the Senate. It is a standard "best practice" in governance to have a whistleblower policy so that members of the organization can report issues without fear of retaliation.[6]

Code of Ethics and Conflict of Interests. The bylaws make no provision for a code of ethics or managing conflict of interests by the Chair or other Senators. The lack of this code of ethics is especially concerning because two Senators who sit on the Rules Committee were photographed taking part in the April encampment. But it is well-understood that boards and leaders should adopt a code of ethics and disclose and manage conflicts of interests to maintain objectivity and ensure trust on the part of constituents.[7] A timely and transparent process must be created to remove Senators who have committed significant ethics violations and recuse Senators with conflicts of interest from matters where they have a conflict.

Teaching Load Reductions. Under the bylaws, the Chair and members of the Executive Committee may receive teaching load reductions. It is a standard "best practice" to have review of compensation decisions to ensure fairness and transparency, e.g., to ensure that teaching loads are not reduced based on ideological agreement.

Transparency in Senate and Committee Hearings. It is crucial that Senate and Committee Hearings should be open to Columbia constituents, that hearings should be recorded, and a detailed, accurate, and complete transcript be made available shortly after each hearing. Any committees which are not specifically listed as "confidential" must have meeting recordings and transcripts made available to University Affiliates to review within a timely period.

Conclusion

We urge you to enact amendments to the Senate bylaws consistent with the above proposals to reform the office of the Chair of the Executive Committee as soon as possible, in order to rebuild trust and legitimacy in the University Senate and ensure that the Senate adequately represents the interests of the entire University community. To reiterate, these amendments are:

(1) limit the term of the Chair to two terms, effective as of the spring 2025 election, retroactively;
(2) review committee representation;
(3) institute whistleblower policies and accountability;
(4) develop a code of ethics and conflicts of interest policy;
(5) mandate transparency on teaching load reductions and other forms of compensation;
(6) require recordings and published transcripts of all Committee hearings which are not officially listed as confidential.

Finally, we expect that due to the inherent conflict of interest, the current Chair will be recused from any deliberations in connection with this petition. We ask that the Interim President of the University,

in her role as Presiding Officer of the Senate, preside over the discussion of this petition in any committee proceedings and when it is reported to the Senate floor.
Implementation of these changes will rebuild trust in the Senate among the community, promote dialogue among constituents, and allow the University to return to fulfilling its core mission.

Sincerely,

Elisha Baker, CC'26
Joshua Mitts, David J. Greenwald Professor of Law
John C. Coffee, Jr., Adolf A Berle Professor of Law
Brent Stockwell, PhD, Professor of Biological Sciences, Chemistry and Pathology and Cell Biology, Senator
Zohar Goshen, Jerome L. Greene Professor of Transactional Law
Aaron M. Pallas, Arthur I. Gates Professor of Sociology and Education, Teachers College
Gil Zussman, Professor and Chair, Electrical Engineering
Clifford Stein, Wai T. Chang Professor of IEOR and Professor of Computer Science
Assaf Zeevi, Kravis Professor of Business
Ross Frommer, CUIMC
Jonathan Rosen, Columbia College ‘25
Eden Yadegar, GS/JTS '25
Heather Krasna, PhD, MS, EdM, Associate Dean and Adjunct Professor
James Lapin, MBA, Department Administrator
Mindy Feldman Hecht, EdD MPH, Program Manager
Rivka Shoulson, DVM, MPH, DACLAM, Institute of Comparative Medicine
Sam Nahins, SOA ‘27
Richard Friedman,PhD, Lecturer, Biomedical Informatics
Melissa Stockwell MD MPH, Professor of Pediatrics and Population and Family Health
Sara Siris Nash MD '05; Associate Professor of Psychiatry
Mikal Finkelstein MD, MPH, DrPH candidate, Mailman School of Public Health
Ellen Flax, Director, Corporate and Foundation Relations, MSPH
Alon S. Levin, PhD Student, Electrical Engineering
Ariana Pinsker-Lehrer, Student CSSW ‘25
Aya Brown Kav, Associate Research Scientist
Elad Arad, PhD, postdoctoral fellow, Department of Chemical Engineering
Tal Zussman, PhD student, Computer Science
Yael Halaas CC ‘92
Deborah Tanur GS ‘27
Shira Eisman, PhD student, GSAS at CUIMC
Amit Aharoni, Student, GS Columbia, 27’
Michele Bergen, DMD, MD, Assistant Clinical Professor, Columbia Dental Medicine
Kim Christel, FAO, GS
Tamara Kurek MD, Clinical Fellow OBGYN
Elliot Glassman, BArch, MDeSS, Adjunct Assistant Professor
Natan Rosenbaum, GS/JTS '26

Cody Halbert M.S. RED '25
Serena Cooper, CC ‘27
Maya Gal, GS ‘25
Gabriel Nelson, CC '27
Atara Sheinson OT 2010 employed at NYP
Eylam Tagor, MS Computer Science
David Lederer, SEAS ‘26
David Hidary, CC '26
Sharon Cooper, Senior Education Officer, Lamont-Doherty Earth Observatory
Austin Stoll, GS '24
Noah D. Drezner, PhD, Professor of Higher Education, Teachers College
Danielle Reich
Jonathan Lederer, CC '26
Amy Werman, DSW, Lecturer in Discipline, School of Social Work
Shoshana Aufzien, BC/JTS ‘28
Maytal Polonetsky, BC '27
Aviva Sopher MD,MS, Associate Professor of Pediatrics, CUIMC
Michal Zussman, Electrical Engineering, SEAS, Staff
Batya Kaplan, BC ‘28
Rochy Flint, PhD, Lecturer of Mathematics
Itai Dreifuss, GS ‘25
Bar Rozenmn, Biomedical Engineering MS student
Asher Strell, GS/JTS ‘26
Maytal Rahimzada, TC '25
Eliana Birman, BC '28
Jacob Resnick, GS’ 26
Noa Fay, BC '24 & SIPA '25
Logan Sands, CC’ 27
Franziska Alexandra Sittig, M.A.
Mikael Rochman, GS '25, Student
Gilad Bregman, GS '26
Hana Cohen, GS/JTS '26, Student
Lindsay Chevlin, BC ‘20
Ilana Wernick, BC ‘93, J School ‘94
Itsik Pe'er, PhD, Professor of Computer Science
Youry Borisenkov PhD, Senior Process Engineer (CNI)
Sapir Agam GS’24
Michael Lubash, GS, 25
Keren Mezuman, PhD, Associate Research Scientist, Climate School
Zoe Klear nee Leibowitz CC ’00, CLS ‘04
Jason Birke, MBA, Finance, CBS'05
Melissa Feldman,CC94
Naftali Cohen, PhD, IEOR Adjunct Professor
Sandrine Larrivé-Bass, PhD, Lecturer in the Discipline of Art History and Archaeology

Lori Rosenfelder Schapiro, LCSW-C, CSSW ‘10
Noga Aharony, CUIMC ‘26
Judy Honig, EdD, DNP, Professor of Nursing @CUMC
Hana Bloch, Director
Alice Heicklen, PhD, Senior Lecturer, Biological Sciences
Steve Safier, PhD Program Director and Lecturer, Human Capital Management, School of Professional Studies
Clementine Silver Schwartz, JTS/GS ‘27
Aaron Wallen, Ph.D., Senior Lecturer in Human Capital Management, SPS
Caryn Block, Professor of Psychology and Education, Teachers College, Columbia University
Jennifer Comins, Archivist, Rare Book & Manuscript Library
Orit Karni Schmidt, PhD, Lecturer in Discipline, Biological Sciences
Cole Bloch, CC ‘28
CC 1980, (V)P&S 1984, Columbia Ortho 1989
John Parsons, PhD, Prof. of Physics
Esther Rotlevi, PhD student
Gregg Rosner - Associate Professor of Medicine at CUIMC
Ofra Weinberger, PhD, Sr. Director CTV
Jeffrey Okun, MD CC 2005
Francine Glick, alumna, BC’77
Shaya Potter, Phd 2010 GSAS
Philip R Muskin, MD, MA Professor of Psychiatry
Jacques Kugler, GSB Columbia 2001. Entrepreneur
Haim Waisman, Phd, Professor and Chair of Civil Engineering and Engineering Mechanics
Joseph Sullivan, Columbia College 86, Law 89
Thomas Hay, MD, PhD, Assistant Professor of Pediatrics
Dylan Mariuzza, PhD student, GSAS at CUIMC ‘27
Liz Rabban BC’90, current parent
Jarrod Rosenthal, MD CC,'96 Alumnus
Erika Adler Olshin,BC 95, Director of Design and Product Development
Jordan Schiff, CLS '21
Jessica Blanco, Barnard 2008, Columbia School of Social Work 2013
Adam Vogt, GS '24, GSAS '25
Sarah Gartenberg, SEAS 06
Inbar Brand, GS/TAU '25
Ayelet Kurz, CC ,'26
Mia Spira, BC ,'26
Eva Brous-Light BA in CC ,'26
Lucy Hecht, CC ,'26
Simone Miller, CC ,'26
Rachel Halpern, BC 26'
Daniel David, GS ,'26, student
Naama Lewin BC '91
Lauren Goldsamt, CSSW '25

Sam Marchiano CC ,'89
Carmi Abramowitz, CC 91, SEAS 92, parent of SEAS 27
Aviva Raskas MD, CC 92, MPH 93
Rachelle Etra CC '03
Irit Felsen, PhD, Adjunct Professor, Department of Psychology
Matthew Neidell, PhD, Professor of Health Policy and Management
Jesse Spear, GS '26
Michal Aharon, MPA in Global Leadership, '25
Paul S. Appelbaum, MD, CC '72, Dollard Professor of Psychiatry, Medicine & Law
Matthew Marko, GSAS 2015, PhD mechanical engineering, alumni.
Daniel Bercovici, BA, graduate of Columbia University, Finance professional
Emily Sandow MS ‘02, DPT ‘05
Farida Kassin/ MPA SUPA 05
Davy Sokolski, CC ‘26
Eliza Binstock, CC '27
Tova Segal, BC '25
Zaharah Markoe CC’97
Joel Brooks, DO, MPH, Assistant Professor of Pediatrics
Rachel Eisen, BC ‘80
Zoë Wulfstat, GS/JTS ‘26
Alexander Rosenberg, GS ‘26
Natalie Fruchter, BC ‘20
Michelle Borkowf (Barnard '91)
Inbal Shafir, GS '99
Rebecca Kalimi, BC ‘27
Shlomi Podgaetz, business school 2005
Liana Marks, GS/JTS ‘27
Fern Block BC 79
Lior Kreindler, PhD Candidate in Biomedical Engineering
Naomi Saffra CBS 94
Logan Brenner, PhD, Asst. Prof. Barnard College
Laura Tewksbury, Asst Director of Student Programming/VPS
Stacey Klein BC ‘04 CLS ‘07
Ran Kivetz, PhD, Philip H. Geier Chaired Professor of Business
Daniella Kahane (BC 05, SOA 14)
Saphira Samuels, BC ,’26
William Levine, MD, Professor and Chair of Orthopedic Surgery
Lori Zeltser, PhD, Professor of Pathology and Cell Biology
Yoni Ronn, CCS/SPS 22
Hai Li, PhD, Associate Research Scientist
Olivier Toubia, Professor.
Eric J Forman, MD HCLD, Medical Director, Columbia University Fertility Center
Ethel Siris, MD, VP&S ,Äò71, Madeline C. Stabile Professor of Medicine at CUIMC
Michael A. Rebell, JD, Professor of Law and Educational Practice, Teachers College

Oren Pizmony-Levy, PhD, Associate Professor of International and Comparative Education, Teachers College
Mark Apfelbaum MD Assoc Prof of Medicine CUIMC
Tal Malkin, PhD, Professor of Computer Science
Stijn Van Nieuwerburgh, PhD, E. Kazis and B. Schore Professor of Real Estate, Columbia Business School
Boaz Abramson, Assistant Professor of Finance, Columbia Business School
Oliver Hobert, PhD, Professor of Biological Sciences
Kenneth Prager, MD, CC '64, Professor of Medicine at CUMC
Ari Shrage CC,’01 CBS,’03
Einat Lev, PhD, Associate Research Professor of Geophysics
Marc Richmond, MS, MS, Associate Professor of Pediatrics
Jeremy Simon, MD, PhD, CC ,’99, Professor of Emergency Medicine at CUMC
Alex Dranovsky M.D., Ph.D., Associate Professor of Psychiatry
Beth Kahn, BC,’25
Richard Kay, MD. Special Lecturer- Dept of Medicine
Lewis M. Brown, PhD, Research Scientist, Adjunct Assistant Professor, Biological Sciences
Vladimir Malinsky, HPC Manager, CUIT
Sian Zelbo, JD PhD, Lecturer in Department of Math, Science, and Technology at Teachers College
Yufeng Shen, PhD, Associate Professor of Systems Biology and Biomedical Informatics
Carol Ewing Garber, Professor, Biobehavioral Sciences, Teachers College
Rochelle L. Goldsmith, Associate Professor, CUIMC
James Manley PhD Julian Clarence Levi Professor of life sciences
Carol Prives Professor of Biology
Dr. Diane Orlinsky, CC 1988
Yahli Bibi, GS ,’27
Keren Bergman, PhD, Professor Electrical Engineering
Yael Cycowicz, PhD, Associate Professor, Dept of Psychiatry
Victor Muslin, SEAS ,’82
Joshua Milner, MD. Professor of Pediatrics
Melanie Brazil, PhD, Chief of Staff, Precision Medicine Initiative
Ephraim Shapiro CBS 1985 Mailman 2010
Nimrod Goldshtrom, MD, MS, Assistant Professor of Pediatrics, Columbia University Irving Medical Center
Shira Reifman, B.A. CC '98, MSW CUSSW '00, CBS MBA '04, currently CEO of Keren Or Inc.
J John Mann MD Professor of Translational Neuroscience in Psychiatry and Radiology
Oscar Lebwohl M.D. Richard and Raki Hatch Professor of Medicine VP&S
Aileen Cooper BC ,'85
Dana Wolf, DMD, MS, Associate Professor of Dental Medicine
Stuart Firestein, PhD., Professor, Dept of Biological Sciencess
Gaia Peled, BA ,'28, Student
Salvatore Stolfo, PhD, Professor of Computer Science
Jacob Fish, PhD, Professor in Civil Engineering
Paul Kurlansky, MD, Professor of Surgery
David Kessler, MD, Professor of Pediatrics

Noemie Elhadad, PhD, Associate Professor and Chair, Biomedical Informatics
Alfred I. Neugut, MD, PhD, Myron M. Studner Professor of Cancer Research, Professor of medicine and Epidemiology
Rachel Cummings, PhD, Associate Professor of Industrial Engineering and Operations Research
Lisa Miller, Ph.D., Professor, Teachers College
Dore Feith, LAW ,'25
Joshua Hyman, MD St Giles Foundation Professor of Orthopedic Surgery, CC '85, VP&S '90, P '18, P'23
Deborah Schwartz BC 91
David Yao, PhD, Pyasombatkul Family Professor SEAS
Karen Dolins, EdD, Adjunct Associate Professor
Michael Shelanski, MD,PhD Professor of Pathology and Cell Biology, Vagelos College of Physicians and Surgeons
Yelena Meytes, Associate Director, Mailman
Emanuella Rozenfeld, CLS '27
Hannah Wander, CLS 25
Hannah Levy, CLS ,'26
Lea Herzfeld, JD ,'27
Ellery Weiner CLS ,'26
Daniel Bienstock, Liu Family Professor of Industrial Engineering and Operations Research and Professor of Applied Physics and Applied Mathematics
Maya Cukierman, GS ,'28
Jace Araujo, CLS '26
Meriwether Schas, BC ,'00
Eitan Ezra, CLS ,'25
Matthew Jacobs CC ‘13
Lynne Bursky-Tammam, Ed.D, former Asst. Professor, TC, ,'85 85
Jody Collens Fidler CC 89
Patricia Vuguin, MD, MSc Associate Professor of Pediatrics and Director of the Pediatric Endocrine Fellowship Program at Columbia University Medical Center
Ulrich Hengst, PhD, Professor of Pathology & Cell Biology
Kevin Frankel, JD, Lecturer in Law
Joshua Shain GS ,'26
Gaya S. Aranoff, MD Professor of Pediatrics
Yaakov Stern, PhD, Florence Irving Professor of Neuropsychology
Amos Atzmon, LLM '25
Adam Brown, PhD, Associate Director, Center for Teaching and Learning
Amy Ben-Zvi, MPH, Senior Financial Analyst
Matthew Meltzer, CLS '25
Gabriella Frants, BC 25
Ira Tabas MD, PhD Professor of Medicine
Giora Weisz, MD CUIMC
Sharon Fire BC ‘97
Yekaterina Davidenko, Archivist
Benjamin Hadar CSSW ‘25

Sarah Cohen, SIPA ‘26
Eliana Raskas, MPH 2025
Eli Neusner, CC'89
Sarah Margolis, CLS 20
Jonathan Shapiro, CC ’18, LAW ’25
Suzanne Friedman MD, Associate Professor of Pediatrics VP&S
Avraham Shinnar, PhD, CC’05
Leon Setka, CLS '25
Jill Rosenfield Baker, Teachers College ‘96
Elad Ophir, MBA'24
John Paisley, PhD, Associate Professor of Electrical Engineering
Andrew Stein, GS ,’25
Meir Shinnar, MD PhD, Alumnus, CC 1974
Ron Cohen, M.D., Graduate Columbia VP&S '81
Hoe Ling, Professor of Civil Engineering
Eliahu Zaghi, College of Dental Medicine '26
Jason Harward, CLS '26
Elias Bareinboim, PhD, Professor of Computer Science
Paul Rosenfield, MD, P&S ,'96
Eliane Dreyfuss, TC 2019
Jessica Yeroshalmi, CLS '26
Raphael Rosen, CC ,'11, P&S ,'16, Assistant Clinical Professor of Medicine
John-Claude Saltiel, CBS ,'03
Bryan Rudolph, MD, MPH, alumnus
Sarah Goldstein, BC 2005, TC 2008
Daniel Wolfenzon, PhD, Professor of Finance, Columbia Business School
Jacob Kupietzky CC,Äô99, SIPA,Äô00
Mia Kamensky, BC ,'28
Sarah Lo, alumna, BC, class of 1998, Mailman, Class of 2003
Kathryn Wolf, BC, 1991, writer
Jeffrey Liebmann, Professor of Ophthalmology, CUIMC
Alexis L. Young, MD, CUIMC
Joy Reeve MA, CC ,'25
Eric Steinhardt, MPH, FACHE, Director, IT, Department of Pathology and Cell Biology
Alan Banner, CUIMC ,'27
Gracie Tropp-Levy, CC '25
Yulia Kogan MPH ,'16, Adjunct, Mailman
Tal Hirschhorn, PhD, Associate Research Scientist, Biological Sciences
Joel K Berezow, MD Assistant Professor of Pediatrics CUMC
Joyce Robbins, PhD, Lecturer-in-Discipline of Statistics
Rebecca Sale, EdD, MPH, Managing Director of Academics & Innovation; Associate
Evan Picoult, PhD, Adjunct Professor, Columbia Business School
Rick Greenberg, PhD, LCSW-R, Senior Lecturer-in-Discipline; Social Work
Alyssa Guttman BC03

Tamar Senderowicz Hofer TC '06
IRVING KALET, DR ENG SC, PROFESSOR (ADJUNCT) ELECTRICAL ENGINEERING
Steven Katz, JD, LLM, MBA, MPH Adjunct Associate Professor, Mailman School of Public Health
Maya Arison, CBS ,'01
Sarah Kishinevsky, CC,Äô05
Dena Grosser Brody, Barnard ,'66
Benjamin Atkins, Cc ,'93, CLS ,'96, Adjunct Professor CBS
Mark Lebovitch, Esq.; Lecturer in Law
Ben Wald, GS ‘25

Appendix: Allegations of Partiality of the Current Chair

- Muted the microphone of a tenured Senator during a plenary meeting, in contravention of the bylaws of the Senate and despite admitting that her action “broke the rules,” because she disagreed with the viewpoint expressed by that Senator;[8]
- Allowed a student Senator, speaking on behalf of the University Senate, to publicly contradict the Interim President regarding whether an unregistered Demonstration on October 7, 2024 was sanctioned by the University or the Senate, without any discussion within the Senate about this disagreement;[9]
- Sent faculty members to the illegal encampment in spring 2024 (notwithstanding allegedly notifying the administration of their presence), thereby implicating the Senate in a violation of the Rules of University Conduct as well as nondiscrimination and student conduct policies;[10]
- Falsely told a student leader of a counterprotest against CUAD’s “All Out for Lebanon” protest that the Rules of University Conduct required them to counterprotest in a specific remote location, despite Senate leadership later acknowledging that the Rules do not require protest in a given location and that guidance to that effect is purely suggestive;[11]
- Other than generically condemning calls for violence, failed to condemn the unregistered, unsanctioned and harassing Demonstration on October 7, 2024 in which protestors openly displayed signs like “long live the Al-Aqsa Flood,” (*i.e.*, the October 7 terrorist attacks), retracted an apology by a student who expressed a desire to commit murder and clarified they now stand by the student’s words, celebrated a lynching on social media, openly backed a terrorist group and said “violence is the only path forward,” and actively distributed imagery and other material created by terrorist groups;[12]
- Despite insisting that the “Columbia United Against Terror” counterprotestors stay in a specified location, failed to endorse time, place and manner rules on CUAD’s protests before or after on October 7, 2024, allowing the CUAD protestors to breach a barrier, spill out of their assigned zone and overwhelm the Public Safety cordon meant to keep the crowds separated. This allowed the CUAD protesters to go on a dangerous and unsanctioned “march” across campus and thereby create “no go” zones for students and faculty who at a University-approved memorial art installation were grieving their family and friends who had been murdered by the “Al Aqsa Flood” Hamas attack that CUAD supported, causing some of them to suffer panic attacks and emotional distress as the mob approached. Of note, the tabling of art that was supposed to be held for a week was not held the next day due to exhaustion;
- Inequitably used her power to manage the Senate agenda by silencing one specific group of students with lived experiences of discrimination, harassment and exclusion based on their membership in a particular protected class, denying them the opportunity to share their

experiences when the Task Force on Antisemitism presented its second report and explicitly asked that students join their presentation;[13]

- During a presentation by the Task Force on Antisemitism, allowed a single critical Senator more than twice the time to speak as other Senators and almost as much as time as the entire Task Force on Antisemitism combined, using that as a pretext to repeatedly cut off the co-chair of the Task Force while he attempted to answer critical comments and questions by Senators, thereby preventing the ordinary discussion and debate that are consistent with Senate principles, and ignoring a written response to the critical Senator's opinion piece that had already been published in the Spectator, which was not read in response;[14]
- Arbitrarily silenced comments and letters sent by students with lived experience harassment, discrimination, and exclusion based on their protected classes based on shared ancestry, religion, nationality, or veteran status, while allowing others not in these specific protected classes many opportunities to be heard;[15]
- Dedicated virtually all time in recent plenary meetings to the Rules Committee, while failing to advance agenda items for other Senate committees and cutting short discussion of University business more broadly.

---

[1] Independent Sector, Principles for Good Governance and Ethical Practices: A Guide for Charities and Foundations, https://independentsector.org/wp-content/uploads/2022/03/Principles2018-Final-Web.pdf.

[2] We understand that the Parliamentarian has tentatively opined that the current Chair may run for a fourth term. We also recognize that the Parliamentarian may reach a different final opinion regarding the current Chair's eligibility, in which case we are still of the view that a revision to the term limits bylaws is appropriate as a good governance measure to prevent entrenchment and encourage fresh leadership.

[3] *Id.* at 28.

[4] *Leading with Intent: BoardSource Index of Nonprofit Board Practices (Washington, D.C.: BoardSource, 2021)*, https://leadingwithintent.org/.

[5] Columbia University Full-Time Faculty Distribution by School, https://opir.columbia.edu/sites/default/files/content/Statistical%20Abstract/opir_faculty_history.pdf.

[6] Independent Sector, Principles for Good Governance and Ethical Practices: A Guide for Charities and Foundations, Principle #4.

[7] Independent Sector, Principles for Good Governance and Ethical Practices: A Guide for Charities and Foundations, Principle #3.

[8] https://nypost.com/2024/05/11/us-news/columbia-faculty-senator-warns-campus-had-been-infiltrate-by-terrorist-organizations/ and see more recent article by NYTimes on the topic: https://www.nytimes.com/2024/10/09/nyregion/columbia-pro-palestinian-group-hamas.html.

[9] Stand Columbia, Issue #010: The Good, The Bad, and the Ugly: A Sober Assessment of October 7, 2024 on Columbia's Campus, https://standcolumbia.org/2024/10/11/issue-010-the-good-the-bad-and-the-ugly-a-sober-assessment-of-october-7-2024-on-columbias-campus/.

[10] https://senate.columbia.edu/sites/default/files/content/Plenary%20Binders%202024-25/US_Plenary%20Binder_20240920.pdf and https://x.com/CUJewsIsraelis/status/1827774272372109772.

[11] https://x.com/LishiBaker/status/1840865446855393691
[12] *Id.*
[13] Elisha Baker, *Silenced by the University Senate*, Columbia Spectator, https://www.columbiaspectator.com/opinion/2024/10/01/silenced-by-the-university-senate/
[14] *Id.*
[15] https://x.com/gil_zussman/status/1788319534551535759

A PETITION IN SUPPORT OF COLUMBIA UNIVERSITY'S SENATE

We, the undersigned, state our support for the existing policies and procedures of the Columbia University Senate, including the process by which amendments may be made to the Senate's governing documents, including its by-laws.

The Senate By-Laws set forth that the Committee on Senate Structure and Operations "shall observe and review the operations and effectiveness of the University Senate and make recommendations for the improvement of the structure and operations of the Senate, through statutory amendment and otherwise." *The By-Laws, Statutes, and Rules of the Columbia University Senate* Sec. 4 (k)(vii) (2020). We support this Committee's responsibility and role in considering amendments to improve the functioning and structure of the Senate.

We express our concern that a petition has been circulated within Columbia that seeks to undermine the well-functioning process by which changes to the Senate's procedures and structure take place. In the name of "best practices of corporate governance", the petition demands that the Senate take action on several proposed amendments. The authors of the petition profess expertise in corporate governance, but have no expertise in non-profit governance matters. We urge concern toward efforts to import the best-practices of the for-profit business world into the university setting, a context in which principles of shared governance, transparency, and measures of excellence and success are quite different from, if not in opposition to, the principles that inform for-profit corporate governance.

While Sec. 1 (m) of the Senate's By-Laws allows for the placement of a matter on the appropriate Senate Committee's agenda by petition, the petition now-circulating fails to meet the requirements of Sec. 1 (m), and suffers a number of other deficiencies.

First, the petition fails to identify whether its signatories amount to 150 members of the University community who are entitled to vote for members of the Senate, as required by the By-Laws.

Second, the petition seeks to subvert the normal procedures already being pursued by the Committee on Senate Structure and Operations. The petition's drafters appear to be aware of confidential deliberations from the Senate Structure and Operations Committee as it has been considering amendments related to term limits, which may appear on the Senate Plenary's Agenda on October 25, 2024. The petition seeks to accomplish an end-run around that process by making an 11th hour demand that the Senate take up a set of other measures without the benefit of full and careful consideration by the appropriate Committee.

Third, the petition rests its demands on a set of claims that are either unsubstantiated or are demonstrably false. The petition essentially recites talking points drawn from social media that advance a political agenda, rather than address actual deficiencies in the Senate.

Fourth, the petition fails to acknowledge that limits on the terms that can be served by Chair of the Executive Committee were adopted by the Senate in 2020, and that the Senate is currently considering an amendment that has progressed through proper channels, that would clarify the application of those existing term limits.

For this reason, we assert our confidence in the existing deliberations and processes of the University Senate, including the integrity of the Committee process.

Signed,

(Please add your name here)

1.	Aliaa	Abdelhakim	MD PhD, Assistant Professor of Ophthalmology
2.	Nasr	Abdo	Lecturer of Arabic
3.	Nadia	Abu El-Haj	Ann Olin Whitney Professor, Department of Anthropology
4.	Lila	Abu-Lughod	Joseph L. Buttenwieser Professor of Social Science
5.	Abdu	Abushaban	Staff
6.	Vanessa	Agard-Jones	Anthropology
7.	Samara	Ahmed	SIPA 202
8.	Manan	Ahmed	Associate Professor of History
9.	Angela	Aidala	Research Scientist, Sociomedical Sciences Professor, Sociology
10.	Mashura	Akilova	Senior Lecturer in the Discipline of Social Work
11.	Qais	Al-Awqati	Professor of Medicine; Professor of Physiology & Cellular Biophysics
12.	Haj Amin	al-Husseini	Professor of Palestine Studies
13.	Alexander	Alberro	Professor of Art History
14.	Joseph	Albernaz	Assistant Professor of English and Comparative Literature
15.	Ibraheem	Aljayeh	Business ‘25
16.	Jafari Sinclaire	Allen	Professor of African American and African Diaspora Studies
17.	Maryam	Alwan	GS ‘25
18.	Virginia	Ambeliotis	BC ‘19
19.	Stefan	Andriopoulos	Professor of German
20.	Muzna	Ansari	BC ‘10
21.	Asim	Ansari	Professor, Columbia Business School
22.	Hadeel	Assali	Lecturer in Earth and Environmental Sciences
23.	Aly	Azhar	SIPA ‘20
24.	Zainab	Bahrani	Edith Porada Professor of Art History and Archaeology
25.	Taylor	Banning	Student, CSSW
26.	Nico	Baumbach	Associate Professor of Film and Media Studies
27.	Kadambari	Baxi	Professor of Practice in Architecture
28.	Debbie	Becher	Associate Professor of Sociology, Barnard College
29.	Naor	Ben-Yehoyada	Associate Professor, Anthropology
30.	Courtney	Bender	Tremaine Professor of Religion
31.	Helen	Benedict	Professor of Journalism
32.	Nina	Berman	Professor of Journalism
33.	Susan	Bernofsky	Professor of Writing, School of the Arts
34.	Elizabeth	Bernstein	Professor of Sociology and Professor and Chair of WGSS
35.	Rym	Bettaieb	Senior Lecturer
36.	Lutfur	Bhuiya	Staff
37.	Grace	Bickers	CC ’14, Religion ‘26
38.	Nathan	Blackwell	GSAS ‘28
39.	Alfred	Blair	CC ‘85
40.	Zoe	Boff	CC’ 83

41.	John	Bohn	Staff
42.	Celeste	Brewer	Staff
43.	Melanie	Brewster	Professor of psychology and education
44.	Allegra	Brown	CC ‘05
45.	Matthew	Buckingham	Professor of Professional Practice, Visual Arts, School of the Arts
46.	Ted	Byfield	CC ‘89
47.	K.	C.	GSAS ‘01
48.	Victoria	Cadostin	BC ‘23
49.	Gaia	Caramazza	CJS ‘24
50.	Carolyn	Cargile	Lecturer in Discipline
51.	Taylor	Carman	Professor of Philosophy
52.	Jo Ann	Cavallo	Professor of Italian
53.	Zeynep	Celik Alexander	Associate Professor, Department of Art History and Archaeology
54.	Hannah	Chazin	Assistant Professor of Anthropology
55.	Amy	Chazkel	Associate Professor of History
56.	Sajjad	Chowdhry	SIPA ‘04
57.	Laura	Ciolkowski	CC ‘88
58.	Jean	Cohen	Professor of Political Science
59.	Sarah	Coker	CSSW ‘25
60.	Jessica	Collins	Associate Professor of Philosophy
61.	Jonathan	Crary	Meyer Schapiro Professor of Modern Art and Theory
62.	Zoe	Crossland	Professor of Anthropology
63.	Chris	Cynn	GSAS ‘05
64.	Lila	Davachi	Professor of Psychology
65.	Jenny	Davidson	Professor of English and Comparative Literature
66.	Sarah	Desoky	SEAS ‘00
67.	Hilary	Devaney	SOA ‘22
68.	Raghav	Dhall	Earth and Environmental Engineering '25
69.	Tiffany	Dimm	CC ‘21
70.	Thomas	Dodman	Associate Professor of French
71.	Paula	Drewes	Student CSSW ‘25
72.	Brent	Edwards	Peng Family Professor of English and Comparative Literature
73.	Marwa	Elshakry	Associate Professor of History
74.	Jeffrey	Fagan	Professor of Law
75.	Laura	Fair	Professor, A&S
76.	Catherine	Fennell	Associate Professor of Anthropology
77.	Katherine	Franke	James L. Dohr Professor of Law
78.	Greg	Freyer	PhD, Professor of Environmental Health Sciences
79.	Dani	Friedrich	Associate Professor of Curriculum
80.	Victoria	Frye	Professor of Social Work

81.	Aubrey	Gabel	Assistant Professor, French
82.	Gabrielle	Gabrielle	VP&S ‘25
83.	Theodore	Gehr	SIPA ‘90
84.	Abosede	George	Associate Professor of History
85.	Keith	Gessen	Professor of journalism
86.	Ralph	Ghoche	Assistant Professor, Architecture, Barnard College
87.	Tim	Gilboy	SEAS ‘15
88.	Eileen	Gillooly	Executive Director, Heyman Center for the Humanities and Society of Fellows; Adjunct Associate Professor of English and Comparative Literature and the Institute for Research on Women and Gender
89.	Lydia	Goehr	Fred and Fannie Mack professor of the humanities
90.	Devon	Golaszewski	GSAS ‘20
91.	Bette	Gordon	Professor of Film/ School of the Arts
92.	Eva	Gordon	Practicum Instructor
93.	Aliya	Govindraj	BC ‘25
94.	Farah	Griffin	William B Transform Professor of English and African American Studies
95.	Nora	Gross	Assistant Professor of Education, Barnard College
96.	Frank	Guridy	Dr. Kenneth and Kareitha Forde Professor of African American & African Diaspora Studies
97.	Delcine	Hackley	CSSW ‘25
98.	Lilia	Hadjiivanova	Staff
99.	David	Hadu	Professor of Journalism
100.	Jack	Halberstam	The David Feinson Professor of the Humanities
101.	Sarah	Haley	Associate Professor of History and Gender Studies
102.	Kim	Hall	Lucyle Hook Professor of English
103.	Wael	Hallaq	Avalon Foundation Professor in the Humanities
104.	Hilary	Hallett	Professor of History
105.	Ross	Hamilton	Professor and Chair, Department of English, Barnard
106.	Michael	Harris	Professor of Mathematics
107.	Matthew	Hart	Professor of English and Comparative Literature and former University Senator
108.	Shaheen	Hasan	SIPA ‘11
109.	Abdalla	Hassan	Journalism ‘97
110.	Katie	Heins	LMSW, Associate in Psychiatric Social Work
111.	Ferg	Hendry	CSSW ‘25
112.	Kit	Hermanson	GSAS, Religion ‘25
113.	Sara	Hijer	Student MPH ‘26
114.	Marianne	Hirsch	William Peterfield Trent Professor Emerita
115.	Jennifer	Hirsch	Professor of Sociomedical Sciences
116.	Jean	Howard	George Delacorte Professor Emerita in the Humanities
117.	Andreas	Huyssen	Villard Professor Emeritus of German and Comparative Literature
118.	Andreas	Huyssen	Villard Professor Emeritus of German and Comparative

			Literature
119.	Marilyn	Ivy	Associate Professor of Anthropology
120.	Esther	Jackson	Staff
121.	Muhsin	Jassim al-Musawi	Humanities Professor
122.	Cameron	Jones	CC ‘26
123.	Rebecca	Jordan-Young	Ann Whitney Olin Professor of WGSS, Barnard
124.	Laureline	Josset	Associate Research Scientist
125.	Tom	Kalin	Professor of Professional Practice, Film
126.	Faria	Kamal	Assistant Professor, CUMC
127.	Sabreena	Karim	CC ‘04
128.	Rebecca	Kennison	Staff
129.	Rashid	Khalidi	Edward Said Professor Emeritus
130.	Mahmoud	Khalil	MPA ‘25
131.	Zeinab	Khalil	CLS ‘22
132.	Salman	Khan	Assistant Professor of Medicine
133.	Zainab	Khan	CSSW ‘24
134.	Rola	Kyayyat	Adjunct Assistant Professor, School of the Arts
135.	Mana	Kia	Associate Professor, MESAAS
136.	Darcy	Krasne	Lecturer in Classics
137.	Paul	Kreitman	Associate Professor of 20th Century Japanese History
138.	Sarika	Kumar	BC ‘16
139.	Laura	Kurgan	Professor, GSAPP
140.	Maria	Kuzina	GS ‘22
141.	Christoper	Landry	Vagelos CPS, ‘19; Psychiatry Residency, CUIMC, ‘23; Public Psychiatry Fellowship, ‘24
142.	Jennifer	Lena	Associate Professor of Arts Administration
143.	Maya	Lerman	CC’27
144.	Arthur	Lerner-Lam	Lamont Research Professor
145.	Elizabeth Wolder	Levin	Barnard ‘69; GSAS ‘77 and ‘86
146.	Natasha	Lightfoot	Associate Professor, History
147.	Sam	Lipsyte	Professor, School of the Arts
148.	Ruthnaomi	Liquisa	CSSW ‘25
149.	Lydia	Liu	Wun Tsun Tam Professor in the Humanities
150.	David	Lurie	Associate Prof. of Japanese History and Literature
151.	Khadeeja	Majoka	GSAS ‘26
152.	Daniel	Malinsky	Assistant Professor of Biostatistics
153.	Mahmood	Mamdani	Herbert Lehman Professor of Government, Dept of Anthropology
154.	Gregory	Mann	Professor, History Dept.
155.	Aisha	Mansoor	Bridge to PhD ‘26
156.	Ellen	Marakowitz	Senior Lecturer, MA Director, Anthropology
157.	Reinhold	Martin	Professor of Architecture
158.	Connor	Martini	GSAS ‘27
159.	Cella	Masso-Rivetti	GSAS ‘27
160.	Ann	McCann Oakley	Staff
161.	Mary	McLeod	Professor of Architecture
162.	Alberto	Medina	Professor, LAIC

163.	Francesca	Meninger	CCSW ‘25
164.	Christia	Mercer	Gustave M. Berne Professor of Philosophy
165.	Nara	Milanich	Professor of History, Barnard
166.	Timothy	Mitchell	William B. Ransford Professor of Middle Eastern Studies
167.	Ciamac	Moallemi	Professor of Business
168.	D. Max	Moerman	Professor and Chair, AMEC, Barnard
169.	Naeem	Mohaiemen	Associate Professor of Visual Arts
170.	Rosalind	Morris	Professor of Anthropology
171.	Lambda	Moses	Staff
172.	Yves	Moussallam	Assistant Professor of Earth and Environmental Sciences
173.	Debashree	Mukherjee	Associate Professor, MESAAS
174.	Bahia	Munem	Lecturer
175.	Diana	Nabulsi	SIPA ‘20
176.	Andrew J.	Nathan	Class of 1919 Professor of Political Science
177.	Frederick	Neuhouser	Professor of Philosophy
178.	Lena	Newman	Staff
179.	Robert	Newton	Lecturer, Sustainability Science, SPS
180.	Mae	Ngai	Lung Family Professor of Asian American Studies and Professor of History
181.	Youssef	Nouhi	Senior Lecturer, MEASAS
182.	Russell	O'Rourke	Lecturer in Music
183.	Ben	Orlove	Professor of International and Public Affairs
184.	Jackie	Orr	Adjunct professor, WGSS, Barnard
185.	Tim	Paine	Associate in Computer Science
186.	Deborah	Paredez	Associate Professor and Chair, School of the Arts Writing Program
187.	Jesse	Pearce	Barnard ‘24
188.	John	Pemberton	Associate Professor, Anthropology
189.	Hiram	Perez	GSAS ‘02
190.	Gregory	Pflugfelder	Associate Professor of History
191.	Kim	Phillips-Fein	Robert Gardiner-Kenneth T. Jackson Professor of History
192.	James	Piacentini	Adjunct Assistant Professor of Urban Planning
193.	Sheldon	Pollock	Raghunathan Professor Emeritus FBA
194.	Kathryn	Pope	Staff
195.	Elizabeth	Povinelli	Franz Boas Professor, Anthropology &ISSG
196.	Herbert	Quester	CC ‘85
197.	Sophie	Queuniet	Senior Lecturer in French
198.	Nikhil	Raghuram	Staff
199.	Rebecca	Ramaswamy	CLS ‘15
200.	Anupama	Rao	Professor, History and MESAAS; Director, Institute for Comparative Literature and Society
201.	Elizabeth	Ray	CC ‘15
202.	Shana L.	Redmond	Professor of English and Comparative Literature and the Center for the Study of Ethnicity & Race
203.	Bruce	Robbins	Old Dominion Foundation Professor in the Humanities

204.	Adelina	Rolea	GSAS ‘27
205.	David	Rosner	Ronald Lauterstein Professor of Public Health and Professor of
206.	Lindy	Roy	GSAPP ‘90
207.	Emily	Runde	Staff
208.	George	Saliba	Prof. Emeritus
209.	Layla	Saliba	Social Work ‘25
210.	Nadia	Sariahmed	Core Lecturer
211.	Alec	Schachner	CC ‘08
212.	Joerg	Schaefer	Joerg Schaefer Lamont Professor
213.	James	Schamus	Professor of Professional Practice, School of the Arts
214.	Sharon	Schwartz	Professor of Epidemiology
215.	David	Scott	Professor of Anthropology
216.	Sarita	See	CC ‘21
217.	Samah	Selim	GSAS ‘97
218.	Joseph	Serritello	School of Nursing ‘13
219.	Bruce	Shapiro	Adjunct Professor of Journalism and Executive Director, Dart Center for Journalism and Trauma
220.	Fadi	Shuman	GS ‘26
221.	Anooradha	Siddiqi	Barnard College Department of Architecture
222.	Shelly	Silver	Professor of Professional Practice, School of the Arts
223.	Rasa	Siniakovas	CSSW ‘24
224.	Samuel	Skippon	Lecturer in French
225.	Joseph	Slaughter	Assoc. Prof. of English and Comparative Literature, Director Institute for the Study of Human Rights
226.	Bennett	Slibeck	GSAS ‘26; CC ‘21
227.	Pamela	Smith	Seth Low Professor of History
228.	Alisa	Solomon	Professor, School of Journalism
229.	Gayatri Chakravorty	Spivak	University Professor
230.	Elsa	Stamatopoulou	Director, Indigenous Peoples' Rights Program, Institute for the Study of Human Rights
231.	Alan	Stewart	Professor of English and Comparative Literature
232.	Natasha	Stovall	BC ‘93
233.	Flora	Sugarman	Social Work ‘25
234.	Ezra	Susser	Professor of Epidemiology and Psychiatry
235.	Neferti	Tadiar	Professor of Women’s, Gender, and Sexuality Studies
236.	Erhan	Tamur	Lecturer, Department of History of Art, University of York
237.	Marco	Tedesco	Lamont Research Professor
238.	Yannik	Thiem	Associate Professor of Religion
239.	Kendall	Thomas	Nash Professor of Law
240.	Kimberly	Traube	CC '04, SOA '14
241.	Lisa	Trever	Associate Professor
242.	Blake	Turner	Associate Professor of Social Science (in Psychiatry) at CUMC
243.	Gray	Tuttle	Leila Hadley Luce Professor of Modern Tibet
244.	Marc	Van De Mieroop	Professor of History

245.	Karen	Van Dyck	Kimon A. Doukas Professor, Classics
246.	Travis	Vidic	General Studies ‘20; African American Studies MA ‘21; Business School ‘26
247.	Anjali	Vishwanath	CSSW ‘25
248.	Dorothea	von Mücke	Gebhard Professor of German Language and Literature
249.	Stuart	Waldman	GSAS ‘65
250.	Lauren	Wansker	Staff
251.	Kelly	Ward	SIPA ‘19
252.	Matthew	Ware	Public Health ‘25
253.	Jennifer	Wenzel	Professor, English and Comp Lit and MESAAS
254.	Paige	West	Claire Tow Professor of Anthropology
255.	Madi	Whitman	Lecturer, Center for Science and Society and Anthropology
256.	Ovita	Williams	Staff
257.	Mabel	Wilson	Nancy and George Rupp Professor of Architecture, Planning and Preservation, a Professor in African American and African Diasporic Studies
258.	Gisela	Winckler	Lamont Research Professor
259.	Susan	Witte	Professor, School of Social Work
260.	Elwin	Wu	Professor of Social Work
261.	Tim	Wyman-McCarthy	Lecturer in Discipline, Institute for the Study of Human Rights
262.	Serdar	Yalcin	GSAS ‘14
263.	Homa	Zarghamee	Professor of Economics, Barnard
264.	Eliza	Zingesser	Associate Professor, Department of French
265.	Darla	Zohair	CC ‘03

Proposed Policy on Senate Committee Membership: Advancing Transparency and Representation

Proposed by: Structure & Operations (S&O) Committee

Purpose: To improve transparency and representation in Senate committee assignments while preserving the Senate's role as a faculty-led governance body.

Background

This proposal is in response to a petition brought to the Senate that raised concerns about the apparent **lack of university-wide representation on Senate committees**, particularly the concentration of faculty from specific schools/departments (e.g., arts and humanities, medicine, law) on influential committees such as the Rules of University Conduct Committee. The petition further questioned the transparency of the committee assignment process and called for greater attention to representation across Senate bodies, but it appears to refer to school or departmental representation rather than specific title or stakeholder groups. To clarify, Senate seats are apportioned for students and officers of instruction by schools. The Structure & Operations Committee has reviewed existing practices and developed a proposed policy to address concerns regarding the breadth of school and department representation, increase transparency, and encourage broader participation. We are not addressing issues of term limits here. We recognize that the Senate is not structured as a legislative "House of Representatives". The purpose of the Senate is to ensure shared governance that includes all university constituents by title and by school, and to foreground faculty governance, recognizing that faculty, particularly tenured faculty, hold specific protections that enable them to advocate freely for the university's interests. We affirm the Senate's commitment to broad participation.

Current practice

The current process for staffing CU Senate committees relies on a self-nomination process with structured balancing[1] and for representative committee membership. The current practice includes:

- Senators complete a survey, on an annual basis, to rank their top committee preferences.

[1] Structured balancing refers to honoring preferences by Senators while assuring needed expertise and experience for a Committee's mission and work. The Senate By-Laws describe the current committee structure and composition (i.e., the number of members and by title [e.g. officer of instruction, officer of research, officer of administration, student, administrative staff, librarian, and alumnus/alumna])

- Assignments are made by Senate staff to match Senators with their top choices through a structured balancing process, ensuring distribution across the necessary expertise needed, and titles, consistent with committee composition as stated in the By-Laws.
- Senate By-Laws and committee composition describe a mandated membership by title/stakeholder group. Some committees have all title/stakeholder groups represented (e.g., Campus Planning and Physical Development), while others are only comprised of one type (e.g., Student Affairs Committee).
- Senators are expected to serve on at least one committee; however, the assignments may vary depending on the number of available Senators and their availability for Senate work.

Proposed changes

Recognizing that committee needs are specific and not general, we propose the following:

1. Use Preference Rankings to Support Committee Membership Choice over Time

How it would work:

- Senators rank their top 3 committee choices.
- Senate staff assign **first choices where possible**. Those already assigned to committees, listed as their top choices, receive preference to continue in their positions.
- When certain committees (e.g., Rules of University Conduct; Faculty Affairs, Academic Freedom, and Tenure; and Education) are oversubscribed, Senators representing schools who identify that they would like to be represented but have not been, would receive **priority for top-choice placement as new positions open**.
- If a senator's **top choice is unavailable**, they are either:
    - Placed on their second or third choice, **or**
    - **Placed on a waiting list** and given **priority the following year** for their top choice.

Benefits: This approach keeps the process grounded in individual agency and preference while fostering rotation over time by nudging priority to new voices or those who seek more direct representation, while also recognizing the value of institutional memory and practice wisdom.

2. Establish Observer Seats for High-Impact Committees

Instead of expanding voting seats, which can dilute governance, powerful committees should be allowed to add non-voting observers from schools or groups that are not currently represented.

How it would work:

- Committee chairs can invite one or more observers each year from schools or title groups that would like more representation.
- Observers can attend, contribute to, and inform the discussion, but they do not have voting rights.

The benefits include the ability to increase voice and exposure without formal structural changes, allowing more senators to engage without inflating the voting membership. It may also offer an opportunity for mentorship for newer senators to learn the committee process before becoming full committee members in a subsequent term.

3. Transparency and Monitoring

- Review assignments and publish an annual summary each Spring reflecting on how the process works, and to promote transparency and accountability.

Consider adding the following message to the form that is sent to senators each year as they make their top choices: "To promote inclusive participation and ensure a diversity of perspectives across committees, senators are encouraged to periodically reassess their committee preferences, especially after serving four consecutive years on the same committee. While continued service is possible where continuity is important, rotation helps foster new leadership and broaden engagement."

Implementation tools

- Senator tracking spreadsheet (school, role, committee history)
- Annual committee preference survey

- Representation monitoring data (Senate web page)

Next Steps

- Present the policy at a plenary session for community input.
- Finalize policy in the fall of 2025.
- Pilot the framework during the 2026–2027 committee cycle.
- Review outcomes and refine the process through annual S&O oversight.

University Senate October 17, 2025

INFORMATION AND COMMUNICATIONS TECHNOLOGY COMMITTEE:

ANNUAL REPORT FOR 2024-25

The IT Committee held eight regular meetings during the past year, along with its joint annual meeting with the Education and Libraries & Digital Resources committees.

Here are the main topics and guests at those meetings:

September 13, 2024

There was a presentation from Barry Kane, Associate VP and Registrar, Department of Finance, with Julie Jenkins, Associate Director, Business Analysis & Project Management and Monica Avitsur, Deputy Registrar, University Registrar on the SIS Replacement project, including a demonstration of Vergil, the new Registration and Enrollment platform, and a tour of the Registrar's new website.

Next there was an update from Gaspare LoDuca, CIO and VIP for Information Technology on the state of CUIT. Mr. LoDuca gave a brief account of the local impact of the CrowdStrike episode, which shut down computer systems all over the world. He said the disruption lasted several days and affected Columbia heavily, impacting the security system, hard drives, and registrar's system. Mr. LoDuca also described a few important projects involving artificial intelligence. Another AI project involves the use of machine learning on student success to compile vast quantities of data.

October 18, 2024

Michele Hoos, Executive Director of Communications, and Jack Wisniewski, Digital Content Strategist from the Fu Foundation School of Engineering and Applied Science, provided an overview of the development process of the new SEAS website.

November 15, 2024

Sen. Akash Kapoor, Student, Vagelos College of Physicians and Surgeon, presented his abstract(s) and the current state of his work on AI in Clinical Research. One of his team's goals is to validate that Large Language Models (LLMs) can use clinical cases broadly within clinical medicine and research, including particular medical specialties. Other goals include assessing the limitations of LLMs and providing a blueprint for physicians and researchers on how to utilize LLM tools.

Next, there was a discussion led by Joseph Rini, Infrastructure Engineering and Network Support Services Senior Director, on computer security compliance for federally funded grants. The US Federal Government is finalizing new cybersecurity requirements for federally funded grants which include key areas such as disclosure requirements and standardization, digital persistent identifiers, consequences for violation of disclosure requirements, and research security programs.

Finally, Joel Rosenblatt (Non-Senator), Director Network & Computer Security, CU Information Technology, provided some insights on Illumio, a cloud computing security company, and micro segmentation in support of the Zero Trust model and granting agencies.

December 6, 2024

The IT Committee met with James Bossio, CIO for CUIMC, who gave a report on CUIMC-IT's seven Transformation Initiatives. These include the security initiative Strong Enterprise and IT Security Measures for the Medical Center (SEISMIC), an assessment and onboarding of Certified IT Groups (CITG), a shared clinical application hosting environment with NYP, desktop shared service model for 1111 & OchSPine, improvements of C2B2 Data Center, medical grade network upgrades and the merger of CUIMC-IT with CUIT.

January 31, 2025

There was another update from Barry Kane and Gaspare LoDuca on upgrades to the Student Information System. Barry shared that there was a major power outage in Arkansas on Wednesday (January 15) at 3pm, before classes began. The system had to run for 2 days to back-up the data and get the system back on track. It was brought back online all-day Saturday through Monday for students to be able to catch up. On the IT side, Gaspare reported that his team worked solidly for
72 hours to resolve the file corruption and multiple crashes.

February 28, 2025

Kate Sheeran, AVP of Finance Administration, Krystina Casolino, Director of Service Integration and Management, Ron Moraski, VP of Procurement Services, and Terry Park, Executive Director of Finance Application Support, led a discussion on the next phase of the Procure-to-Pay (P2P) system and CU Marketplace. The Wave 2 marketplace has new features such as announcements, news, guided buying experience, a voucher processing system (PO and non-PO) and 4 different tab groupings, including options to shop, track and view orders, access to contracts and process payments.

Next, Despina Kontos, Professor of Radiology, Chief Research Information Officer, and Michael Faucher, Director of Research IT and Computing, CUIMC, gave a presentation on their initiatives for research IT and computing at CUIMC. Some of the initiatives included establishing shared governance and creation of the Executive and Faculty Advisory Committees, enhancing CUIMC RITC infrastructure, improving the C2B2 Data Center, and upgrading HPC.

March 14, 2025

Maneesha Aggarwal, AVP for Academic, Emerging Technologies & Research Services, discussed new uses of technology in IT for academic services (Courseworks, Turnitin, Zoom, Canvas, Cogniti), research services (Globus, InfoEd) and emerging technologies. Parixit Dave, Senior Director, Emerging Technologies in CU Information Technology, continued the conversation on AI tools with different demo presentations on Google Notebook LM, Gemini 2.0, ChatGPT vs. CUGPT, and Librechat.

April 25, 2025

The IT Committee met with Cas Holloway, Columbia's Chief Operating Officer in the Office of the COO, who discussed Columbia's IT operations and current campus safety issues. He also answered questions on the use of AI, his interactions with Acting President Shipman, financial guidance and mitigation strategies for Columbia staff members, concerns with the release of staff phone numbers at Barnard, salary increases and benefits, security preparations for Commencement, the use of an application for CUID swipe access, and ICE presence on campus.

We also had Orin Herskowitz, Senior Vice President for Innovation and Industry Partnerships, and Executive Director, Columbia Technology Ventures, present on the function and operations of Columbia Technology Ventures, including start-ups and spin-offs.

May 20, 2025

At the annual joint meeting of the IT, Education and Libraries & Digital Resources committees, there was a discussion about D2L, a Canadian-based global software company and its fastest growing learning platform called Brightspace. The presenters were John Baker, Founder, CEO and President, Jack Pinette, VP of Product Strategy, Phil Voll, Manager of Solutions Engineering, Michael Beattie, SVP of Education, and Jake Heimpel, Senior Director of Strategic Accounts. The D2L team provided an overview of this learning management system (LMS) with demonstrations on a sample course, hoping to migrate from the current LMS Canvas.

Respectfully submitted,

Julia Hirschberg, Chair, IT Committee

INFORMATION AND COMMUNICATIONS TECHNOLOGY COMMITTEE 2024-25

Members and Contributors

TTOT	Adam Cannon		SEAS	Sen.
Ten.	Julia Hirschberg	Chair	SEAS	Sen.
Ten.	Serena Ng		A&S/SS	Sen.
TTOT	Christine O'Hea		CDM	Sen.
Stu.	Bruce Goumain		GS	Sen.
Stu.	Akash Kapoor		P&S	Sen.
Libraries	Katherine Brooks		Libraries	Sen.
Ten.	Itsik Pe'er		SEAS	Nonsen.
Admin. Staff	Joel Rosenblatt		Admin. Staff:	Nonsen.
Research Officers	Nancy J. LoIacono		Research Officers	Nonsen.
Professional Admin.	Maneesha Aggarwal		Adm.	Nonsen.
Admin.	Gaspare S. LoDuca		Adm.	Nonsen.
Alum.	Fouad Habib		SPH	Nonsen.

Libraries	Teresa Harris	Libraries
Admin.	Barry Kane	Adm.
Alum.	Stephen Negron	Alum.
Ten.	Henry Spotnitz	P&S
Admin. Staff	Janie Weiss	Admin. Staff

COLUMBIA UNIVERSITY
Human Resources

MY CUBenefits

2026 Open Enrollment

Senate Plenary

October 24, 2025

Welcome

Today's discussion:

- Open Enrollment
- Events and resources
- What's new for 2026
- Questions and answers

Open Enrollment

Monday, November 10 to Friday, November 21, 2025

- In mid-October:
  - Open Enrollment materials mailed to home address
  - Updated Benefits information posted to HR website: humanresources.columbia.edu/oe
- Enroll through CUBES, the Columbia University Benefits Enrollment System
- **October 28**: Officers Open Enrollment Forum
- During Open Enrollment, the Columbia Benefits Service Center is open 9 a.m. – 5 p.m., Monday through Friday. **hrbenefits@columbia.edu; 212-851-7000**

Remember

The choices you make during Open Enrollment will stay in effect all year—unless you experience a Qualified Life Status Event.

What happens if you don't enroll?

✕ You will no longer have coverage for:

- Healthcare Flexible Spending Account
- Dependent Care Flexible Spending Account
- Child Care Benefit
- Health Savings Account

✓ You will be automatically re-enrolled in your current:

- Medical
- Dental
- Optional Vision
- Transit/Parking Reimbursement Program
- Voluntary Benefits

Benefits Expos and Health Screenings

Join us for our annual in-person events:

- Check your blood pressure, cholesterol, glucose levels and more. For accurate screenings results, fasting is recommended but not required.
- Speak with representatives from Columbia Human Resources, ColumbiaDoctors and benefits vendor partners.
- Ergonomic assessments, acupuncture and upper body massages. Skin cancer screenings at CUIMC only.
- Free, walk-in flu vaccines available at Morningside and Manhattanville events.
- Discover programs and services.

Thursday, Nov. 6 50 Haven Avenue (CUIMC)	8 a.m. – 2 p.m.
Wednesday, Nov. 12 Lenfest Center (Manhattanville campus)	9 a.m. – 2 p.m.
Thursday, Nov. 13 Lerner Hall (Morningside campus)	8 a.m. – 2 p.m.

Register at **humanresources.columbia.edu/oe**

COLUMBIA UNIVERSITY
Human Resources

MY CUBenefits

2026 Changes

What's New

COLUMBIA UNIVERSITY
Human Resources

MY CUBenefits

What's new for 2026

- You can now add up to $7,500 in your **Dependent Care Flexible Spending Account** in 2026. The Child Care Benefit remains at $5,000.
- You can now add up to $3,400 in your **Health Care Flexible Spending Account** in 2026, and roll-over up to $680 of unused funds into 2027. **Qualified Transit and Parking** contributions increase to a maximum of $340 per month, and maximum **Health Savings Account** contributions increase to $4,400 and $8,750.
- **Effective January 1, 2026**, if you earn $145,000+ and have elected to make catch-up contributions, you must contribute to the Roth post-tax option. You will not be able to enroll in pre-tax catch-up contributions.
- **Bereavement resources** for eligible employees, including Empathy and Survivor Support Benefits from New York Life. These programs support family members after the death of a loved one, offering grief-related guidance and resources.

- **Enhancements to voluntary benefits:**
  - Specified Disease (FKA Critical Illness), Hospital Indemnity and Accident Insurance benefits will be provided by New York Life as of January 1, 2026
  - **Wellness credit.** Those enrolled in Specified Disease Insurance can receive a $75 credit for completing one eligible preventative health screening each year.

- **Enhancements to income replacement benefits:**
  - **Optional long-term disability (LTD) benefits remain at 66 2/3% for the duration of a disability**. If you haven't enrolled, or were previously denied coverage, you have a one-time opportunity to elect optional LTD coverage without providing Evidence of Insurability.
  - **Special Life Insurance Open Enrollment opportunity.** Enroll in optional term life insurance or increase existing coverage up to 3x your annual salary (up to $1 million) without providing Evidence of Insurability.
  - **Reduced rates** for Voluntary Accidental Death and Dismemberment Insurance, Optional Life Insurance, Specified Disease, Hospital Indemnity and Accident Insurance.

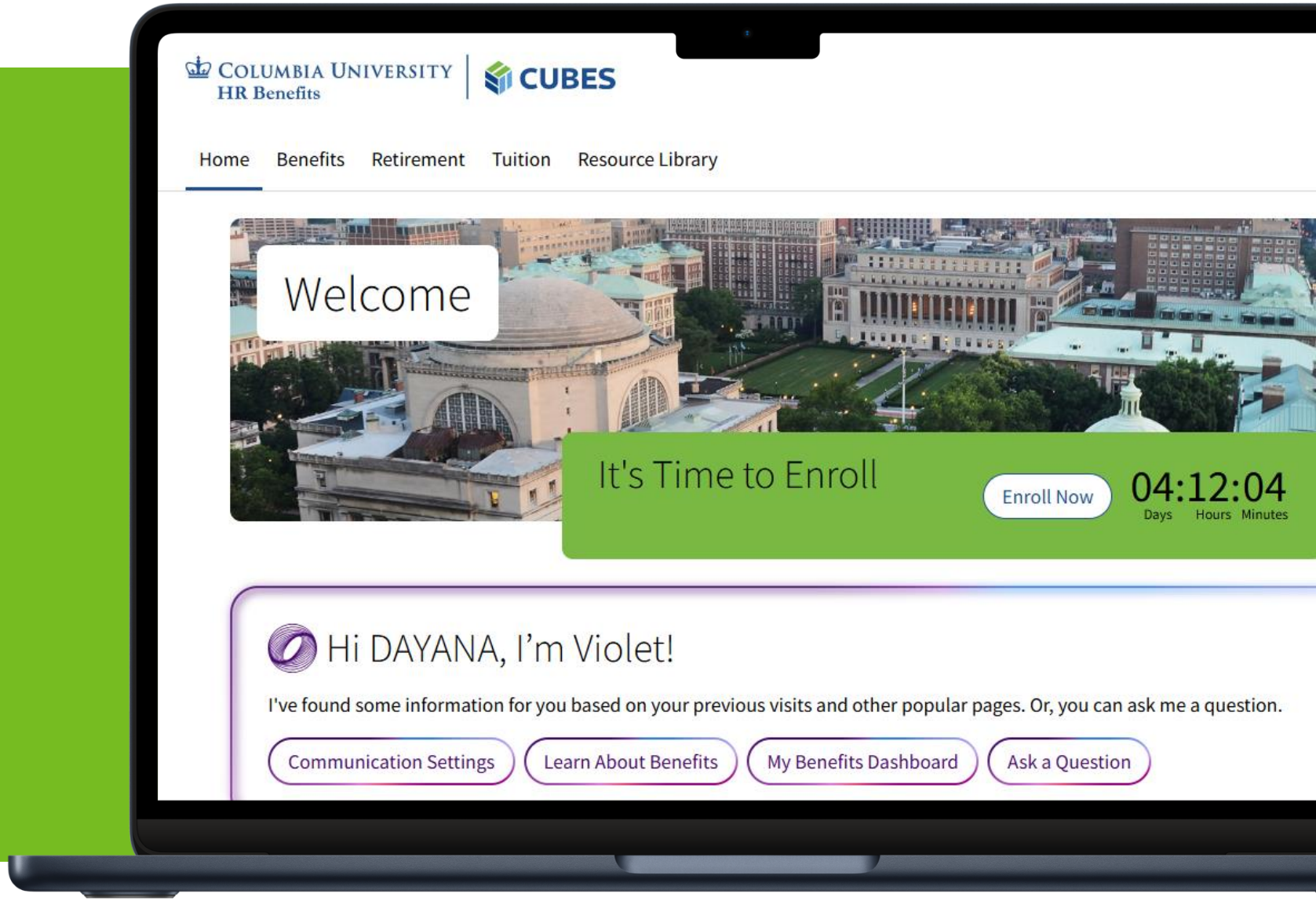
Remember to act during Open Enrollment

Enroll through CUBES:
November 10–21, 2025

Questions?
Contact the Benefits Service Center

Phone: **212-851-7000**
Email:**hrbenefits@columbia.edu**

humanresources.columbia.edu/oe



Columbia University
Human Resources

MY CUBenefits