Barnard College has unveiled a campus expansion plan—the Master Plan—to replace the McIntosh Student Center by fall of 2006, according to a statement issued by The College.

The plan, unveiled by Barnard President Judith Shapiro, would press the College to overflowing in the near future, and would be devoted to the arts. The plan, unveiled by Barnard President Judith Shapiro, would press the College to overflowing in the near future, and would be devoted to the arts.

"Today's extremely limited space will become a moral imperative to expand," said Professor Andrew Manshel, vice president for finance and administration. "It's the best possible time to borrow money for major construction.

In addition to the library/classroom/sociological/atrium site, the plan outlines the expansion and renovation of Lehman Hall. The master plan calls for the creation of Lehman's façade and enclosing what is now a dark outdoor walkway that runs the length of its first floor, and moving current Lehman to the new multi-use building, creating space for an expanded reception, more on-line research and study areas.

The plan overall will give Barnard more room for computer networking, studio and gallery space for its signature architecture and visual arts programs, space, cafes, a large and light-filled dining area and its first large dining area dedicated to public events, lectures and performances. Since it lacks a major public venue, the plan is producing a work of art in accommodating the public for its distinguished women's community center as a moral activity.

"What made the sessions so exciting was the mix of attendees," said Professor Baruch Schlag, a doctoral candidate in the Department of Spanish and Portuguese, who attended the Hansen session and also co-led a session on teaching festivals. "On this campus, people who have never taught on the level of the arts and humanities, experienced teaching in the arts, and language professors, a department head and a dean.

Finally, members of the Arts and Sciences faculty spent the afternoon engaged in discussions with grad students about teaching the disciplines and core programs. Joe Bizup, the new director of the Undergraduate Writing Program; Lexi Rudnitsky, associate director, and Shelley Saltzman, lecturer in the American Language Program, gathered TAs for a "Student Writing" session. Dean Henry Pitkin and Robert Shapiro, professor of English, led the group in teaching quantitative courses.

"My primary goal after I finish my Ph.D. is to teach, so I wish opportunities like this conference," said Jodi R. Eichler, a second year Ph.D. student in comparative literature and conference participant. "It also provided an opportunity to learn more about services available to support undergraduates; for instance, I attended a great session on the Writing Center. I have been in the process of learning more about the undergraduate writing program.

Forums at Columbia focusing on cross-disciplinary pedagogy will bring together graduate students and undergraduates alike—will continue. Next year's forums will likely attract an even larger crowd. "The development of our skills as teachers is vital both to Columbia and to our careers," said Eichler.

Columbia has revised the old advising structure to include a new academic advising policy known as "Those who can, do. Those who can't, teach." Thanks to programs such as the Teaching Conference it is clear that "Those who can, teach. Those who teach, lead."

"Graduate Students Sharpen Techniques for Teaching During First Annual Conference"