Iraq In the Classroom

By Adam Pore

A s the war in Iraq is discussed and debated in Washington’s corridors of power and in homes across the nation, it is also the subject of teaching, research and outreach here at Columbia.

This issue of The Record examines how professors and graduates are applying their own expertise to help make sense of the complex questions and challenges the Iraq conflict raises, inside and outside the classroom. In this issue, we look at some of the unique ways instructors are using examples from Iraq to bring deeper to life.

One professor with the School of International and Public Affairs delivered his final four classes last spring via video uplink from Iraq; he was called to Baghdad to serve on a panel of experts advising General David Petraeus. Columbia University Medical Center is preparing to launch a major mental health program that will treat returning war veterans and their families and conduct research on post-traumatic stress disorder.

Examples from Iraq bring classroom theory to life.

At the Graduate School of Journalism a professor and veteran war correspondent has reporters who have recently returned from Iraq tell students about covering the war. A newly hired professor at the Journalism a professor and veteran war correspondent has reporters who have recently returned from Iraq tell students about covering the war.

Another professor, a professor of economics and a Nobel laureate, made headlines and ruffled some feathers last year with a paper presented at the American Economic Association, in which he and Harvard economist Linda Bilmes calculated that the cost of the Iraq war would total as much as $2 trillion, far higher than government estimates.

At the School of Nursing, Richard Garfield and others have collaborated with the World Health Organization to assess humanitarian conditions in Iraq for a decade. Following the 2003 invasion, we led the U.N.’s presence in Iraq for a decade. “Following the World Health Organization

GLOBAL JAZZ IN HARLEM

The Center for Jazz Studies at Columbia University is gearing up for the first-ever Columbia/Harlem Festival of Global Jazz. The 10-day event, a collaborative effort of the Center for Jazz Studies, the Upper Manhattan Empowerment Zone and Jazzmobile Inc., with the encouragement and support of President Lee C. Bollinger, will feature a roster of international musicians, jazz educators and scholars in performances, conferences and film screenings. Most events are free and open to the public and will be held on campus and at venues throughout Harlem.

The festival is the brainchild of Robert G. O’Meally, former director and founder of the Center for Jazz Studies and also Zora Neale Hurston Professor of English and Comparative Literature. Among the performers scheduled to appear are David Murray (United States), Chico O’Farrill Afro-Cuban Jazz Orchestra, Steve Coleman (United States), Joelle Leandre (France), Zim Ngqawuse (South Africa), Martin Arnaga and African Blue Note (Cameroon/United States), Lionel Loueke and Somi (Cote d’Ivoire/United States), and the Glee U N t y Orchestra, a group comprised of musicians from across Europe.

The festival will kick off Sept. 19 with a special performance in Low Library Rotunda by drummer Susie Ibarra and a conversation on “Jazz in the global imagination” with three of the most eminent pianists of their generation—Randy Weston, Toshiko Akiyoshi and Dr. Billy Taylor. “This is a great example of how a global university can be a unique resource to its own local community,” said President Bollinger. Jackie Harris, executive producer of the festival, said, “Global Jazz is a great example of how a global university can be a unique resource to its own local community.”

The 2003 invasion, we led the U.N.’s presence in Iraq for a decade. “Following the World Health Organization

Researchers Help Solve Bee Deaths

A team of scientists, led by researchers from Columbia University’s Mailman School of Public Health, may have identified the virus causing the disease that has mysteriously killed off billions of U.S. honeybees over the past year.

The cause appears to be a pathogen called Israeli Acute Paralysis Virus, named for the country in which it was first described in 2004. Bees afflicted with the ailment developed shivering wings, became paralyzed and died just outside the hive.

The disease had not previously been found in the United States. The first reports of unusual declines in bee colonies, or colony collapse disorder (CCD), began in 2004. That was the same year that importing honey bee colonies from other countries was permitted for the first time in 12 years, when the United States allowed the importation of honeybees from Australia.

The findings were published in the Sept. 7 issue of the journal Science. In addition to the Mailman School team, other scientists involved in the discovery include researchers from Pennsylvania State University, the U.S. Department of Agriculture, University of Arizona, Tucson and 454 Life Sciences Corp.

The 2003 invasion, we led the U.N.’s presence in Iraq for a decade. “Following the World Health Organization

Across the United States, the disorder has resulted in a loss of 50 to 90 percent of colonies in beekeeping operations. “Our results indicate that IAPV is a significant marker for CCD,” said Ian Lipkin, director of the Center for Infection and Immunity at the Mailman School. The next step, he added, is to assess whether IAPV alone or in concert with other factors, induces CCD in healthy bees.

One aim of the festival is to highlight a key facet in the continuing conversation on “Jazz in the Global Imagination” with three of the most eminent pianists of their generation—Randy Weston, Toshiko Akiyoshi and Dr. Billy Taylor. “This is a great example of how a global university can be a unique resource to its own local community,” said President Bollinger. Jackie Harris, executive producer of the festival, said, “Global Jazz is a great example of how a global university can be a unique resource to its own local community.”

The 2003 invasion, we led the U.N.’s presence in Iraq for a decade. “Following the World Health Organization

By Record Staff

W h i l e I A P V probably isn’t the only culprit, the scientists said there was a significant connection between the bee disease and CCD, named because bees leave their hives in search of nectar but fail to return, resulting in the collapse of the entire colony.

Across the United States, the disorder has resulted in a loss of 50 to 90 percent of colonies in beekeeping operations. “Our results indicate that IAPV is a significant marker for CCD,” said Ian Lipkin, director of the Center for Infection and Immunity at the Mailman School. The next step, he added, is to assess whether IAPV alone or in concert with other factors, induces CCD in healthy bees.

The findings were published in the Sept. 7 issue of the journal Science. In addition to the Mailman School team, other scientists involved in the discovery include researchers from Pennsylvania State University, the U.S. Department of Agriculture, University of Arizona, Tucson and 454 Life Sciences Corp.

The 2003 invasion, we led the U.N.’s presence in Iraq for a decade. “Following the World Health Organization

The findings were published in the Sept. 7 issue of the journal Science. In addition to the Mailman School team, other scientists involved in the discovery include researchers from Pennsylvania State University, the U.S. Department of Agriculture, University of Arizona, Tucson and 454 Life Sciences Corp.

The findings were published in the Sept. 7 issue of the journal Science. In addition to the Mailman School team, other scientists involved in the discovery include researchers from Pennsylvania State University, the U.S. Department of Agriculture, University of Arizona, Tucson and 454 Life Sciences Corp.
The 200th anniversary of Hamilton Hall was celebrated Sept. 4 with speeches, cookies and the kickoff of a campaign to raise money for undergraduate education. The cookies (above) bear the likenesses of the ingenuity of Columbia for the building is named. Alexander Hamilton attended what was then known as King's College from 1774 to 1776 and was a trustee of Columbia College from 1784 to 1804. His eponymous hall, designed by the famed turn-of-the-last-century architectural firm McKim, Mead and White, was the first building on the Morningside campus devoted to Columbia College, which still has its administrative offices there.

**CENTENNIAL COOKIES**

The 200th anniversary of Hamilton Hall was celebrated Sept. 4 with speeches, cookies and the kickoff of a campaign to raise money for undergraduate education. The cookies (above) bear the likenesses of the ingenuity of Columbia for the building is named. Alexander Hamilton attended what was then known as King's College from 1774 to 1776 and was a trustee of Columbia College from 1784 to 1804. His eponymous hall, designed by the famed turn-of-the-last-century architectural firm McKim, Mead and White, was the first building on the Morningside campus devoted to Columbia College, which still has its administrative offices there.

**Dueling Deweys**

**Dear Alma’s Owl,**

I always thought the Dewey Decimal System was originated by educator John Dewey, but now I hear it was invented by someone else from Columbia. Who — Marwan the Librarian

Wrong Dewey, Madame Librarian.

John Dewey taught philosophy at Columbia from 1904 until 1950, when he became professor emeritus. While he was renowned as an academic philosopher and education reformer, he had nothing to do with the Dewey Decimal System.

For that we can thank Melvil Dewey, who became Columbia College’s librarian in 1885. Melvil created the decimal-based categorization system that has become the most widely used classification system in the world.

Born in Adams Center, N.Y., in 1851, his name was actually “Melville,” but as a believer of simplified spelling he added the extra letters to make it “Melvil.” Dewey attended Amherst College and worked at the school’s library to help pay for his education, and started one of the first subject catalogs on cards while he was an assistant librarian. According to Amherst’s Archives and Special Collections Exhibitions Web site, Dewey dreamed up the decimal system in 1873 when sitting through a long sermon in church one Sunday. It was first published in 1876.

Until then, each school or town library had its own chaotic system to keep track of its ever-growing collections, resulting in a hodge podge that often relied on the memories of librarians who organized by topic or publication date. Dewey’s system uses simple decimal notation to divide recorded knowledge into 10 main classes, 100 divisions and 1,000 sections.

After becoming Columbia College’s librarian, he founded the world’s first library school at Columbia in 1887. He became director of the New York State Library in Albany in 1889, staying there until 1906.

He also was a founder of the American Library Association, which each year gives out its “Melvil Dewey Award” for recent creative leadership of high order, particularly in the fields in which Dewey was actively interested: library management, library training, cataloguing and classification, and the tools and techniques of librarianship. He also co-founded and edited Library Journal.

Those wishing to learn more about this librarian extraordinaire can find his papers in Columbia’s Rare Book and Manuscript Library, which holds $3,700 Dewey personal and professional papers. On read Wayne A. Wigand’s 1997 book *Irresponsible Reformer: A Biography of Melvil Dewey*. It can be found in Butler Library (or indeed, any library) under Dewey Decimal number 620.92.

— Bridget O’Brien

**ASK ALMA’S OWL**

**Head men’s tennis coach BID GOSWAMI and head women’s soccer coach KEVIN MCCARTHY (CC’83) were named Northeast Region Coach of the Year in their respective sports, after leading their teams to Ivy League championships and NCAA Tournament appearances. Goswami received his honor in May and McCarthy in December of 2006.**

**JED BEST,** associate professor of clinical pediatric dentistry, is president-elect of the College of Diplomates of the American Board of Pediatric Dentistry, the certification board for the specialty.

**SONGTAO JIA,** assistant professor of biological sciences, has received a grant from the New York Academy of Medicine for his proposal titled “The Role of Cu’s Mediated Ubiquilnation in Epigenetic Regulation.” Effective June 1, 2007 to May 31, 2008, this is a single year award for $50,000.

**Grants & Gifts**

**Lamont-Doherty**

**WHO GAVE IT:** Instrument designer and maker Jerome M. Paros (GSAS’63)

**HOW MUCH:** $1.5 million

**WHO GOT IT:** Lamont-Doherty Earth Observatory

**WHAT FOR:** Paros’ gift will be matched one-for-one with institutional funds, and the $3.5 million endowment will set up a chair in observational geophysics. The endowment will allow Lamont-Doherty to advance its cutting-edge work in designing scientific instruments to study waves, winds, earthquakes and other natural phenomena.
Columbians Worldwide Meet Up In Bon Paris

By Candace Taylor

-----

WHEN THE LEVEES TEACH

By Shalana A. Farmer

Now playing at a classroom near you: Spike Lee’s When The Levees Broke.

With the help of Teachers College, Lee’s HBO 2006 documentary about Hurricane Katrina’s effect on New Orleans, When the Levees Broke: A Requiem in Four Acts, has been transformed into a teaching tool about race and class for classrooms across the United States.

Lee’s documentary focuses on the struggles of New Orleanians as they navigated through the devastation left by Hurricane Katrina. HBO had the idea to partner with the Rockefeller Foundation and, ultimately, with Teachers College because many educators and activists inquired whether any educational materials would be produced based on the documentary.

“This is an amazing thing for a documentary filmmaker to give to students so that they can learn something from it,” said Sam Pollard, co-producer of the documentary.

The curriculum and a DVD of the film will be distributed to 30,000 high school, college and community educators free of charge by TC. These educators and community organizers signed up for their copies on the Levees Web site, www.teachingthelevees.com.

Margaret Grocco, professor of social studies and education at TC, led the team that created the curriculum. She said it was critical that the lesson plan be “a call to action, as well as a discussion that seeks to make sense of something that is incomprehensible.”

At the curriculum launch, New York Times columnist Bob Herbert, who has written extensively on social issues and the aftermath of Katrina, moderated a discussion on the topic of race and class. The panellists—Columbia President Lee C. Bollinger; Eddie S. Glaude Jr., professor of religion and African American studies at Princeton University; Gloria Ladson-Billings, professor of urban education at the University of Wisconsin-Madison; and New Orleans City Councilwoman Cynthia Hedge-Morrrell—also discussed whether the nation has learned anything from Hurricane Katrina.

For President Bollinger, a leading expert on affirmative action and freedom of speech, it was impossible to discuss race and class without citing the landmark Brown v. Board of Education case and the very recent Louisville and Seattle Supreme Court cases that ruled against schools’ consideration of race in maintaining racial balance in their classrooms. “I feel we have lost in my lifetime a sense of national purpose, a mission or will to deal with race, class, inner-city urban deprivation.”

Councilwoman Hedge-Morrrell, who represents New Orleans, said that she was not surprised that the conversation should not only be centered on race and class but on culture and economics as well. Many people who did not have the means to evacuate during Katrina simply could not, she said, so economics play an important role in this dialogue. “How can you evacuate if you don’t have money?” asked Hedge-Morrrell. “You need money to evacuate, you need gas. You need somewhere to go.”

While a nationwide discussion on race and class is long overdue, panelists agreed that to keep the conversation going continues to be a challenge. “What’s difficult,” said Glaude “is how do we talk about race and class simultaneously and how do we talk about it in a sound bite culture?”

By Record Staff

Two New Art Professorships Endowed

Leonard and Louise Riggio have pledged $5 million to Columbia to support professorships, graduate fellowships and undergraduate programs in the Department of Art History and Archaeology. The Riggios’ gift is one of the largest ever to art history at the University. It is noteworthy both in its scope—in simultaneous support of faculty, graduate students and undergraduates—and by the fact that it is inspired by the Riggios’ daughter, Stephanie, who graduated from Columbia College in 2006 with a degree in art history.

“Thanks to the Riggio family’s generosity and commitment to education at Columbia, we will now offer greater support to faculty and students studying for a deeper understanding of art history,” said President Lee C. Bollinger.

Of the total pledged by the Riggios, $3 million will support two endowed professorships. One, in African art, will be held by Professor Zoe Stromberg beginning this academic year. The second professorship will be assigned at the department’s discretion.

The money donated to establish the two chairs is being matched one-to-one by funds provided through the Leffest Challenge, established in September 2006 after a commitment from University Trustee Gerry Lenfest. (Leffest ’59) to spur endowment of 25 chairs in the arts and sciences. Eight chairs have been established so far.

The remaining $2 million of the Riggios’ gift will be divided evenly, half going to undergraduate fellowships and the rest to support undergraduates for summer internships, thesis research and travel. In addition, it will also help pay for lectures, symposia and publications that benefit all students.

Leonard Riggio is chair of Barnes & Noble Inc., the world’s largest bookeller, as well as a founder and the largest shareholder in GameStop, which operates 5,000 video game stores worldwide. Leonard and Louise Riggio have long supported the arts and are major funders of Dia Beacon, the contemporary art museum located in Beacon, N.Y. They also support other artistic, educational and charitable institutions.
of Health to re-establish basic programs, and consulted with the Ministry of Health in 2005 on health workforce planning." Garfield writes in an email.

Throughout the campus, others are applying their expertise and training to make sense of the new questions raised by recent history. Doing so, however, presents unique challenges.

"If you want to discuss warfare and its role in the state, it's easier to discuss Peloponnesian wars than it is to talk about the war in Iraq," says law school professor Philip Bobbitt, who has examined the legal issues surrounding the war on terror and Iraq in class and in his book Terror and Consent. "The analysis of contemporary events is so saturated with the emotion and the politics of the day. But having said that, you want to show that the analytical tools students acquire in class have some role in understanding contemporary conflicts."

---

**IN THE CLASSROOM: IRAQ**

By Adam Piore

---

**RICHARD BETTS**

School of International and Public Affairs

You're an advisor to the president, recommending a military operation. What's acceptable—5,000 casualties? 10,000? How do you present the options?

So begins another semester of Richard Betts' survey course, "War and Peace Policy." The questions Betts raises have direct relevance to Iraq. But with three decades of teaching experience, he's seen wars come and go, and his course remains epic in its scope. It covers a wide array of issues, ranging from the causes of war to moral issues of war, military strategy, arms control and intelligence. Students examine conflicts going back as far as the Napoleonic and Thirty Years War, as well as many of the wars of the twentieth century, including Vietnam, Korea and World War II.

Only two of the readings are specifically related to Iraq, "Fiasco" by Thomas Rick's of the Washington Post and "Cobra II: The Inside Story of Invasion and Occupation in Iraq" by journalist Michael Gordon and General Bernard Trainor.

"What I try to do," says Betts, professor of War and Peace Studies, "is cover big issues in historical context and hope it will help the students understand Iraq rather than how Iraq will help students understand the larger issues.

Still, it's a testament to the relevance of his class that former students sometimes drop Betts a line from Baghdad. He's heard from protégés in the Central Intelligence Agency, the State Department and the military.

Lt. Col. Charles Miller, who works for General Petraeus in Baghdad, also singled out Betts' class as especially useful—"You're an advisor to the president, recommending a military operation. What's acceptable—5,000 casualties? 10,000? How do you present the options?"

"I've learned "Politics is about the distribution of power and, that's what we're dealing with in Iraq." Betts has served on the staff of the U.S. Senate Select Committee on Intelligence and as a consultant to the National Security Council and Central Intelligence Agency. In his new book, Enemies of Intelligence, he uses his personal experience in those jobs and combines it with academic research and outlines strategies for better intelligence gathering and assessment.

An excerpt from one chapter of Enemies of Intelligence can be found at www.columbia.edu/cu/cup/publicity/betts_excerpt.html. It was published this month by Columbia University Press.

In his SIPA course, Betts finds Iraq useful in "illustrating how the vast majority of my speakers will be people who recently were in Iraq or have spent a lot of time there," Matloff says.

"But they also have to do with everything from stringers and translators more than in most other stories.

"It's a reporter's nightmare and perfect fodder for a journalism professor. "The war in Iraq has given me lots of materials for my course," Matloff says. "It's a very high-profile war, and it's an extremely sought-after class. I don't know if it would have been without this war, because the U.S. is directly involved."

The high turnover in correspondents—often affiliated with New York-based news organizations—ensures a steady stream of guest speakers. Michael Massing, who has written about Iraq for The New York Review of Books, will provide a critique for the class on such issues as the weapons of mass destruction debate and the challenges of reporting on civilian casualties. Other guest speakers will include Peter Maass of The Los Angeles Times Magazine, and The Los Angeles Times bureau chief Tina Susman.

"The vast majority of my speakers will be people who recently were in Iraq or have spent a lot of time there," Matloff says.

"Even so, Matloff does her best to warn students away from Iraq until they get some real-world experience. The challenges and dangers are, she says, too great for reporters fresh out of journalism school.

"I advise them not to go. I just feel that part of my job is to promote safe reporting," she says. "It's something that is close to my heart as many of my friends have been kidnapped or killed. The security situation in Iraq is so grim and my students are so green."
Record SPECIAL, along with three that can be like and how it may shape outcomes."

decision making often takes place under crisis conditions," and policy in Iraq.

own experiences or those of his colleagues, which by definition means they’ll have a lot to do with the current war on terrorism.

than would the U.N. ambassador from France," Waxman says. When the Abu Ghraib abuses surfaced, Waxman traveled to Iraq to tour the notorious prison, then was assigned to the Department of Defense to help reform military detention operations. After two years at the Pentagon, he became principal deputy director of the policy planning staff at the U.S. State Department, a job he is currently finishing out before starting at Columbia.

A number of events had a major impact on my outlook toward law and policy," he says. "And the world certainly changed." For his class, Waxman plans to spell out what those changes mean from a legal perspective, looking at the domestic and international regulations of decisions to use military force, including self-defense rules and the U.N. Security Council System. He'll also explore constitutional issues such as presidential war powers and what recent events mean for executive-legislative branch relations.

But perhaps most important, he'll explore the competing roles of different agencies of government and how that affects their approaches to tough legal problems.

"The role of bureaucrats and institutions is critical to understanding legal and policy decision making," he said. "You can't effectively divorce the study of policy and law from the study of the institutions that make and execute them."

Different roles require different legal viewpoints. For example, a defense department lawyer might build a legal justification for military intervention in Iraq in a way aimed at preserving military flexibility, while a state department attorney might focus instead on legal justifications likely to garner a broad international coalition, he says.

"More than anything, I want to get students thinking how they might advise differently a secretary of defense who says 'my policy priority is X' versus a Secretary of State who says 'my priority is Y'. Or how and why a U.S. ambassador from say, China might respond differently to a proposed Security Council resolution than would the U.N. ambassador from France," Waxman says.

Some of the teaching will be done through case studies and role-playing exercises. Many of those will come from Waxman's own experiences or those of his colleagues, which by definition means they’ll have a lot to do with the current war on terrorism and policy in Iraq.

"Unlike analysis in the class room and scholarship, government decision making often takes place under crisis conditions," Waxman says, "and I also want to teach students about what that can be like and how it may shape outcomes."
Aultn specialists at the Columbia University Medical Center have found that local Spanish speakers do not have a single word for the English “wheezes,” possibly confusing asthma research in Spanish-speaking populations.

Medical histories taken by clinicians and written questionnaires used by researchers to identify asthma cases and quantify symptoms rely heavily on the word “wheeze.” These questionnaires are usually validated among English speakers and then translated into Spanish.

Rachel Miller, assistant professor of clinical medicine and public health, and Rafael Narvaez, project coordinator, asked two accredited translators, both experienced with medical translation and the Washington Heights Dominican population, to translate “wheeze” into Spanish. Both picked the word “ronquido.”

But when the researchers asked about 40 local bilingual residents the same question, they got 12 different answers (including words for tight chest, whistle in the chest, congested breathing, aspiration, asthma, coughing, shortness of breath, constriction, and suffocation). Only two picked “ronquido” and about a quarter couldn’t identify a single word at all.

“Ronquido” fared even worse among bilingual residents whose primary language is Spanish.

“Wheeze” is a very ambiguous word even in English, and it is difficult to translate into Spanish,” Narvaez says. “In the future, asthma researchers need to go out into the community to find the best word for ‘wheeze’ in their research population before distributing questionnaires.”

Reprinted from El Visto. CUMC Vol. 6 No. 5.

Jazz Festival

continued on page 7

communicate in this world,” said Lewis. “We want to explore the ways in which improvisation appears in every field, not just in jazz.” Among those lines, the topic of improvisation in everyday life will be explored in greater depth.

Sept. 25 with a discussion among two Pulitzer Prize-winning authors, Margo Jefferson and Yusef Komunyakaa, and two MacArthur Fellows, Lewis and Patricia Williams of Columbia Law School.

In keeping with the center’s goal to expand the intellectual conversation surrounding jazz, the festival will also feature film screenings, symposia and a technology-based exhibition.

“Improvisation in everyday life will be explored in greater depth Sept. 25 with a discussion among two Pulitzer Prize-winning authors, Margo Jefferson and Yusef Komunyakaa, and two MacArthur Fellows, Lewis and Patricia Williams of Columbia Law School.”

By Susan Conova

September 25, 2007

The Record

Prof. William Eimicke: From SIPA to FDNY

By Candace Taylor

I f you run into William Eimicke at New York City Fire Department headquarters, you might notice that the sturdy black shoes he’s wearing with his suit and tie are in fact cowboy boots.

Eimicke, a professor at the School of International and Public Affairs who is on a one-year leave of absence to work at the fire department, started wearing boots some 20 years ago, a carryover from cowboy shoes on the farm near Albany where he and his wife spend weekends. But the sturdy footwear is especially useful when he gets out from behind his desk and into the field, trekking to stations throughout the five boroughs, inspecting fire apparatus and communications equipment, visiting FDNY’s terror center and even climbing through the burning buildings at “The Rock” training facility on Randall’s Island.

As deputy commissioner for strategic planning and policy, Eimicke’s job is to advise Fire Commissioner Nicholas Scoppetta on implementing the fire department’s new strategic plan, updating its performance management systems and developing programs for executive and management skill building. He started June 10.

“It’s a role that Eimicke, 58, relishes. After a career in public service, the former New York State Commissioner of Housing has been in academia for 17 years, teaching public management, applied policy analysis, and management innovation and policy analysis, and management innovation and management training. Eimicke, who also teaches at the Universidad Externado de Colombia in Bogota, believes strongly that academics should bring their expertise to the real world.

“It’s good to jump back and forth,” Eimicke said, slipping from a SIPA coffee mug in his office at the fire department’s headquarters in Brooklyn.

“There’s a nexus between academia and practice—the two go together.”

After getting his Ph.D. in public administration from Syracuse, Eimicke was teaching at Indiana University when he got a call about a job as director of studies for the New York State Temporary Commission on State and Local Finances. That led to a host of government jobs, including New York City assistant budget director and New York State’s housing czar. “For five years, he served as Governor Mario Cuomo’s deputy secretary for policy and programs before he began teaching as an adjunct professor at Columbia in 1988. He’s happily stayed there ever since.

But when Eimicke heard through friends in city government that the fire department post was open, he jumped at the chance. New York’s bravest have always held a particular allure for Eimicke, that of “teacher, firefighter, police officer—those were my role models,” said Eimicke. He had planned to teach high school social studies before a guidance counselor at Syracuse University encouraged him.

But when Eimicke heard through friends in city government that the fire department post was open, he jumped at the chance. New York’s bravest have always held a particular allure for Eimicke, that of “teacher, firefighter, police officer—those were my role models,” said Eimicke. He had planned to teach high school social studies before a guidance counselor at Syracuse University encouraged him.

continued on page 8
**In the arts, Miller brings an innate understanding for the passion and conviction to re-imagine each work from the composer's point of view.**

---

**WAYNE FRANCIS**

**WHO HE IS:** Director of Community Employment Programs

**YEARS AT COLUMBIA:** Three

**WHAT HE DOES:**
- Francis manages the day-to-day operations of the Columbia University Employment Information Center (CERC), a walk-in employment and resource center “geared toward improving our local hiring goals in the practice of our social responsibility to the surrounding communities.”
- He also oversees Columbia’s Temporary Staffing Office, which manages how the University utilizes temporary labor and serves as the central point of contact for any office or department that needs to fill temporary positions. The employment center is on Broadway just south of 125th Street.

**A GOOD DAY ON THE JOB:**
- “A good day on the job for me is when the Employment Center is bustling with activity. If I get to interview an exceptional candidate that I feel really good about introducing to a hiring manager, that’s always a plus.”

**HOW HE CAME TO COLUMBIA:**
- While at the American Diabetes Association overseeing its Diversity Outreach Initiatives for New York City, Francis, 37, was contacted by a Columbia recruiter who was impressed with his extensive work experience in Harlem and in community outreach. Before that, he served as director of a career and technology center in central Harlem for a faith-based consortium that focused on economic development and housing, and also ran a school-based community center known as Beacon Center in West Harlem.

**MOST MEMORABLE MOMENT:**
- The grand opening of the Employment Center in February of 2005. “I was standing between President Lee Bollinger and Roy. Charles Rangel during our remarks that we were making to the over 100 guests and I remember how the University utilizes temporary labor and serves as the central point of contact for any office or department that needs to fill temporary positions. The employment center is on Broadway just south of 125th Street.”

**BEST PART OF HIS JOB:**
- “I love the fact that I’m not confined to a desk. I get to be a part of a larger department and University, but at the same time, I get to be based in the community and stay connected to the people and organizations that are in need of our support and resources.”

**IN HIS SPARE TIME:**
- “I volunteer with gpu Beta Sigma Fraternity; the Prince Hall Grand Lodge, a Masonic organization; and the American Diabetes Association, where I am on the board of its national committee for African American initiatives. I also enjoy spending time with his two sons, ages seven and four.”

---

**ONE OF THE FLAGSHIPS IS A SERIES CALLED**
**COMPOSER PORTRAITS, WHICH IS DEDICATED TO THE MUSIC OF LIVING OR RECENTLY DECEASED COMPOSERS.**

---

**COLUMBIA PEOPLE**

---

**COLUMBIA HAS A MUCH MORE IN-DEPTH COMMISSIONING ROLE THAN IT DID WHEN I FIRST ARRIVED. MILLER THEATRE IS NOW KNOWN, AND COLUMBIA THEREFORE IS KNOWN, AS ONE OF THE MAJOR VENUES IN THE WORLD FOR COMPOSERS TO PRODUCE NEW WORK.**

---

**WHAT EXCITES YOU ABOUT MILLER THEATRE’S PRESENCE AT COLUMBIA?**
- Miller Theatre is the performing arts producer of Columbia University. We produce a full season of ballet, opera, concerts, lectures and films for the benefit of both the University and the greater community. We nurture the next generation of cultural consumers by encouraging students to develop the habit of attending public arts presentations. Being part of Columbia defines our mission. We commission new productions, invite scholars to help us and educate our audiences about music that most people simply do not hear, whether little-known early music or modern-day premieres. One of our primary functions is to knit Columbia together with New York City’s cultural life: Not only does Miller bring artists to campus but we produce new artistic products which is of interest to New York and beyond.

**DOES MILLER INTEGRATE ITS OFFERINGS INTO COLUMBIA’S CURRICULUM?**
- At the beginning of each semester, we comb the course listings to see where our programming can find a match. Then we approach professors and student organizations to see if we can bring our composers to speak or encourage classes to attend live performances that relate to their studies. Some divisions, such as Columbia’s Center for Jazz Studies, work with us in advance to cross-promote jazz performances that Miller produces both here in our actual theater and in venues nearby, such as Riverside Church.

**DO YOU PERSONALLY HAVE THE CHANCE TO TALK TO STUDENTS ABOUT WHAT THEY SEE AND HEAR AT MILLER THEATRE?**
- One of my favorite things that I get to do at Columbia is to teach a section of Music Humanities in the core curriculum. Because of my role in the greater New York music community, I have been able to connect my students directly with performers, composers and even concert halls like Carnegie Hall, the Metropolitan Opera and elsewhere—and I can mix Miller’s programming into the courses I teach.

**CAN STAFF AND FACULTY TAKE ADVANTAGE OF MILLER THEATRE AS WELL?**
- Absolutely. We offer steep discounts on our already low ticket prices to staff and faculty, allowing them to see performances of the highest possible quality for next to nothing, right here where we all work.

**WHAT ARE SOME OF THE PROGRAMS MILLER WILL OFFER IN 2007–08?**
- Miller Theatre is now known, and Columbia therefore is known, as one of the major venues in the world for conductors and composers to produce new work. And I hope the next 10 years will bring more and more of the same.

---

**ONE OF THE FLAGSHIPS IS A SERIES CALLED COMPOSER PORTRAITS, WHICH IS DEDICATED TO THE MUSIC OF LIVING OR RECENTLY DECEASED COMPOSERS.**

---

**WHAT DO YOU PERSONALLY HAVE THE CHANCE TO TALK TO STUDENTS ABOUT WHAT THEY SEE AND HEAR AT MILLER THEATRE?**
- One of my favorite things that I get to do at Columbia is to teach a section of Music Humanities in the core curriculum. Because of my role in the greater New York music community, I have been able to connect my students directly with performers, composers and even concert halls like Carnegie Hall, the Metropolitan Opera and elsewhere—and I can mix Miller’s programming into the courses I teach.

**CAN STAFF AND FACULTY TAKE ADVANTAGE OF MILLER THEATRE AS WELL?**
- Absolutely. We offer steep discounts on our already low ticket prices to staff and faculty, allowing them to see performances of the highest possible quality for next to nothing, right here where we all work.

**WHAT ARE SOME OF THE PROGRAMS MILLER WILL OFFER IN 2007–08?**
- Miller Theatre is now known, and Columbia therefore is known, as one of the major venues in the world for conductors and composers to produce new work. And I hope the next 10 years will bring more and more of the same.
gene-sequencing technologies to screen for thousands of viruses, bacteria, fungi and parasites in hives afflicted with CCD, as well as normal hives and imported royal jellies from samples collected from several sites over three years. The discovery should put to rest speculation that the bees were dying as a result of climate change or cell phone exposure. "A key step in persuading us that an infectious basis was serious is finding viruses, bacteria, fungi and parasites in hives afflicted with CCD," Lipkin said. "This is a vindication of our hypothesis.

"We are aware of other researchers who have been studying a possible infectious basis to CCD, but we believe ours is the first to identify the West Nile virus as the cause of the encephalitis outbreak that killed seven people in the New York area." (continued from page 1)

All Abuzz: Bee Deaths Solved continued from page 2

WHAT ARE YOU LOOKING AT?

HINT: This rooster doesn’t just get up with the sun. Where does it strut?

ANSWER TO LAST CHALLENGE: The statue of Alexander Hamilton; Winner: Peggy Quisenberry

William Eimicke continued from page 6

to study government at the highly regarded Maxwell School of Public Administration.

Working firsthand with firefighters hasn’t lessened Eimicke’s awe of the profession. “There’s something magical about it,” he said. “Most people—they see a fire and run. Firefighters see a fire and run into it. It’s all about saving lives. To me, that’s God’s work.”

Eimicke’s expertise is particularly valuable to the fire department as the organization realigns to focus more on disaster preparedness and terrorism in the post-9/11 era. His skill set will also come into play in the wake of the fire at the Deutsche Bank building that killed two firefighters in August. “There are all sorts of management issues that arise out of something like this,” Eimicke said.

Eimicke’s goal is to create new ways to track fire department performance, beyond traditional benchmarks like response time and fatality rates. By keeping better track of such indicators as the frequency of firefighter injuries, the number of people who are resuscitated by EMS workers or rates of fire victims rescued, the department can use the data to focus on prevention—building safer buildings, reducing injuries and avoiding fires rather than just extinguishing them.

“That’s what’s so integrating—every life that’s saved,” Eimicke said. “Most people—they see a fire and run. It’s all about saving lives. To me, that’s God’s work.”