

## SCOTUS to reconsider affirmative action

BY MARGARET MATTES  
*Spectator Senior Staff Writer*

The U.S. Supreme Court has agreed to hear a case about affirmative action at universities, putting its landmark 2003 decision in *Grutter v. Bollinger* and *Gratz v. Bollinger* at risk of being overturned.

In those two cases, which were argued together, the court held in a 5-4 decision that affirmative action is constitutional, as long as admissions processes do not quantify the advantage given to particular minorities. The first case was brought against University President Lee Bollinger when he was president of the University of Michigan Law School, and the second when he was president of the University of Michigan.

Both schools practiced race-based affirmative action under Bollinger.

Abigail Fisher, a white college student who was denied admission to the University of Texas, has brought the new case, *Fisher v. University of Texas at Austin*, before the court. Fisher claims that she was unfairly rejected from the university due to her race, and she is challenging its practice of using race as an unquantifiable—but significant—factor in the admissions process. The court will hear the case in October.

Bollinger believes that if the 2003 decision is overturned and race is eliminated as a potential factor in the admissions process, it will significantly change the face of higher education. He told *Spectator* that the effects of such a decision would be “devastating,” adding that they would apply not only to public institutions, but to all institutions that receive public funding, including Columbia.

“It would be a national tragedy ... It would mean that you could no longer consider race or ethnicity, and that would mean a significant decline in racial and ethnic diversity,” he said.

The Fifth Circuit Court of Appeals upheld the University of Texas’ admissions practices as legal last year, and Bollinger believes that the Supreme Court could be reviewing the lower court’s decision for one of two reasons. Either the court wants to address the constitutionality of the specific admissions policy of the University of Texas—which admits the top 10 percent of all public high school students in the state—or the justices are interested in reviewing the practice of affirmative action as a whole, he said.

“In general, courts respect precedent under the principle of *stare decisis*,” Bollinger said. “But there are several instances of this particular majority overturning previous decisions.”

Experts believe the Supreme Court might be more hostile to affirmative action now than it was in 2003.

In 2006, former President George W. Bush appointed Justice Samuel Alito Jr., who is seen as one of the court’s most conservative justices, to replace Justice Sandra Day O’Connor. O’Connor wrote the majority decision in the 2003 cases, arguing that affirmative action is necessary to promote diversity among students in higher education.

Columbia Law School professor Theodore Shaw, former president of the National Association for the Advancement of Colored People’s Legal Defense and Educational Fund, served as lead counsel in the coalition that defended affirmative action in 2003.

SEE AFFIRMATIVE ACTION, page 5



LUKE HENDERSON / STAFF PHOTOGRAPHER

**BUILD HERE** | At a community forum Tuesday, administrators of the Cathedral of St. John the Divine unveiled a development proposal.

## St. John releases plans for residential development

BY CASEY TOLAN  
*Spectator Senior Staff Writer*

Administrators of the Cathedral of St. John the Divine unveiled their proposal to build two apartment buildings on the cathedral grounds on Tuesday night, but some locals are still intensely opposed to the development.

At a community forum in the historic Synod Hall on the cathedral grounds, about 50 people debated the proposal, which was presented by cathedral dean James Kowalski, the development’s architect, and the developer.

The residential development

would occupy the north side of the cathedral’s grounds, known as the close, on 113th Street between Amsterdam Avenue and Morningside Drive.

Kowalski said that the cathedral needs to develop the land due to its ailing finances. Its endowment is too small, it runs an almost 10 percent deficit, and there are infrastructure repairs that need to be paid for, he said.

“We’ve done everything we could have done to balance the budget,” including layoffs, Kowalski said. “If we don’t find a way to pay for the mission of the cathedral, we’re going to go out of business.”

The development would be

the second set of apartments on the cathedral grounds, following the 2008 construction of Avalon Morningside Park in the southeast corner of the cathedral’s land.

“Some people are saying, ‘Why are we doing more?’” Kowalski said. But all along, he explained, “the strategy was a two-prong approach to anchor the cathedral economically.”

In 2003, the cathedral made an agreement with the city’s Landmarks Preservation Commission establishing that a development on its grounds could only take up a certain amount of space.

“We could have built

something much larger ... We restricted voluntarily what we would build on the close,” Kowalski said.

The design of the development is still a work in progress, but architect Gary Handel—whose firm, Handel Architects, also worked on the World Trade Center memorial—said that the 140-foot building would take up only 54 percent of the maximum total space previously agreed to, thereby preserving views of the cathedral.

The new development will likely be modeled after the Avalon development. Twenty percent of

SEE ST. JOHN, page 5

## Admins denounce police monitoring of Muslim students

BY JESSICA STALLONE  
*Spectator Senior Staff Writer*

Students and administrators are condemning the New York Police Department for reportedly monitoring Muslim students at Columbia.

The Associated Press reported on Saturday that as recently as 2007, the NYPD monitored the websites of Muslim student groups at universities including Columbia, Yale, the University of Pennsylvania, and New York University, and embedded undercover agents in Muslim groups at several other schools.

University President Lee Bollinger and Barnard President Debora Spar both expressed opposition to the NYPD’s actions on Tuesday. Bollinger told *Spectator* in a statement that the University neither knew about nor took part in police surveillance of its students.

“We want to be sure our Muslim community knows that we support everyone’s right to carry on their lives and their studies without the feeling of being watched by a government that exists to protect us all,” Bollinger said.

Bollinger also emphasized the importance of students’ rights to free speech and worship as “essential values of any great university.”

“We are deeply concerned about any government activity that would chill the freedom of thought or intrude upon student privacy, both of which are so essential to our academic community,” he said.

In an email to Barnard students, faculty, and administrators, Spar said that Barnard’s Department of Public Safety “does not participate in or condone unlawful surveillance or monitoring of any kind, with any law enforcement agency,

including the NYPD.”

“The College is firmly committed to protecting the civil liberties of our students and stands by the Muslim Students Association in its concerns about the actions of the NYPD and its calls for further explanation,” Spar said.

Muslim Religious Life Advisor Khalil Abdur-Rashid, who works out of the office of the University chaplain, said he was pleased with Bollinger’s statement, adding, “I’m happy it came out and that he stepped up.”

“The president of NYU is having a town hall meeting about the issue ... we got amazing statements from the presidents of Yale and NYU and from President Spar,” he said. “This isn’t a Muslim issue. It’s a student issue.”

Columbia’s Muslim Students Association released a statement on its website Tuesday expressing frustration and disappointment with the NYPD.

“We are disturbed by the fact that Muslim students are targeted and profiled based on their ethnic backgrounds and religious beliefs alone without any evidence or suspicion of wrongdoing,” the statement read.

The MSA added that it has contacted administrators about working together to ensure the safety of Muslim students.

“We hope that President Bollinger, President Spar and the University will stand with our community ... and protect the student body from any violation of our civil rights,” MSA said in its statement.

Abdur-Rashid said that he’d like to put together a small group of representatives from the MSA, Hillel, and other student groups to meet with Bollinger.

SEE NYPD, page 5

## Facebook gives grad student full scholarship

BY JEREMY BUDD  
*Spectator Senior Staff Writer*

Doctoral student Jeremy Andrus, who is studying computer science, will receive a full-tuition scholarship next year—courtesy of Facebook.

Facebook announced last week that Andrus, a second-year Ph.D. student at the Graduate School of Arts and Sciences, is one of 12 winners of the 2012-13 Facebook Fellowship. The social networking website gives the award each year to promising computer science doctoral students.

Andrus, who was selected from a pool of more than 300 applicants, said he was very excited to be receiving the full scholarship and more than \$35,000 in other stipends.

“I found out via email from Facebook and was pretty excited since I know it’s a really competitive fellowship,” he said. “I’m very excited that they chose me.”

This spring, Facebook will fly Andrus and the other fellowship winners to its headquarters in Menlo Park, Calif., where they will present and discuss their research. Andrus has been working to create “virtual phones,” a process that involves creating multiple “personas” on a single physical cell phone unit.

“The research that I’m doing has to do with mobile computing,” he said. “In the project, we were able to run multiple instances of Android on each phone so one cell phone could become two or

SEE FACEBOOK, page 5



ALYSON GOULDEN / SENIOR STAFF PHOTOGRAPHER

**FREE SWIMMING** | Openly gay members on the CU men’s swimming say they find the team warm and welcoming.

## CU swimmers find LGBT-tolerant atmosphere poolside

BY REBEKA COHAN  
*Spectator Senior Staff Writer*

Last March, loud cheers and chants from a small group of men clad in light blue echoed over a pool decked out in crimson flags. It was the last event of Ivy Championships—the 400 free relay—and Columbia was, to put it simply, dominating. The Lions’ support for their teammates was unmatched by the poolside.

Chemistry matters. Whether it’s at an initiation tradition, an annual midnight practice before the season starts, or shouting routine chants, the Columbia men’s swimming and diving team is closely knit. Perhaps this chemistry accounts for the welcoming environment found by team’s openly gay athletes.

“We’re like family. We spend so much time together, in the pool and outside of the pool,” said senior co-captain Alex Smith, an “out” member of the team.

Sophomore Kai Schultz agrees.

“Everybody hangs out together. Everybody is included in the activities that you do in the team,” he said. “There aren’t really any divisions within the team based on sexual orientation, ethnicity, class. So that is certainly something that I really appreciate—something that I think makes the team a really safe environment to be gay on.”

On the team, Schultz estimates that there are about six or seven openly gay athletes, including himself, Smith, and senior Kevin Zhai.

All three came out when they were in college. Smith, who went to an all-male Catholic high school, welcomed the change that Columbia provided.

“There was definitely a sense in high school of closed in upon and not being able to express myself in the way that I wanted to—and then coming to Columbia and finding an environment that I felt

SEE LGBT, page 6

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#### Institutional priorities

The Canon considers teaching and research at Columbia.

#### I feel unpretty?

Mark Hay explains the need for a comforting physical campus.



### SPORTS, BACK PAGE

#### Weakness on boards spells doom for Lions

Following an unexpected OT loss to Penn, which outrebounded CU in the final five minutes on Saturday, the Lions must focus on grabbing boards against Yale on Friday.

### EVENTS

#### Moody-Adams returns

Former Columbia College Dean Michelle Moody-Adams will interview Ruby Bridges and Gabrielle Apollon about race and civil rights.  
*Diana Center Event Oval, 8 p.m.*

#### Live at Lerner

The band Pearl and the Beard performs in this regular concert series.  
*Lerner Hall Piano Lounge, 12 p.m.*

### WEATHER

#### Today



59°/45°

#### Tomorrow



57°/43°





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# The human level

BY LEXA KOENIG AND LILLIAN JIN

Campus life can seem isolated and individualistic. Complaints about the lack of dialogue and lack of community at Columbia are so common that people have started complaining about the complaining. Even more toxic is that this culture of complaining marginalizes any forum for discussions about solutions and compounds our stress and alienation from each other. As groups like the Student Wellness Project have recently pointed out, this has real, tangible, negative effects on our health and well-being. Conversing and coming together as a group seem to be such simple actions, but for some reason, it is difficult for us to stop isolating ourselves in Butler or internalizing feelings of stress or anxiety. Through isolating ourselves, we forego one of our most basic functions as human beings: connection. Shared experiences with other individuals, with campus organizations, or even with global organizations can help fight our disconnection and serve as an example of how to remedy it.

Partnership is the key to our shift from detachment to connection, and student groups are not foreign to this model. There are organizations dedicated to the model of human connection. GlobeMed at Columbia funds an HIV/AIDS project in Gulu, Uganda, which is implemented by our partner organization, Gulu Women's Economic Development and Globalization. Our relationship with GWED-G extends far beyond the successful funding of a project. We make sure we know the names and the stories of the people that receive our money, just like they know our names and our stories. The cultivation of mutual respect, accountability, and admiration for each other is our organization's greatest priority. At the very heart of this partnership is a belief in the power of human relationships to improve society through recognition of shared values. We believe that conversations and community are integral to lasting social change.

Conversations and community do not have to be intercontinental in order to create lasting social change. GlobeMed's relationship with GWED-G is effective because it is most essentially based upon human connection. The human connection is applicable among all people, even within our competitive Columbia campus. The interdependent quality of humanity and the necessity to harness it has been recognized on our campus. In an effort to spur communication among student groups, Columbia College and Engineering Student councils planned the first-ever Student Group Leadership Summit this past January. Various student groups addressed the issue that not only do individual students feel alone, but that campus groups feel isolated. Many of the groups emerged from this summit with plans to co-sponsor events, maintaining the common goal of successful events that would bring together Columbia students.

Even before the Student Group Leadership Summit, global health and social justice groups on campus began partnering more with each other, especially with the formation of the Global Health Partnership Network on campus, which involves Student Global AIDS Campaign, the Journal of Global Health, Columbia University Dance Marathon, and several other student groups in discussions about potential collaborations and shared innovations. Groups from this network have effectively supported each other in events such as the World AIDS Week benefit and a World Day of Social Justice debate. The prospect of continued dialogue and partnership among these and other groups is how Columbia can seek to transform the isolation to unity.

Students and administrators at Columbia need to create and embrace more forums like the Student Group Leadership Summit and the Global Health Partnership Network for active communication and exchange. We need to think about a model of solidarity through empathy on a global scale and apply it to our lives here. We need to have solidarity through empathy on an individual basis with fellow students, and on a group basis with fellow student organizations. Clearly, this is something all student groups have been thinking about, and the goal of community is not impossible. We need to realize our abilities as agents of social change and move from complaining to discussion, from isolation to community, and from inertia to action.

Lexa Koenig is a Columbia College sophomore majoring in MEASAS with a concentration in sustainable development. Lillian Jin is a Columbia College junior majoring in English and biology. They are both the co-presidents of GlobeMed.

STAFF EDITORIAL

## For public course evaluations

This Monday, Columbia's undergraduate economics department took a step forward and released many of its fall 2011 course evaluations on Courseworks ("Econ department makes course evaluations public," Feb. 21). The director of the department, Susan Elmes, explained that this strategy would allow students to choose courses in a more informed manner.

We applaud the economics department for making immediate progress on publishing course evaluations. The University Senate has deliberated on the subject since 2011. But action on it was continually stalled, and no policy was proposed or voted on. For the economics department, on the other hand, open evaluations are no breakthrough. In 2003, the department maintained the practice for a brief period, until staff could not put up evaluations on time.

Now that the economics department can continue the practice, this new development is a move in the right direction. As of now, CULPA reviews tend to be the only information that students have to make decisions on which courses to take. Although it is true that CULPA provides qualitative reviews, their format creates a selection bias. Most students who will be motivated to write a review will either love a course or hate it, generating polarized reviews and failing to provide a "middle ground." Moreover, many of the reviews also tend to be highly outdated.

The course evaluations on Courseworks that the economics department has released follow a quantitative structure, using a scale of 1 to 5 for several categories. This may mean that students who wouldn't write a qualitative review on CULPA will be better reflected in the evaluations. The worst that could come of this new development would be students knowing no more than they do now. More likely, students will have access to more information at registration time.

That the faculty is taking initiative with this effort is promising. But students also ought to remember that we are just as key a part of this equation as faculty, and that we need to take evaluations seriously and pressure our own departments to follow suit. As of now, this is a symbolic step by the economics department, one of the largest departments at Columbia. We hope it will serve as an example.

# Looking good means feeling good

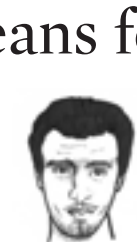
As part of its attempts to promote a holistic wellness agenda, the Student Wellness Project (full disclosure: I am a member) breaks down that otherwise vague term into nine overarching, interconnected, and overlapping dimensions of wellness. In my personal experience, it's easy to articulate all of those dimensions, save one: aesthetic wellness. It is difficult to explain exactly what it is or how it fits into the larger equation of wellness. But developments at Columbia over the last week involving student spaces provide just the right example to understand exactly what aesthetic wellness is and how it influences our well-being as individuals. By linking the technical and dull details of space allocations into wellness, perhaps we can influence the goals and decisions regarding space for undergraduates.

A while back, a student told me about his misadventures trying to solve an issue with his tuition bill. The twists and turns, the inconsideration and contradictions of the bureaucratic hoops this student jumped through might have brought even Kafka to his knees. But, the student said, all of this would have been so much less defeating if the offices he'd wandered in and out of had been more considerate spaces. A simple coffee machine, he lamented, or a bit of color to break up the stark functionalism of the space, would have broken his lull and misery and helped him to endure bureaucracy with sanity.

This is aesthetic wellness in its essence. While our perceptions of wellness weigh heavy with big concepts like stress culture, social stagnation, and depression, the spaces we move through can subtly compound those elements of unwellness. A grim or antagonistic space is like a micro-aggression against student wellness—invisible, but gnawing slowly at the soul, imperceptibly wearing away at a student's resolve and ability to manage his or her wellness as a whole until it becomes one of the largest threats to wellness.

It may seem a bit dramatic to put aesthetic wellness so high on the list of wellness offenders, but at Columbia it's true that our spaces are serious threats to our wellness. Take Lerner Hall as a classic example. Architect Bernard Tschumi's plans for and commentary on Lerner abound with notions of transgression, displacement, shock, and even violence. While Tschumi intended the building to be functional as a meeting space, he also intended it to be a political statement. Lerner is a shock and a challenge that can be inconsiderate to the needs of students in an already disjointed environment.

Beyond the hostility of the space itself to stressed students (prevalent in Lerner, but present in smaller instances throughout campus), the building's progress through history has been one of frustration to students. Ironically, a building constructed expressly for undergraduate space is increasingly cannibalized by bureaucratic offices year by



MARK HAY

## The Whole Wellness

year, fracturing, confusing, and degrading the spaces that were meant to foster student interactions and activities and thus increase the undergraduate wellbeing.

Part of the goal of the SWP's recent project to decorate Lerner Hall for Valentine's Day was an attempt to reclaim a space for students and imbue it with the love and caring it so often lacks. It was an attempt to provide the aesthetic wellness that the student on his aforementioned Kafkaesque journey so requested. But it is not enough. Aesthetic can't just be about crêpe paper—it must involve larger programs to reclaim space for students and to make sure that this reclaimed space will be well and thus be a utilizable space.

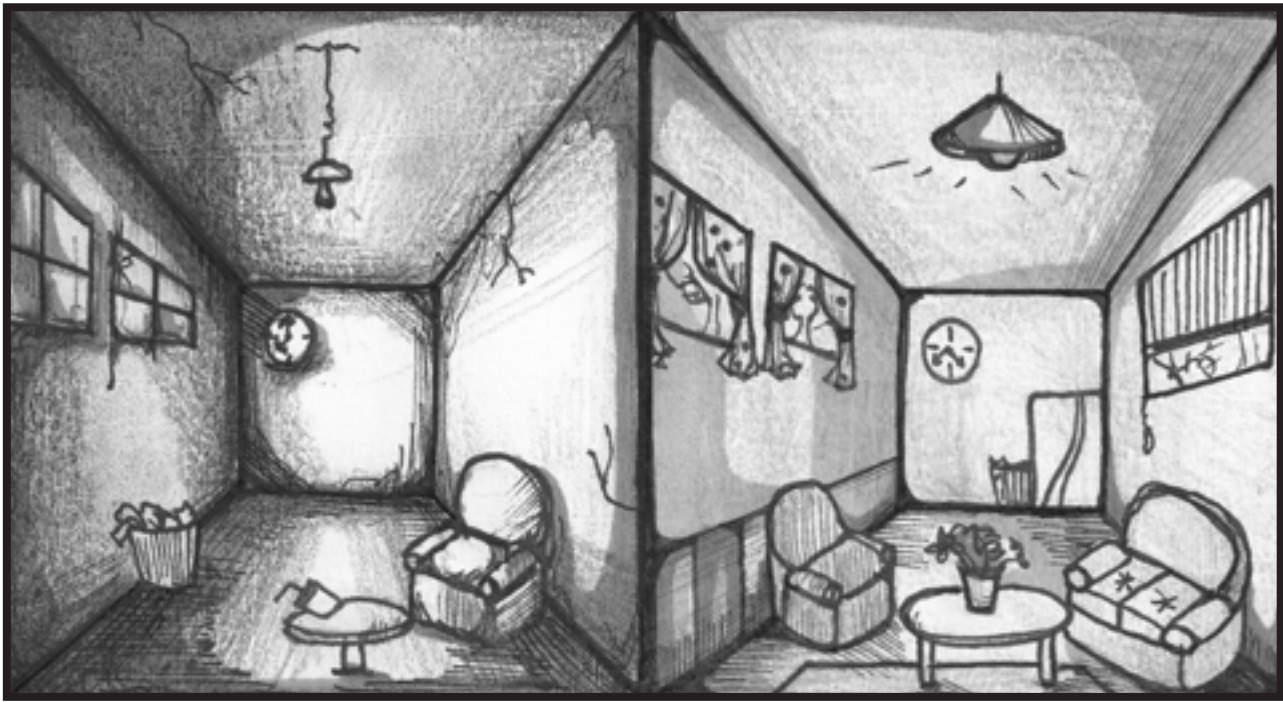
## A grim or antagonistic space is like a micro-aggression against student wellness.

Currently at least three groups are involved in projects to change space on campus. Student government is working on plans to renovate Lerner's Student Government offices, while the Student Space Initiative seeks to bring more lounge space and student space to Lerner as a whole, and the Morningside Student Space Initiative is looking into ways to appropriate the space that will be vacated as graduate schools move to Manhattanville.

These groups have students in mind. But it is worth saying that these groups should think about their projects not just in terms of space for students, but also in terms of the overall wellness, especially aesthetic wellness, of students. Consider, for example, lounges. Many focus on creating new lounges, but will the lounges themselves counteract the overall oppressive spaces on campus? Or will those spaces make the lounges a pointless exercise and another place for bureaucratic offices to expand later? Is it right to create a lounge when conference spaces and offices can foster wellness and student community building just as well in their own rights?

If they are not already doing so, these groups ought to expand their missions to thinking about how to improve the aesthetic wellness of pre-existing spaces. Changing the aesthetics of an office is a low-cost fix, and one that, in conjunction with larger projects, can help to ensure the success of something like a lounge. But more than that, it will show that, inherent in these projects is a commitment to overall wellness and the connection of space initiatives to larger wellness issues. And they must be linked into that larger wellness equation.

Mark Hay is a Columbia College senior majoring in religion and political science. He is a coordinator of the Student Wellness Project and the acting chair for the InterPublications Alliance. The Whole Wellness runs alternate Wednesdays.



ASHLEY LEE

## Columbia needs more empathy

BY BRENDA SALINAS

Recently, there have been a few articles in student forums about the importance of wellness on campus. Many of them are powerful pieces that remind us that we have shared feelings and experiences. Some of them read like a call to arms, encouraging students to take their own well-being seriously. Unfortunately, what is missing from this conversation is the way we affect others' mental states. I believe we need to stop talking about wellness in individual terms—we must accept that our everyday actions (and inactions) have consequences for those around us.

In 2008, I thought of myself as the typical Columbia student. I skimmed the pages of the Blue Book for prospective students and imagined myself laughing with friends on Low Steps, being a student leader, excelling in school—all while looking perfectly put-together. I thought I embodied all of the qualities of the average Columbia College student: political engagement, ambition, and love of knowledge. Columbia seemed like the perfect place for me. Four years later, the picture is much less rosy. I have realized that our college is lacking in one key characteristic: empathy.

As the semesters went by, I tried to change to match my surroundings. I told myself that I needed to toughen up and make my future my number one priority. I felt more "normal," but making my personal goals my singular focus felt like living in one dimension. From the depths of unhappiness, something in me snapped. I realized I did not want to buy into a culture of self-advancement at all costs. I stopped making excuses for other people, and as a result, I started recognizing lack of empathy everywhere.

I don't mean to say that we do not contribute to the community (though we could be contributing more). Plenty of Columbia students are involved in service activities, which do significant good even if they are only résumé builders. What I mean by empathy is the way we treat each other in

our web of interactions. Though we might each have a thousand Facebook friends, intimate friendships on campus can be uncommon. College friends represent our nightlife poses more than extensions of our families. There is almost an implicit expiration date on our friendships here, reminding us that they are meant to serve as transitory entertainment. Testaments to our youthful ambition, our friendships are based on utility or short-lived pleasure, not the true friendship that Aristotle describes in his Nicomachean Ethics. We don't depend on our friends, and they do not depend on us. Each one of us inhabits our own little bubble—we are on the track to success and we don't have time for distractions.

Outside our circle of friends, we often see those others as nuisances, points on a curve, or empty occupiers of space. They are that person who we roll our eyes at in class or whose 400th email we delete. They are nameless faces we must beat and/or impress. More often they are just people we don't see because we don't know. Our treatment of others is not surprising, if we do not treat our friends with true kindness, why would we be caring towards anyone else?

When I talked to my friends about feeling out of place at Columbia, they attributed the superficiality I sensed to aggravated stress levels on campus. When we demand so much from ourselves, other people—even important people—tend to get left behind. We can't achieve all the things we want for ourselves without neglecting our relationships, they said. I understand where they are coming from, but I don't think we can morally justify a lack of empathy. In the aftermath of tragedy last semester, student talks with administrators resulted in the Student Wellness Project, a group that speaks about the issue of undergraduate stress on campus. Though the group's efforts to promote self love and well-being are certainly commendable, we should also examine the way we treat each other. Being a student at Columbia is stressful, but it would surely be less so if we felt individually appreciated and supported by those around us.

We are supposed to be loyal to our college. Let's start by being loyal to each other.

The author is a Columbia College senior majoring in economics. She is editor in chief of Nuestras Voces.

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# The Canon

## Should Columbia give higher priority to research or teaching?

FROM THE EDITOR:

I sat down for brunch with The Canon’s two regular contributors, Derek and Esfandiyar, a couple of weekends ago. Somewhere between discussing the nature of love and how to order eggs, one of us threw out a question along the lines of: “Would you rather have a Nobel laureate who can’t teach or a great teacher who hasn’t done any research?”

Derek immediately answered, “a great teacher.”

After a pause, Yar sheepishly looked up at Derek, “a Nobel laureate.”

Some disagreement and name-calling ensued. Yet both answered the question with significantly more nuance here.

Columbia is certainly more research-oriented now than it was in 1754. Whether or not this trend should continue is up for debate.

Lanbo Zhang  
Editorial Page Editor

## The academic dilemma

BY WILLIAM DERESIEWICZ

It isn’t a question of either/or. Columbia needs to find a way to do both as well as possible. The school faces the same dilemma as every other research university, one that originates in the hybrid history of American higher education. It inherits the missions of both the English college, with its emphasis on teaching and the humanities, and the German research university, which gives priority to scholarship along the scientific model. Columbia College on the one hand, Columbia University on the other.

In the decades since the Second World War, with the explosion of scientific funding, the balance has tipped ever more decisively toward research. The IT and biotech booms have only amplified the trend in recent years. So have new rules about the ways that universities can profit from their faculty members’ work—the term of art here being technology transfer. Just look around at how much money is being poured into new facilities for biomedicine and the other sciences. (Or glance at “The Great American University,” by Columbia’s longtime provost Jonathan Cole, and notice how much space he devotes to the sciences as opposed to the other liberal arts.) Columbia, like its peer institutions, has become a large technological research facility with a small annex for undergraduate teaching.

Also crucial are the ways that professors are rewarded. Research is where the prestige is, so research is what gets you hired, retained, promoted, and tenured. If anything, being too good a teacher can make you suspect at a place like Columbia. One Stanford professor told me that when he received a teaching award as a junior faculty member, the provost leaned over and whispered in his ear, “don’t worry, this really is a good thing”—meaning, it shouldn’t endanger your chances for tenure. A friend of mine at another school was actually warned against spending too much time on his teaching. Sorry—despite the lip service given to student evaluations, they have no effect on your professors’ futures.

Academics aren’t rewarded for teaching, and they aren’t trained for it, either. If anything, they’re trained against it. Good teaching means being able to communicate with a non-specialized audience in ways they can understand and relate to. A good teacher speaks from her whole self, and whatever her subject, touches on broad and fundamental questions. But academic professionalization, in graduate school and afterwards, means learning to do exactly the opposite: to speak jargon to an ever-smaller audience of highly specialized experts. “Her intellectual identity is totally encased in the profession,” a friend once said about a colleague of his. The spirit-crushing, mind-narrowing process of academic professionalization leeches out the very human qualities on which good teaching depends.

Teaching is an afterthought in the contemporary research university, something that’s supposed to take care of itself. The assumption, or pretense, is that great scholars will make great teachers, or at least good ones. I leave it to your own experience to test the truth of that hypothesis. Sometimes the two sets of skills coincide in the same extraordinary individual, as they did in my graduate school mentor, Karl Kroeber, or with the legendary Columbia English professor Edward Taylor. More often they do not, as I’ve explained, there is no reason to believe they will. But great teaching is much more important to the undergraduate experience than great scholarship is. Most of you will not become academics yourselves, and most of your courses will be taken in fields outside your major. The length of your professors’ vitas has little bearing on how much or how well you learn.

So what is to be done? Columbia should not stop trying to maintain its position as one of the world’s great research universities, which means that it must continue to reward professors, or at least a lot of them, on the basis of their scholarship. Restoring teaching to equal importance probably requires the creation of another, parallel faculty, people who are hired and rewarded on the basis of their pedagogy. The trick would be to make sure they aren’t treated as second-class citizens, are equal in prestige, pay, and total workload. In fact, Columbia College once had its own faculty, long since absorbed into the Faculty of Arts and Sciences. But whether this or any other reform is made, whether teaching becomes not even the priority but merely a priority at Columbia, will depend entirely on student (and perhaps parental) pressure. The University itself has no incentive to change the system.

The author is a critic, essayist, and the author of “The Disadvantages of an Elite Education.” From Columbia, he received a Bachelor of Arts in 1985, a Master of Science in journalism in 1987, a Master of Arts in English in 1990, an M.Phil. in English in 1993, and a Ph.D. in English in 1998.

## An active faculty

BY WILLIAM THEODORE DE BARY

The easy answer to this question is to replace “priority” with “parity.” But a better answer is to give priority to the appropriate criteria in each case. Quite apart from the fundamental importance of education to human society and culture in general, as a practical matter teaching must have a high priority because it is student tuition that supports the institution, and the latter in all honesty should give students their money’s worth. But the criteria for judging teacher quality should include not just classroom performance, but how a faculty member participates outside of class, in staff meetings, and on other public occasions at which the member shows his educational knowledge and competence before an audience of colleagues qualified to judge it.

Students alone should not be expected to judge teaching ability. It is too easy for their impressions to be formed by the popularity of a spectacular standup

lecturer who may be just a better political performer and not someone who really understands how students learn by doing instead of just by listening.

On the other hand, research of a specialized, scientific kind, is often highly rarefied and escapes the public domain into thin air. Yet without informed support, the public domain itself becomes empty, atomized to pieces. The other trouble with “research,” as it is commonly judged, is that it depends too much on publication and the latter all too often is market-oriented, not education-oriented. Even as an academic market, it still tends to prioritize novelty and innovation, and those are not sound criteria for education, which should show as much respect for perennial wisdom as for innovation, the lasting value of which is often questionable.

My predecessor as provost at Columbia, Jacques Barzun, said a lot in a few words when in his classic version of the Columbia Faculty Handbook he addressed the issue of how much publication should count in tenure decisions. “Publish or Perish” was the standard dictum. Barzun said, “Publish or Perish—Perish the thought.”



## Two birds, two stones

In the 1890s, Columbia, until then a largely undergraduate educational institution, grew into a full research university. Its mission became two-pronged. First, it reaffirmed its original mission of educating young people to serve the public good. Second, it aimed to be a frontier for intellectual advancement and an engine of scientific discovery.



DEREK TURNER

For the 80 years thereafter, the University set up two separate faculties to achieve both goals. One, the Faculty of Arts of Sciences, was dedicated to research; the other, the Faculty of the College, was dedicated to teaching undergraduates. Consistent with this setup, the University hired faculty separately depending on what their role would be. The University’s dual mission proved its worth: Columbia was home to some of the greatest scientific projects of the 20th century while simultaneously establishing itself as one of the country’s top educational institutions.

The quality of the outcome deteriorates, however, with a combination faculty hiring policy. In the early 1990s the University did just that. It integrated the Faculty of the College into the more sizable Faculty of Arts and Sciences. Adopting a trickle-down mentality, the University began to hire more of the Nobel-laureate types and hoped that their scholarly accomplishments would translate into talent in the classroom. This process disregarded the distinction between the skills required by a top thinker and an effective educator. The reality is different. Though not mutually exclusive, celebrated researchers are not often accomplished educators.

If there is one thing that truly enhances a Columbia undergraduate experience, it is engagement with faculty devoted to their students. Of my professors, two groups have impacted and taught me the most. One group comprises those primarily recruited to teach undergraduates: Barnard professors and Core lecturers. The other includes tenured Columbia faculty who’ve elected to privilege undergraduate education, despite the institutional pressures to do otherwise. From conversations with peers, this experience is not unique. Sadly, the joy of having such professors is rare.

A critic could counter that Columbia is right to be as concerned with research as it is currently. It strengthens the school’s prestige and helps rake

in money. The presence of Nobel laureates and published faculty grows the University’s esteem both on and off campus. I agree. It is imperative for Columbia to act to improve its brand and establish itself as a world-class university.

A question still remains, however: Does Columbia want to foster the greatest minds in the nation or simply play host to them? While the latter reaps immediate benefits, providing a world-class undergraduate education will pay dividends for generations to come. Taking the College more seriously will enable Columbia to educate as many future Nobel laureates as it hires, a future that will not be possible if more faculty are not hired because of their ability to educate. If that is not true prestige, I am at a loss as to what would be.

There is at least one real solution to this problem: Columbia should treat her twin missions with equal seriousness via two distinct hiring processes. As a result of the current conflation of the two, the College has fallen victim to a two-birds-one-stone attitude. We’re living in the dawn of Columbia’s decision to substitute faculty members’ educator credentials for their research accomplishments. The horizon does not look bright.

Separating the hiring process for educators and researchers would allow Columbia to pick up where it left off in the early 1990s: pursuing both missions with vigor and excellence. Lest you think that this idea is a relic from some distant past, look no further than across Broadway: Barnard continues to serve as a commendable example of a college whose faculty is primarily focused on undergraduate education. As a result, Barnard continues to foster the kind of healthy educational environment that sets her students on paths of intellectual excellence. Columbia’s distracted faculty often cannot do the same because it is tugged increasingly in two directions by our education and research imperatives.

Should Columbia prioritize one mission over the other? No. It should prioritize both. A two-birds-two-stones hiring system departs from the inherent pressures created by the current two-birds-one-stone system. This does not require that researchers be restricted to research and educators to education. A researcher can certainly make for an excellent educator, and vice-versa. All it requires is that Columbia not assume that the roles are the same. More positively, it compels Columbia to treat both of its missions with equal passion. My suspicion is that beneficiaries will stretch from the halls of Hamilton to the labs of Pupin via the offices of Low.

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The essential point is that faculty should measure up to genuine public standards, not just exhibit popular appeal, and in academia the public standard should be educational—neither just academic in the research sense nor grandstanding before a popular audience. How one performs at discussions of educational issues, especially curricular ones, should be a consideration—in public gatherings, in college settings, or by participation in community exchanges in print, such as The Canon affords—with an audience that includes students and teachers as peers in the educational sense, both lay and professional at once.

We are fortunate to have The Canon serve this function for curricular issues as the Arts and Sciences faculty meetings these days more often serve the purpose of labor union representation (faculty interests—versus the administration) than they do the interests of degree programs and the college community.

The author is the John Mitchell Mason Professor of the University. He was provost from 1971-1978. From Columbia, he received a Bachelor of Arts in 1941, a Ph.D. in 1953, and an honorary Doctorate of Letters in 1994.

## Teach research

As a well-known aphorism states, where you stand on an issue has a lot to do with where you sit in a large institution or bureaucracy. When asking how Columbia ought to devote its attention and resources between its many constituencies, the same principle applies. As we evaluate the balance between research and teaching, administrators, faculty, and students can be expected to make various pleas over issues of funding, reputation, and educational quality, all while ignoring what’s truly at stake. To avoid this oversight, it may be helpful to derive the essential nature of research, and thereby remove the ancillary, bureaucratic fodder.

At its core, research is a process of systematic information gathering, of rigorous reasoning, of evidentiary analysis, of creative problem solving, and of the communication of new conclusions. By this understanding, every test we complete, every essay we write, and every contribution we make to a class discussion can be classified as part and parcel of the larger research project underway at the University. Insofar as our education is meant to be active, self-reinforcing, and non-dogmatic, we should expect the qualities of a research mindset to be incorporated into the manner of our teaching. We are not fed facts, rather we are expected to grapple with them. Where we find explanations lacking, we are expected to seek answers.



ESFANDIYAR BATMANGHELIDJ

Given the interconnectedness of a research mindset and the purpose of a Columbia education, the roles of teaching and research need to be carefully calibrated for mutual gain. The University must continue to cultivate its world-class research pedigree, but the principal motivation cannot be reputation. Rather, we should hope that internalizing some of the best examples of research in practice—and hosting some of the greatest minds—will help set a standard for the manner in which all members in the community might conduct their own personal research projects.

We have all had those moments in class when a professor references a seminal work in a field of study, an article, or a book of great influence and then casually mentions that the author is another member of the Columbia community. These are very special moments, rare at many other schools. They underscore the privilege we enjoy to share an institutional connection with so many thought leaders, working at the cutting edge of the production of knowledge. We are constantly reminded of the connections that run through the fabric of the school. The student attending an international politics seminar in Fayerweather—acquiring, interpreting, and reformulating information—is intimately connected with the world-class theorist undertaking the same processes as he edits his manuscript from his office in the International Affairs Building.

Students and research faculty should serve as examples for one another, with teaching faculty acting as the vital intermediary. The student population at Columbia ought to reinvigorate researchers, heralding the urgency of generational change and the importance of equipping future leaders with the tools necessary to continue the amelioration of the human condition. The research faculty at Columbia ought to exemplify the highest standards of scholarship and stewardship, inspiring students to match their institutional and personal legacies of intellectual might. Finally, the teaching faculty at the University offers the vital channels that connect Columbia’s dual missions. Intermediating between present and future, they distill the essence of research to enrich the process of learning, preparing the next generation of thought leaders.

We have to resist pitting teaching and research against one another. Bureaucratic and organizational politics have an unfortunate tendency to distract from the mission of the university, fragmenting what should be a community strengthened by organic links. One of the most powerful of such links is the notion of research and the many forms it takes at an elite institution of learning. Ultimately, we should feel empowered that research holds such a high priority at our school. But we must also realize that its capacity to empower is only triggered to the extent that it’s incorporated into the mission of our education, as the subject and spirit of our teaching.

Perhaps it should be of little surprise that one of the coiners of the aphorism that inspired this article, preeminent political scientist Morton Halperin, graduated from Columbia College in 1958, is a former visiting professor, and won the John Jay Award for distinguished professional achievement. Teaching spurs research spurs teaching. We ought to prioritize this vital system, and not just its parts.

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HANNAH MONTOYA FOR SPECTATOR

**LOOKING FOR LOANS** | Panelists at the Columbia-Harlem Small Business Development Center's Tuesday morning workshop, "Access to Capital," talk about ways to access loans and credit.

Business owners get advice on finding loans

**BY GINA LEE**  
*Spectator Senior Staff Writer*

It might be hard to get a loan right now, but lenders offered some words of advice to Harlem small-business owners on Tuesday morning.

The Columbia-Harlem Small Business Development Center held a workshop, "Access to Capital," to inform Harlem small-business owners and entrepreneurs about ways to access loans and credit. Representatives from banks and other lending agencies held a informational panel that garnered a crowd of nearly 50 people.

State assemblyman Keith Wright, who represents Harlem, gave the opening remarks at the workshop. He praised Columbia, which runs SBDC.

"Today, Columbia University is bringing the money to the people," Wright said. "It's very important that we make sure that our small businesses not only start up, not only survive, but thrive."

Speakers on the "Access to Capital" panel included SBDC Director Rebecca Rodriguez; Don DiMartini, director of Citibank's Small Business Agency; Bryan Doxford, assistant vice president of New York Business Development Corporation; and

Angel Garcia, a business development specialist at the Lower East Side People's Federal Credit Union.

"It's your job to let us know who you are," DiMartini said to the crowd of business owners and entrepreneurs. He stressed that in order to obtain loans, business owners should act as educators, teaching potential lenders about their passion for their businesses.

"We want to be part of a successful business," DiMartini said.

After the panel, SBDC held a lender fair where business owners could network with representatives from various lending agencies, including banks and not-for-profits.

"Most of our clients come from these events," said Ronald De la Cruz, a representative from the not-for-profit lender Project Enterprise. "It's a very close-knit network."

"We don't gain anything from it other than helping people," he added.

SBDC opened in 2009, and Rodriguez said that it has been able to help struggling Harlem residents through the economic downturn. The center holds events and offers individualized help to its target audience.

Rodriguez said that a business

is significantly more likely to succeed if it has greater access to information. Some entrepreneurs in attendance on Tuesday said that the information they received would help them grow their businesses.

"I got plenty of useful information," said Walter Kin, who owns an Internet domain company. "They give very great advice."

"A lot of people like myself need their help," said Farhat Qureshi, who was attending her second SBDC event. "It's great to have somebody to help us put one and two together."

Barbara Bullard, who has owned Al Johnson Art for seven years and is currently working to start a consulting website, said she has built a relationship with SBDC. During the panel, Rodriguez called herself a psychologist for small businesses, and Bullard responded, "I'm a testimony to that."

"The past three years, it's been very bad," she said. "You need an outside source that has access to resources."

Rodriguez said she has built similar relationships with many of her clients.

"Entrepreneurship is very personal," she said.

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Some locals still oppose cathedral's development

**ST. JOHN from front page**

its roughly 400 apartments will be affordable housing units.

The development will also include plazas around the buildings and between the buildings and the cathedral, as well as improved access for individuals with disabilities, Handel said.

"The idea is to create spaces that are an extension of the close ... a series of more intimate spaces that will lead you around the building," he said.

But opponents of the development weren't swayed by the presentation. Several members of the Morningside Heights Historic District Committee, which does not want the development built, expressed strong opposition.

"As if the first development isn't bad enough, this second one is a true desecration of the close—the viewsheds are destroyed," said Gregory Dietrich, a historic preservation consultant and an advisor to the MHHDC board.

"This truly is—or was—one of the most iconic views of Morningside Heights, and it's going to get even worse," he added.

Meeting attendees were split on the merits of the new development.

"Look up here to see what kind of obligations the cathedral has to take care of the fabric of the close," said Cathedral School parent John Rumely, pointing to peeling paint on the eaves of Synod Hall. "I endorse this project, and keep up the good work."

Michael Henry Adams spoke on behalf of state Sen. Bill Perkins, who represents Harlem and Morningside Heights, saying that Perkins "remains opposed to the whole concept of this building site."

**"We're talking about being good steward of this property and anchoring its future."**

—James Kowalski, cathedral dean

"He's not convinced any small gain for the cathedral or small gain of jobs ... would be worth the negative impact on a world-class historic landmark," Adams said.

Speaking on his own behalf, Adams added, "The cathedral got some money for the earlier project. Maybe they'll get some more from this one, but once that's gone, what's next? What will they cannibalize and destroy then? It's not a sustainable thing for the cathedral to take the very thing that makes the cathedral so extraordinary and destroy it"

But Kowalski said that the revenue stream from the apartment buildings would help stabilize the

cathedral's finances for the next 100 years, generating hundreds of millions of dollars. This revenue would contribute not just to the cathedral's operating budget but to its endowment, infrastructure repairs, and preservation, Kowalski said.

"We're not talking about some petty amount of money the cathedral has squandered its future for—we're talking about being good stewards of this property and anchoring its future," he said. "This is not a desperate or frivolous effort"

Some attendees said that the Episcopal Diocese of New York should help the cathedral with its finances so that it doesn't need the development, with several mentioning the wealth of Trinity Church in the Financial District. Trinity owns 6 million square feet of downtown real estate.

"This diocese has within it the richest church of Protestant Christendom," Community Board 9 member Brad Taylor said.

Kowalski said that Trinity is not "hoarding" its revenue but using it in its international mission.

"They generate revenue to support a world-class mission," Kowalski said. "Why would you want to reduce that? If Trinity can generate revenue, and the cathedral can generate revenue, it makes more sense to use it some other way."

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Playoffs would add excitement to conference play

**PAGELS from back page**

could leap the Crimson), there would be barrels full of intrigue in determining who would head up to Cambridge in a winner-take-all bid for the conference title.

A one-game playoff makes the entire regular season much more compelling, and it wouldn't compromise the

integrity of having a regular season like 12-team conference tournaments do. This would not only increase the exposure of the league during the months of January and February, but also make the championship game an event attracting nationwide interest. America at large seems to already have an infatuation with the Ivy League. Surely a

championship game to decide the Ancient Eight could land some airtime on ESPN2.

Until then, enjoy the rest of the exhibition season.

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Construction firms looking for summer work in Manhattanville

**BY MILES JOHNSON**  
*Spectator Staff Writer*

Construction firms met with Columbia administrators and local government representatives on Tuesday, in an event that gave firms the chance to pursue the possibility of working in Manhattanville this summer.

At the meeting, which was attended by local and non-local firms, Manhattanville construction vice president Philip Pitruzzello discussed pending construction projects for the Manhattanville campus expansion.

Michael A. Dickerson, president of the local company Tightseal Construction, said that many of the firms in attendance were pleased with the opportunities available.

"I'll definitely follow up ... I live in Harlem so that's the community situation," Dickerson said. "I like to put people from around the neighborhood back to work."

John Stathis of Harlem's Absolute Plumbing and Heating agreed that the presentation was helpful. He added that his firm has had a good relationship with Columbia for nearly three decades.

"Manhattanville is primarily union ... but it's possible we might be able to do some of their non-union stuff," he said.

La-Verna Fountain, Columbia's associate vice president for construction business services and communications, said that the difficulty of hiring non-union firms has limited the University's capacity to hire locally. Still, she added, Columbia has worked hard to hire minority-, women-, and locally owned firms. Senior Executive Vice President Robert Kasdin said in an interview last week that Columbia has been "exceeding every metric that has been identified

... in respect to construction firms and workforce participation by minorities, women, and locals."

But some, including Community Board 9 chair Georgiette Morgan-Thomas, are concerned that Columbia is not doing as much for MWL firms as it claims. At a recent CB9 meeting, she said that one of Columbia's primary contractors, McKissack & McKissack, has not sufficiently reached out to Harlemites.

"McKissack has brought in women and minorities, it's just that they are not from our community," Morgan-Thomas said. "What we're hoping to do is to begin to bring McKissack up to snuff, so that they may have the resources to tap into individuals who live in our district. We don't just want women and minorities hired—we want local women and minorities and businesses to benefit"

Dickerson, Stathis, and many business representatives who attended the meeting in Lerner Hall's Satow Lounge work for construction, maintenance, or painting firms. But there were also attendees from companies that want to boost the Manhattanville campus's technological capacities.

David Grey said he is confident that there is opportunity for his company, Skyline Connections, to take part in the Manhattanville expansion. Skyline Connections works primarily in security and access control, and Grey said his company has proposed to equip Manhattanville campus buildings with high-tech entry scanners. These devices would scan vascular patterns in the backs of people's hands and match those scans to pictures before granting entry into buildings.

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Bollinger: It would be 'tragedy' for court to ban affirmative action

**AFFIRMATIVE ACTION from front page**

"This is a case that I think I would prefer not to see before the court," Shaw said. "I am concerned because this is a different Supreme Court—it is an even more conservative court, and the Grutter court was a conservative court."

Bollinger said that while it's too early to speculate on what the court will decide, he is worried about what will happen if the justices ban affirmative action.

"It would be a tragedy for all of higher education ... and I think for society generally," he said.

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BC considered internal, external provost candidates

**PROVOST from front page**

provost, effective immediately. Coatsworth was appointed interim provost in July.

Philosophy professor Frederick Neuhouser, a co-chair of Barnard's provost search committee, said that the committee looked at both external and internal candidates. He noted that there are "advantages and disadvantages to coming from within the institution," and that an outside hire like Bell "can provide an external perspective on the institution."

"She has a lot of experience with what liberal art colleges are like, what they need, and how they can hook up with larger institutions like Columbia," Neuhouser said.

The search process began last spring, after Boylan announced she would be stepping down. According to Neuhouser, the committee conducted day-long

interviews with four finalists in December, and Spar made a final decision based on the committee's recommendations.

English professor Monica Miller, who was a member of the search committee, said that Bell has an "understanding of community."

"Haverford is a small community and, of course, Barnard is a small community," Miller said. "She also has an understanding of inter-institutional politics, the challenges and joys of working together. I think that makes her a particularly politically savvy person for working on the Barnard-Columbia relationship."

Chemistry professor Christian Rojas, who served on the search committee, thinks one of the most important issues Bell will face is budgeting. He said that "this is a challenging time for Barnard" in terms of the college's budget.

"She's going to have some decisions ... and that's going to mean

Profs praise scholarship winner's work

**FACEBOOK from front page**

three or four."

Computer science professor Jason Nieh said that the research Andrus is conducting is practical, and that "if you actually run a virtual phone, you can't tell any difference from running it on the native device."

"What Jeremy's done is build a technology to create multiple virtual phones—they look exactly like normal phones but they run on the same physical device and are isolated and secure from each other," he said.

Nieh also praised Andrus for his "fantastic technical ability and good choice in problem-solving skills."

"He's an outstanding Ph.D. student," Nieh said. "I think the CS department here at Columbia and in Jeremy's department is a top-notch group of people."

**"You kind of start to understand why he's unique."**

—Roxana Geambasu, computer science professor

Likewise, computer science professor Roxana Geambasu called Andrus' academic record "unbelievably impressive," noting that he won two best paper awards at conferences, after working on the papers for a year and a half. She said that while computer scientists sometimes rush to publish papers because of the field's competitive nature, Andrus is diligent and careful.

"You kind of start to understand why he's unique," she said. "In my opinion, Jeremy's an amazing guy."

"His work is unbelievably practical," she added. "He works on real, practical things and builds real systems more than a lot of people in the industry do."

Andrus said his research was a big part of his proposal for the Facebook Fellowship, saying that it took his application "to the next level."

"It's kind of an honor to be chosen for something like this, mostly because it's so competitive," he said. "They gave out 12 fellowships, so the competition was high. It's exciting for me because it gives me recognition for the work that I'm doing and excited about"

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Bloomberg defends controversial NYPD tactics

**NYPD from front page**

Students "need continued reassurance that he [Bollinger] understands their grief and that he's working 100 percent," Abdur-Rashid said. "They can thank him for his leadership directly and allow him to reinforce the points in his letter about ensuring their safety on campus."

He added that he is concerned about Columbia's image in the wake of the reported surveillance.

"As a parent, I'd be concerned about my Muslim child coming to this campus," he said.

Not all reactions to the reported police monitoring have been negative. Mayor Michael Bloomberg defended the NYPD's actions on Tuesday as legitimate efforts in the fight against terrorism, the New York Times reported.

"The police department goes where there are allegations, and they look to see whether those allegations are

true," Bloomberg said.

Abdur-Rashid is concerned that the news of police surveillance could adversely affect Columbia's Muslim students.

"You can't miss the fact that they have a lot of pressure on them already," he said. "There is an entire population of immigrant students who don't understand what it means for NYPD police officers to come into a prayer space."

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Current Ivy  
slate has mostly  
trivial games

What's the purpose of a season in sports? No, this isn't the first line of a James Earl Jones voice-over in my sports movie screenplay.

I'm asking, what is the point of playing hundreds of games over the course of months to determine a champion? And why are there so many games played in professional sports and so few played in Ivy League basketball?

I'm going to throw out a crazy theory: A regular season should strive to maximize the percentage of its games that matter. Now what does "matter" mean? Let's define it as having an impact on the playoffs in a relevant way (relevant = more than just vastly over-rated home-field advantage).

One problem with this definition: There are no playoffs in Ivy League basketball. Fourteen games per team are all that decide who gets the NCAA tournament nod. And while that's probably the fairest way to determine who gets posterized by one-and-done future lottery picks from Kentucky or UNC early on the first Thursday of March Madness, fairness isn't necessarily what leagues should strive for when it comes at the drastic expense of interest and excitement over the course of the entire season.

Take a look at the Ancient Eight basketball slate this season. After week one, Columbia was 0-2 and effectively eliminated. Done. Its 12 remaining Ivy games were rendered pretty much meaningless. After week two, you could also tack on 0-2 Brown and 0-2 Dartmouth to that list, meaning that after only eight days of play, the title chase had already been whittled down to just five teams.

This is almost completely due to the fact that it's nearly impossible to make up a few games in the Ivy League's short season, where you must finish the year atop the standings if you want to keep playing into mid-March.

While not having any form of playoffs is still vastly superior to the winner-take-all tourney that most smaller conferences have (effectively making the entirety of the regular season completely and utterly insignificant), it's really not that much better. Instead, it's merely displacing a team's meaningless games from the first 80 percent of the season to the last 80 percent. In each case, the system doesn't allow for the bulk of regular-season games to have any kind of impact on a team's ultimate outcome.

This is a major reason the NFL regular season dominates the headlines from September to December. Because of its tiered playoff system, where the top two teams in each conference get a first-round bye, there's still a major incentive to keep playing even after you've clinched a playoff spot. And in the reverse situation (where you might not be fortunate enough to clinch the playoffs by the time winter rolls around), there are just enough spots available for you to still be in contention—and not enough to make the regular season relatively pointless by allowing a laughable number of teams into the postseason club (see: NBA, NHL).

Let's say the NBA ran the way Ivy basketball does, with a winner-take-all regular season. Right now there would only be about five teams with a realistic shot at winning the title. What would the other 25 teams be doing? About the same as what squads like Dartmouth and Brown are going through right now. But at least NBA teams in the lowest circles of hell have draft picks to plan for and trades to make for next season. Ancient Eight squads have ... impressing potential recruits?

On top of that—it's Ivy League basketball. It's already hard enough to fill low-capacity gyms. Do you think making the vast majority of your games utterly meaningless in determining the conference champion will help you out?

Luckily, there's an easy fix to the problem that doesn't stray too far away from the current system: Simply have the two teams with the best regular-season records play a one-game playoff to determine the champion.

This season, a battle for the No. 2 spot would involve a heated scrap between Penn, Yale, Princeton, and Cornell, which are all bunched together beneath Harvard. Instead of the dozens of games this weekend and the past few that have been relatively meaningless (since there's no way some schools



JIM  
PAGELS

On the  
Couch

Lions look to rebound against Yale after latest loss



KATE SCARBROUGH / SENIOR STAFF PHOTOGRAPHER

**REBOUNDING RUT** | CU struggled to rebound against Penn in an overtime loss to the Quakers on Sunday. The Lions need boards to beat the Bulldogs.

Team chemistry on swim team key to tolerance and respect for LGBT Lions

LGBT from front page

was really open and wanted me to explore myself and be myself," Smith said.

Zhai also found the team to be helpful during the transition.

"My team has always been very supportive throughout the coming-out process," he said.

Schultz, who came out last March, thinks there are two factors that explain the welcoming environment. The first is the type of student that Columbia generally attracts, being a progressive campus. The second is unique to the swim team—it's all about having teammates to relate to.

"In terms of the swim team, I think just the fact that there is a visible presence of gay swimmers ... forces the straight swimmers to have to start to understand what it is to be a gay athlete," Schultz said. "I think when you have a bunch of different people all thrown together, you really learn about other people's differences, and really come to accept everybody for who they are and really understand where they're coming from."

No team is perfect, Schultz admits, but the CU swim team is pretty good.

"I'm very spoiled here. I certainly think that with certain types of sports it might be more of an issue than others," he said.

All three also characterized swimming in general as an LGBT-friendly sport. Hudson Taylor, an assistant wrestling coach at Columbia, has an explanation.

"The more contact-based the sport is, the more we see homophobia rear its ugly head," he said. Swimming is as non-contact as sports come—each swimmer has his or her own lane.

Despite the openness found at Uris Pool, homophobia is still a big problem in athletics, both across college campuses and here at Columbia.

Taylor, who started the nonprofit organization Athlete Ally—which promotes respect for all athletes, gay or straight—acknowledges that Columbia is better at tolerance than other universities, but cautions against overgeneralizing about an entire athletic department.

"While I think Columbia is great and is doing great work in the States, it's hard to make a blanket statement about all athletics, and I'm sure that phrases like 'that's so gay' still get thrown around here at Columbia and elsewhere," he said.

Zhai's time also hasn't been picture-perfect, either in the pool or out.

"In terms of people's personal views, I think some people are not necessarily as open-minded as I would like them to be,"

he said. "It's not even that they're intentionally hateful or hurtful, but sometimes they're just a little bit ignorant and don't take time to think about things before they say them."

One of the problems with athletics, according to Taylor, is that stereotypes are frequently treated as truth: People expect that in order to be a successful male athlete, you have to be straight.

"Homophobic language is an easy tool for someone to assert their straightness," he said.

The worst cases are when an athlete is forced to quit after coming out—something Taylor has seen at multiple universities. While times are certainly getting better, LGBT students are still not universally accepted at campuses across America, especially on athletic teams.

Action is being taken, though, and Taylor is a part of it. The mission statement of his nonprofit is to provide advocacy campaigns, on-campus trainings, and tools to help athletic teams throughout the country promote tolerance. Other websites, such as Outsports, collect coming-out stories of professional, college, and high school athletes. The support is starting to come together, but team members say there are steps that need to be taken at all levels—by administrators, coaches, and players.

For his part, Taylor emphasizes respect. "I think the main point that I try to make when I talk to athletes is that sportsmanship is synonymous with allyship," he said. "What's at the heart of athletics is this idea of mutual respect, of coming together and putting our differences aside so that we can accomplish our athletic goals."

Taylor stressed that change won't come from gay athletes alone.

"Speaking out as an ally, as a champion of inclusion and respect, is a really easy step to take. I think that we are going to see the most change in athletics when we have a critical mass of straight allies showing their support. That's really what I'm working towards and what I hope to see more of."

And although Taylor believes that coming out is a big burden to ask a gay athlete to bear, Zhai thinks that part of the responsibility lies on LGBT athletes to be as open as possible.

"I think the only way to really get to people is by having a close relationship with them," Zhai said. "People who may not have had openly gay friends before, once they develop that friendship with them, they have a direct tie to the LGBT community."

BY MICHELE CLEARY  
Spectator Senior Staff Writer

The men's basketball team turned over the ball on its first two possessions during overtime against Penn—but this wasn't what caused its loss. While credit must be given to the Quakers for their final, winning play, the Lions might have found themselves victorious if they hadn't allowed Penn to grab four offensive rebounds in the five-minute overtime period.

"We gotta get those balls," head coach Kyle Smith said in an interview on Tuesday. "Those are things you can control—that's not necessarily talent."

After the Light Blue's (14-12, 3-7 Ivy) second turnover, Penn senior center Mike Howlett was fouled. He made the first free throw, but missed the second. However, the Lions couldn't get the rebound, so the Quakers had another chance to expand their two-point lead. And they did. Sophomore guard Miles Cartwright hit a long three to put Penn up 59-54. There were still three minutes left to play, and the Light Blue senior guard Chris Crockett hit a three at the other end to cut the lead to just two.

But once again, Penn grabbed two crucial offensive rebounds to keep its lead. Two possessions later, with the score still 59-57, senior guard Zack Rosen missed a jumper, but sophomore forward Fran Dougherty managed to grab the rebound. Penn head coach Jerome Allen took a timeout, and the Quakers got to reset and try again. Rosen missed again, but senior guard Rob Belcore grabbed yet another offensive board for Penn. Ultimately, Cartwright missed a three, and the Lions were finally able to come down with the ball—thanks to senior forward Blaise Staab—but now there were only nine seconds left to play.

While not as obvious, rebounds were also a problem the night before.

For the first time all year, the Light Blue was outrebounded by another Ivy League team. Princeton had 30 boards to Columbia's 25.

"I'm a little bit concerned because they're a poor rebounding team," Smith said about the Tigers. "It was a big part of our scout that we were sending more guys to the board than we normally do. Second half we rallied up, so we did a little better, but we couldn't keep them off the boards."

In conference play, the Light Blue has the second-highest rebounding margin with +4.0. Harvard leads the league with +4.5, but the Lions were stronger on the boards when they played up at Lavietes Pavillion.

"We've been good at it, so we want to maintain being good at it."

—Kyle Smith, head coach

"We've been good at it, so we want to maintain being good at it," Smith said.

Columbia has the third-best rebounder in the league in junior center Mark Cisco, who is averaging 8.1 boards a game. And that's after his 11-rebound performance this weekend. Cisco had six boards in the overtime loss to Penn, none of which came during the overtime period.

"I probably left him out there too long, because normally he's one of the best rebounders in the league," Smith said of Cisco.

Rebounds will prove crucial in Friday's matchup at Yale. During their heartbreaking collapse against the Bulldogs at home—in which they gave up a 21-point second-half lead—the Lions had just one offensive rebound after intermission. Yale had six. While the Light Blue outrebounded the Bulldogs overall, Yale had three more boards than Columbia in the second half.



KATE SCARBROUGH / SENIOR STAFF PHOTOGRAPHER

**BOXING OUT** | The efforts Penn senior guard Rob Belcore and freshman forward Henry Brooks contributed to CU struggles on the boards.

ATHLETE OF THE WEEK

NICK MILLS



FILE PHOTO

**KING OF THE RING** | Junior Nick Mills, who was a second-team All-Ivy athlete in the 2010-11 season, was one of only two wrestlers to win against Hofstra on Sunday. He went 2-1 overall this weekend, notching his second win against Brown.